SOUTH CAROLINA STATE UNIVERSITY

STRATEGIC PLAN
2001/02 – 2005/06

ORANGEBURG, SOUTH CAROLINA

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CONTENTS

To fulfill its mission and realize its vision, South Carolina State University must have a plan and a course of action to achieve desirable institutional outcomes. Also, a specific plan allows the institution to be proactive and not reactionary. This strategic planning document succeeds in capturing institutional priorities and establishing a means for assessing the achievement of these priorities.

The plan is drawn from a thorough analysis of local, state and national trends that can impact our institution. For example, the new South Carolina Education Lottery, negative shifts in the State's economy, new and emerging technologies for the delivery of off-campus instruction, changing demographics of potential student pools, the future of performance funding, and radical revisions to the regional accreditation process for higher education are trends that were considered in the Environmental Scan. The plan also considered the current status of all University Programs and operations and offered strategies for improvement.

In summary, the Strategic Plan achieves the following.

- The Strategic Plan serves as a road map for keeping the University on course for realizing its vision.

- The Plan considers changes in the University's internal and external environments.

- The Plan keeps all University stakeholders aware of the same institutional priorities.

- The Plan helps maintain a focus on continuous improvement and institutional quality.

- The Strategic Plan consists of nine (9) major University issues which resulted in sixteen (16) institutional goals.

The major issues are:

- *Resource Development*
- *Academic Excellence*
- *Enrollment*
- *Student Life*
- *University Image*
- *Technology*
- *Fiscal and Administrative Management and Accountability*
- *Facilities Development and Management*
- *Performance Funding Indicators*

Finally, the plan covers a five-year period (2001-2006). However, as a living vibrant document, this plan will be assessed and updated periodically to reflect the dynamics of change. The Annual Report will also serve as a major tool for assessing the achievement of each strategic plan goal.

Leroy Davis
University President

EXECUTIVE SUMMARY

South Carolina State University, a senior university, was originally established in 1872 in compliance with the first Morrill Act of 1862. It was named South Carolina Agricultural and Mechanics' Institute and existed within Claflin University. Later, to comply with the second Morrill Act of 1890, the South Carolina General Assembly enacted legislation at the Constitutional Convention of 1895 for the severance of the state's interest from Claflin University. As a result, the Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina was established with a distinct land-grant mission. This same Legislature also provided for the appointment of a Board of Trustees, an administration, a faculty, and for the adoption of rules and regulations to govern the operation of the College.

The doors of the institution were opened on September 27, 1896 with Dr. Thomas E. Miller, a former Congressman from South Carolina, as the first president. The College plant consisted of 135 acres, eight small buildings, a small dairy herd, and a few farm animals. The college was located in Orangeburg because "Orangeburg is a healthy locality; situated in the geographical center of the Black Belt of South Carolina and being a railroad center, easily accessible from all portions of the State" (State Agricultural and Mechanical College of South Carolina Catalogue for 1917-1918).

In 1954, the name of the College was officially changed to South Carolina State College by an Act of the General Assembly. Finally, in 1992, the College was designated a university by the State Legislature.

Today, South Carolina State University owns more than 60 modern buildings sprawled across a 160-acre campus. An additional 286 acres are located at Camp Harry Daniels in Elloree, South Carolina. The University houses the I.P. Stanback Museum and Planetarium, the only facility of its kind among the nation's historically Black campuses. Of the University's almost 4,500 students, approximately half reside on campus in one of 14 residence halls. The faculty and staff include more than 600 experienced professionals. Seventy-two percent of the faculty have earned the terminal degree in their areas of expertise. More than sixty degree areas are offered through five academic schools at the bachelor, master, specialist or doctorate levels.

VISION STATEMENT

South Carolina State University's commitment to academic growth and excellence remains its top priority. The University will continue its legacy of producing graduates who become leaders in all fields and disciplines, of maintaining a competent and committed faculty, and of building teams of creative people throughout the organization. A renewed interest by the faculty, staff, and administrators will elevate an already high level of service to this community, this state, and this nation.

These goals will be achieved by a recommitment to the uncompromising principles of service, integrity, and excellence as evidenced by the Stateite Creed.

STATEITE CREED

As a member of the community of Scholars at South Carolina State University, I obligate myself to the pursuit of academic excellence, model citizenship, and cultural and social inclusiveness.

