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| **Unit/Program Name** | Academic Affairs |
| **Office of Primary Responsibility** | Office of Academic Affairs |
| **Assessment Coordinator** | David Mash, Provost and Vice President for Academic Affairs |
| **Submission Date of this Report** | February 28, 2016 |

1. **Unit/Program Goal**: Increase the retention rate of faculty and decrease the time and cost associated with routinely filling vacant faculty positions

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data****Assessment Instrument(s) and Frequency of Assessment** | Indicator/Learning Outcome | Academic Year 2012-2013 | Academic Year 2013-2014 | Academic Year 2014-2015 | Academic Year 2015-2016 | Academic Year 2011-2012 |
|  | **1.** | Lander's Average "Professor" Salary (Average "Professor" Salary for SC Comprehensive Universities) | $70,699($82,345) | $67,198($83,018) | Not Available | Not Available | $66,211($78,989) |
|  | **2.** | Lander's Average "Associate Professor" Salary (Average "Associate Professor" Salary for SC Comprehensive Universities) | $54,054($66,027) | $56,270($66,144) | Not Available | Not Available | $53,614($64,277) |
|  | **3.** | Lander's Average "Assistant Professor" Salary (Average "Assistant Professor" Salary for SC Comprehensive Universities) | $51,727($57,559) | $50,251($57,927) | Not Available | Not Available | $50,262($55,890) |
|  | **4.** | Lander's Average "Instructor" Salary (Average "Instructor" Salary for SC Comprehensive Universities) | $41,962($47,543) | $33,142($48,349) | Not Available | Not Available | $41,337($45,771) |
|  | **5.** | Percent of Faculty Development Grant Dollars Awarded of those Requested | 21.1%($14,008/$66,450) | 19.1%($13,993/$73,132) | Not Available | Not Available | 30.2%($15,283/ $50,682) |
|  | Instrument | Frequency |
|  | **1. – 4.** | South Carolina Higher Education Statistical Abstract | Annually |
|  | **5.** | Faculty Development Grants Award Summary  | Annually |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
|  | **1.** | Lander's average salary for the rank of "Professor" is at or above the State's average salary for the rank of "Professor" for South Carolina comprehensive Universities | N/A | Lander's average salary for the rank of "Professor" is less than the State's average salary for the rank of "Professor" for South Carolina comprehensive Universities |
|  | **2.** | Lander's average salary for the rank of "Associate Professor" is at or above the State's average salary for "Associate Professor"for South Carolina comprehensive Universities | N/A | Lander's average salary for the rank of "Associate Professor" is less than the State's average salary for "Associate Professor"for South Carolina comprehensive Universities |
|  | **3.** | Lander's average salary for the rank of "Assistant Professor" is at or above the State's average salary for "Assistant Professor" for South Carolina comprehensive Universities | N/A | Lander's average salary for the rank of "Assistant Professor" is less than the State's average salary for "Assistant Professor" for South Carolina comprehensive Universities |
|  | **4.** | Lander's average salary for the rank of "Instructor" is at or above the State's average salary for "Instructor" for South Carolina comprehensive Universities | N/A | Lander's average salary for the rank of "Instructor" is less than the State's average salary for "Instructor" for South Carolina comprehensive Universities |
|  | **5.** | Faculty Development Grant awards are greater than or equal to 75% of funds requested | Faculty Development Grant awards are greater than or equal to 50.1% and less than or equal to 74.9% of funds requested | Faculty Development Grant awards are less than or equal to 50% of funds requested |
| **Review of Results and Actions Taken** | **1.** | May 11, 2015: In order to raise the average, 9-Month "Professor" base salary to that of the 2013-2014 state "Comprehensive Teachng Institutions" average for the rank, approximately $501,477 is required. |
