Accountability Report Transmittal Form

Agency Name ___South Carolina State University_____

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2012-2013
ACCOUNTABILITY REPORT

TABLE OF CONTENTS

SECTION I: EXECUTIVE SUMMARY 1
Purpose, Mission, Vision and Values 1
Major Achievements for 2012-2013 1
Key Strategic Goals 3
Key Strategic Challenges 3
How the Accountability Report Is Used to Improve Performance 3

SECTION II – ORGANIZATIONAL PROFILE 4
Organizational Structure 8
Appropriations/Expenditures Chart 9
Major Program Areas Chart 10

SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA 12
Category 1 – Senior Leadership, Governance and Social Responsibility 12
Category 2 – Strategic Planning 15
Strategic Planning Chart 16
Category 3 – Student, Stakeholder and Market Focus 19
Category 4 - Measurement, Analysis and Knowledge Management 21
Category 5 – Workforce Focus 24
Category 6 – Process Management 27
Category 7 – Organizational Performance Results 29
Appendix – Faculty Accomplishments 49

SECTION I - EXECUTIVE SUMMARY

1. Purpose, Mission, Vision, and Values

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

Mission

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration.

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

Vision

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

Values: ***Access*** *- accessible and affordable*
Opportunity *- to fulfill career dreams and goals*
Integrity *- a solid reputation of integrity*
Excellence *- commitment to excellence as its top priority*
Respect *- climate of mutual trust and respect*

2. Major Achievements

◊ On Tuesday, Sept. 4, 2012, the SC State University ROTC program celebrated yet another feat with the promotion of its 16th general officer when Col. Bruce Crawford, '86, was promoted to Brigadier General.

- ◊ The Unit Accreditation Board (UAB) of NCATE on November 9, 2012 continued the accreditation of the Department of Education at SC State University at the initial teacher preparation and advanced preparation levels, which continues until the spring of 2019. All National NCATE and State Standards were met.
- ◊ SC State University officially opened its new state-of-the art Engineering and Computer Science Complex on Friday, Feb. 1, 2013. The $24.5 million, 86,500 square foot complex features innovative classrooms, research centers, laboratories, offices and other academic support spaces.
- ◊ At the June 2013 meeting, the Commission on Accreditation (COA) voted to reaffirm the Social Work program's accreditation for eight years, with a *Progress Report* to be reviewed by COA. The submission due date for the *Progress Report* is April 1, 2014.
- ◊ The Speech Pathology and Audiology Graduate Program was re-accredited for another eight-year cycle by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) in October, 2012.
- ◊ The Child Development Learning Center (CDLC) was successful in achieving a new five-year term accreditation cycle and is relicensed until November 2014 by the National Association for the Education of Young Children (NAEYC).
- ◊ The Family and Consumer Sciences program was commended for the progress that has been made towards compliance by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The next self-study report is due February 1, 2018.
- ◊ On Oct. 10. 2012, millions of young people across the Nation became scientists for the day during the fifth annual *4-H National Youth Science Day* (NYSD), and 16 schools sponsored by the 1890 Research and Extension Program at SC State University participated. They took part in this annual event that seeks to spark an early interest in science and future science careers, and to reclaim the Nation's position of leadership in scientific exploration. As part of 4-H NYSD, youth participated in the *4-H Eco-Bot Challenge:* the 2012National Science Experiment. This year's experiment introduced youth to robotic engineering concepts as they programmed a robot to clean up a simulated environmental spill.
- ◊ "Get Connected!" SC State University launched its innovative Mobile Application. At the click of a button, current and prospective students, alumni, and stakeholders can become connected to all aspects of SC State University. With the launch of a new mobile application, Apple IPhone and Android carriers can become more engaged with University happenings through this new, no-cost interactive tool.
- ◊ In March 2013, SC State University was named as one of the newest associate members of Oak Ridge Associated Universities (ORAU) university consortium during their 68th annual meeting of the ORAU Council of Sponsoring Institutions held in Oak Ridge, Tenn. ORAU's member institutions benefit from its position as the principal resource for engaging academia in the research and education related actions of UT-Battelle/Oak Ridge National Laboratory (ORNL), the Y-12 National Security Complex/National Nuclear Security Administration and the Department of Energy. Access to those entities will offer greater opportunities for research funding and higher visibility.
- ◊ A 12-station computer lab, comprising music-keyboard workstations, has been created in the Music Resource Room with the installation of 12 shelves for 12 computer keyboards.

- ◊ The Counselor Education Program faculty hosted the 62nd A.I. Mose Annual Counseling Conference at SC State University. Over 100 counselors attended this annual conference.
- ◊ Partnership with Zeus Industries resulted in Zeus donating a Materials Locker to the department of Biology & Physical Sciences to be used by various biomedical research faculty. The Locker is located in the newly established Biomedical Common User Laboratory.
- ◊ Claflin and SC State Universities' Honors Colleges served as co-hosts for the 2012 National Association of African American Honors Programs (NAAAHP). Fourteen HBCUs and over 200 delegates (deans/directors, faculty/staff, students) participated.
- ◊ Women's Soccer earned national recognition for outstanding academic achievement by the National Soccer Coaches Association of America (NSCAA) for the 3rd consecutive year. The team ranked 2nd with a grade point average of 3.63.

3. Key Strategic Goals

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

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

4. Key Strategic Challenges

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

5. Use of the Accountability Report to Improve Organizational Performance

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

SECTION II – ORGANIZATIONAL PROFILE

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

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

Table II.1 Degree Programs

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

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

1 Five-Year Program 2 Double-Major

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

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

3. Operating Locations

- Main campus: 300 College Street, Orangeburg, South Carolina
- An additional 286 acres are located at Camp Harry E. Daniels in Elloree, South Carolina
- University Center in Greenville (UCG) in Greenville, SC,
- Savannah River Site, Aiken, SC
- The 1890 operating locations are represented across the state of South Carolina. The main office is located on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex. There are eight additional operating locations in the following areas: Anderson, Bowman, Greenwood, Hampton, Charleston, Williamsburg, Marlboro and Camp Harry Daniels located in Elloree, SC.

4. Number of Employees by Faculty and Staff as of November 30, 2012

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

FULL-TIME SALARY CLASS	No.
FT Faculty	207
Research	14
Public Service	29
Library and Instructional Support Occupations	12
Management Occupations	23
Business and Financial Operations Occupations	108
Computer, Engineering, and Social Occupations	39
Community Service, Legal, Arts, and Media Occupations	157
Office and Administrative Support Operations	79

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

PART-TIME- SALARY CLASS	No.
Part-time Faculty	69
Business and Financial Operations Occupations	17
Computer, Engineering, and Social Occupations	7
Community Service, Legal, Arts, and Media Occupations	92
Office and Administrative Support Operations	17

5. Regulatory Environment

- South Carolina State Legislature
- The Southern Association of Colleges and Schools Commission on Colleges (SACS COC) is the regional accrediting body
- South Carolina Commission on Higher Education (SC CHE)
- National program accrediting agencies (see Figure 7.6-1)
- Federal agencies as a recipient of federal funds

6. Governance System

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

7. Key Suppliers and Partners

- South Carolina high schools and technical colleges are key suppliers of students.
- Local businesses, UNICCO, SODEXHO; Follett textbook company, computer and software companies, and local printing companies support administrative services.
- Academic program and research advisory boards
- Agencies with which the University shares Articulation Agreements or Memoranda of Understanding.
- Other four-year colleges and universities within the state are considered competitors and partners as we all serve the students and citizens of the state without duplication.
- In its land-grant and academic research components, the University is involved in numerous federal and state partnership grants such as NSF, USDA, NIH, USDOE, USAID, GEAR-UP, and TRIO programs.

8. Key Competitors

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

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

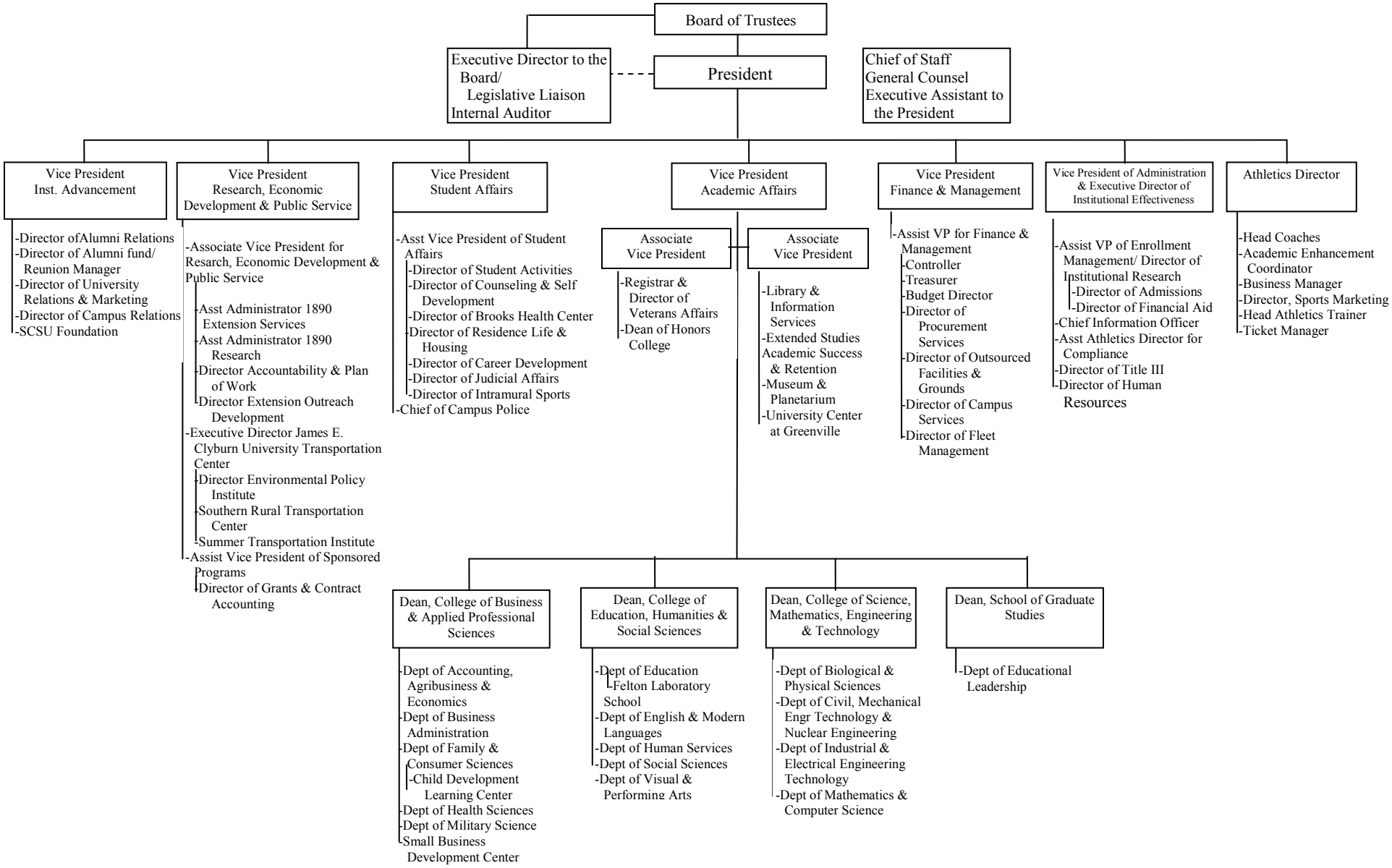
- Maintaining accreditation of all accreditable academic programs
- Performance on professional and licensure exams by graduates
- Faculty scholarly productivity and research
- Academic programs that meet today's market needs and prepare graduates for post-graduate study
- Retention and Graduation rates

SC State University focuses on maintaining accreditation of its accredited programs; upgraded its admission procedures to focus more on the utilization of technology and the reduction of paper applications and materials; provides special peer and computer –assisted tutorials in preparation for professional and licensure exams; continues to provide more workshops on grant writing and expanding research opportunities for faculty; and utilizing Advisory Boards and Business Clusters to ensure that the University continues to meet the needs of students to become successful whether in the workplace or graduate studies. The University is also enhancing its assessment efforts that identify those areas that need improvement in our academic programs and support services in order to improve advisement, retention and graduation rates.

