

Strategic Plan Goal 5: Accountability

We will achieve long-term stability through comprehensive assessment, planning, financial oversight and sound management practices.

To realize this goal, we will

- maintain continuing strategic planning assessment and decision-making processes;
- ensure maximum efficiency and effectiveness in the management of our university;
- maintain accreditation with appropriate organizations.

Reporting Unit	Unit/Program Goal	Score	Evaluation Met (3.00 – 2.01) Partially Met (2.00 – 1.01) Not Met (1.00 – 0.01) Not Evaluated (0.00)	Additional Resources Requested to Achieve or Sustain Results
1. Academic Affairs	All academic programs scheduled for full program reviews (review cycle is defined by Lander) by the South Carolina Commission on Higher Education as a part of the Institutional Effectiveness reporting process show satisfactory progress toward meeting their individual goals.	3.00	Met	\$0.00
2. Academic Affairs	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	2.76	Met	\$0.00
3. Academic Affairs	Comply with the English Fluency in Higher Education Act (Section 59-103-160 of the South Carolina Code of Laws of 1976, as amended).	3.00	Met	\$0.00
4. Academic Affairs	Demonstrate a commitment to student success through degree-completion rates.	1.00	Not Met	\$0.00
5. Academic Affairs	Full accreditation for those academic programs which are eligible for accreditation regardless of whether or not the institution chose to pursue accreditation.	3.00	Met	\$0.00
6. Biology	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
7. Business Administration	Comply with Program Productivity standards as defined by the South	3.00 ¹	Met	\$0.00

¹ Program reports using the *Assurance of Learning Report* required by the Association to Advance Collegiate Schools of Business (AACSB); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	Carolina Commission on Higher Education.			
8. Career Services	Maintain quality of events, presentations, and job postings.	3.00	Met	\$0.00
9. Chemistry	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
10. Computer Information Systems	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
11. Criminal Justice Management (Online)	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	1.00	Not Met	\$0.00
12. Early Childhood Education	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
13. Early Childhood Education	The Department of Teacher Education will maintain national accreditation.	3.00	Met	\$0.00
14. Elementary Education	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
15. Elementary Education	The Department of Teacher Education will maintain national accreditation.	3.00	Met	\$0.00
16. English	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
17. Environmental Science	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	2.00	Partially Met	\$0.00
18. Exercise Science	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
19. History	Comply with Program productivity standards as defined by the South Carolina Commission of Higher Education.	3.00	Met	\$0.00
20. Lander University Police Department	Comply with Annual Security Report deadline established by the Jeanne Clery Act by October 1. This report contains campus security policy disclosures and crime statistics for the previous three years.	3.00	Met	\$0.00
21. Lander University Police Department	To reduce the mileage used on Lander University Police Department vehicles.	3.00	Met	\$0.00

22. Mass Communications and Theatre	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
23. Master of Art in Teaching: art Education	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
24. Master of Education: Montessori	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
25. Master of Education: Montessori	Maintain accreditation with Montessori Accreditation Council for Teacher Education (MACTE).	3.00	Met	\$0.00
26. Master of Education: Teaching and Learning	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	Not Scored	Not Evaluated ²	\$0.00
27. Master of Education: Teaching and Learning	Maintain accreditation National Council for Accreditation of Teacher Education (NCATE).	Not Scored	Not Evaluated ³	\$0.00
28. Mathematics	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
29. Mathematics	Students will be successful in employment and/or graduate-level education, as applicable.	3.00	Met	\$0.00
30. Music	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
31. Nursing	Commission on Collegiate Nursing Education Standard I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	3.00 ⁴	Met	\$0.00
32. Nursing	Commission on Collegiate Nursing Education Standard I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards	3.00 ⁵	Met	\$0.00

² Program began in 2012-2013 academic year; therefore, not enough assessment data has been collected to provide a meaningful Evaluation of program effectiveness.

³ Program began in 2012-2013 academic year; therefore, not enough assessment data has been collected to provide a meaningful Evaluation of program effectiveness.