|  | **2.** | May 11, 2015: In order to raise the average, 9-Month "Associate Professor" base salary to that of the 2013-2014 state "Comprehensive Teaching Institutions" average for the rank, approximately $408,516 is required. |
|  | **3.** | May 11, 2015: In order to raise the average, 9-Month "Assistant Professor" base salary to that of the 2013-2014 state average for the rank, approximately $260,613 is required.2009: In order to bring the salary for those in the rank of "Assistant Professor" to approximately $44,500, $25,000.00 is requested.  |
|  | **4.** | May 11, 2015: In order to raise the average 9-Month "Lecturer (Voting)/Instructor" base salary to that of the 2013-2014 state "Comprehensive Teaching Institutions" average for the rank, approximately $172,742 is required. |
|  | **5.** | May 11, 2015: data provided by Office of Academic Affairs and analyzed and presented to Faculty Senate by a committee of Faculty Senate in Spring 2015 |
|  | **Sum** | July 1, 2005: 4% across-the-board raises provided by South Carolina LegislatureJuly 1, 2006: 3% across-the board raises provided by South Carolina LegislatureJuly 1, 2007: 3% across-the-board raises provided by South Carolina LegislatureJuly 1, 2008: 1% across-the-board raises provided by South Carolina Legislature July 1, 2012: 3% across-the-board raises provided by South Carolina LegislatureJuly 1, 2014: across-the-board raises calculated as follows: [July 2014 Base Salary x 1.02 (State's portion) = $Y,YYY x 1.01 (Lander's portion) = $Z,ZZZ]April 1, 2015: .75% across-the-board raises provided by Lander UniversityJuly 1, 2016: SC Department of Administration provided a 3.25% general pay increase for permanent classified and unclassified employees for fiscal year 2016-2017February 28, 2016: Since 2014-2015 and 2015-2016 data from the South Carolina Commission on Higher Education are not yet available, the next section is based on 2013-2014 data. |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
|  | **1.** |  |  |
|  | **2.** |  |  |
|  | **3.** |  |  |
|  | **4.** |  |  |
|  | **5.** |  |  |
| **Additional Resources Required to Achieve or Sustain Results** | $1,343,348.00February 28, 2015: In order to raise the average, 9-Month Faculty base salaries to that of the 2013-2014 state "Comprehensive Teaching Institutions" average for the rank, the following approximate amounts are required:

|  |  |  |
| --- | --- | --- |
| **Rank** | **2013-2014 State Average for Rank Minus 2015-2016 Base Salary** | **Number in Rank** |
| 1 - Professor |  $ 501,477.00  | 26 |
| 2 - Associate Professor |  $ 408,516.00  | 38 |
| 3 - Assistant Professor |  $ 260,613.00  | 34 |
| 4 - Instructor |  $ 50,967.00  | 4 |
| 4 - Lecturer (Voting) |  $ 121,775.00  | 21 |
| **Grand Total** |  **$ 1,343,348.00**  | **123** |

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1. **Unit/Program Goal**: Demonstrate a commitment to student success through degree-completion rates.

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | Fall 2006 Cohort | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2005 Cohort |
| **1.** | 4-year graduation rate (100% of Normal Time to Completion): Lander vs. SC Comprehensive Teaching Institutions | 22.0%(127/578)(33.0%) | 32.1%(139/433)(31.9%) | Not Available | Not Available | 19.8%(110/555)31.6% |
| **2.** | 5-year graduation rate (125% of Normal Time to Completion): Lander vs. SC Comprehensive Teaching Institutions | 36.3%(210/578)46.7% | 48.3%(209/433)(45.7%) | Not Available | Not Available | 33.3%(185/555)45.7% |
| **3.** | 6-year graduation rate (150% of Normal Time for Completion): Lander vs. SC Comprehensive Teaching Institutions | 40.5%(234/578)50.0% | 51.5%(223/433)(49.7%) | Not Available | Not Available | 36.9%(205/555)49.2% |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1. – 4.** | South Carolina Higher Education South Carolina Higher Education Statistical Abstract (produced by the South Carolina Commission on Higher Education) | Annually |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1.** | Lander's 4-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of all of the South Carolina Comprehensive Teaching institutions  | Lander's 4-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of one or two of the South Carolina Comprehensive Teaching institutions  | Lander's 4-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of none of the South Carolina Comprehensive Teaching institutions  |
