

*South Carolina State University*  
*Pursuing Excellence Through Legacy and Leadership*

**2014 – 2018 STRATEGIC PLAN**

**Thomas J. Elzey**  
**11<sup>th</sup> President**

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*SC State University*  
**STRATEGIC PLANNING PROCESS FOR 2014-2018**

In June 2013, the South Carolina State University Board of Trustees elected Mr. Thomas J. Elzey, to become the eleventh president of the University. Accompanying this new presidency was the selection of new Board members, placement on Warning by the Southern Association of Colleges and Schools Commission on Colleges and the realization that significant changes were required for the University to rebound to a level that demonstrates stability in its administrative operations and growth in its enrollment and resources. These elements, along with a restructuring of the university, prompted a review of the 2011-2016 Strategic Plan to ensure that its goals and objectives would place the University at the level of excellence required. Following is an overview of the process that occurred to produce a new strategic plan for 2014-2018.

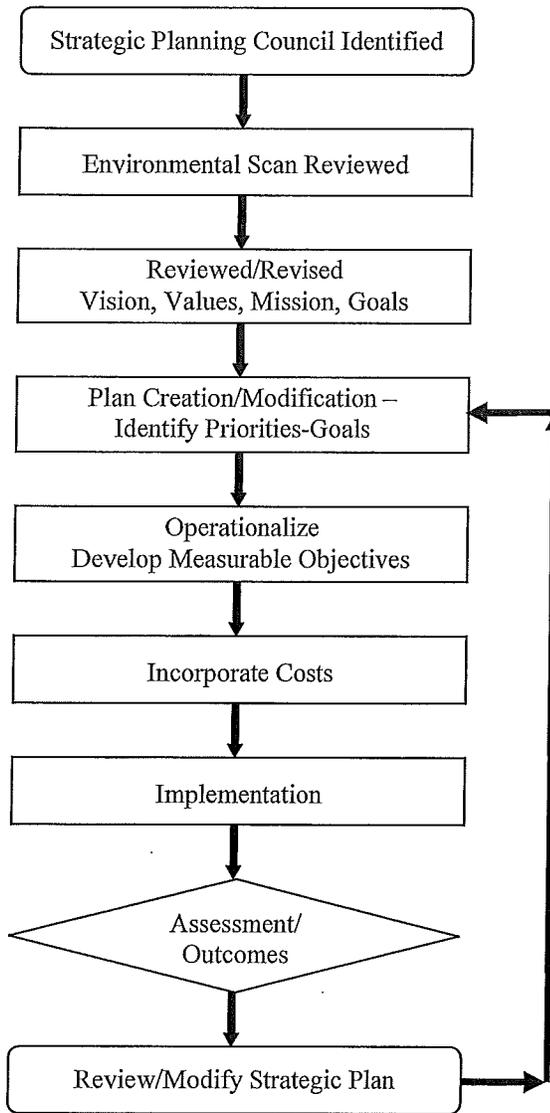
The SC State University process to develop the 2014-2018 Strategic Plan began with the selection of members of the Strategic Planning Council. The members included the President’s Cabinet and three members of the SC State Board of Trustees. The Council began its process with a review of the external and internal environmental scan; along with a review and discussion of the 2011-2016 Plan, which was in its third year, to determine whether revisions, rather than a complete overhaul, were needed.

In addition to the 2011-2016 Strategic Plan and an updated environmental scan, the Council was provided with a copy of the steps in developing a strategic plan and an overview of the process in the development of the 2011-16 plan. Results from these discussions included the decision to retain the Mission Statement and list of Core Values, but to revise the vision statement, goals and objectives to more closely reflect the status of the University in 2014.

Several versions of a vision statement were presented and discussed followed by the development of goals that focus on growth in enrollment and resources, accountability, sustainability, and image enhancement. Special focuses were placed on creating a more-student-centered environment to improve enrollment—recruitment, retention and graduation; to enhance diversity in the student body and in the teaching methodologies for academic offerings; and to increase financial resources. Goals were then developed to be sufficiently broad, but easily measurable, for every division to have an impact on each goal. It was also decided that given the fluidity of the current environment, annual objectives, rather than multi-year objectives, would be developed. This will necessitate incorporation of the development of objectives into the university’s annual budget planning process. As the goals and objectives were being developed, the financial impact on the budget to achieve these objectives was taken into serious consideration, with the understanding that to grow as a university, additional revenue will be required.

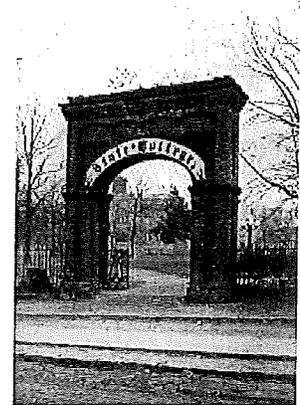
As part of the implementation and assessment process, the 2014-2018 Strategic Plan will be placed on the university website to allow all stakeholders to be aware of the plan. Annual reports will be compiled that reflect the level of progress in meeting the goals and objectives of the Plan and will also be placed on the university website for ongoing transparency.

A graphical depiction of this process is provided on the following page.