10. Performance Improvement Systems

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

11. **Chart II.11 SC State University Organizational Structure (2012/13)**



12. **Chart II.12-1 Expenditures/Appropriations**

	FY 11-12 Actual Expenditures		FY 12-13 Expenditures		FY 13-14 Proposed Budget	
Major Budget Categories	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$ 44,064,185	$ 14,422,442	$ 42,075,906	$ 15,296,053	$ 39,686,515	$ 14,305,653
Other Operating	$ 84,260,561	$ 1,253,750	$ 76,506,502	$ 1,253,750	$ 64,883,607	$ 1,979,692
Special Items	$ -					$ -
Permanent Improvements	$ 16,868,247	$ -	$ 3,930,716			$ -
Case Services	$ -	$ -	$ -	$ -	$ -	$ -
Distributions to Subdivisions	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 12,511,015	$ 2,704,782	$ 12,237,450	$ 3,165,667	$ 11,095,312	$ 3,436,672
Non-recurring	$ -	$ -	$ -	$ -	$ -	$ -
Total	$ 157,704,008	$ 18,380,974	$ 134,750,573	$ 19,715,470	$ 115,665,434	$ 19,722,017

[1] Total Fund figures includes all fund sources to include depreciation and loan funds.

Chart II.12-2 Other Expenditures

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

13. ***Chart II.13 Major Program Areas***

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures	FY 13-14 Budget Expenditures Proposed 8/15/2014	Key Cross References for Financial Results*
445	**Instruction** - Activities that are part of the institution's instruction program. This includes credit and noncredit courses, tutorial instruction, and for regular, special and extension sessions.	**State:** 3,455,455 **Federal:** 3,008,652 **Other:** 20,303,976 **Total:** 26,768,083 **% of Total Budget: 16.97%**	**State:** 4,206,855 **Federal:** 2,548,279 **Other:** 18,376,342 **Total:** 25,131,476 **% of Total Budget: 18.65%**	**State:** 4,833,001 **Federal:** 2,140,273 **Other:** 17,268,127 **Total:** 24,241,401 **% of Total Budget: 20.96%**	T-II.1, T7.1-3, F7.1-1, T7.1-5, F7.6-1
446	**Research** - Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:** 1,983,013 **Federal:** 11,078,369 **Other:** (0) **Total:** 13,061,382 **% of Total Budget: 8.28%**	**State:** 1,811,182 **Federal:** 7,346,968 **Other:** 450,818 **Total:** 9,608,968 **% of Total Budget: 7.13%**	**State:** 1,811,182 **Federal:** 7,002,201 **Other:** 439,025 **Total:** 9,252,408 **% of Total Budget: 8.00%**	C7.3-5, C7.3-6, C7.3-7
447	**Public Service** - This category should include funds for activities that are established primarily to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:** 553,710 **Federal:** 1,970,168 **Other:** (0) **Total:** 2,523,878 **% of Total Budget: 1.60%**	**State:** 349,978 **Federal:** 2,541,426 **Other:** 857,181 **Total:** 3,748,585 **% of Total Budget: 2.78%**	**State:** 349,978 **Federal:** 2,167,208 **Other:** 877,768 **Total:** 3,394,955 **% of Total Budget: 2.94%**	F7.4-1, F7.5-1, T7.6-1
448	**Academic Support** - Activities associated with the administration of the academic and instructional programs for the university.	**State:** 644,258 **Federal:** 1,441,139 **Other:** 2,905,419 **Total:** 4,990,816 **% of Total Budget: 3.16%**	**State:** 691,926 **Federal:** 500,078 **Other:** 2,941,514 **Total:** 4,133,518 **% of Total Budget: 3.07%**	**State:** 684,677 **Federal:** 2,044,487 **Other:** 705,042 **Total:** 3,434,206 **% of Total Budget: 2.97%**	T7.1-2, T7.2-1, T7.2-2, T7.2-3, T7.4-2, T7.4-3
448	**Libraries** - Includes library holdings in all formats, with emphasis on e-resources that support the academic research requirements of the university and the lifelong learning skills of students.	**State:** 123,878 **Federal:** 0 **Other:** 835,754 **Total:** 959,632 **% of Total Budget: 0.61%**	**State:** 158,988 **Federal:** 0 **Other:** 790,798 **Total:** 949,786 **% of Total Budget: 0.70%**	**State:** 187,303 **Federal:** 0 **Other:** 752,174 **Total:** 939,477 **% of Total Budget: 0.81%**	T7.2-6, T7.2-7
449	**Student Services** - An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	**State:** 2,330,203 **Federal:** 321,750 **Other:** 15,399,237 **Total:** 18,051,190 **% of Total Budget: 11.45%**	**State:** 2,913,076 **Federal:** 286,165 **Other:** 14,203,282 **Total:** 17,402,523 **% of Total Budget: 12.91%**	**State:** 3,179,022 **Federal:** 262,847 **Other:** 12,503,494 **Total:** 15,945,363 **% of Total Budget: 13.79%**	T7.1-4, F7.1-2 T7.2-4, T7.2-5, T7.2-8, T7.2-9, T7.2-10, T7.3-1, T7.3-2

452	**Institutional Support/Administration** - These costs include those activities which are non-instructional in nature, but are integral to the operations of the institution.	**State:**	2,602,131		**State:**	3,063,855		**State:**	3,413,517		C7.3-3, T7.3-4, T7.4-1, C7.4-1, T7.4-4, T7.5-1, T7.5-2
		Federal:	4,401,129		**Federal:**	5,308,107		**Federal:**	5,096,807		
		Other:	13,154,450		**Other:**	9,931,306		**Other:**	8,611,218		
		Total:	20,157,710		**Total:**	18,303,268		**Total:**	17,121,542		
		% of Total Budget:		**12.78%**	**% of Total Budget:**		**13.58%**	**% of Total Budget:**		**14.80%**	
451	**Operations and Maintenance** - Provides services and maintenance related to grounds and facilities. Program includes building, grounds maintenance, custodial services, landscaping along with major repairs and renovations.	**State:**	3,558,912		**State:**	2,894,828		**State:**	1,289,274		T7.5-3
		Federal:	102,274		**Federal:**	514,095		**Federal:**	522,622		
		Other:	23,908,342		**Other:**	13,884,592		**Other:**	4,654,852		
		Total:	27,569,529		**Total:**	17,293,516		**Total:**	6,466,748		
		% of Total Budget:		**17.48%**	**% of Total Budget:**		**12.83%**	**% of Total Budget:**		**5.59%**	
453	**Access and Equity** - The access and equity program vision is to achieve educational equity for all students and faculty in higher education.	**State:**	0		**State:**	0		**State:**	0		T7.1-1, C7.3-1, C7.3-2, C7.3-4, T7.6-2
		Federal:	0		**Federal:**	0		**Federal:**	0		
		Other:	0		**Other:**	0		**Other:**	0		
		Total:	0		**Total:**	0		**Total:**	0		
		% of Total Budget:		**0.00%**	**% of Total Budget:**		**0.00%**	**% of Total Budget:**		**0.00%**	
442,443,444	**Auxiliary Activities** - Includes housing, food service, bookstore, and other self-supporting activities that furnish goods and services to students, faculty and staff.	**State:**	0		**State:**	0		**State:**	0		T7.2-11
		Federal:	0		**Federal:**	0		**Federal:**	0		
		Other:	19,379,413		**Other:**	16,524,720		**Other:**	14,936,198		
		Total:	19,379,413		**Total:**	16,524,720		**Total:**	14,936,198		
		% of Total Budget:		**12.29%**	**% of Total Budget:**		**12.26%**	**% of Total Budget:**		**12.91%**	
——	**Scholarships** - This program accounts for all awards, waivers, abatements and entitlements given to students to defer the costs of attending the university.	**State:**	3,129,415		**State:**	3,624,783		**State:**	3,974,064		T7.3-3
		Federal:	14,257,799		**Federal:**	12,016,900		**Federal:**	11,546,053		
		Other:	6,855,163		**Other:**	6,012,532		**Other:**	4,413,021		
		Total:	24,242,377		**Total:**	21,654,215		**Total:**	19,933,137		
		% of Total Budget:		**15.37%**	**% of Total Budget:**		**16.07%**	**% of Total Budget:**		**17.23%**	

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

Grand Totals	**State:**	18,380,974		**State:**	19,715,470		**State:**	19,722,017		
	Federal:	36,581,280		**Federal:**	31,062,018		**Federal:**	30,782,498		
	Other:	102,741,755		**Other:**	83,973,085		**Other:**	65,160,919		
	Total:	$ 157,704,008		**Total:**	$ 134,750,573		**Total:**	$ 115,665,434		
	% of Total Budget:		**100.00%**	**% of Total Budget:**		**100.00%**	**% of Total Budget:**		**100.00%**	

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

SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA

CATEGORY 1
SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

1. *How do senior leaders develop and deploy their organization's vision and values? How do their personal actions reflect a commitment to the organizational values?*

Senior leaders at SC State University develop and deploy the university's vision and values throughout the leadership system in a variety of methods, to include visits to alumnae chapter meetings; meetings with faculty, staff and students in general assemblies and small groups; and meetings with legislators and other constituents through presentations focused on sharing the vision and values of the University. Their personal involvement in these meetings and involvement in the community reflect their commitment to the university's values.

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

Each senior leader develops and implements an action plan for the year focuses on addressing the university's goals and objectives. Weekly meetings for senior leaders include discussion of significant issues, thereby enabling them to receive updates regularly and to make appropriate adjustments timely.

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

Senior leaders operate from a transparent position by sharing information with personnel regarding policies and procedures of their various units. Regular staff meetings, managers' meetings, departmental retreats and other University forums are avenues by which fiscal, legal, and regulatory accountability is monitored. In addition, the university's internal auditor and legal counsel provide oversight to ensure adherence to these policies.

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

Professional growth and development is an integral part of continuous improvement for SC State University. Therefore, senior leaders provide resources for campus personnel to participate in on-campus and off-campus professional development opportunities.

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

Senior leaders encourage personnel to become involved in professional organizations and participate in continuous professional development activities. Annual evaluations include a review of each individual's performance, initiative and contributions to the unit, along with a determination of the individual's growth and possibility for promotion or increased responsibilities.

6. *How do senior leaders communicate with, engage, empower, and motivate the entire workforce? How do senior leaders take an active role to reinforce high performance?*

Senior leaders acknowledge the accomplishments of their personnel in meetings and written correspondence. They appoint personnel to university-wide committees to promote their involvement in the decision-making process. In addition, the University sponsors a "Professor of the Year" and the "Staff of the Year", in which each division identifies personnel who have made significant accomplishments.