| **2.** | Lander's 5-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of all of the South Carolina Comprehensive Teaching institutions  | Lander's 5-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of one or two of the South Carolina Comprehensive Teaching institutions  | Lander's 5-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of none of the South Carolina Comprehensive Teaching institutions  |
| **3.** | Lander's 6-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of all of the South Carolina Comprehensive Teaching institutions  | Lander's 6-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of one or two of the South Carolina Comprehensive Teaching institutions  | Lander's 6-year percentage of first-time, full-time entering freshmen degree completers is greater than or equal to that of none of the South Carolina Comprehensive Teaching institutions  |
| **Review of Results and Actions Taken** | **1.** |       |
| **2.** |       |
| **3.** |       |
| **Sum** | February 28, 2016: Because data for Fall 2008 and Fall 2009 was not available from the South Carolina Commission on Higher Education, data from Fall 2007 was used in the next section.February 28, 2013: Research in the field suggests that even among only students who state that their goal is a degree, certificate, or transfer, fewer than 50 percent achieve that goal within six years This also suggests that students’ educational expectations should not be treated as fixed since only the individual can judge how much education and what kind of education is best given his or her circumstances. Given this, determining an "optimal" percentage of graduates is no more sensible than setting a goal for car ownership, health club membership or newspaper subscriptions. However, in an environment in which accountability and transparency have become watchwords for higher education, it’s easy to understand the appeal of graduation rates. They are an obvious, commonsense indicator of how well an institution is serving its students. After all, what better evidence could we have than the percentage of those students seeking a degree who actually receive one? Graduation rates matter because in the eyes of the public, policy makers, and the media, they provide a clear, simple, and logical—if often misleading—number. They are also important economically in that college graduates produce higher work-life wages and tax revenue.Because institutional selectivity is by far the principal predictor of completion rates, we compared ourselves with peer institutions in South Carolina with similar degrees of selectivity. |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
|  | **1.** |  |  |
|  | **2.** |  |  |
|  | **3.** |  |  |
| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: Maintain a high level of student-faculty interaction and academic advising

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | Fall 2014 | Fall 2015 | Fall 2010 | Fall 2011 | Fall 2013 |
| **1.** | My advisor is knowledgeable about the University's policies and procedures. | 4.50 | 4.57 | 4.59 | 4.75 | 4.54 |
| **2.** | My advisor is knowledgeable about General Education requirements. | 4.55 | 4.62 | 4.63 | 4.76 | 4.60 |
| **3.** | My advisor is knowledgeable about my major requirements. | 4.65 | 4.70 | 4.70 | 4.78 | 4.67 |
| **4.** | My advisor is available for consultation. | 4.49 | 4.54 | 4.54 | 4.66 | 4.54 |
| **5.** | My advisor and I spend sufficient time together in order to meet my academic needs. | 4.15 | 4.22 | 4.20 | 4.40 | 4.18 |
| **6.** | My advisor respects my right, within Catalog restrictions, to make my own decisions regarding the direction of my education. | 4.55 | 4.62 | 4.62 | 4.73 | 4.60 |