## HISTORY OF SC STATE UNIVERSITY

Founded as the Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina in 1896, the institution that became South Carolina State University has provided educational opportunities for generations of young people. It was and remains a land-grant institution established by the provisions of the 1862 and 1890 Morrill Land-Grant Acts. South Carolina State University has played a key role in the education of African-Americans in the state and nation. As a land-grant institution, it provided agricultural and mechanical training to generations of black youngsters. Through its extension program, it sends farm and home demonstration agents into rural counties to provide knowledge and information to black farm families. By the mid-twentieth century these extension agents were dispensing practical advice in 33 of South Carolina's 46 counties. The agents also supervised 4-H programs for black young people.



During its early decades most S. C. State students enrolled in the elementary and high school programs that operated on the campus. It was not until the 1920s that substantial numbers of State students began to earn bachelor's degrees in the college curriculum. In those early years young men and women were required to take vocational courses. Men enrolled in poultry science, harness making, and wood working while women took cheese making, child care, and dress making. But students also took classes in literature, history, mathematics, and the sciences. The College prepared scores of teachers for the state's public schools. In 1924, and thanks to the support of the Rosenwald Fund, the College constructed a new four-classroom brick building on the campus to provide primary education. Named the Felton Training School, this Rosenwald school was replaced in 1964 with the current Felton Laboratory School.

With the financial assistance of the Rockefeller Foundation-sponsored General Education Board, the College managed to survive the economic crisis of the Great Depression of the 1930's. The campus high school closed in 1933. The first library building—Wilkinson Hall—was completed in 1939 with funds from the General Education Board and the sale of state bonds. The support of the Rosenwald Fund and the General Education Board helped the institution survive the Depression.

After World War II, the state legislature created a graduate program and a law school at South Carolina State University to prevent black students from enrolling in the University of South Carolina's graduate and legal education programs. The legislature also dramatically increased funding at the college in an effort to make "separate but equal" a reality in higher education in South Carolina. During this time, hundreds of veterans enrolled under the G. I. Bill of Rights. Dormitories, classrooms, and laboratories were overwhelmed with students, and many young people who wanted to enroll were turned away because of the lack of space. In 1947 the Department of the Army authorized the establishment of ROTC at S. C. State. Eventually the Bulldog Battalion would produce more than 2000 commissioned officers including dozens of women after they were admitted to the program beginning in 1972.

The general assembly increased appropriations for S. C. State in the 1950s and the General Education Board offered generous financial assistance that led to a building boom on the campus with the construction of dormitories, classroom buildings, agricultural facilities, a student center, and a small football stadium. For the first time, the College began to employ faculty members who had earned doctorates. The legal name of the institution was changed in 1954 to South Carolina State College. In 1960 the College gained full accreditation by the Southern Association of Colleges and Schools (SACS).

South Carolina State students joined peaceful marches and demonstrations against segregation in Orangeburg and across the South in the 1950s and 1960s and were arrested. In 1968 three young men were slain and 27 wounded on the campus by state highway patrolmen in the Orangeburg Massacre.

Since the passage of the Civil Rights Act of 1964, South Carolina State has been open to students and faculty members of any racial or ethnic background. But it has largely retained its mission and legacy as a historically black institution. In the wake of desegregation, the law school closed in 1966 and in 1971 the program in agriculture was terminated. S. C. State's farm which was located about two miles from the campus was transformed into the Hillcrest community recreation center that includes a public golf course as well as soccer and softball fields. The cooperative extension program was integrated as Black farm and home demonstration agents merged with the previously all-white Clemson University Extension program.

By the 1980s the vocational programs in tailoring, carpentry, and automobile mechanics had become a distant memory. They had been replaced in the curriculum by an array of new fields including agribusiness, psychology, criminal justice, fashion merchandising, and computer science. By the twenty-first century, students were enrolled in a nuclear engineering program established in cooperation with the University of Wisconsin. A graduate program leading to a doctorate in educational administration began in 1986, and two new master's degree programs in bioengineering science and in energy and environmental science will be offered beginning in 2014.

New facilities have been built for the new academic programs and to provide modern residential accommodations for students. They include the I.P. Stanback Museum and Planetarium, radio station WSSB-FM, the Algernon S. Belcher Hall that contains the School of Business, the Leroy Davis, Sr., science complex, and the Engineering and Computer Science facility. The Andrew Hugine, Jr., Suites offers spacious housing for more than 700 students. Lowman Hall was built in 1917 mostly with student and faculty labor as a men's dormitory, and this historic structure has been recently renovated into a modern administrative facility. In 1992, the state legislature designated South Carolina State a University.

With an infusion of funds from the U. S. Department of Agriculture, the Cooperative Extension and Research programs have grown dramatically in recent decades as the University extends its commitment to public service and cutting-edge research. The new 1890 building named in honor of Senator John W. Matthews, Jr., opened in 2006. The first phase of the James E. Clyburn Transportation Research and Conference center was finished in 2011. In 2007 the University hosted the nationally televised Democratic Party debate that brought Presidential candidates Barack Obama, Hilary Clinton, and Joseph Biden to the campus.



Today there are nearly 4000 students majoring in over fifty degree programs that include business, nuclear engineering, Education, agribusiness, social work, speech pathology and audiology, and visual and social sciences, performing arts, as well as fashion merchandising, physics, criminal justice and the biological and physical sciences. South Carolina State University stands poised in the second decade of the 21<sup>st</sup> century to meet its challenges and to build on a strong legacy of education, public service, and research.