⁴ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

⁵ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	and guidelines; and the needs and expectations of the community of interest.			
33. Nursing	Commission on Collegiate Nursing Education Standard I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	3.00 ⁶	Met	\$0.00
34. Nursing	Commission on Collegiate Nursing Education Standard I-D. Faculty and students participate in program governance.	3.00 ⁷	Met	\$0.00
35. Nursing	Commission on Collegiate Nursing Education Standard I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.	3.00 ⁸	Met	\$0.00
36. Nursing	Commission on Collegiate Nursing Education Standard I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.	3.00 ⁹	Met	\$0.00
37. Nursing	Commission on Collegiate Nursing Education Standard I-G. There are established policies by which the nursing unit defines and reviews formal complaints.	3.00 ¹⁰	Met	\$0.00
38. Nursing	Commission on Collegiate Nursing	3.00 ¹¹	Met	\$0.00

⁶ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

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⁸ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

⁹ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁰ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹¹ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	Education Standard II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.			
39. Nursing	Commission on Collegiate Nursing Education Standard II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	3.00 ¹²	Met	\$0.00
40. Nursing	Commission on Collegiate Nursing Education Standard II-C. The chief nurse administrator: • is a registered nurse (RN); • holds a graduate degree in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; • is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.	3.00 ¹³	Met	\$0.00
41. Nursing	Commission on Collegiate Nursing Education Standard II-D. Faculty members are: • sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach.	3.00 ¹⁴	Met	\$0.00
42. Nursing	Commission on Collegiate Nursing Education Standard II-E. When used by the program, preceptors, as an	3.00 ¹⁵	Met	\$0.00

¹² Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

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¹⁴ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁵ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

	extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.			
43. Nursing	Commission on Collegiate Nursing Education Standard IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.	3.00 ¹⁶	Met	\$0.00
44. Nursing	Commission on Collegiate Nursing Education Standard IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	3.00 ¹⁷	Met	\$0.00
45. Nursing	Commission on Collegiate Nursing Education Standard IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	3.00 ¹⁸	Met	\$0.00
46. Physical Education	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
47. Political Science	Comply with Program Productivity standards as defined by the South Carolina Commission of Higher Education.	3.00	Met	\$0.00
48. Psychology	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	2.33	Met	\$0.00
49. Sociology	Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$0.00
50. Spanish	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	1.00	Not Met	\$0.00
51. Special Education	PRAXIS II Pass Rates	3.00 ¹⁹	Met	\$0.00

¹⁶ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁷ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

¹⁸ Program reports using the *Continuous Improvement Progress Report* required by the Commission on Collegiate Nursing Education (CCNE); therefore, the Score is estimated by using the highest possible Score for the associated Evaluation.

52. Student Activities	Ensure Greek compliance with Lander University's regulation.	2.50	Met	\$0.00
53. Student Activities	Redevelopment of a Student Governance body.	3.00	Met	\$0.00
54. Visual Art	Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.	3.00	Met	\$14,300.00 ²⁰
55. Wellness Center	(Disability Services) All charts on students with established disability cases will contain specified documentation.	3.00	Met	\$0.00
TOTALS		2.84	Met	\$14,300.00

¹⁹ Score derived using the following formula and percentages "Met" in the 2012-2013 academic year *Teacher Education Program Summary Report*: Score = (% Met x 3)/100.

²⁰ To increase the amount and quality of recruiting of new art majors, the art faculty developed and produced the Lander Visual Art marketing campaign. This campaign has already begun as photographs and postcards have been created and designed. The estimated cost of this project is \$9,300.00 (Cost includes professional lighting, photography, postcard design, printing and postage). The calendar marketing campaign is estimated to cost \$5,000 (the cost of printing). Increasing the visibility and awareness of Lander's art department among high school art teachers, guidance counselors and students will help maintain strong numbers of Visual Art majors and may continue to increase those numbers. Over the past 5 years the rolling average of our Visual Art number of degrees conferred has increased from 15.6 to 17.4. During that same time our rolling average of Visual Art majors has increased from 76.8 to 96.0. This steady and continued growth is an asset to the University and the Visual Art Marketing campaign is designed to increase that recent growth. This campaign is aimed at South Carolina high school art teachers and guidance counselors who have a direct impact on the college choices of their students. Our desire is to make sure these teachers and guidance counselors know that Lander University exists and that it offers one of the best and most dynamic Visual Art degrees in the state. This minimal investment of \$14,300 could pay exponential returns to the university as growth in the art department continues.

In addition to this campaign, the university needs to protect and support the creative vitality of studio art faculty as they strive to be productive artists in their respective fields of research. This research has directly led to faculty exhibits of art locally, regionally and nationally and this faculty exposure to the public also increases awareness of the Lander University Visual Art degree. Faculty members need to have protected times for professional development in their studios during summer, weekends and winter break to maintain and improve this positive exposure for Lander University. This need requires no extra cost to the university.