| **7.** | My advisor effectively answers my questions or directs me to appropriate resources to answer my questions. | 4.56 | 4.61 | 4.62 | 4.70 | 4.60 |
| **8.** | My advisor is respectful and empathetic/sympathetic. | 4.53 | 4.60 | 4.60 | 4.68 | 4.61 |
| **9.** | Overall, my advisor does an effective job of advising. | 4.59 | 4.64 | 4.65 | 4.71 | 4.63 |
| **10.** | NSSE Student/Faculty Interaction Items (First-Year Students) | N/A | Not Available | 41.7(35.3, 38.2, 35.2) | N/A | 23.1(21.7, 20.7, 20.0) |
| **11.** | NSSE Student/Faculty Interaction Items (Senior Students) | N/A | Not Available | 57.2(42.3, 45.9, 42.4) | N/A | 33.4(27.1, 25.1, 23.2) |
| **12.** | Fall 2010: NSSE Overall evaluation of quality of academic advising received (First-Year Students)Fall 2013: Percentage of students who responded that they "Very often" or "Often" discussed their academic performance with a faculty member (First-Year Students) | N/A | Not Available | 3.22(3.05, 3.09, 3.07) | N/A | 42%(30%, 31%, 28%) |
| **13.** | Fall 2010: NSSE Overall evaluation of quality of academic advising received (Senior Students)Fall 2013: Percentage of students who responded that they "Very often" or "Often" discussed their academic performance with a faculty member (Senior Students) | N/A | Not Available | 3.49(2.90, 3.06, 2.94) | N/A | 58%(45%, 37%, 32%) |
| **14.** | Academic Advising Services Satisfaction | No Longer Offered | No Longer Offered | N/A | 4.21(3.94) | No Longer Offered |
| **15.** | Out of class availability of your instructor | No Longer Offered | No Longer Offered | N/A | 4.05(3.96) | No Longer Offered |
| **16.** | Attitude of Faculty toward students | No Longer Offered | No Longer Offered | N/A | 4.14(4.04) | No Longer Offered |
| **17.** | Availability of your advisor | No Longer Offered | No Longer Offered | N/A | 4.09(3.91) | No Longer Offered |
| **18.** | Value of Information provided by your advisor | No Longer Offered | No Longer Offered | N/A | 4.01(3.86) | No Longer Offered  |
| **19.** | "6. My academic advisor is approachable." | 6.07(5.58, 5.70, 5.76) | N/A | N/A | N/A | N/A |
| **20.** | "14. My academic advisor is concerned about my success as an individual." | 5.88(5.35, 5.51, 5.66 ) | N/A | N/A | N/A | N/A |
| **21.** | "19. My academic advisor helps me set goals to work toward." | 5.67(5.10, 5.27, 5.40) | N/A | N/A | N/A | N/A |
| **22.** | "33. My academic advisor is knowledgeable about requirement in my major." | 6.22(5.64, 5.75, 5.76) | N/A | N/A | N/A | N/A |
| **23.** | "55. Major requirements are clear and reasonable." | 5.87(5.51, 5.65, 5.61) | N/A | N/A | N/A | N/A |
| **24.** | "3. Faculty care about me as an individual." | 5.70(5.11, 5.25, 5.37) | N/A | N/A | N/A | N/A |
| **25.** | "25. Faculty are fair and unbiased in their treatment of individual students." | 5.57(5.31, 5.43, 5.36) | N/A | N/A | N/A | N/A |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1. – 9.** | Student Perceptions of Academic Advising | Every Fall and Spring Semester (during the registration period for the upcoming term) |
| **10. – 13.** | National Survey of Student Engagement (NSSE) | Spring Semester of every third year (last in 2010, next in 2013) |
| **14. - 18** | ACT Student Opinion Survey (SOS) - NO LONGERED OFFERED BY ACT | Spring Semester of every third year (last in 2012, next in 2015) - NO LONGER OFFERED BY ACT |
| **19. - 25** | Noel-Levitz Student Satisfaction Inventory | Spring Semester of every third year (last in 2015, next in 2018) |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1. – 9.** | Fall scores are between 4.00 and 5.00 | Fall scores are between 3.00 and 3.99 | Fall scores re less than or equal to 2.99 |
| **10. – 13.** | Benchmark (Fall 2010)/ Engagement Indicator (Fall 2013) comparion for Lander is above all of the following: Selected Peers, Carnegie Peers and NSSE participants for the year | Benchmark (Fall 2010)/Engagement Indicator (Fall 2013) comparion for Lander is above one or two of the following: Selected Peers, Carnegie Peers and NSSE participants for the year | Benchmark (Fall 2010)/ Engagement Indicator (Fall 2013) comparion for Lander is above none of the following: Selected Peers, Carnegie Peers and NSSE participants for the year |