As a stateite…

· I will assume personal responsibility for my intellectual, cultural, and social growth.

· I will practice academic integrity.

· I will value the individualism and the dignity of all people.

· I will respect the rights and property of others.

· I will work for the common good of South Carolina State University in both my speech and actions.

As a South Carolina State University scholar, I affirm and embrace the above principles and ideals.

South Carolina State University
Dr. Leroy Davis, President

VISION AND CREED

South Carolina State University, a senior comprehensive-teaching institution, is committed to providing affordable and accessible quality undergraduate and graduate degree programs. This public university with a student population between 4,000 and 5,000 is located in Orangeburg, an area that has a traditional rural, agricultural economy which has expanded to include a business and industrial focus that is national and international in scope. South Carolina State University's 1890 land-grant legacy of service to the citizenry of the state is ensured through its collaborative efforts with local, rural, and statewide businesses, public education, colleges and industry. This symbiotic relationship provides a catalyst that spurs reciprocal economic and social growth for the university, state, nation and the international community-at-large.

South Carolina State University, founded in 1896 as an historically Black co-educational institution, embraces diversity among its students, faculty, staff and programs. While maintaining its traditional focus, the university is fully committed to providing life-long learning opportunities for the citizens of the state and qualified students of varied talents and backgrounds in a caring and nurturing learning environment.

South Carolina State University, through instruction, research and service activities, prepares highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands that enable them to work and live productively in a dynamic, global society. The University offers sixty baccalaureate programs in the areas of applied professional sciences, engineering technology, sciences, arts, humanities, education and business. A small 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. Faculty and students participate in research that stimulates intellectual growth, enhances and facilitates student learning and adds to the scientific knowledge base of the academy. Service activities, which are provided through programs related to agriculture, adult and continuing education, research, cultural arts, small business development and other special interest areas, are designed to enhance the quality of life and promote economic growth. These efforts, supported by various applications of technology, are achieved in a climate of mutual trust and respect through methods of scholarly inquiry and scientific research.

The South Carolina State University Mission Statement was approved by its Board of Trustees on December 2, 1997.

"Additional funds are needed to remain competitive in attracting and keeping quality faculty who are competent and committed to producing competitive, skillful and knowledgeable graduates. Similarly, additional funds are needed to provide scholarships to recruit and retain outstanding students. Outdated equipment and abandoned buildings must be replaced and renovated. More research dollars must be found to enhance instruction and provide adequate academic support."

"Greater use of technology is needed in the classroom, in registration and in program management. Meeting the needs of more diverse student populations in a variety of settings through varied technological applications will require greater flexibility in scheduling of course offerings and office hours...The University must continuously update its own network infrastructure, equipment and application software."

These statements are excerpts from the environmental scan in the previous strategic plan for South Carolina State University. These statements, as well as others included in that plan, are still relevant today and continue to be applicable to the university's future growth and success. Several current trends affecting higher education today include the following: increased competition for state funds; greater competition for private giving; changing economic characteristics; changing college curriculums; greater population diversity; changing nature of today's and tomorrow's students; increased public expectations of colleges and universities; fewer available faculty; advances in technology; increased costs of institutional operations; and aging infrastructure. Included below are overviews of a few of these issues and trends that impact higher education today and in the future. References are listed in Appendix A.

EXTERNAL

♦ Computer technology is bringing rapid and profound change to higher education, as it has to virtually every aspect of American society. The influx of web-based courses, virtual campuses, virtual networking of libraries, weekend degree programs, faster internet access, outsourcing, privatization of campus services, and increased management of institutions through advances in technology reflect the continuous changes and challenges in higher education today.

Most of the work that has been done on financing technology is confined to distance learning or educational technology. It does not address the larger topic that all institutions now face: the need to plan for and maintain their technological infrastructure. Historically and traditionally black public colleges have technology budgets that average between 2% and 3.5% of their total institutional budgets, compared to 3.5% and 5.2% for colleges in general.

A Thurgood Marshall Foundation report (<u>The Chronicle on Higher Education</u>, April 27, 2000) urges these colleges and universities to form joint purchasing and leasing agreements with information-technology suppliers and recommends that they cooperate in developing quantitative measures of student achievement to assure that they are getting a good return on their investment.