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

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

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

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

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

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

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

As indicated in Section II Organizational Profile, item #3, SC State operates in locations throughout the state of South Carolina. Outreach through TRIO programs, GEAR UP, 1890 Extension and academic departments provide significant programs and services to the members of these communities. Both personnel and students participate in these programs, some of which are student-sponsored. Senior leaders recognize that part of the university's mission is community service and promote this through their personal involvement in several of these initiatives. Regular

evaluations of these programs and services and the data collected are used to determine what services should be adjusted and what kinds of programs and/or services are needed. Various partnerships are developed with local agencies to enhance services provided, such as the university's Speech Pathology & Audiology program which operates a clinic to provide free hearing tests for youth; senior leaders who participate on community boards, such as United Way, Habitat for Humanity, and the Chamber of Commerce; and faculty in the university's accounting department offering free tax service to qualified individuals.

CATEGORY 2
STRATEGIC PLANNING

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

Chart 2.1 Strategic Planning Process

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

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

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

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

Strategic Planning Chart

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
445 Instruction	Enhance Academic Programs and Academic Support Services to Meet Student and Other Stakeholder Needs	♦ Assess undergraduate and graduate programs (to include the core curriculum) regularly to ensure that content and practice remain current and meet market needs. ♦ Expand continuing education and distance education offerings. ♦ Maintain quality academic support services to assist students to be successful.	TII.1 F7.1-1, T7.1-5 T7.4-2, T7.4-3 T7.5-1
446 Research	Foster Partnerships and Collaborations that Mutually Benefit and Support the University, Local, State and Global Communities	♦ Establish Research Centers that enhance the 1890 mandate and faculty scholarship, and that promote agricultural, rural and urban research and extension work. ♦ Advance programs of research and scholarship by increasing the percentage of faculty actively engaged in intellectual contributions. ♦ Increase research goals to $50 million	C7.3-5, C7.3-6, C7.3-7
447 Public Service	Foster Partnerships and Collaborations that Mutually Benefit and Support the University, Local, State and Global Communities	♦ Strengthen alliances and partnerships with the community, alumni, public, private and non-profit organizations. ♦ Enhance outreach programs that strengthen the relationships between the university and the community. ♦ Develop and maintain a public relations and marketing plan that enhances the public's perception of the university, recognizes its achievements and acknowledges the quality of its programs.	T7.2-4 F7.4-1 F7.5-1 T7.6-1
449 Student Services	Promote and Sustain a Student-Centered Environment	♦ Increase student achievement, retention and graduation rates. ♦ Increase and maintain enrollment levels to align with the university's mission statement. ♦ Provide co-curricular learning experiences to enhance the development of students to include research, leadership opportunities and global awareness initiatives. ♦ Pursue grant opportunities and fund-raising initiatives to support student programs and services.	T7.1-2, T7.1-3, T7.1-4, T7.1-5 F7.1-1, F7.1-2 T7.2-3, T7.2-5, T7.2-8, T7.2-9, T7.2-10 T7.3-1, T7.3-2

T- Table C- Chart F-Figure

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
451 Operations & Maintenance	Strengthen the University's Performance through Enhanced Accountability and Efficient and Effective Processes	♦ Maintain compliance with all oversight and accrediting associations' rules, regulations and policies. ♦ Increase training and maximize the utilization of technology in all areas of the campus. ♦ Develop a comprehensive facilities improvement plan that reduces overcrowding and ensures appropriateness, safety, and comfort.	C-II.12, CII.13 C2.1 T2.2-1 T7.2-11 T7.4-1, T7.4-5, C7.4-1 T7.5-2, T7.5-3, F7.5-2 F7.6-1
452 Administration	Strengthen the University's Performance through Enhanced Accountability and Efficient and Effective Processes Expand and Increase University Resources to Ensure Fiscal Viability and Growth	♦ Improve customer service in all university operations. ♦ Create and maintain an organizational structure that is fiscally efficient and effective. ♦ Develop and maintain a financial structure that ensures a balanced budget and appropriate reserve funds through effective budget management, enhanced development activities, and research. ♦ Increase fundraising goals by 15% annually, with a base of $3.6 million.	T-II.4-1, T-II.4-2, C-II.11 T2.2-1 T7.2-1, T7.2-2, T7.2-3, T7.2-4, T7.2-5 C7.3-1, C7.3-2, C7.3-3, C7.3-4 T7.3-4 T7.4-4
453 Access & Equity	Promote and Sustain a Student-Centered Environment	♦ Promote diversity and inclusiveness in all programs and activities.	T7.1-1 T7.3-3 T7.6-2

T- Table C- Chart F-Figure

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

Table 2.2-1 Addressing Challenges through Strategic Planning

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

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

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

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

Through weekly discussions in the President's Cabinet, progress in achieving strategic objectives is tracked with the action plan developed. Specific deadlines were incorporated in the original plan for the accomplishment of goals and objectives. Individual departments also established regular reporting cycles to track

Include how you allocate resources to accomplishment your action plans.

progress on action plans. As part of the budget development process, each department identifies key strategic actions and the associated cost in their budget submissions. The Budget Committee compiles the information and decisions are made by prioritizing university needs to meet strategic objectives.

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

A copy of the strategic goals and objectives are distributed in hard copy and by email to all divisions from the Department of Institutional Effectiveness. Each division head distributes and discusses the objectives and action plans with their department heads for implementation. The University's strategic plan and annual reports are included on its website.

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

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

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

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

CATEGORY 3
STUDENT, STAKEHOLDER, AND MARKET FOCUS

1. *How do you identify the student and market segments? How do you determine which student and market segments to pursue?*

SC State is a public and state-assisted institution, thus students are recruited throughout the state of South Carolina, regardless of race, ethnicity, or gender. However, historically, the student market segments yielded our largest student population group of in-state African American students from low to moderate income backgrounds. A review of enrollment trends and student characteristics identify key counties within the state and several other states that provide large numbers of enrollees. Recruiters screen applicants to meet university admission requirements and desire to pursue the programs offered by the University.

2. *How do you keep your listening and learning methods current? How do you determine the importance of the expectations to these groups' decisions?*

Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is the primary method by which listening and learning methods remain current. Senior Exit Surveys provide significant feedback from graduating students regarding the graduates' views about the effectiveness of the academic programs in meeting their needs. Utilization of advisory boards and employer surveys also provide significant information about changing needs, thereby, allowing the university to modify its strategies to meet those needs. The 1890 Research Program utilizes local, state, regional and national focus areas to identify and prioritize critical issues to create new research initiatives.

3. *How do you use information and feedback to keep services and programs relevant, and provide for continuous improvement?*

Feedback from alumni, senior and current students through course evaluations and surveys is a critical source for ideas to ensure that services and programs are relevant and provide continuous improvement. Information from Advisory boards, which sometimes include alumni and other external stakeholders, provides valuable input to ensure that the curriculum is meeting market needs. Comments from these sources have resulted in the deletion or addition of courses, changes in topics within courses, and greater focus on soft skills, such as dress and communication. Information and feedback from future students includes comments through recruitment fairs and campus visits, and identifies possible new majors and the level of satisfaction with customer services. Additionally, attendance records indicate whether specific programs and services remain relevant and/or meet stakeholder needs.

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

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

5. *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning?*

Hosting various academic and athletic camps, and inviting students and stakeholders to campus programs and special events is one method for building positive relationships. New students are assigned to Student Orientation Leaders (SOLs) to assist them with their transition into the University. The Student Government Association (SGA) members serve as mentors to local high school student councils. In addition to the annual Honors and Awards Convocation, which acknowledges academic performance, different academic program and student activities, including athletics acknowledge and encourage outstanding student, faculty and staff performance. The University provides scholarships and hosts an Honors College to offer greater challenges to high achievers and provides tutorial support through the Student Success and Retention Program to those who are less academically prepared. Stakeholders are involved through participation in campus activities, on advisory boards and committees, as participants, consultants, and as judges to assist in the activities held on campus. This level of engagement promotes positive relationships and a sense of community.

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

Student Affairs and Academic Affairs have specific procedures to address students' complaints. The Office of Judicial Affairs investigates, in conjunction with the University Police Department, general conduct complaints; coordination of mediation referrals; and interpretation of the Student Code of Conduct and Policies. Internal and external stakeholder complaints are addressed through the appropriate offices. The University Counsel and/or the Director of the Office of Human Resource Management address personnel complaints that are not resolved within the departments.

CATEGORY 4
MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

1. *How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance?*

SC State University's academic programs establish student learning outcomes annually, reviews the progress of the outcomes and makes appropriate adjustments to ensure that students are gaining the skills and knowledge needed to be successful in their fields, whether on the job or in graduate and professional school. Initially, the preparation level of students upon entering the University is determined through reviewing their standardized test scores and high school courses and grade point averages. Throughout their matriculation, the University utilizes measures

defined by academic program guidelines and accrediting bodies or 'best practices' with specific student learning outcomes.

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

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

The Department of Institutional Effectiveness provides internal data/information through the Office of Institutional Research. Data is collected through surveys and the university's Banner system. Data is requested by the senior management team for decision-making, to include budgeting, hiring, enrollment, determining faculty loads, and identifying facilities' needs. Information requested by deans and academic department chairs is analyzed to determine the productivity and effectiveness of academic programs and faculty performance. All departments utilize data to conduct periodic evaluations of programs and services.

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

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

4. *How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?*

Key comparative data are selected on the state, regional and national levels based on the key measures identified and university progress in each academic area. Comparative data for the state is derived from reports of the SCCHE, regional data listed on the Southern Regional Education Board (SREB) website, professional associations, and national data found in collegiate magazines that offer rankings of colleges and universities. Internal data is generated through departmental and institutional research reports. This data is utilized to assess progress and growth within the University, to identify strengths and weaknesses relative to its competitors and to develop strategies for improvement.

5. *How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?*

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

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

Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisors. Security systems are in place that limit data access to personnel on a need-to-know basis. Information systems have built-in safeguards and controls to ensure that data is not compromised. A calendar for data review, updates, and reports is established annually to ensure timeliness and availability for decision-making. This schedule includes review by appropriate personnel to assess the accuracy of data that is being shared.

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

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

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

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

CATEGORY 5
WORKFORCE FOCUS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Workforce education, training, and development are ongoing processes and are determined by individual department's needs within the scope of the university's overall needs. All personnel are expected to be current in their particular areas of expertise. Personnel are also encouraged to share any new knowledge or skills with colleagues through demonstrations, presentations, and leadership roles. These advanced skills and knowledge allow departments to become more innovative, competitive and efficient.

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

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

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

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

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

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

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

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

CATEGORY 6
PROCESS MANAGEMENT

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

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

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

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

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

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

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

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

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

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

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

Key support processes include the following:

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

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

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

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

CATEGORY 7
ORGANIZATIONAL PERFORMANCE RESULTS

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

SC State University prides itself on providing access to students, many of whom are first generation college students and have lower SAT scores than their peers at other in-state public universities. Therefore, improvements in student learning are measured by examining the level of preparedness upon initial enrollment and then reviewing students' performance during matriculation and upon graduation. Data from performance on professional exams, honors and awards received by students for academic achievements, as well as academic performance outside the classroom provide evidence of the value added while enrolled at SC State. Table 7.1-1 illustrates a comparison of our average entrance scores with our public in-state counterparts.