**South Carolina State University  
2014-2018 Strategic Plan**

*Pursuing Excellence Through Legacy and Leadership*

***VISION STATEMENT***

*SC State University will become one of the top public universities among peer institutions, where students receive academic excellence in a nurturing environment.*

***CORE VALUES***

*Access* - accessible and affordable

*Excellence* - commitment to excellence as its top priority

*Integrity* - a solid reputation of integrity

*Opportunity* - fulfill career dreams and goals

*Respect* - climate of mutual trust and respect

***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.

## ***UNIVERSITY GOALS***

1. Increase Fall 2018 Enrollment to 4200.
2. Enhance Academic Programs and Unique Niches
3. Increase Six-Year Graduation rates to 45%
4. Develop and Achieve Annual Balanced Budgets to secure a \$5 million reserve by FY2019
5. Improve the University's Image through Greater Accountability, Enhanced Outreach and Partnerships

## ***OBJECTIVES FOR 2014/15***

1. **Increase Fall 2018 Enrollment to 4200.**
  - ◆ Increase enrollment by 5%.
  - ◆ Provide co-curricular learning experiences to enhance the development of students to include research, leadership opportunities and global awareness initiatives.
  - ◆ Provide a student-centered environment.
2. **Enhance Academic Programs and Unique Niches**
  - ◆ Identify and promote the university's exemplary academic programs.
  - ◆ Assess all academic programs to ensure that they meet market and stakeholder needs.
  - ◆ Establish Research Centers that promote scholarship and the 1890 mandate.
3. **Increase Six-Year Graduation rates to 45%**
  - ◆ Improve academic support services to increase student retention and success.
  - ◆ Provide more diversity in academic programming to include an increase in continuing education and distance education offerings.
  - ◆ Regularly evaluate program curricula to ensure that program completion can be attained within eight semesters for four-year programs.
4. **Develop and Achieve Annual Balanced Budgets to secure a \$5 million reserve by FY2019**
  - ◆ Improve the financial management process through professional development.
  - ◆ Expand and increase university resources to ensure fiscal viability and growth
    - ◇ Increase fundraising goals by 20%.
    - ◇ Increase research funds by
      - ◆ Increase the percentage of faculty, staff and students engaged in research and scholarship.
    - ◇ Review and update costs for utilization of campus facilities by external groups.
5. **Improve the University's Image through Greater Accountability, Enhanced Outreach and Partnerships**
  - ◆ Improve customer service in all university operations through personnel training and maximization of technology
  - ◆ Recruit and retain the best faculty and staff to ensure the highest level of productivity\*.
  - ◆ Develop and maintain a public relations and marketing plan that enhances the public's perception of the university.
  - ◆ Increase alliances and partnerships with the community, alumni, public, private and non-profit organizations.
  - ◆ Maintain compliance with all oversight and accrediting associations' rules, regulations and policies.

**ENVIRONMENTAL SCAN**  
**for**  
**South Carolina State University Strategic Planning Process**

Several trends affecting higher education today include the following: increased competition for decreasing state funds; greater competition for private giving; changing economic characteristics; changing college curriculums to on-line learning; increased accountability of colleges and universities to the public; aging faculty; advances in technology; increased costs of institutional operations; and aging infrastructure. Student demographics, characteristics, profiles, retention, and funding for college continue to be prevalent issues in higher education. Several other student areas that have emerged include suicide, campus violence and student activism.

This environmental scan will provide a more detailed review of the impact of these trends externally and internally for SC State University.

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**THE NATION**

***STUDENT FOCUS***

*“... by 2020, America will once again have the highest proportion of college graduates in the world.”*  
PRESIDENT OBAMA, FEBRUARY 24, 2009, ADDRESS TO A JOINT SESSION OF CONGRESS

In the July 2011 Lumina Foundation newsletter on the Value of Higher Education it was stated that U.S. has undersupply of college grads, report shows the nation must add 20 million postsecondary-educated workers to the economy by 2025 to increase productivity and reverse income inequality, according to a new report, the Undereducated American.

***ACADEMIC PROGRAMS AND SUPPORT SERVICES***

As college costs and student-loan debt continue to be hot-button political issues, a new report from the U.S. Department of Education lays out how much students borrow and where they borrow the most: at four-year for-profit institutions (*The Chronicle of Higher Education*, May, 2012), which has had a significant impact on public higher education. This rise has occurred as higher education costs have increased. On-line degree programs and courses, virtual campuses, virtual networking of libraries, weekend degree programs, MOOCs and outsourcing through advances in technology reflect the continuous changes and challenges in higher education today.

Changes in the nature of the college curriculum are evidenced by redefining academic quality. The increase in for-profit institutions of higher education is also challenging the traditional academic work of colleges and universities. It alters the traditional faculty role by diminishing face-to-face contact with students, and by replacing or augmenting lecture halls with chat rooms and campuses with the Web.

***AFFORDABILITY***

There is still a demand for greater accountability from higher education. Taxpayers question the rising costs of colleges. The federal government is concerned about access, accountability, and competency

upon graduation. Students and their families are concerned about cost, non-loan-based aid, and time to degree. Employers and business leaders are concerned about the lack of soft skills among graduates.

Financial issues remain a concern in higher education. The outlook has changed with many states facing budget shortfalls and public colleges cutting budgets, freezing hiring, offering only minimal, if any, salary increases, and raising tuitions.

Nationwide, the average annual costs for an in-state undergraduate to attend a public four-year college reached \$16,800 in 2011-12 —137 percent above the 1981-82 average. At non-public four-year colleges, average costs rose 116 percent to \$33,700.