♦ Financial issues remain a concern in higher education. "Most of the 1990's were boom years for American higher education, with enormous gifts, unprecedented endowment growth, and year after year of healthy increases in enrollment and state support." (*Point of View* and *A Special Report.* <u>The Chronicle of Higher Education,</u> April 20, 2001.) However, today the outlook has changed with many states facing budget shortfalls and public colleges cutting budgets, freezing hiring, offering only minimal salary increases, and raising tuitions. Others are even considering furloughs and program cuts.

There is greater competition for gifts, and there is a shift from private colleges and universities to public institutions receiving large amounts of corporate gifts. Some campuses are experimenting with revenue generation to offset declining funding. Consideration is given to the use of funding priorities, use of multiple financial strategies, and increased marketing, such as growth of continuing education, certificate programs, and degree upgrade programs.

♦ Changes in the nature of the college curriculum is evidenced by increased professional, pre-professional, and technical nature of curriculums; shortening/lengthening time to degree; and redefining academic quality. Distance learning 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 World Wide Web.

♦ For individuals, the economic returns on a college degree are as high as ever. In addition, demographics are working in favor of higher education institutions. The size of the college-age population, after decades of contraction, should continue to swell through 2010. The growth of adult students and the rise of lifelong learning have resulted in a major rethinking of student needs. Student demographics, characteristics, profiles, retention, and funding for college are prevalent issues in higher education. Several other student areas that have emerged include ethics and integrity, alcohol use, adult student and graduate student needs, diversity and student success, and student activism.

♦ There is a greater demand for accountability by society from higher education. Taxpayers question the relevancy of many college activities. State funding authorities desire to reduce duplication of programs and costs and to use better budgetary systems. The federal government is concerned about access and diversity. 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 technological skills among graduates from mainstream colleges and universities.

♦ South Carolina, along with several other states, continues to implement a performance funding system for its public colleges and universities. Since its inception in 1996, the South Carolina performance funding system has gone through several major changes. The definitions, measures, rating scales, and rating strategies have all been modified from the original. These changes have had varying impacts on state campuses, including staffing and data gathering procedures.

INTERNAL

♦ There have been steady increases in fundraising at South Carolina State University, both in private and corporate gifts and grant-writing. During the 1999-2000 academic year, a feasibility study was begun to determine the viability of a capital campaign. Results of this study are currently under review by the University's Board of Trustees.

It is not yet known what impact the technical school scholarships from the lottery will have on enrollment at four-year colleges and universities within the state of South Carolina. In the meantime, faculty and staff continue to write grants and develop more partnerships and collaborations to increase external funding to the University to supplement state funds and student tuition. Additionally, several fees have been added to student costs, such as technology and health services fees. For the 2001-02 fiscal year, public colleges and universities must position themselves for reduced budgets due to revenue shortfalls within the state of South Carolina. SCSU administrators have prepared projected budgets that reflect 5% and 10% reductions in operating expenses for 2001/02.

♦ Fall headcount enrollment at SCSU from fall 1996 to fall 2000 experienced a 12% increase in graduate students, an 11% decrease in undergraduates, and a 7.6% drop in total headcount enrollment. Freshman enrollment decreased by 30% from fall 1996 to fall 2000. Annual changes were as follows: -26% ('96→'97), +23% ('97→'98), -8% ('98→'99), and -16% ('99→'00).

♦ During the last five years, the entire campus network infrastructure has been upgraded from copper to fiber. The network has been segmented to achieve greater efficiency and speed. The University's administrative computing servers and storage devices have been upgraded. A strategic technology plan has been implemented to guide the acquisition and utilization of technology. All administrators, faculty, staff, and students can receive university e-mail accounts. 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 SCSU. Reorganization of the Instructional Technology staff will be critical to achieving the university's technology initiatives. Training for the technology staff and for "end-users" will become increasingly critical if we are to keep pace with our peers in utilizing changing technologies.

♦ To begin to address the growing need of academic programs to meet the demands of the workplace, SCSU has revised and introduced several programs into its curriculum. They include a new bachelor's degree in sports communication, revision of the art and music curricula to include digital media and music industry programs that emphasize the business sides of these two areas. Graduate certificates are now available in environmental science/studies, rehabilitation/therapeutic services and human development consultant. A joint program in nuclear engineering technology has also been added to the curriculum in engineering technology.