| **14. – 18.** | National benchmark comparion for Lander is above SOS participants for the year | N/A | National benchmark comparion for Lander is below SOS participants for the year |
|  | **19. – 25.** | Benchmark satisfaction score for Lander is above all of the following: National Peers, Regional (Southern) Peers and Selected Peers | Benchmark satisfaction score for Lander is above one or two of the following: National Peers, Regional (Southern) Peers and Selected Peers | Benchmark satisfaction score for Lander is above none of the following: National Peers, Regional (Southern) Peers and Selected Peers |
| **Review of Results and Actions Taken** | **1.** |       |
| **2.** |       |
| **3.** |       |
| **4.** |       |
| **5.** |       |
| **6.** |       |
| **7.** |       |
| **8.** |       |
| **9.** |       |
| **10.** | January 24, 2014: See comments in "Sum" |
| **11.** | January 24, 2014: See comments in "Sum" |
| **12.** | January 24, 2014: See comments in "Sum" |
| **13.** | January 24, 2014: See comments in "Sum" |
| **14.** | January 24, 2014: See comments in "Sum" |
| **15.** | January 24, 2014: See comments in "Sum" |
| **16.** | January 24, 2014: See comments in "Sum" |
| **17.** | January 24, 2014: See comments in "Sum" |
| **18.** | January 24, 2014: See comments in "Sum" |
| **19.** |       |
| **20.** |       |
| **21.** |       |
| **22.** |       |
| **23.** |       |
| **24.** |       |
| **25.** |       |
| **Sum** | January 24, 2014: Starting with NSSE 2013, sets of updated, new, and continuing items were grouped within ten Engagement Indicators. These indicators are organized within four engagement themes adapted from the former Benchmarks of Effective Educational Practice. Forty-seven survey items are included in these Engagement Indicators. In addition, six former Enriching Educational Experiences items are reportes separately as High-Impact Practices.Student Opinion Survey: Survey was discontinued by ACT.February 28, 2013: The Student Perceptions of Academic Advising Survey was conducted in the Fall 2012 using a new application which releases the student's advising hold as soon as the Survey is submitted by the student; however while most students reported that the consulted with their advisor prior to registration for Spring 2013, they were not required to do so. (The Survey was not administered in Spring 2013 due to concerns about a week-long delay of the opening of registration for the Summer 2013/Fall 2013.) Because of this, Fall 2012 Survey results are not provided and scored.Further, the NSSE was administered in Spring 2013 but because it is open nationally for student responses through June 2013, no data is yet available.For these reasons, the most current data available is in the column titled "Fall 2011."  |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |
| **6.** |  |  |
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| **19.** |  |  |
| **20.** |  |  |
| **21.** |  |  |
| **22.** |  |  |
| **23.** |  |  |
| **24.** |  |  |
| **25.** |  |  |
| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/ Learning Outcome | 2010-2014 Rolling Average | 2006-2010 Rolling Average | 2007-2011 Rolling Average | 2008-2012 Rolling Average | 2009-2013 Rolling Average |
|  | Undergraduate Programs |
|  | **1.** | Athletic Training: Degrees Conferred | N/A | 1.6 | 2.0 | 1.6 | Ended 4/12/13 |
|  | **2.** | Athletic Training: Major Headcount | N/A | 39.4 | 44.0 | 46.0 |
|  | **3.** | Biology: Degrees Conferred | 13.6 | 9.6 | 11.8 | 12.6 | 13.0 |
|  | **4.** | Biology: Major Headcount | 141.4 | 116.4 | 121.0 | 126.6 | 132.0 |
|  | **5.** | Business Administration: Degrees Conferred | 105.0 | 99.6 | 98.4 | 99.4 | 99.8 |
|  | **6.** | Business Administration: Major Headcount | 454.4 | 459.4 | 462.4 | 464.6 | 476.2 |