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

INSTITUTION	2010 ACT/ Conv. SAT Combined Mean	2011 ACT/ Conv. SAT Combined Mean	2012 ACT/ Conv. SAT Combined Mean
The Citadel	1059	1085	1083
Coastal Carolina	991	999	998
College of Charleston	1160	1147	1159
Francis Marion	973	945	944
Lander	981	966	976
S. C. State	**879**	**866**	**835**
USC-Aiken	991	988	982
USC-Beaufort	940	943	942
USC-Upstate	983	984	984
Winthrop	1054	1059	1049

As a reward for their academic performance in the classroom, students receive either a bronze, silver or gold medallion during the annual Honors and Awards Convocation. Table 7.1-2 includes the number received during spring 2013 in each classification. Each medallion represents the cumulative grade point average that students have attained:
Bronze: 3.00-3.49 Silver: 3.50-3.74 Gold: 3.75 – 4.00

Table 7.1-2 Student Academic Honors and Awards

	Bronze	Silver	Gold
Freshman	147	69	16
Sophomore	104	43	32
Junior	147	40	38
Senior	194	54	46
Total	**592**	**206**	**132**

Improvement in student learning is not only measured by their academic performance in the classroom, but also by their performance on professional examinations prior to and upon graduation, as shown in table 7.1-3.

Table 7.1-3 Results of PRAXIS Examinations for SC State University
(Reported for April 1, 2012- March 31, 2013)

Name of Exam	# of Examinees	% Examinees Passing
PRAXIS Series II: Core Battery Professional Knowledge		
PRAXIS Series II: Principles of Learning & Teaching (K-6)	21	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	7	100%
PRAXIS Series II: Specialty Area Tests		
Education of the Young Child (0021)	10	100%
Elem. Ed. Curriculum Instruction Assessment (5011)	1	100%
Elem. Ed. Instructional Practices & Practices (5015)	14	100%
Elem. Ed. Content Area (0012)	6	100%
Elem. Ed. Curriculum & Instruction Assessment (0011)	7	100%
Mathematics Ed. Content Knowledge (0061)	3	100%
English Education English Lang. Lit. & Comp (0041)	1	100%
English Education Content and Analysis (0044)	1	100%
Speech-Language Pathology (0330)	2	100%
Total	**73**	**100%**

As of fall 2012, SC State University discontinued its generic nursing program to focus more on students achieving the bachelor's degree who have completed the LPN or RN.

As part of the annual reporting for all university academic colleges, the number of students engaged in various experiences outside the classroom is reported in Table 7.1-4 and Figure 7.1-1 provides a snapshot of students' academic achievements beyond the classroom. In addition to these data, student engagement in research projects in association with faculty continued. The University makes a concerted effort to ensure that grant submissions include opportunities for student involvement.

Table 7.1-4 Student Achievements

Student Achievements	No. Students*
Received External Awards	25
Presented Papers at External Conferences/Meetings/Workshops	74

Figure 7.1-1 Students' Academic Achievements Outside the Classroom

- ◊ A SC State University student took home the coveted first place win at a national research competition for outstanding poster presentation in the category of Food Safety, Nutrition and Health. Junior Rebecca Dale competed for the top prize at the 17th Biennial Research Symposium, hosted by the Association of Research Directors, held April 6-10 in Jacksonville, Fla. Dale defeated nearly 40 student competitors who are also earning degrees at the nation's 1890 land-grant institutions.
- ◊ Senior biology major Kayland Huckaby and juniors, Jessica Johnson, a biology major, and Nkemakonam Okoye, a chemistry major with a concentration in radiochemistry, competed for and won awards in the research presentation competition at the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) 28th Annual Career Fair and Training Conference.
- ◊ SC State University's National Student Speech-Language-Hearing Association (NSSLHA) chapter was selected to represent Region 5 in the competition for the National Student Speech-Language-Hearing Association (NSSLHA) Knowledge Bowl at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Atlanta, GA. The SC State Team tied for second place from among ten teams from speech pathology university programs across the United States.
- ◊ SPA Graduate students had poster and podium presentations at the annual convention of the National Black Association of Speech, Language, and Hearing (NBASLH) in Washington, D.C., in April, 2013.
- ◊ April 2013, the Department of English and Modern Languages sponsored the annual Poetry Extravaganza, and Ashlee Shaw, Biology major, was named Poet Laureate of SC State for the second year in a row.
- ◊ Five MBA students competed in the OFC Venture Challenge in Atlanta, GA with a new and innovative product, ALERT O^2, a product designed to reduce drowsy driving by keeping drivers alert on long distance driving.
- ◊ Ka'Shoon Green, a Spanish major who has done well in Chinese courses, received a scholarship to attend language studies at the Middlebury College Language Schools this summer. He will be studying Chinese.
- ◊ For the third year in a row, the SC State women's soccer team has been cited for outstanding academic achievement by the National Soccer Coaches Association of America (NSCAA). Also for the third consecutive season SC State placed in the Top Ten academically among Division I Women's program, coming in second nationally with a team grade point average of 3.63.
- ◊ Mr. Rayshad Ali – Passed the Society of Actuaries Examinations in Probability and Financial Mathematics
- ◊ Eighty percent (80%) acceptance rate Summer Exam Preparatory Institute participants into graduate and professional schools.
- ◊ Henderson-Davis Players (drama students) directed, wrote, and staged three shows/events.
- ◊ Chemistry students established an American Chemical Society student organization and a chemistry major was named a national ACS ambassador.

SC State University also provides opportunities for students to engage in activities beyond the academic environment to develop the 'whole' student. Thus, performance in the athletic and other arenas provides avenues by which students demonstrate excellence, as shown in Figure 7.1-2 below.

Figure 7.1-2 Extracurricular Achievements

- ◊ The Peer Health Advocates of the Health Center sponsored a dance marathon for sickle cell anemia which a monetary contribution ($1000 each) was given to the local Sickle Cell Anemia Foundation and the Sickle Cell Clinic at Palmetto Richland Memorial Hospital.
- ◊ Sherril McFarlane named to All-MEAC Women's Cross Country Team
- ◊ Xavier Molette captured 2013 MEAC Outdoor Track & Field Men's Discus Championship.
- ◊ Women's Tennis captured their 9th consecutive MEAC Championship and NCAA Tournament berth.
- ◊ Men's Tennis captured their 8th MEAC Championship in nine seasons and 8th consecutive NCAA Tournament appearance.
- ◊ Desire Waller became the first player in school history to become two-time MEAC Volleyball Player of the Year.
- ◊ South Carolina State captured the 2013 Women's Collegiate Golf Classic at the Stone Mountain Golf Course. Team members were led by Tiana Jones and included Cherie Chua, Cheryl Chua and Cabriel Duren. Jones, an Alliance, OH native, won her fourth tournament in six spring matches for SC State.
- ◊ Three SC State Golfers were among the top 5 at PGA Minority Championship held in Port St. Lucie, FL. They are Cherie Chua, Cheryl Chua and Tiana Jones coming in 2nd, 4th and 5th places respectively.
- ◊ Barry Bethea captured the Silver medal in the 400 meters during the 2013 MEAC Outdoor Track & Field Championships and participated in the NCAA Regionals.

The ultimate gauge of student learning is determined by the number who complete their degree programs and actually graduate. A significant number of upperclassmen were impacted by the change in the Parent-Plus loan requirements in 2012 and several seniors who had exhausted their financial aid eligibility were unable to return during the academic year. Thus, not only was the total enrollment impacted, but also the number of degrees awarded as well as the graduation rate.

Table 7.1-5 SC State University Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13*
Bachelors	521	565	548	583	518
Masters	115	123	116	130	111
Post Masters	0	3	3	1	1
Specialist	78	28	39	18	11
Doctoral	29	21	17	10	23
Total	**743**	**740**	**723**	**742**	**664**

***Data not final until September 2013; Preliminary data as of 052913**

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Key measures on student and stakeholder satisfaction and dissatisfaction are determined by ratings on customer satisfaction surveys by students and stakeholders, participation levels in university events and activities, and trends in retention and graduation rates.

Prior to graduation, seniors complete an exit survey that provides their opinions about the University. Tables 7.2-1 and 7.2-2 give some of the responses to those survey questions. Results of the surveys are shared with the various departments included in the survey to ensure that those areas with large percentages in the Fair and below categories are addressed.

Table 7.2-1 Fall 2012 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	32%	58%	8%	1%	0%
Quality of Instruction	25%	58%	13%	3%	0%
Degree Requirements	34%	50%	12%	3%	0%
Library Facilities	34%	43%	11%	8%	3%
Class Size	30%	41%	22%	3%	3%
Flexibility of Courses	22%	45%	21%	8%	3%
Dormitory Life	25%	38%	26%	7%	3%
Cleanliness of Campus	21%	42%	28%	5%	0%

Table 7.2-2 Spring 2013 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	35%	49%	13%	1%	0%
Quality of Instruction	32%	44%	20%	2%	1%
Degree Requirements	40%	44%	12%	2%	0%
Library Facilities	31%	34%	22%	8%	4%
Class Size	43%	35%	17%	2%	1%
Flexibility of Courses	28%	33%	23%	11%	4%
Dormitory Life	26%	35%	25%	10%	2%
Cleanliness of Campus	22%	37%	25%	12%	2%

The departments in business offer an Executive Speaker series that addresses topics relevant to students going into business fields. This is a weekly event during the academic year. Overall results of the survey from 81% of students enrolled are included in Table 7.2-3. Table 7.2-4 provides results from 33 employers who attended a Career Day Extravaganza in October 2012 and Table 7.2-5 represents results of an executive retreat for student leaders. These are just a few examples of the quality of offerings for students and stakeholders at SC State University.

Table 7.2-3 2012/13 Executive Speaker Series Survey Results

	MEAN
Executive Speaker Series is worthwhile	4.52
The speakers addressed topics relevant to my career goals and interest	4.27
The speakers gave insight on what is expected of me in my career	4.55
The speakers were able to answer questions asked	4.58
Ample opportunity was provided to network with speaker	4.60

Scale: 5-Strongly Agree 4-Agree 3-Agree Somewhat 2-Disagree 1-Strongly Disagree

Table 7.2-4 Career Day Extravaganza Summary

	# of Respondents	Poor	Fair	Good	Excellent	Rating Average
Overall how would you rate how well the fair was organized?	31	0	0	5	26	4
Overall how would you rate the fair site, set-up, and facilities?	33	0	1	4	28	4
How would you rate the pre-fair communications (registration, confirmation, and etc.)?	32	0	0	12	20	4
Rate how well the attendance (quantity) met your expectation for the fair.	33	0	2	11	20	4
Rate how well the quality of attendees met your expectations?	32	1	1	7	23	4
Do you feel the fair met your expectations in identifying "good hiring prospects"?	27	1	0	8	18	4
Please give us your honest impression of the fair process as a tool in meeting your critical recruitment objectives.	31	1	0	10	20	4

Table 7.2-5 Executive Leadership Retreat

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The overall quality of this session was good.	19	1	0	0	0
The style and delivery methods of the presenter were effective.	16	4	0	0	0
The session was helpful to me.	18	2	0	0	0
There was adequate time allotted for the presentation.	19	1	0	0	0
The supporting documents (flyers, post card, etc.) were help to me.	17	3	0	0	0

Results of 20 student leaders responses out of 26 in attendance.

Results of the following two library surveys (Tables 7.2-6 and 7.2-7) illustrate the results of undergraduates and graduates perceptions regarding the quality of library services. The results were provided by LibQUAL+®, a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality on a 1-9 point scale.

Table 7.2-6 Summary of Library Survey by SC State University Undergraduate Students

Question Text	Minimum Mean	Desired Mean	Perceived Mean	n
A library environment that is hospitable and conducive to finding and using information	6.82	7.87	7.05	118
A service which can find for me rapidly and easily the documents not available in my own institution	7.07	8.02	7.02	103
Availability of timely help when using my library's electronic resources	6.96	7.77	7.12	119
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	6.96	7.85	7.36	115
The value of the library's resources and services to me for my academic success	7.17	8.14	7.24	115

Means are provided for users' minimum, desired, and perceived levels of service quality for each item.