Faculty must now examine the viability of several academic programs that have extremely low enrollment and few, if any, graduates. The challenge to the University is to remain abreast of career opportunities and needs of the workforce, and to maintain relevant curricula and program offerings to ensure the quality of graduates' for employment or additional study. The University must also invest in the employment of faculty and other personnel qualified for the new fields of study, as well as the retraining of current faculty to make better utilization of current technology.

♦ In the area of performance funding, South Carolina State University has received an "Achieves" rating each year. The ratings for SCSU since the development of the current scoring system are the following: 1998/99—75% (2.25/3.00); 1999/00—85% (2.55/3.00); and 2000/01—72% (2.15/3.00). The University has improved significantly in student satisfaction of advisor, and faculty availability as well as on some parts of student performance on tests. However, the indicators on which the University consistently scores a '1' involve accreditation and first-time freshman academic qualifications.

♦ How well are we meeting our students' expectations (in order of importance to our students)? This question was answered in the Noel-Levitz Student Satisfaction Inventory Findings (Fall 2000). Results indicate that students are most satisfied with academic advising and the university's responsiveness to diverse populations. Yet they are least satisfied with safety & security and recruitment & financial aid. The biggest gaps between what students considered important and their levels of satisfaction were in these same two areas. Specific details of the results are found in Appendix B.

♦ The relationship between facilities and university image was repeated several times as an issue to be addressed in campus-wide forums. Concerns related to the grounds and residence halls and the impact that lack of maintenance in these areas would have not only on students staying on campus, but on campus tours and students' decisions to enroll.

South Carolina State University received more than $7 million in 1999 to assist in renovating facilities. The Fine Arts building was built and opened in the 1999-2000 academic year. It houses state-of-the-art music and art facilities and accommodates revisions in the art and music academic programs. Campus grounds are also undergoing changes to enhance the campus environment. Residence halls are being wired to support the Internet. The 2000 SACS visiting team recommendations included the need to improve the Miller F. Whittaker Library facilities and holdings as well as improvement in several other buildings such as the Dukes Gymnasium, Hodge Hall and Crawford Engineering building. Major renovations have been completed in these three buildings, but improvements are still needed for the Library. Even with these enhancements, campus facilities continue to face challenges with regular maintenance, required health and safety measures, and needed renovations.

♦ To provide greater safety measures, two call boxes have been located on campus. Bethea Hall was the first residence hall to be wired with security devices. Several trees were either trimmed or cut down completely to provide better lighting in various campus areas. Still more is planned to ensure the safety and well-being of students, faculty, and staff at the University.

♦ Since the last Strategic Plan was developed for South Carolina State University the organizational structure has received several changes. The offices of Distance Education, Summer School and Center for Adult and Continuing Education have been merged into the Office of Extended Studies. Psychometrics, Health Services and Counseling and Self-Development Center are contained under

the same operational umbrella. The Registrar's office now reports to the Division of Student Services as a part of the Office of Enrollment Management, which also includes the offices of Financial Aid and Admissions and Recruitment. The position of Dean of Students was created and the offices of Residential Life and Student Leadership & Development report to this Dean. These and other minor changes occurred to produce greater efficiency and effectiveness within the administrative structure.

♦ Campus publications such as the *Focus*, the *SCSU Review,* and the *Collegian* have changed in cover design and format to provide a more professional quality. There is increased effort to standardize the quality of all campus publications. These actions are in response to enhancing the university's public image. A more positive image will also benefit from greater awareness and visibility of university programs and services with the public. This knowledge of outreach services and programs sponsored by South Carolina State University will assist in demonstrating the university's commitment to its students and local constituents.

SCSU Statistics for 2000/01

Graduation Rate – 46.9%

Average Class Size for Fall 2000
Lower Division – 25.13
Upper Division – 16.07

Total FTE Students: 4001.11
FTE Faculty--259.66

52 majors for the **Bachelor's** degrees
15 majors for the **Master's** degrees

Personnel:

Full-time Faculty --------------	227
Full-time Other Employees --	404
Total ------------------------------	631

1 major each for the **Educational Specialist** and **Doctoral** degrees

Percentage of faculty to all employees: **35.97%**

Percentage of full-time headcount faculty/staff teaching undergraduate courses with terminal degrees in primary teaching area: 84.4% (168/199)