For individuals, the economic returns on a college degree do not always seem equal to the costs involved due to job shortages and layoffs. More families are having to secure loans to cover the increasing costs of higher education, thus graduating in debt. The changes in the Parent Plus Loan requirements significantly impacted HBCUs and smaller colleges and universities that depend on student loan availability. Yet, these same disruptions in job security have given rise to more adult students choosing to reenter colleges and universities for additional and, for some, different training.

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### **THE REGION (Southern Region Education Board-SREB)**

*Resource: Fact Book on Higher Education. Joseph L. Marks. June 2013*

#### **SREB States**

Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

#### **STUDENT FOCUS**

Between 2012 and 2022, the SREB region is expected to grow by almost 13.4 million people and to become more than 38 percent of the U.S. population, with a particularly dramatic increase among Hispanic residents. By 2020, Hispanic public high school graduates are projected to account for 25 percent of the SREB region's total and white graduates will constitute less than half. The reality is that the fastest-growing racial and ethnic groups taken together, including black and Hispanic adults, have lower education attainment levels. In 2011, 28 percent of white adults ages 25 and older in the SREB region had a bachelor's degree or higher. In contrast, 18 percent of black and 15 percent of Hispanic adults had at least a bachelor's degree.

The fact that minority students led enrollment growth from 2006 to 2011 is promising. The enrollment of black students in the region rose 33 percent — well above the 23 percent rate for all students. The number of Hispanic students rose 54 percent in SREB states. That amounts to 679,600 more black and Hispanic students, compared to 301,900 more white students over the same period. In 2011, black students accounted for 17 percent of the bachelor's degrees awarded, and Hispanic students, 10 percent.

As increased education attainment becomes ever more important to economic competitiveness, the number of undereducated, working-age adults ages 25 to 44 is a key target population for education services. In SREB states in 2011, more than 4.1 million (or 14 percent) of 25 to 44-year-olds did not have high school diplomas or GED credentials. About 19.3 million (63 percent) had not earned associate's degrees, and 21.8 million (71 percent) had not earned bachelor's degrees. The SREB region had more of these undereducated adults, both in numbers and percentages, than any region in the country.

Public pre-K-12 school enrollment grew 4 percent nationwide and 10 percent in the SREB region from fall 2001 to fall 2011. Non-white students were a growing percentage of public pre-K-12 enrollments in every state in the nation except Louisiana, South Carolina, Hawaii and the District of Columbia from 2000 to 2010. Minority representation among public school children in the SREB region rose from 35 percent to slightly more than 50 percent over the period. Eight of the nation's top 10 states with the highest percentages of elementary and secondary students eligible for free or reduced-price lunches were in SREB states in 2010-11. More than half (53 percent) of the SREB region's school children were eligible for the lunch program in 2010-11.

In fall 2010, a higher percentage of first-time freshmen attended college in their home states than in fall 2000, in 29 states (including seven SREB states). In the SREB region, 87 percent of first-time freshmen attended college in their home states. Fourteen SREB states brought in more first-time freshmen than they lost to out-of-state institutions in fall 2010: all but Maryland and Texas. Florida had the largest net gain — almost 14,000.

Fourteen of the 16 SREB states — including 46% in South Carolina— reported increasing the percentage of undergraduate enrollment at two-year colleges from fall 2006 to fall 2011.

### ***ACADEMIC PROGRAMS AND SUPPORT SERVICES***

The number of high school students taking college courses is on the rise, as is the number of college students taking online courses. Enrollment in online-only colleges nationwide was 623,292, with the SREB region having 94,597 and the west having 400,544 of that total.

An e-learning course is one in which more than 50 percent of the content is delivered electronically — through the Internet; site-to-site two-way audio/video; satellite or cable TV; broadcast TV/radio; closed circuit TV; videotape; CD-ROMs/DVDs; or email. Web courses dominate e-learning. Among the 14 SREB states reporting, the median percentage of undergraduate instruction delivered through e-learning in 2010 at public four-year colleges and universities was 11 percent. In eight of the reporting states, more than one-fifth of credit-hours at public two-year colleges were offered through e-learning. At the graduate student level, the median state was 23 percent, led by Maryland at 40 percent.

### ***College Completion***

For public four-year colleges and universities, the percentages of first-time, full-time students who completed a bachelor's degree, who remained enrolled or transferred within six years rose from 71% in 2001 to 75% in 2011. This represents a 4 percentage-point gain in fall cohort progress rates in the SREB region. In 2010-11 at public four-year colleges and universities, both nationwide and in the SREB region, Asian-American students achieved the highest graduation rate in 150 percent of normal time. Their 65 percent graduation rate in SREB states was 2 percentage points below the national average of 67 percent. The SREB region's rate for white students was 58 percent; for black students, 38 percent; and for Hispanic students, 48 percent. For first-time, full-time students entering public four-year institutions in fall 2005, the four-year graduation rate nationwide was 32 percent — 25 points shy of the six-year rate. The Northeast had the highest rate at 39 percent, followed by the Midwest at 32 percent, and the West and the SREB region at 30 percent.