Table 7.2-7 Summary of Library Survey by Graduate Students

Question Text	Minimum Mean	Desired Mean	Perceived Mean	n
A library environment that is hospitable and conducive to finding and using information	8.13	8.13	6.38	8
A service which can find for me rapidly and easily the documents not available in my own institution	7.91	8.45	7.55	11
Availability of timely help when using my library's electronic resources	7.40	8.20	7.30	10
Librarians providing help that both assists in finding the information needed now, and improves skills useful in future information searches	7.75	8.50	7.00	8
The value of the library's resources and services to me for my academic success	7.67	7.67	7.33	9

Means are provided for users' minimum, desired, and perceived levels of service quality for each item.

The overall retention rate for SC State students had increased from fall 2007 to fall 2011 (7.2-8). However, as indicated previously, financial issues impacted the overall retention rate from fall 2011 to fall 2012. First-time freshman retention rates have fluctuated during this same time period (7.2-9). One major effort is to provide more financial resources for students and to give greater attention to student life. Providing more financial assistance is a major priority for the university's leadership. More focus is being placed on student support services. The Library and residence halls have made more computer stations available for student use and the food services unit revamped two of the campus dining facilities to offer more diversity in food choices.

Table 7.2-8 SCSU Retention Rates (Fall to Fall)

	F07 - F08	F08 - F09	F09 - F10	F10 – F11	F11 – F12
Headcount	4933	4888	4538	4362	4326
# Graduates	649	690	684	675	704
% Graduates	*13%*	*14%*	*15%*	*15%*	*16%*
Enrollment	4284	4198	3854	3686	3622
Number Retained	3003	2993	2799	2755	2540
Percent Retained	***70%***	***71%***	***73%***	***75%***	***70%***

Table 7.2-9 Retention Rates of First time Degree Seeking Freshmen (Fall to Fall)

	F08- F09	F09- F10	F10–F11	F11-F12
Total	**966**	**723**	**826**	**829**
Full-time	*923*	*713*	*817*	*822*
Part-time	*43*	*10*	*9*	*7*
Retained	**618**	**447**	**532**	**507**
Retention Rate	***67.0%***	***62.7%***	***65.1%***	***61.2%***

Table 7.2-10 - SCSU Student Retention Rates (Fall to Spring)

	F2008 to S2009	F2009 to S2010	F2010 to S2011	F2011 to S2012	F2012 to S2013
Headcount Enrollment	4888	4538	4362	4326	3807
# of Graduates (Fall Term)	234	230	179	217	179
% of Graduates	*4.8%*	*5.1%*	*4.1%*	*5.0%*	*4.7%*
Enrollment	4654	4308	4183	4109	3628
# of Students Returning (Spring)	**4102**	**3774**	3732	3629	3150
% of Students Retained	***88.1%***	***87.6%***	***89.2%***	***88.3%***	***86.8%***

Office of Institutional Research

Housing occupancy experienced a slight decline due to the decrease in enrollment, limited choices for meal plans which are required for students residing in campus housing, and new construction of privately owned apartment style housing across the street from the campus.

Table 7.2-11 Housing Occupancy

Year	2009	2010	2011	2012
Capacity	2,412	2,436	2,512	2,512
Occupancy	2,067	2,124	2,119	1,814
Percent Occupancy	*85.7%*	*87.2%*	*84.3%*	*72.2%*

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

Key measures on budgetary and financial performance include enrollment trends, full-time equivalent enrollment trends, appropriate management of the university's expenditures in spite of decreased state appropriations, fundraising, scholarship distribution, tuition and fees and research funding. Enrollment trends, which are key to financial stability, in Table 7.3-1, show decreases in enrollment. However, critical to continued enrollment is the availability of financial aid funds, which have decreased due to decreases in state funding, inadequate need-based funding, and increases in tuition and fees. Over 90% of the students at SC State University receive some form of financial assistance. Changes in Student Academic Progress (SAP) requirements and changes in the Parent-Plus loan requirements significantly impacted enrollment for fall 2012. The loan changes negatively impacted parents' ability to raise additional funds through loans and the SAP changes reduced the number of students eligible to receive Pell grants, thus unable to continue their enrollment.

Table 7.3-1 SC State University Fall Semester Headcount Enrollment

	F2008	F2009	F2010	F2011	F2012
Total Enrollment	**4,888**	**4,538**	**4,362**	**4,326**	**3,807**
Total Undergraduate	4153	3874	3759	3744	3,265
Total Graduate	735	664	603	582	542
In-State	4139	3806	3512	3424	3,033
Out-of-State	749	732	850	902	774
Full-time	3,994	3,851	3,760	3742	3,235
Part-time	894	687	602	584	572

In comparison with the comprehensive sector of South Carolina public universities (less than 5,000 students) all had decreases in enrollment, with the exception of the specialized Citadel. However, SC State University, with its heavier dependence on federal aid for students experienced the greatest decrease.

Table 7.3-2 Total Headcount Enrollment

	Fall 2011	Fall 2012	*F2012 over F2011*
College of Charleston	11,649	11,723	*0.6%*
Coastal Carolina University	9,084	9,335	*2.8%*
Winthrop University	5,913	6,170	*4.3%*
USC Upstate	5,493	5,561	*1.2%*
SC State University	**4,326**	**3,807**	***-12.0%***
Francis Marion University	4,187	4,093	*-2.2%*
The Citadel	3,390	3,499	*3.2%*
USC Aiken	3,277	3,211	*-2.0%*
Lander University	3,069	3,049	*-0.7%*
USC Beaufort	1,874	1,828	*-2.5%*

Charts 7.3-1 and 7.3-2 show that SC State has the fourth lowest in-state and out-of-state tuition and required fees of the ten public comprehensive universities. However, meeting these costs is still a challenge for many of the SC State students and their families. To assist in meeting these costs, students and parents depend on university, state and private scholarships; federal grants; and loans.

Chart 7.3-1 Fall 2012 Annualized Tuition and Required Fees Full-time Undergraduate Students In-State

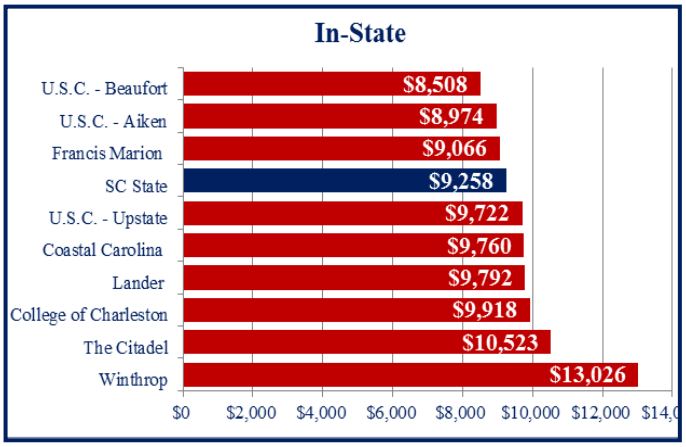
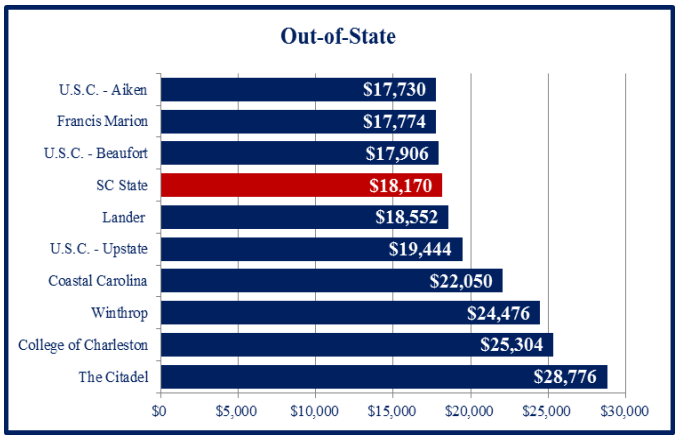


Chart 7.3-2 Fall 2012 Annualized Tuition and Required Fees Full-time, Undergraduate Students Out-of-State



CHE Tuition and Fees – Fall 2012 (che.sc.gov)

In addition to costs for students, the University must find other sources to help support its programs. Whereas scholarship and grant dollars assist students (see Table 7.3-3), research funding provides significant financial support to promote academic programs, faculty development, and outreach services to the community and state.

Table 7.3-3 AY Scholarship Disbursements* Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Awards	**No. Students**	**No. Students**	**No. Students**	**No. Students**	**No. Students**
Pell	3,025	3,113	3,115	3,072	2,482
SEOG	750	737	597	619	618
Federal Work Study	261	279	220	198	183
P-13 Job	328	335	291	303	260
Loans	4,315	4,523	4,178	3,957	3,417
Athletic Scholarships	246	290	245	329	242
Institutional Scholarships	926	1,069	1,097	676	613
Other Financial Aid	1,139	918	596	825	556

* Does not include SC CHE Scholarship disbursements

As illustrated in Charts 7.3-3 and 7.3-4, tuition and fees for SC State University increased as appropriation funds decreased. However, the percentage increases in tuition and fees did not equal the percentage decreases in state appropriations as provided in Table 7.3-4.

Chart 7.3-3 SC State Appropriations

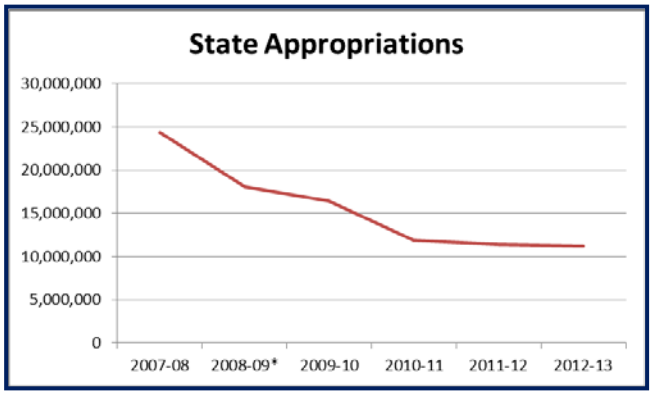


Chart 7.3-4 SC State Tuition & Fees

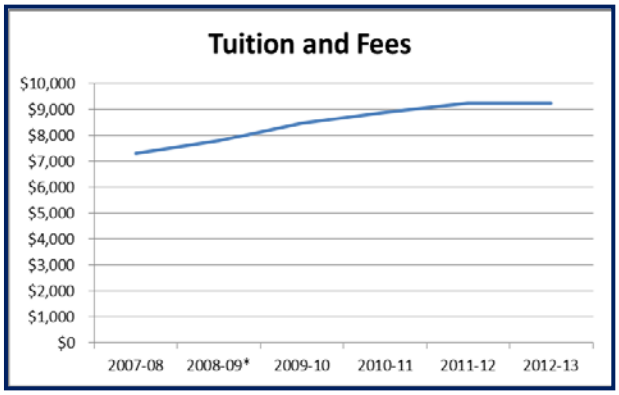


Table 7.3-4 Comparison of Percentage Decreases in State Education Recurring Appropriations to Tuition and Fee Increases for SC State University

Year	2007-08	2008-09*	2009-10	2010-11	2011-12	2012-13	Change from 2007/08 to 2012/13
Tuition and Fees	$7,318	$7,806	$8,462	$8,898	$9,258	$9,258	$1,940
		7%	*8%*	*5%*	*4%*	*0%*	*27%*
State Appropriations	$24,386,739	$18,065,137	$16,471,285	$11,898,708	$11,358,373	$11,184,786	-$13,201,953
		-26%	*-9%*	*-28%*	*-5%*	*-2%*	*-54%*