Summary of 1999-00 Current Funds for E & G Operations			
Revenues by Source		**Current Funds Expenditures**	
Tuition & Fees	24%	Instruction	34%
State Appropriations	44%	Research	4%
Govt Grants & Contracts (Federal)	27%	Public Service	6%
Govt. Grants & Contracts (State)	2%	Academic Support	12%
Other Sources	2%	Student Services	11%
		Institutional Support	12%
		Operation & Maintenance of Physical Plant	8%
		Scholarships & Fellowships	13%

FALL 2000 HEADCOUNT ENROLLMENT			
Classification	**Full-time**	**Part-time**	**All**
First-time Freshmen	569	0	569
Freshmen Other	282	42	324
Second Year	678	51	729
Third Year	634	37	671
Fourth Year and Beyond	909	120	1,029
Unclassified/Non-Degree Undergraduates	180	137	317
Sub-Total Undergraduates	3252	387	3,639
Master's/ Specialist	210	116	326
Doctorate	8	46	54
Non-degree Graduates	162	344	506
Sub-Total Graduates	380	506	886
Total	**3,632**	**893**	**4,525**

F2000 ENROLLMENT BY AGE		
Age Range	**Full-time**	**Part-time**
Under 18	27	1
18 – 19	1,032	11
20 – 21	1,090	42
22- 24	816	94
25 – 29	288	162
30 – 34	113	123
35 – 39	85	124
40 – 49	144	223
50 - 64	36	109
65 and over	1	1
Unknown	0	3
Total	**3,632**	**893**

F2000 ENROLLMENT BY RESIDENCE		
	Undergraduate	Graduate
In-State	2,854	780
Out-of-State	785	106
Total In-State = 80.4%		

F2000 ENROLLMENT BY GENDER		
Male	1592	137
Female	2047	749

FALL 2000 ENROLLMENT BY RACE			
Race	**Undergraduate**	**Graduate**	**Total**
Black	3,503	664	4,167
American Indian/ Alaskan Native	4	1	5
	0	0	0
Asian/Pacific Islander	10	2	12
Hispanic	15	2	17
White	100	202	302
Non-Resident Alien	1	1	2
Unknown	6	14	20
Total	**3,639**	**886**	**4,525**

South Carolina State University has a unique opportunity to revitalize itself and to improve its academic and financial accountability and efficiency. The purpose of this South Carolina State University strategic planning process was to identify a broad set of institutional issues that address the challenges that have, and will occur in the state and at the institution. Addressing these issues through specifically designed goals will enhance the development and support of the institution through the next five-year cycle, 2001/02 – 2005/06.

The process that led to the adoption of the 2001-06 Plan involved extensive consultation with the campus community. Over a period of approximately fifteen months, university, division, and departmental progress reports were reviewed and Strategic Planning Council (SPC) members (listed on the next page) conducted school and division forums to identify critical issues and goals for the university. The results from the forums and Council meetings led to the identification of nine major issues: resource development, academic excellence, enrollment, student life, university image, technology, fiscal and administrative management and accountability, facilities development and management, and performance funding indicators. These issues must be addressed by the university to place it in a more competitive and productive stance within and outside the state. A total of sixteen goals were developed to address these issues and to provide a common and more focused direction in which all areas of the university can progress. The objectives serve as minimal targets to achieve for each goal. This plan calls for each division to use these goals and objectives as a blueprint for developing annual strategies and timelines, as well as having the option to add objectives particular to their areas that relate to the university's strategic goals. General assessment methods that will be used throughout the five-year cycle are included along with expected outcomes in the Plan.

Strategic planning is a cyclical, continuous and integrated process. One assessment measure, the annual report for the university, will help guide the administration in establishing priorities for subsequent years. The results of other assessment measures will be utilized to identify specific achievement levels and to make modifications when necessary. Each year will provide an opportunity to review, to make adjustments, to measure progress, and to ensure that appropriate budgeting decisions are made to make the most effective and efficient use of resources through realistic and futuristic planning and comprehensive assessment.

South Carolina State University
Strategic Planning Council
2000-2001

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An understanding of the environment within which the University functions during the life of this plan drives this process. Thus, the plan is based on the following assumptions.

1. Higher education's share of state appropriations will continue to decline with increasing competition for available dollars.

2. Budget adjustments, when necessary, will be achieved by reductions in operational expenses.

3. The pool of students who would normally enroll in four-year public institutions will most likely experience a significant decrease with the influx of funds from the Lottery providing free tuition to technical schools.