### ***AFFORDABILITY***

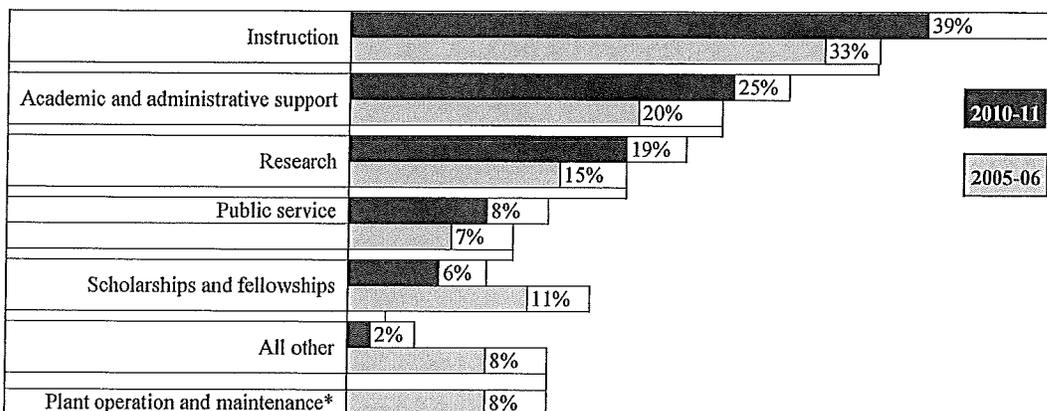
Rising college costs disproportionately affect students and families with low to middle incomes. In 2011-12, for students from U.S. households in the lowest fifth of incomes, one year's costs to attend a public four-year college equaled 149 percent of annual income — 58 percentage points higher than just 10 years earlier. In short, paying for just one year of college for one child required the family's entire income for almost a year and a half.

State comparisons for the lowest-income families show in-state undergraduate tuition and fees at public four-year colleges and universities rose to 45 percent of average annual income in the SREB region in 2011-12, compared with 40 percent in 2010-11. The percentages of income for these families taken by these costs in 2011-12 ranged from 31 percent in Oklahoma and Maryland to 67 percent in South Carolina. The percentages were at or above the national average in 10 SREB states — Alabama, Arkansas, Delaware, Georgia, Kentucky, Mississippi, South Carolina, Tennessee, Texas and Virginia.

The federal Pell Grant program is the nation’s largest need-based grant aid program for college students. In SREB states, students received \$11.9 billion in Pell Grants in 2011-12 —162 percent more than in 2006-07 and the highest amount of any region in the nation. Much of this increase was due to increases in the award maximums. While the funding went up 162 percent, the number of recipients went up 88 percent. Public colleges showed the largest Pell increases. The neediest students could receive a maximum 2011-12 grant of \$5,550; the average amount per recipient overall in SREB states at public colleges was \$3,500 — 39 percent more than five years earlier.

The Pell Grant has lost buying power since 1981-82, when the maximum Pell Grant covered 58 percent of the average annual costs of attending a U.S. public four-year college and 26 percent at a non-public four-year college. The maximum grant in 2011-12 covered just 33 percent of the average annual costs of attending a public four-year college and 16 percent at a non-public four-year college. In addition to Pell Grants, students in SREB states in 2011-12 received \$318.6 million through the federal College Work/Study Program, \$199.5 million through the Perkins Loan Program and \$268.1 million through the Supplemental Educational Opportunity Grant program.

### Spending Patterns at Public Four-Year Colleges and Universities SREB States



\* For 2010-11, plant operation and maintenance costs are spread across the other categories.  
 Note: The sums of categories may not equal 100 percent due to rounding.  
 Source: SREB analysis of National Center for Education Statistics data.

## SOUTH CAROLINA

### STUDENT FOCUS

Almost half (49 percent) of the nation’s population growth from 2012 to 2022 is expected to be in the 16 SREB states —an increase of 13.4 million. South Carolina is one of the 13 SREB states projected to grow from 2012 to 2022 —by 166,900, or 4 percent. The Hispanic population in South Carolina grew by 140,700 —almost doubling the percentage of Hispanic residents in the state. This increase raised the proportion of Hispanic residents to 5 percent of the overall resident population of South Carolina in 2011.

For the first time in recent history, the enrollment of men in U.S. colleges and universities increased faster than the enrollment of women. In South Carolina, the enrollment of men rose 26 percent (21,600), and the enrollment of women rose 20 percent (26,000). In all but four SREB states, reversing recent trends, bachelor's degrees awarded to men rose faster than those to women from 2005-06 to 2010-11. In South Carolina, the men's increase was 21 percent and the women's increase was 18 percent. In South Carolina, men were 40 percent of graduates in 2005-06 and reached 41 percent in 2010-11.

The number of Black and Hispanic graduates increased from 17 percent of the total nationally in 2005-06 to 19 percent in 2010-11. In South Carolina, Black and Hispanic graduates rose by 600 students and remained at 23 percent of the total.

### ***ACADEMIC PROGRAMS AND SUPPORT SERVICES***

South Carolina provides in-state tuition access to degree programs not available in a student's home state through the Academic Common Market. In calendar year 2012, 122 students participated in this program. The South Carolina also partners with colleges and universities to give students access to almost 17,000 online courses and 2,300 online degree programs from more than 300 colleges and universities in SREB states through the electronic campus program. As of December 2013, only 20 programs were provided by South Carolina institutions. Through the SREB Regional Contract Program, residents of South Carolina can enroll in optometry and veterinary medicine programs to which they otherwise may not have had access. For the 2012-13 year, 124 South Carolina residents participated in the program. This program gives students the opportunity to earn a professional health degree from selected programs at public institutions at in-state tuition rates, or to pay reduced tuition at private institutions. More than 700 students participate each year.