* State Appropriations include a one-time $400,000 amount for special obesity project.
Source: CHE Higher Education General Fund Recurring Appropriations

Chart 7.3-5 Five-Year Comparison of Research Funding Levels FY2009 – FY 2013

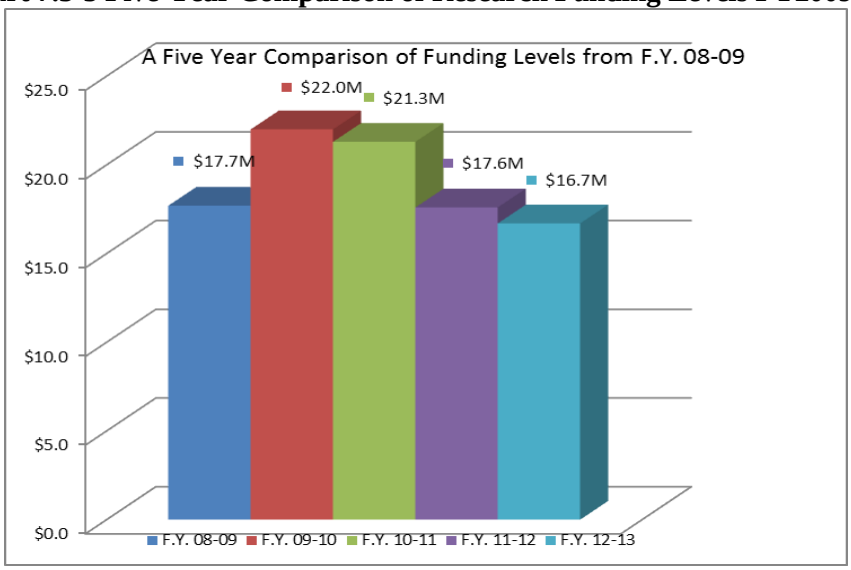


Chart 7.3-6 Funding Level by Department for Fiscal Year 2012-2013 $16.7M

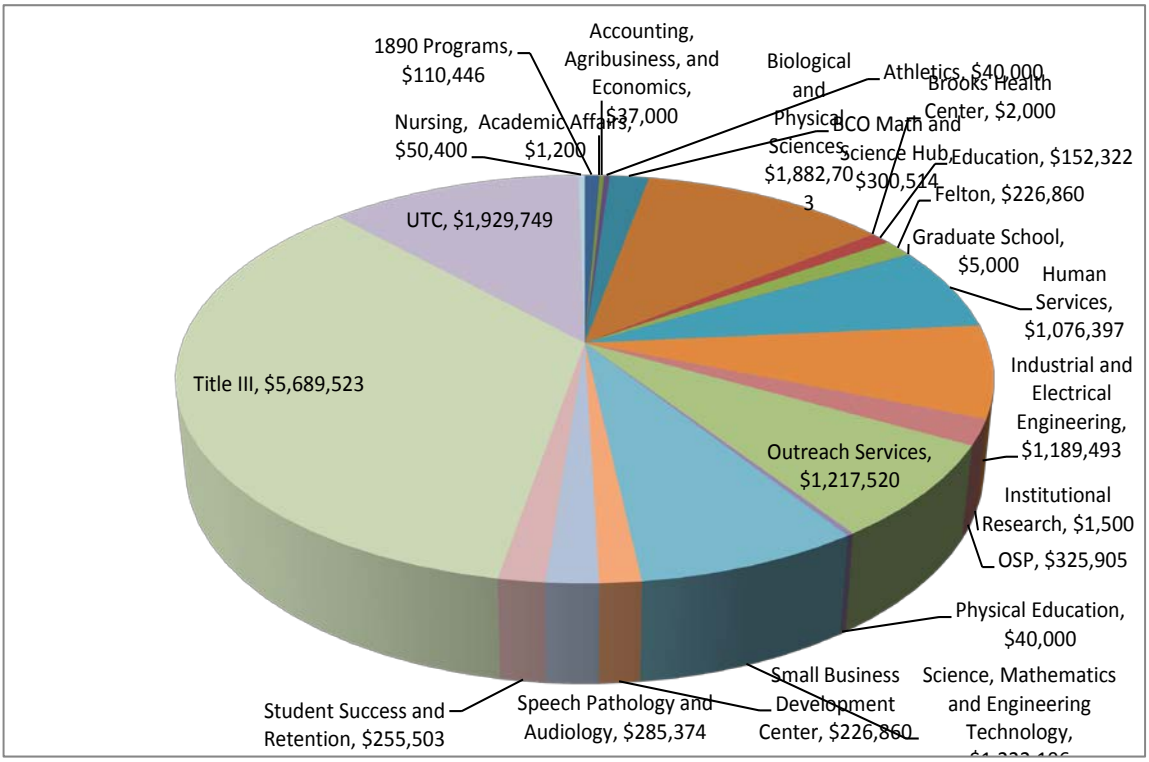
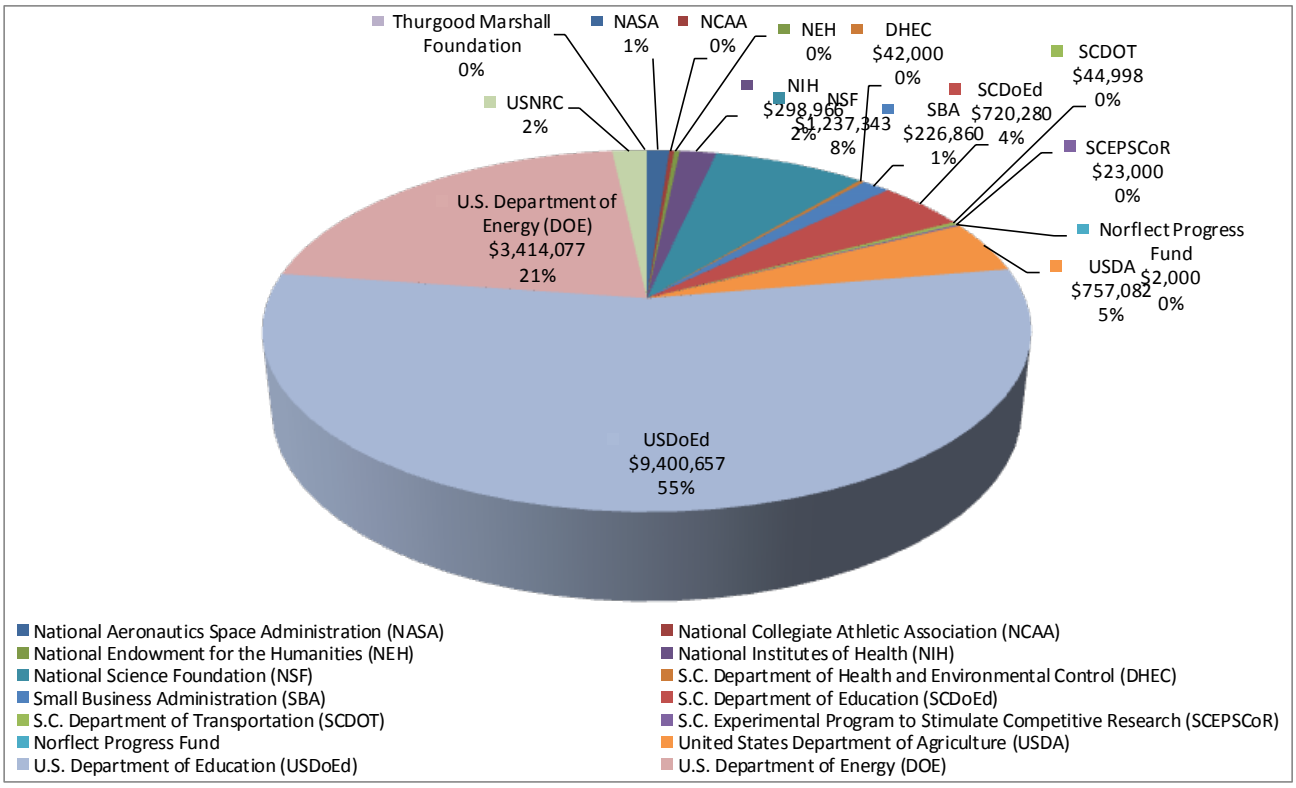


Chart 7.3-7 Funding Level by Agency for Fiscal Year 2012-2013 $16.7M



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

Key measures of workforce engagement, satisfaction and development include faculty/staff scholarly and professional development activities and the percentage of faculty with terminal degrees. Retention trends include the percentage of faculty with tenure status or on tenure track, both of which are also indicators of faculty professional growth due to the requirements to receive tenure and the desire to remain at the University. Health, safety and security issues are addressed through regular health newsletters and initiatives and regular assessment of security issues by the campus police and fire marshal. An abbreviated list of faculty scholarly accomplishments is included in the Appendix. In addition to pursuing scholarly activities for professional growth, several personnel also share their expertise in leadership roles within their professional organizations, as illustrated in Figure 7.4-1.

Figure 7.4-1 Leadership Achievements of Faculty and Staff

- Dr. Ethel G. Jones, chairperson and associate professor in the Department of Family and Consumer Sciences and an '83 alumna of SC State University was elected to the American Association of Family and Consumer Sciences (AAFCS) Council for Accreditation. Jones will serve on the national accrediting body for three years.
- Elbert R. Malone, assistant vice president for Sponsored Programs at SC State University was elected as the organization's president at the 18th annual National Sponsored Programs Administrators Alliance-Historically Black Colleges and Universities (NSPAA-HBCUs) Conference, June 4-7, 3013.
- SC State University alumnus and administrator of 1890 Extension Programs, Delbert T. Foster has been elected as chairman of the Association of Extension Administrators (AEA) during the annual Association of Public Land-Grant Universities (APLU) meeting in Denver, Colo. APLU is the leading research and advocacy organization for senior public higher education leaders. As chairman, Foster serves as the voice of the AEA, which is comprised of 18, 1890 Land-Grant Universities in 17 states.
- Dr. Frederick Evans, Associate Professor and Dean of the School of Graduate Studies, was elected the President of the South Carolina Graduate Deans Association for FY 2013-2014.
- Six years ago, Mrs. Charlene Johnson, SC State University Athletics Director, became the first woman to serve as Chairperson of the Directors of Athletics Association in the Mid-Eastern Athletic Conference. She has also served on several NCAA Committees and currently serves as a member of the NCAA Division I Football Championship Committee.
- Onyeocha, Joseph, President *of South Carolina Association of Accounting Educators (SCAAE),* Presided over the 2013 Annual SCAAE meeting, March 2013.