4. New initiatives within academic programs at the University will be considered carefully at all levels so that they do not significantly diminish the quality of existing programs and activities that are central to the accomplishment of the mission of the University.

5. Assessment of programs and services will be an ongoing process to remain current and for greater efficiency and effectiveness throughout the University.

6. The University will be responsive to the growing technological advances in the delivery of instruction and programs.

To fulfill the mission of South Carolina State University, this plan presents the following nine major issues and sixteen goals that were identified in campus-wide forums. Addressing these issues will enable South Carolina State University to be more competitive among its peers within and outside the state.

RESOURCE DEVELOPMENT
1. Increase external funding through grants and contracts.
2. Enhance and increase private gifts.

ACADEMIC EXCELLENCE
3. Enhance undergraduate and graduate academic curricula and programs.
4. Advance the research and outreach infrastructure at the University.

ENROLLMENT
5. Enhance the recruitment and enrollment process.
6. Improve the retention rate of students.

STUDENT LIFE
7. Improve the quality of student life.
8. Enhance the living and learning environment.

UNIVERSITY IMAGE
9. Enhance and expand the visibility of the University and its programs.
10. Improve customer service.

TECHNOLOGY
11. Upgrade and expand the infrastructure for telecommunications and technology campus-wide.
12. Expand the use of technology in all university areas.

FISCAL AND ADMINISTRATIVE MANAGEMENT AND ACCOUNTABILITY
13. Improve fiscal management.
14. Improve administrative and managerial efficiency and accountability.

FACILITIES DEVELOPMENT AND MANAGEMENT
15. Enhance current infrastructure.

PERFORMANCE FUNDING INDICATORS
16. Progressively attain the 'Exceeds" category for all applicable performance funding indicators as defined and measured annually by the Commission on Higher Education.

I S S U E S   A N D   G O A L S

Listed below with the Issues and Goals are the *Objectives* that operationalize the plan. Achievement of these objectives ensures the attainment of the university's strategic plan. Each division at the University will develop specific timelines and strategies annually.

RESOURCE DEVELOPMENT

1. ***Increase external funding through grants and contracts.***
    a. Establish and implement an incentive system that encourages employees to write and submit proposals for external grants and contracts.
    b. Increase the number of proposals submitted for funding from foundations, grants, and contracts.

2. ***Enhance and increase private gifts.***
    a. Increase scholarship dollars to a level that provides sufficient funds to significantly increase the enrollment and retention of students.
    b. Enhance the university-wide marketing plan to assist in fundraising, enrollment, and employment of students, faculty, and staff.

ACADEMIC EXCELLENCE

3. ***Enhance undergraduate and graduate academic curricula and programs.***

    a. Upgrade the academic curricula and delivery strategies to reflect current professional standards and projected trends that are consistent with performance-based funding mandates.
    b. Improve internal organizational linkages between academic and nonacademic areas of the institution.
    c. Develop annual quantitative targets to increase students' pass rates on exit and professional/licensure examinations.
    d. Develop and implement an Honors College.

4. ***Advance the research and outreach infrastructure at the University.***
    a. Implement a more efficient administrative research infrastructure.
    b. Increase faculty and student participation in research opportunities.

ENROLLMENT

5. ***Enhance the recruitment and enrollment process.***
    a. Increase the University's FTE enrollment for the next five years by no less than 3% annually while focusing on the following populations: graduate, other race and multicultural, non-traditional and high academic achieving high school students.
    b. Increase the utilization of technology and internal and external constituents (parents, students, faculty, staff, etc.) in the recruitment process.
    c. Develop and circulate a university-wide enrollment plan that includes strategies to evaluate and respond to trends affected by external factors.

6. *Improve the retention rate of students.*
    a.   Provide a systematic and efficient advising system from initial enrollment through graduation with particular focus on at-risk students.
    b.   Provide required orientation and advising workshops for faculty at all levels, including adjuncts.

STUDENT LIFE

7. *Improve the quality of student life.*
    a.   Develop and implement a comprehensive student services plan that includes off-campus students.
    b.   Provide more centralized networking, development, and implementation of culturally sensitive and diverse activities university-wide.

8. *Enhance the living and learning environment.*
    a.   Increase funding for the construction, renovation, and maintenance of facilities.
    b.   Develop and implement a comprehensive security plan for the entire campus to include emphasis on visible security personnel in strategic campus locations.