### ***AFFORDABILITY***

In South Carolina, 89 percent of first-time, full-time freshmen seeking undergraduate degrees at public four-year colleges or universities received a financial aid grant, took out a student loan, or both, in 2010-11. Fifty-seven percent took out loans. The average loan amount for South Carolina freshmen taking out loans that year was \$7,000. The net price of college (cost of attendance minus grant and scholarship aid) for full-time, in-state undergraduates at public four-year colleges and universities in South Carolina in 2010-11 was \$14,800, higher than the SREB net price of \$10,600, the lowest of any U.S. region. In South Carolina in 2011-12, funding from state appropriations and tuition and fees per FTE student for public four-year colleges and universities was \$16,600 — 5 percent (\$900) less than in 2008-09 after adjusting for inflation. At South Carolina's public four-year colleges, state appropriations fell \$137.5 million from 2008-09 to 2011-12, while tuition and fee revenue increased \$283.3 million — for a net funding increase of \$145.7 million.

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## **SOUTH CAROLINA STATE UNIVERSITY**

### ***STUDENT FOCUS***

Enrollment: Over the ten year period of fall 2003 through fall 2012, the average percentage of students who were accepted and enrolled is 35%, and 27% of those who applied and enrolled. The percentage yield of first-time freshmen who applied and enrolled was at a low of 20% in fall 2009 and a high of 34% in fall 2006 and fall 2007. The percentage of first-time freshmen who were accepted and enrolled ranged from a high of 43% in fall 2006 to a low of 23% in fall 2012.

SAT/ACT Averages have fluctuated over the past ten years (2003-2012), with a high combined converted ACT and SAT score of 864 in fall 2009 and a low of 814 in fall 2007, which was also the semester with the highest first-time freshman enrollment within this ten-year span. In all cases (verbal, mathematics, combined SAT and combined converted ACT and SAT), the averages for out-of-state students' scores exceeded those of in-state students.

Within the state of South Carolina F2004 to F2013, the top six counties that have provided the largest number of new freshmen are Richland, Orangeburg, Charleston, Berkeley, Greenville and Florence, respectively. An average 80% of SC State's first-time freshmen during this same period are in-state and the top five states that have provided out-of-state students are Georgia, North Carolina, Maryland, Florida and New York, respectively.

In fall 2007 the University experienced its highest enrollment of new freshmen (1,318). This was due in large part to the significant and positive exposure that the University received prior to and following the March 2007 Democratic debate held on the SC State campus. However, the enrollment trend has declined each year since that time.

*Enrollment Changes:* Ten-year (F2004- F2013) = -19.35% and Five-year (F2009 – F2013) = -23.69%  
Average ten-year enrollment = 4,344 and average five-year enrollment = 4,099.

The university's budget relies heavily on enrollment, specifically FTE (full-time equivalent) enrollment and fees. In addition, certain characteristics of students have an impact on revenue—percentage of part-time versus full-time and in-state versus out-of-state. SC State University undergraduate students are primarily full-time, whereas the graduate population is mostly part-time. As stated previously, an average of 80% of SC State University students are in-state.

#### Retention and Graduation Rates:

##### *Retention:*

Once students enroll, the goal is to retain and graduate them. Whereas the fall to fall 10-year retention rate for all students has averaged 71% and fluctuated very little between 2002/03 and 2011/12, the retention rates for first-time full-time degree-seeking freshmen fluctuated from a high of 75.6% from F2002 to F2003 to a low of 61.3% from F2011 to F2012 and the ten-year average is 66.4% from 2002/03 to 2011/12 for first-time full-time degree seeking freshmen.

*Graduation Rates:* The highest graduation rate within the last ten cohorts for which data is available (F1997 to F2006) was 53.8% for the F2000 cohort. The ultimate goal of students is to graduate and the ten-year average for 150% time or 6-year graduation rate is 43.9% (F1997 to F2006 cohorts) and the five-year average is only 37.8% (F2002 to F2006 cohorts). Of equal importance during these fiscally challenging times is the four-year graduation rate, which is at a ten-year average of 19.97%, but currently only 15.4% for the latest cohort (fall 2006 freshmen).

### **ACADEMIC PROGRAMS AND SUPPORT SERVICES**

Curriculum: Since 2006 SC State has had three new programs implemented: Modern Languages (Spanish), Communications, and Professional Land Surveying. Faculty committees have been in the process of assessing the level of program productivity and viability for today's market. Enrollment by program as well as the number of degrees awarded by program are significant indicators to gauge academic productivity. The South Carolina Commission on Higher Education (SCCHE) requires institutions, in its Academic Degree Program Productivity Standards (Five-Year Average Benchmark), to maintain an average enrollment of 12.5 for undergraduate programs, 6 for masters and 4.5 for

doctoral programs. The SCCHE, in these same standards, also expects each degree program to award at least an average of 5 degrees at the baccalaureate, 3 at the masters and specialists, and 2 at the doctoral levels. According to data from 2003 to Fall 2013 enrollment and degrees awarded in several academic programs have fewer than the recommended number.

Important to the success of students is their involvement in and out of the classroom. Currently students engage in the following out-of-class experiences—research, clinical experiences, practicums, internships, student teaching, cooperative experiences, service learning and study-abroad experiences.

Continued accreditation of the university and its academic programs is vital to the success of the university to ensure that the university and students are able to continue to receive federal funds and to ensure that graduate programs continue to accept our students. Currently, all of the academic programs that have sought accreditation are accredited by their national bodies.