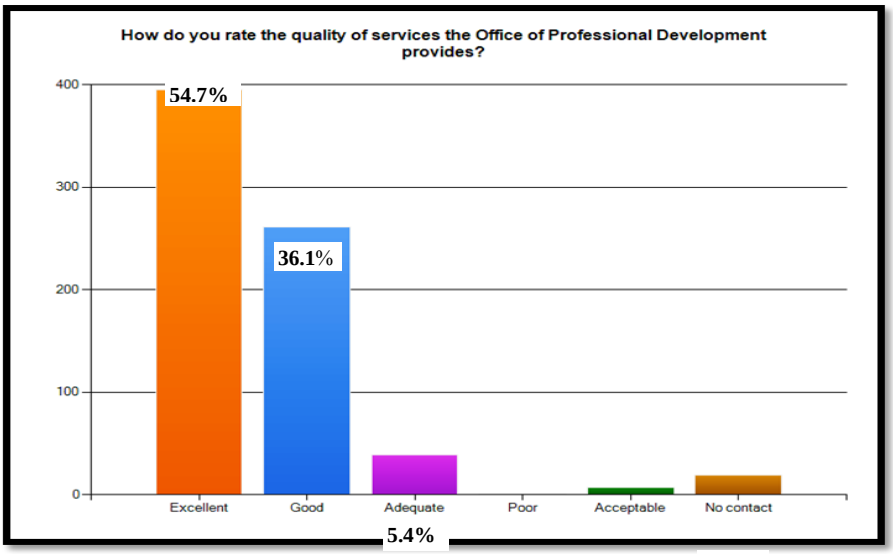
In addition to external professional involvement and development, the SC State University Office of Professional Training and Development (PTD) offers workshops, seminars and trainings each month to enhance faculty and staff professional development. Listed in Table 7.4-1 are some of the sessions offered. Session topics included presentations on technology training, health, safety, employee regulations and security. Figure 7.4.2 provides survey results from the overall performance of the PTD office.

Table 7.4-1 2012-2013 Professional Development Seminars

Topics	No Attendees
Anti-Harassment (Sexual ET.AL)	60
Bloodborne Pathogens	131
Customer Service (Empowerment through Positive Attitudes)	33
Violence in the Workplace	33
*Employee Performance Management System	12
*Equal Employee Opportunity	08
*HR Policies & Procedures	113
*Hazards Communication	17
*Introduction to Employment Law	49
*Tools for Effective Managers	32

Chart 7.4-1 Professional Training and Development Customer Survey Results

Data collected July 1, 2012-June 30, 2013 (SurveyMonkey) from 737(=n) surveys collected



14 (=n skipped question) [Excellent, Good, Adequate, Poor, Acceptable, No Contact]

Table 7.4-2 Fall 2012 Full Time Faculty with Terminal Degrees (Excluding Instructors)

Institution	Nursing–Primary Teaching Area	Not Applicable	No Terminal Degree	Terminal Degree	Total	% w Terminal Degree
The Citadel	0	0	7	159	166	96%
Coastal Carolina University	0	0	9	271	280	97%
College of Charleston	0	0	0	463	463	100%
Francis Marion University	10	0	18	159	187	90%
Lander University	7	1	14	87	109	86%
South Carolina State University	**3**	**0**	**7**	**164**	**174**	**96%**
U.S.C. Aiken	6	10	0	75	91	100%
U.S.C. Beaufort	4	19	0	20	43	100%
U.S.C. Upstate	11	31	0	89	131	100%
Winthrop University	0	0	17	236	253	93%

Table 7.4-3 Percentage SC State Full-Time Faculty Tenure Status

	2008	2009	2010	2011	2012
Tenured	33%	31%	41%	39%	42%
Tenure Track	57%	59%	34%	38%	35%

One method for retaining faculty is to provide competitive salaries. Salaries at SC State are comparable to peer institutions within the state as illustrated in Table 7.4-4 below.

Table 7.4-4 2012 Full-time Faculty Salaries by Rank – 9 Month

	Total No.	Professor	Assoc Prof	Asst Prof	Instructor	Total Average
The Citadel	182	88,775	71,870	61,205	52,388	72,336
Coastal Carolina University	292	86,945	70,405	59,999	47,472	68,960
College of Charleston	519	86,375	68,775	60,115	51,375	68,807
Francis Marion University	205	80,744	63,357	56,005	49,612	64,487
Lander University	145	70,699	54,054	51,727	41,962	51,875
South Carolina State Univ.	**207**	**73,886**	**65,192**	**57,562**	**48,184**	**62,091**
U.S.C. – Aiken	131	78,046	58,143	54,208	44,687	56,540
U.S.C. – Beaufort	60	76,472	60,949	54,962	46,518	56,993
U.S.C. – Upstate	200	75,751	62,143	53,359	48,026	56,178
Winthrop University	283	79,072	65,428	57,177	45,770	65,093

A secure campus is important to faculty, staff and students. Table 7.4-5 illustrates that the overall campus crime rate has decreased. Various new initiatives have been implemented to provide a safer and more secure campus. The utilization of call boxes throughout the campus as well as cameras in various locations inside and outside buildings has improved the safety features on campus.

Table 7.4-5 2012 Campus Safety and Security Survey

CATEGORY	2011	2010	2009
Sex Offenses, Forcible	0	1	3
Sex Offenses, Non-Forcible	0	0	0
Murders/Non-negligent manslaughter	1	0	0
Negligent Manslaughter	0	0	0
Robbery	5	7	13
Aggravated Assault	1	3	4
Arson	0	0	0
Burglary	33	57	49
Motor Vehicle Thefts	1	3	7
TOTAL	**41**	**71**	**76**

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

Key measures of organizational effectiveness/operational efficiency and work system performance include results of services provided, to include retention and graduation rates; continued accreditation of the university and academic programs; utilization of space; university rankings; and distribution of funds to ensure efficiency in operations.

Figure 7.5-1 Outcomes of Several 1890 Extension Program Services

- ◊ A high school financial planning program was implemented at eight high schools with 555 participants. 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.
- ◊ As a result of training activities, Small Farm Assistance and Outreach Program 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.
- ◊ The Sustainable Agriculture Project was successful in demonstrating to small farmers and agriculture producers soil fertility practices to include soil sampling and analysis, pest control limiting chemical applications and providing for increased production, quality and marketability of vegetable crops. As a result, forty-five percent (45%) of active participants gained knowledge, adopted practices and applied information to their operations. Twenty percent (20%) of participants expanded operations and improved marketing activities.

Figure 7.5-2 SC State Rankings Among Peer Institutions

SC State rankings in **2012/13**:

U.S. News and World Report's

#13 on Over Performing Schools in the Nation list, with an overall score of +79.

#5 among top public Historically Black Colleges and Universities (HBCU) in the nation in the magazine's 2013 Best Colleges and Universities rankings.

Washington Monthly

#57 of 281 in **Social Mobility** (recruiting and graduating low-income students)

#10 of 281 in **Service** (ROTC program),

Diverse Issues in Higher Education, *Top 100 Degree Producers: Baccalaureate* (Total Minority) for 2012

#6 Engineering Technologies and Engineering Related fields

#10 Communication Disorders Sciences and Services

#5 Family and Consumer Sciences/Human Sciences

#19 Education (doctorate)

SC State University's graduation rate has decreased over the past several years, thus, special emphasis has been placed on student advising and support services to retain students through graduation. The current strategic plan focuses on a more student-centered environment.

Table 7.5-1 SC Public Comprehensive Teaching Colleges and Universities
First-time, Full-time Freshmen Fall 2006 Graduation Rates with a Bachelor's Degree

INSTITUTION NAME	Total Cohort	Bachelor's Graduation Rate			150%[2] Grad. Rate
		4 year	5 year	6 year[1]	
The Citadel	538	296	40	11	65.8%
Coastal Carolina Univ.	1468	420	224	50	47.3%
College of Charleston	1968	1132	186	29	68.8%
Francis Marion Univ.	797	142	156	40	42.5%
Lander University	578	127	83	24	40.5%
South Carolina State Univ.	**870**	**134**	**118**	**46**	**34.3%**
USC Aiken	622	132	101	34	42.9%
USC Beaufort	204	30	9	7	22.5%
USC Upstate	781	166	104	23	37.5%
Winthrop Univ.	1180	384	208	36	53.2%
Total & Average	**9006**	**2963**	**1229**	**300**	**50.0%**

[1]Six Year Graduation Rate may differ from the 150% Rate because students declared as associates in the initial cohort for Beaufort are not included in the Bachelor's seeking cohort
[2]Bachelor's 150% graduation rate – degrees awarded through August 2012

As illustrated in Table 7.5-2 expenditures for scholarship and instruction have remained high priorities for the University. With the financial support needed by students, the University provides a significant portion of its resources to assist them in remaining in school. In addition, support for instruction provides the necessary basis for maintaining the highest quality academic programs.

Table 7.5-2 Operating Expenses by Function

	FY2011		FY2012		FY 2013*	
Instruction	28,038,343	*17.1%*	26,768,083	*17.0%*	25,131,476	*18.6%*
Research	15,905,026	*9.7%*	13,061,382	*8.3%*	9,608,968	*7.1%*
Public Service	3,901,162	*2.4%*	2,523,878	*1.6%*	3,748,585	*2.8%*
Academic Support	5,659,196	*3.4%*	4,990,816	*3.2%*	4,133,518	*3.1%*
Libraries	889,023	*0.5%*	959,632	*0.6%*	949,786	*0.7%*
Student Services	17,771,687	*10.8%*	18,051,190	*11.4%*	17,402,523	*12.9%*
Operation & Plant Maintenance	22,987,812	*14.0%*	27,569,529	*17.5%*	17,293,516	*12.8%*
Institutional Support	16,765,452	*10.2%*	20,157,710	*12.8%*	18,303,268	*13.6%*
Scholarships & Fellowships	32,725,804	*19.9%*	24,242,377	*15.4%*	21,654,215	*16.1%*
Auxiliary Enterprises	19,706,262	*12.0%*	19,379,413	*12.3%*	16,524,720	*12.3%*
Total Operating Expenses	**164,349,767**	***100.0%***	**157,704,008**	***100.0%***	**134,750,573**	***100.0%***

Sources: SCSU Division of Finance -- Years ended June 30 *FY 2013 is unaudited

Table 7.5-3 Assignable Area by Function Use Codes (%)

	Instruction	Research	Public Svc	Acad Support	Student Svcs	Inst Support	Plant	Auxiliary	Indep Opr	Unassigned
The Citadel	19	0		4.5	12.9	3.9	3.8	51.8	3.6	0.2
Coastal Carolina	26.8	0	0	3.9	14.2	4.8	2.4	42.3	5.2	0
College of Charleston Main	15.8	1.3	0	20.3	4.1	3.5	0.8	51.4	0	2.4
CoC North Area	74.3	0	0	25.6	0	0	0	0	0	0
CoC Grice Marine Lab	39.5	3.1	0	52.5	0	0	0	4.7	0	0
Francis Marion	31	0	6.4	9.6	13.3	6.6	2.2	28.8	1.7	0.1
Lander	37.8	0	0	7.7	9.8	5.8	2.8	35.7	0	0
SCSU Camp Harry Daniels	0	0	88.2	0	0	0	0	11.7	0	0
South Carolina State	**24.2**	**0.5**	**2.2**	**9.5**	**5.2**	**6.3**	**1**	**50.4**	**0**	**0.2**
U.S.C. Aiken	45.2	1.9	1.1	9.9	5.6	1.8	2	31.3	0.7	0
U.S.C. Beaufort	35.3	2.1	0	30.4	4.9	8.4	0	2.5	7.3	8.8
U.S.C. Beaufort Hilton Head	36.1	1.3	0	14.8	8.9	8.5	7.8	11.3	3.2	7.7
U.S.C. Upstate	46.1	0.3	0.2	5.4	4.9	2.6	1	30.8	2.7	5.5
Winthrop	29.2	0.7	1.6	8.5	11.1	5.4	10.6	32.5	0	0

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

a. accomplishment of your organizational strategy and action plans;

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

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

d. organizational citizenship in support of your key communities?

Evidence of the university leadership's commitment to accomplishing its strategic goals and action plans are included in reports located on the university website at: http://www.scsu.edu/institutionaleffectiveness/planning/strategicplanandreports.aspx.