UNIVERSITY IMAGE

9. *Enhance and expand the visibility of the university and its programs.*
    a.   Coordinate and standardize professional-quality materials for all university programs for outreach distribution.
    b.   Expand public relations outlets outside the University and provide media and support training to interface with the public.
    c.   Increase the utilization of outreach programs and services to enhance the university's public image.
    d.   Enhance partnerships and collaboration efforts with the local and surrounding community.

10. *Improve customer service.*
    a.   Enhance communication within the University.
    b.   Increase customer service training across the University in academic and non-academic areas and implement a monitoring system that ensures compliance with customer service standards.

TECHNOLOGY

11. *Upgrade and expand the infrastructure for telecommunications and technology campus-wide.*
    a.   Upgrade equipment and wiring in residence halls and academic and administrative buildings to provide optimum access to technological applications and services.
    b.   Enhance computer network capabilities to reduce downtime.

12. *Expand the use of technology in all university areas.*
    a.   Increase the use of technology throughout the university.
    b.   Provide adequate web-based and other distance learning technology.

    c.   Establish a pool of webmasters for each division and school at the university with overall coordination by the UCITS Webmaster.

    d.   Increase faculty and staff training with internet/intranet technology.

FISCAL AND ADMINISTRATIVE MANAGEMENT AND ACCOUNTABILITY

13. *Improve fiscal management.*
    a.   Develop, disseminate, and implement a streamlined plan of fiscal management.
    b.   Provide appropriate fiscal management systems and feedback to ensure accountability at all levels of financial responsibility.
    c.   Explore and implement more "outsourcing" opportunities university-wide.

14. *Improve administrative and managerial efficiency and accountability.*
    a.   Provide an effective human relations system that employs and/or trains an adequate number of qualified professional personnel to meet all university needs, and understands and accommodates the needs of employees.
    b.   Ensure compliance with and provide better communication of new procedures/ policies/action plans/etc. between the administration and appropriate unit heads.
    c.   Create a campus-wide atmosphere that promotes sharing of information and increased communication between divisions and units.
    d.   Review and revise current unit and administrative structures to enhance efficiency and to provide maximum use of personnel resources.

FACILITIES DEVELOPMENT AND MANAGEMENT

15. *Enhance current infrastructure.*
    a.   Improve the overall campus appearance.
    b.   Upgrade campus facilities to a level which adequately accommodates the student body, personnel, and campus activities in accordance with the university master plan.
    c.   Acquire appropriate resources to maintain and renovate facilities as needed.

PERFORMANCE FUNDING INDICATORS

16. *Progressively attain the 'Exceeds" category for all applicable performance funding indicators as defined and measured annually by the Commission on Higher Education.*
    a.   Continuously improve on performance funding indicators.
    b.   Address each of the Critical Success Factors within at least one of the fifteen other strategic goals as indicated on the following matrix.

INDICATOR	GOAL

1. Mission Focus
    A.   Expenditure of funds to achieve institutional mission ---- (SCSU: academic support and instruction)
    B.   Curricula offered to achieve mission
    C.   Approval of mission statement
    D/E   Adoption of strategic plan to support the mission and attainment of the goals of the strategic plan
	1 – 16

2. Quality of Faculty
    A.   Academic and other credentials of professors and instructors
    B/C   Performance review system for faculty to include student and peer evaluations and Post-tenure review for tenured faculty
    D.   Compensation of faculty
    E.   Availability of faculty to students outside the classroom
	2, 4, 6

3. Instructional Quality
    A.   Class size and student/teacher ratios
    B.   Average number of credit hours taught by full-time teaching faculty
    C.   Ratio of full-time faculty as compared to other full-time employees
    D.   Accreditation of degree-granting programs
    E.   Institutional emphasis on quality teacher education and reform
	3, 4, 5

4. Institutional Cooperation and Collaboration A/B Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution and with other institutions, and with the business community and Cooperation and collaboration with private industry	4, 6, 13, 14

5. Administrative Efficiency
    A.   Percentage of administrative costs as compared to academic costs
    B.   Use of best management practices
    C.   Elimination of unjustified duplication of and waste in administrative and academic programs
    D.   Amount of general overhead costs
	13, 14