**AFFORDABILITY**

Finances: There has been a 49% decrease since 2007/08 over the 2013/14 state appropriations. The largest decrease occurred in the 2010/11 fiscal period (-28% compared to 2009/10). Research funding also experienced a downward trend from a high of 22.0 million in 2009/10 to a low of 16.7 million in 2012/13. As a result of these decreases, necessary increases in tuition and fees were inevitable. Tuition and Required Fees for Full-Time In-State, Undergraduate Students Percent Change from 2007-08 to 2013-14 increased 34%. Based on the data from the SC CHE website, among South Carolina’s 10 public four-year comprehensive teaching universities, SC State University ranks as the fourth or fifth lowest for the last five years.

**Percentage Decreases in State Education Recurring Appropriations**

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Change from 2007/08 to 2013/14
State Appropriations	24,386,739	18,065,137	16,471,285	11,898,708	11,358,373	11,913,904	12,457,557	-11,929,182
		-26%	-9%	-28%	-5%	5%	5%	-49%

Source: CHE Higher Education General Fund Recurring Appropriations

**Increases in Tuition and Fees at SC State University**

Year	2007/08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Change from 2007/08 to 2013/14
Tuition and Fees	\$7,318	\$7,806	\$8,462	\$8,898	\$9,258	\$9,258	\$9,776	\$2,458
		7%	8%	5%	4%	0%	6%	34%

**OTHER**

**Technology:** The University has invested in technologies that support the delivery of courses via several methods - Internet, compressed video, satellite, etc. However, recruiting and retaining quality employees in technology will continue to challenge SC State. Training for "end-users" will become increasingly critical to keep pace with peers in utilizing changing technologies.

**Image:** In the spring of 2007 SC State hosted the first democratic presidential debate and the following fall experienced a significant increase in enrollment. However, since that time, enrollment has steadily decreased each year. Although some of the reduction is due to changes in Pell grant and loan requirements, part of this decline has been attributed to negative publicity—the termination of two presidents, one in 2007 and the next in 2010, who was subsequently reinstated, but resigned in 2012; the Warning status of the university by the Southern Association of Colleges and Schools Commission on Colleges in December 2008 which was removed in December 2009; but reinstated in summer 2013; dismissal of several top administrators; allegations of mismanagement of federal funds; and allegations of illegal behavior by a former Board chair and university police chief. Changing to a more positive image of the university will require a major focus on accountability and integrity.

**Administration:** SC State has experienced numerous changes in its administrative team since the beginning of the last strategic plan in 2006. There have been three presidents, two interim presidents and two acting presidents; multiple interim and permanent vice presidents; and several restructurings of the university. Stability in the administration of the University is critical to the support of stakeholders.

South Carolina State University  
STRATEGIC PLANNING COUNCIL

Mr. Thomas J. Elzey, *President*

Mrs. Pearl V. Ascue, *Board of Trustees*

Dr. Carlotta Redish, *Board of Trustees*

Mr. Ronald B. Henegan, *Board of Trustees*

President's Cabinet

Dr. W. Franklin Evans, *Interim Provost*

Mrs. Sonja Bennett-Bellamy, *Vice President, Division of External Affairs and Communications*

Ms. Betty Boatwright, *Interim Vice President for Enrollment Management*

Mr. Craig E. Burgess, *General Counsel and Interim VP of Operations*

Mr. Delbert T. Foster, *Acting Vice President for Land-Grant Services/Executive Director of 1890  
Research & Extension Programs*

Dr. Tamara Hughes, *Interim Vice President for Student Affairs*

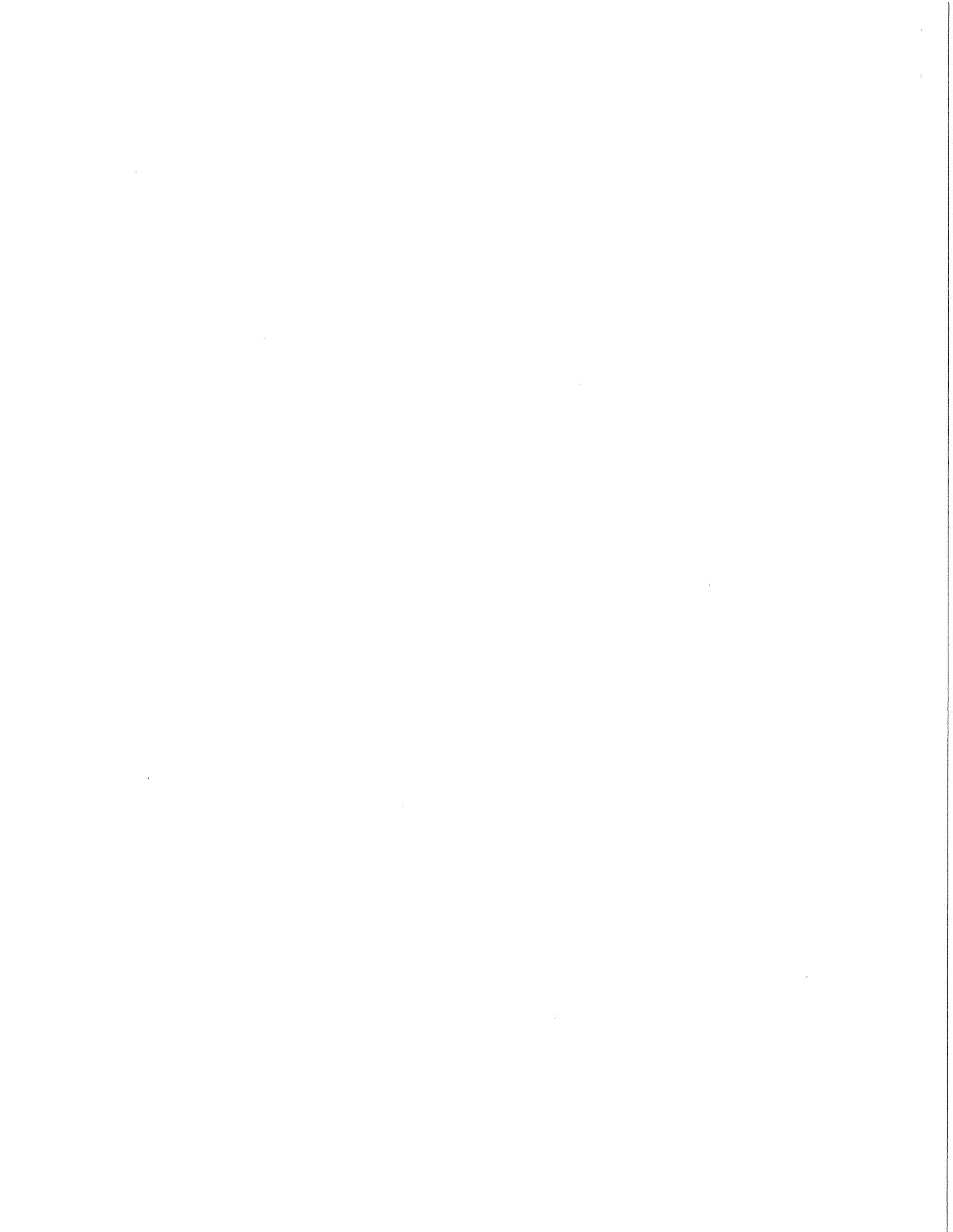
Col. (Ret.) James Openshaw, *Vice President, Fiscal Affairs*