Stakeholder trust is evidenced by continued engagement with the University and continued participation in outreach and campus activities. Fiscal accountability is measured by the allocation of fees to support university mission as indicated in Figure 7.5-1. SC State University maintains regional, athletic and program accreditations and adheres to the policies and regulations of state, federal and other associated agencies. Measures related to citizenship include maintaining affordable costs, community outreach, and accessibility.

SC State University sponsors numerous outreach services and activities throughout the year through its 1890 Extension program, speech and hearing clinic, museum and planetarium exhibits and shows, and other programs and services for the community. The 1890 Extension Program offered 1,271 workshops/trainings across the state of South Carolina and continues to have a significant impact within the state. Table 7.6-1 includes only a few of these activities. As a focus on preparing students for a global society, several activities include a global emphasis. The Office of International and National Student Exchange Program (OINSEP) hosted over 27 events, such as, Parade of Nations, a Study Abroad Fair, as well as programs celebrating Hispanic Heritage Month, the Chinese New Year, and International Women's Day. Attendance at these programs totaled 1725 students, 110 faculty and 60 staff.

Table 7.6-1 Community Outreach Activities

Office	Activity	Audience
1890 Extension	Workshops/Trainings	1,272 youth and adults
1890 Extension	Summer Enrichment Programs	6,351 youth
1890 Extension	Mobile Technology Center	2,910 youth
1890 Research	Obesity Camp	20 third, fourth and fifth graders
Athletics	Youth Day	Over 9,000 youth
Athletics	Read with a Bulldog	80 students at local elementary schools
Athletics	Habitat for Humanity	Assisted in building two homes
Campus Police	Stuff-A-Patrol Car	SC State's Campus Police donated over 230 items to a local domestic violence organization, CASA/Family Systems.
SC State's University Village	Camp All-Stars	Third annual camp geared towards the improvement of the state of South Carolina test scores and character building with local students between the ages of five to 16 years of age, June 10, 2013 through Friday, July 26, 2013.
Student Life & Leadership	Voter Registration Rally	100 students/community
Student Life & Leadership	Adopt-A-Child/Christmas Tree Lighting Ceremony	1200 students, faculty/staff, alumni, community
Brooks Health Center	Sickle Cell Anemia Marathon	1000 students, faculty, staff, community
Brooks Health Center	Domestic Violence Awareness	500 students, faculty, staff, community
Accounting Faculty	Volunteer Income Tax Assistance	50 Low income individuals, families
Office of International & National Student Exchange Programs (OINSEP)	Passport Fair	235 Students, Faculty, Staff & the Public
Center for Teaching and Learning	Summer Faculty Development Academy	40 faculty from six institutions, including Claflin University, Benedict College, Columbia College, Midlands Technical College, SC State University and V.J. Mendinghall SDA Jr. Academy.

Table 7.6-2 Enrollment by Race and Gender

Race	2008	2009	2010	2011	2012
Total	4888	4538	4362	4326	3807
Black/African American	4600	4237	4091	4061	3576
Non-Residential Alien	15	11	9	7	3
American Indian	7	3	5	5	5
Asian or Pacific Islander	13	11	16	18	26
White	198	144	169	178	146
Hispanic	17	24	29	28	28
2 or More Races					3
Unknown	38	108	43	29	20
Gender					
Male	2022	1904	1865	1846	1621
Female	2866	2634	2497	2480	2186

Figure 7.6-1 Institutional and Program Accreditations

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

Academic Programs are accredited by the following national accrediting bodies:

- Accreditation Board for Engineering and Technology, Inc. (TAC/ABET) Address: Accreditation Director for Engineering Technology, Technology Accreditation Commission Accreditation Board for Engineering and Technology, Inc., 111 Market Place, Suite 1050, Baltimore, Maryland 21202
- American Association of Family and Consumer Sciences (AAFCS)
- Association to Advance Collegiate Schools of Business International (AACSB)
- Commission on Accreditation for Dietetic Education (CADE)
- Commission on Collegiate Nursing Education (CCNE)
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association
- Council for Accreditation of Council and Related Education Programs (CACREP)
- Council of Rehabilitation Education, Inc. (CORE)
- Council for Social Work Education (CSWE)
- Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)

In addition:

- Felton Laboratory School is accredited by the Southern Association of Colleges and Schools College on Accreditation for School Improvement (SACS CASI)
- Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc.
- Child Development Learning Center is accredited by the National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC).

APPENDIX A

FACULTY AND STAFF ACCOMPLISHMENTS (Abbreviated List)

Books Published:

- Viswanath, GR. Business Calculus Text (Used for Business Majors)
- Kuzman Adzievski and Abul Hasan Siddigi, Intro to Partial Differential Equations For Scientists and Engineers Using Mathematica Sharda Univ., Greater Noida, India, CRC Press, 2013
- Mims, Joshua. The Cult of Koo Kway. Staccato Publishing. 9/17/2012.
- Legette. Willie, "Community Development in South Carolina: A Study of Six Cities in South Carolina" *Research Bulletin* No 91, South Carolina State University, 1890 Research & Extension monograph , SC May 2010 (just published)
- Harrold Stanley, *African-American Odyssey*, co-authored Darlene Clark Hine & William Hine, Upper Saddle River, N.J., Prentice Hall, 5th edition, 2013

Refereed Articles Published:

- Dr. Reginald Williams / Swick, K.J., Knopf, H., Williams, R.H., and Fields, M.E. (In Press 2012). Family-School Strategies for Responding to the Needs of Children Experiencing Chronic Stress. Early Childhood Education Journal.
- Dr. Abdul M. Miah, "Comparative study on the performance of a coherency-based simple dynamic equivalent with the new inertial aggregation", International Journal of Applied Power Engineering, December 2012.
- Dr. Uwakwe C. Chukwu, "Impact of V2G on Substation Capacity and SVR Devices for Radial Distribution Network", Proceedings of the IEEE Southeastcon 2013, Jacksonville, Florida, April 4-7, 2013.
- Dr. Samuel C. Littlejohn, "Increasing Domestic Food Security through Traceability Technology", Proceedings of the 2013 Industrial and Systems Engineering Research Conference, May 2013.
- Swain, N., Anderson, J., Moses, W., and Davis C. "RAPTOR – A Vehicle to Enhance Logical Thinking Computational Thinking in K-12 Schools Using Hands-On Activities", 2013 ASEE Annual Conference Proceedings, June 23-26, Atlanta, GA.
- Bozinovski, S A EEG based human-robot interaction: Implications for development robotics. IEEE Autonomous Mental Development TC Newsletter, 9(1): 11-12, 2012
- Facing Educational Leaders Today, *Psychology and Education An Interdisciplinary Journal*, *pp. 43-50.*
- Evans, Frederick M.G. (2013). Marshaling Resources: Addressing Fiscal Strategies to Overcome Cultural Barriers in Higher Education During Difficult Times. Journal of Intercultural Disciplines.
- Garlick, John (with Susan Shurden and Mike Shurden), "Can the Dominant Trait Indicator Predict Success in a Financial Accounting Principles Course? – A Preliminary Look, accepted for publication in the Journal of Modern Accounting and Auditing, Oct. 2012.
- Mustafa, Muhammad (with Rahman M). "Influence of US real GDP Growth and Labor Productivity on Manufacturing," *International J. of Economics and Business Research*. Vol. 5, No. 3, 2013.
- Karemera, David. "Trade Creation and division of Bilateral and Regional Free Trade Agreements". *Canadian Journal of Agricultural Economics.* August 2012.
- Beraho, E., "Targeted Bankruptcy Reforms: The Case of USA, China and ..." *Annals: Economic and Administrative Series*, year VI-2012.
- Lim, J., Grover, V., and Purvis, R.L., "The Consumer Choice of E-Channels as a Purchasing Avenue: An Empirical Investigation of the Communicative Aspects of Information Quality," *IEEE Transactions on Engineering Management*, 59 (3), August 2012.

- Quinn, K.S., (2012) "Analysis of Differences between Management Information Systems and Decision Support Systems and the Psychological Types of Technology Professionals Attracted to Different Kinds of Systems", *International Journal of Knowledge, Culture, & Change Management,* Volume 11
- Quinn, K.S., (2012) "Psychological Type as a Dimension of Diversity: A Different Approach to Diversity", *International Journal of Diversity in Organizations, Communities & Nations*, Volume 11, Issue 5
- Brusco, M.J., Steinley, D., Cradit, J.D., and Singh, R. (2012), "Emergent Clustering Methods for Empirical OM Research". *Journal of Operations Management,* Vol. 30, 454-466.
- Dr. Omari Dyson / McCutchen, S. Jeffries, J.L., & Dyson, O.L. 2013. The Black Panther Party and the Black Church. In R.D. Smith (Ed.), *From Every Mountainside: Black Churches and Civil Rights Beyond the South, 1950s-1970s.* New York: SUNY Press
- Dr. Reginald Williams / Responding to the Needs of Children Experiencing Chronic Stress. Early Childhood Education Journal.
- Dr. Reginald Williams / Williams, R.H. (2012). Assessing Social and Relational Factors in African American Children from a Family Ecological Systems Theoretical Perspective. 2012 National Association for African American Studies Monograph Series 2012.
- Dr. Yvonne Sims. "Florence Griffith Joyner: Sexual Politician in a Unitard "in A Locker Room of Her Own; Celebrity, Sexuality and Gender, and Female Athletes (a peer reviewed anthology). Eds. Joel Nathan Rosen and David Ogden. University of Mississippi Press. May 2013.
- Dr. Diane Hulett. "Too Connected to Care: A Society Lost in Cyberspace." *Psychology and Education: An Interdisciplinary Journal.* Fiftieth Anniversary Issue. Spring 2013.
- Apt, Carol, January, 2013: "The Socioemotional Intelligence of Gifted & Talented Adolescents as a Possible Predictor of Future Career Success," to be published in the 50th anniversary edition of the *Journal Psychology and Education*, Volume 50, No. 1, Spring, 2013
- Harrold, Stanley, "Dramatic Turning Point or *Points?* Teaching Lincoln's Emancipation Proclamation, in OAH (Organization of American Historians *Magazine of History*, April 2013.

Performance/Recital/Exhibit:

- Mr. Joey Celmer, 2 Low Brass Solo Recitals – International Tuba Euphonium Association (ITEA) Conference, Miami University Miami, FL, January 2013.
- Mr. Joey Celmer, Performance – Philadelphia Orchestra, Philadelphia, PA, March 1, 201.
- Dr. Jacob Clark, Four Hand Piano Concert with Claflin's Concert Pianist by the Rice Music House Steinway Concert Series, The Village at Sandhill Columbia, SC, February 10, 2013.
- Dr. Thomas Dempster, Solo Cello Composition performed, High Point University High Point, NC, March 18 2013.
- Dr. Thomas Dempster, Performance of a Digital Video Composition, New York, April 6, 2013.
- Dr. Robert Grenier, Debut Performance of Haitian Strings Quartet Compositions, University of Chicago, Chicago, IL, January 12, 2013.
- Mr. Roland Haynes, Music Director – The Color Purple, Columbia, SC, April 5-6, 2013
- Mr. Roland Haynes, Music Director - A Month of Sundays: Remembering Women in Jazz, Columbia, SC, April 20, 2013.
- Mr. Benjamin McKnight, Guest Conductor – Georgetown All County Band, Georgetown, SC, April 1, 2013.
- Dr. Julia Quick, Violin Duo Program (with daughter) of Multicultural Music, Crowne Plaza Hotel Baton Rouge, LA, February 15, 2013.
- Dr. Julia Quick, Pops Concert Performance – Charleston Symphony Orchestra, North Charleston, SC, April 2013.