6. Entrance Requirements
    A/B   SAT and ACT scores of student body (1000+SAT or 21+ACT) and High school standing, grade point averages, and activities of the student body
    C.   Postsecondary non-academic achievement of student body
    D.   Priority on enrolling in-state residents
	3, 5

7. Graduates' Achievements
    A.   Graduation rates
    B/E   Employment rate for graduates and Number of graduates who continued their education
    C.   Employer feedback on graduates
    D.   Scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests
    F.   Credit hours earned of graduates
	3 - 8

8. User-Friendliness of the Institution
    A.   Transferability of credits to and from the institution
    B.   Continuing education programs for graduates and others
    C.   Accessibility to the institution of all citizens of the state
	4, 5, 9, 10

9. Research Funding A. Financial support for reform in teacher education	1

To ensure that all segments of the university population are moving towards the same ends, the tables below outline general assessment methods and outcomes. The assessment methods will be utilized throughout the five-year period. Reviews by internal and external groups such as committees, the South Carolina Commission staff, accreditation or other professional agencies will be accompanied by reviews of resources such as newspaper and magazine articles to provide evidence of improvements in rankings among peers as well as increasing visibility of university programs and activities.

The outcomes provide a more detailed listing of what some of the major results should be by the end of this plan's cycle. Additional outcomes will, of course, emerge as each year's operational plan is developed and implemented.

ASSESSMENT METHODS

Accreditation Reviews

Annual reports (departmental, school, and division)

CHE reviews and ratings

Customer and personnel Surveys

Internal and external audits

Internal and external reviews

Monthly financial reports

Newspaper articles

Rankings in publications

Senior/Professional/Other standardized examinations

OUTCOMES

Increased funds that enable the University to have a larger pool of high achieving students on scholarships; to operate a fiscally sound institution with less dependency on state funds; and to employ a sufficient number of faculty and staff to provide needed services and programs.

Curricula that reflect current needs and requirements for today's students; that result in higher percentages of students passing major/professional/licensure examinations and graduating with more jobs identified prior to graduation; and that prepare students for the current job market or advanced studies.

Increased research activities that contribute to the knowledge base, provide more student experience with research, and place the university in a more research-oriented position.

Aggressive enrollment and marketing plans implemented.

Larger enrollment that is more diverse and meets the necessary level of funding from tuition and fees to provide a quality institution.

Higher retention rates and more positive responses on student surveys.

Technology integrated into all university operations with fewer technology infrastructure-related problems.

Positive audits with fewer exceptions due to a smoother and more user-friendly and efficient management system.

Greater community knowledge of SCSU services and programs and more articles about the positive events at SCSU.

Friendlier and more cooperative work environment at SCSU with enhanced communication between departments and divisions.

Higher survey ratings and more positive comments from customers for services provided.

Renovated, clean, modern facilities.

More secure campus with reduced crime.

A rating of "Exceeds" in performance funding.

APPENDIX A

REFERENCES

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NOEL-LEVITZ STUDENT SATISFACTION INVENTORY CAMPUS REPORT
SOUTH CAROLINA STATE UNIVERSITY FALL 2000

Scale	Importance	Satisfaction	Performance Gap Means		
			SCSU	National	
Safety and Security	6.40	3.30	3.10	1.96	HL
Academic Advising	6.38	4.83	1.55	1.26	HH
Instructional Effectiveness	6.33	4.54	1.79	1.26	HH
Registration Effectiveness	6.30	4.03	2.27	1.41	HH
Recruitment and Financial Aid	6.28	3.66	2.62	1.44	HH
Campus Support Services	6.24	4.60	1.64	1.07	HH
Concern for the Individual	6.22	4.21	2.01	1.33	HH
Service Excellence	6.21	3.99	2.22	1.31	HH
Campus Climate	6.19	4.17	2.02	1.20	HH
Student Centeredness	6.12	4.20	1.92	1.14	HH
Campus Life	5.99	4.23	1.76	0.92	HH
Responsiveness to Diverse Populations		4.62			

HL – High importance/low satisfaction – areas in need of institution's immediate attention.
HH – High importance/high satisfaction showcases areas of strength that should be highlighted in promotional materials.
LH – Low importance/high satisfaction – areas where it might be beneficial to redirect resources to areas of higher importance.
LL – Low importance/low satisfaction – presents an opportunity to examine those areas that have low status with students.

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