Ms. Sunya L. Young, *Vice President, Division of Institutional Advancement*

Dr. Rita Teal, *Executive Director of Institutional Effectiveness*

Dr. Octavio Miro, *Interim Athletics Director*

Mrs. Shondra Abraham, *Executive Assistant to the President*



# South Carolina State University 2014-2018 Strategic Plan

Presented by  
*Rita Jackson Teal*  
*Executive Director for Institutional  
Effectiveness*

June 16, 2014

## Strategic Planning Council

2014-2018 14 member Council  
President's Cabinet  
Trustees Ascue, Henegan, Redish

1997-2002 14 member Council  
2001-2006 15 member Council  
2005-2011 35 member Council  
2011-2016 23 member Council

# Historical Perspective

**Institutional Goals**  
**Division Goals**  
**Departmental Goals**  
**Assessment Procedures**  
**Assessment Results**

**Action Plans**  
**Strategic Issues**

"... If you don't know the past, you can't understand the present and plan properly for the future." — Chaim Potok, *Davita's Harp*

{ 3 }

# The Process

**Environmental Scan**

**Overview of the Current Strategic Plan**

**Options**  
**Retain, Revise, Create**

{ 4 }

# Plan Development

Vision Statement  
Values  
Mission Statement  
Goals  
Objectives

[ 5 ]

# Vision Statement

*SC State University will be one of the top public universities among peer institutions.*

*SC State University will become one of the top public universities among peer institutions, where students receive academic excellence in a nurturing environment.*

[ 6 ]

## Past Common Themes

Academic Programs  
Technology  
Administration  
Personnel  
Facilities  
Enrollment  
Student development  
Finances  
Research  
International focus  
Outreach

[ 7 ]

## 2011-2016 Focus Areas

Student Focus  
Accountability  
Academic Programs & Support Services  
Fiscal Viability  
Partnerships and Collaborations

"You can't plan for everything or you never get started in the first place." — Jim Butcher, *Changes*

[ 8 ]

## 2011-2016 Strategic Plan Goals

- 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

[ 9 ]

## 2014-2018 Strategic Goals

- ❖ Increase Fall 2018 Enrollment to 4200.
- ❖ Enhance Academic Programs and Unique Niches
- ❖ Increase Six-Year Graduation rates to 45%
- ❖ Develop and Achieve Annual Balanced Budgets to secure a \$5 million reserve by FY2019
- ❖ Improve the University's Image through Greater Accountability, Enhanced Outreach and Partnerships

[ 10 ]

# 2014/15 Objectives

## Annual Measurable Division Specific

"No matter how thoroughly you plan, no matter how much you think you know, you've never thought of everything."  
— John Flanagan, *The Royal Ranger*

(11)

# Common Objectives

- Provide a student-centered environment
- Improve customer service
- Maintain compliance with all oversight and accrediting associations' rules, regulations and policies.

(12)

## Alignment with Resources

Increase enrollment

Promote exemplary programs

Provide diversity

Increase revenues

Recruiting and retaining faculty and staff

(13)

## Theme

*Pursuing Excellence  
Through Legacy  
and Leadership*

"If you want a new tomorrow, then make new choices  
today." — Tim Fargo

(14)

## Next Steps

Specify Targets

Approve

Communicate

Implement

Monitor

(15)

## SACSCOC Core Requirement

### 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

(16)

# QUESTIONS??

“You can talk all you want about having a clear purpose and strategy for your life, but ultimately this means nothing if you are not investing the resources you have in a way that is consistent with your strategy. In the end, a strategy is nothing but good intentions unless it is effectively implemented.”

— Clayton M. Christensen, *How Will You Measure Your Life?*