|  | **7.** | Chemistry: Degrees Conferred | 9.2 | 8.8 | 9.0 | 8.8 | 8.8 |
|  | **8.** | Chemistry: Major Headcount | 58.6 | 53.0 | 57.6 | 60.6 | 60.4 |
|  | **9.** | Computer Information Systems: Degrees Conferred | 2.2 | 7.6 | 7.2 | 7.4 | 6.8 |
|  | **10.** | Computer Information Systems: Major Headcount | 73.8 | 61.6 | 62.4 | 62.6 | 66.8 |
|  | **11.** | Criminal Justice Management: Degrees Conferred | Ended Spring 2016  | 1.2 | 1.4 | 2.0 | 2.4 |
|  | **12.** | Criminal Justice Management: Major Headcount | Ended Spring 2016 | 10.0 | 12.0 | 12.0 | 11.0 |
|  | **13.** | Early Childhood Education: Degrees Conferred | 23.7 | 28.0 | 27.4 | 27.2 | 26.2 |
|  | **14.** | Early Childhood Education: Major Headcount | 153.4 | 144.8 | 151.0 | 157.8 | 157.6 |
|  | **15.** | Elementary Education: Degrees Conferred | 20.8 | 25.8 | 22.6 | 21.0 | 22.0 |
|  | **16.** | Elementary Education: Major Headcount | 106.0 | 166.8 | 154.4 | 141.4 | 135.2 |
|  | **17.** | English: Degrees Conferred | 11.6 | 9.6 | 9.8 | 8.4 | 10.0 |
|  | **18.** | English: Major Headcount  | 54.0 | 49.6 | 50.8 | 49.8 | 54.4 |
|  | **19.** | Environmental Science: Degrees Conferred | 3.8 | 2.4 | 2.0 | 2.0 | 2.6 |
|  | **20.** | Environmental Science: Major Headcount | 18.4 | 12.4 | 13.2 | 15.2 | 16.6 |
|  | **21.** | Exercise Science: Degrees Conferred | 39.6 | 25.8 | 28.4 | 30.6 | 30.2 |
|  | **22.** | Exercise Science: Major Headcount | 206.8 | 116.6 | 135.6 | 149.2 | 168.4 |
|  | **23.** | Health Care Management Certificate: Degrees Conferred | 6.4 | 4.6 | 4.6 | 4.2 | 5.4 |
|  | **24.** | Health Care Management Certificate: Major Headcount | 0.0 | 4.0 | 2.4 | 1.2 | 1.0 |
|  | **25.** | History: Degrees Conferred | 17.0 | 16.8 | 15.4 | 13.4 | 15.8 |
|  | **26.** | History: Major Headcount | 76.2 | 77.2 | 74.6 | 72.2 | 77.8 |
|  | **27.** | Interdisciplinary Studies: Degrees Conferred | 0.8 | N/A | N/A | N/A | Began Fall 2013 |
|  | **28.** | Interdisciplinary Studies: Major Headcount | 1.6 | N/A | N/A | N/A |
|  | **29.** | Mass Communication/ Theatre: Degrees Conferred | 32.8 | 25.8 | 26.4 | 28.8 | 30.8 |
|  | **30.** | Mass Communication/ Theatre: Major Headcount | 158.2 | 116.8 | 131.0 | 144.6 | 156.4 |
|  | **31.** | Mathematics: Degrees Conferred | 4.0 | 6.6 | 5.8 | 5.0 | 5.2 |
|  | **32.** | Mathematics: Major Headcount | 59.0 | 53.6 | 52.6 | 52.8 | 54.8 |
|  | **33.** | Music: Degree Conferred | 2.2 | 5.8 | 6.0 | 6.2 | 6.6 |
|  | **34.** | Music: Major Headcount | 43.4 | 41.4 | 43.8 | 43.8 | 44.0 |
|  | **35.** | Nursing: Degrees Conferred | 60.4 | 44.2 | 47.8 | 50.0 | 53.6 |
|  | **36.** | Nursing: Major Headcount | 227.0 | 163.4 | 177.8 | 192.6 | 208.8 |
|  | **37.** | Physical Education: Degrees Conferred | 7.0 | 5.0 | 5.6 | 5.8 | 5.6 |
|  | **38.** | Physical Education: Major Headcount | 49.8 | 55.6 | 57.4 | 58.0 | 55.6 |
|  | **39.** | Political Science: Degrees Conferred | 9.8 | 22.6 | 22.0 | 19.2 | 16.6 |
|  | **40.** | Political Science: Major Headcount | 163.8 | 78.4 | 73.6 | 63.8 | 53.6 |
|  | **41.** | Psychology: Degrees Conferred | 35.4 | 35.0 | 32.2 | 30.0 | 30.0 |
|  | **42.** | Psychology: Major Headcount | 164.0 | 154.4 | 158.6 | 159.6 | 163.2 |
|  | **43.** | Sociology: Degrees Conferred | 29.2 | 31.0 | 32.8 | 28.8 | 30.4 |
|  | **44.** | Sociology: Major Headcount | 80.0 | 111.4 | 116.8 | 118.8 | 126.0 |
|  | **45.** | Spanish: Degrees Conferred  | 4.2 | 2.6 | 2.2 | 3.0 | 3.2 |
|  | **46.** | Spanish: Major Headcount | 12.4 | 11.0 | 10.6 | 11.2 | 11.6 |
|  | **47.** | Special Education: Degrees Conferred | 11.0 | 9.2 | 9.0 | 9.6 | 11.6 |
|  | **48.** | Special Education: Major Headcount | 61.2 | 43.4 | 46.2 | 50.8 | 54.2 |
|  | **49.** | Visual Arts: Degrees Conferred | 19.4 | 15.6 | 15.0 | 15.2 | 17.4 |
|  | **50.** | Visual Arts: Major Headcount | 97.2 | 76.8 | 82.6 | 90.4 | 96.0 |
|  | Graduate Programs |
|  | **51.** | Art Education (M.A.T.): Degrees Conferred | Ended March 2015 | 8.6 | 8.0 | 9.8 | 8.8 |
|  | **52.** | Art Education (M.A.T.): Major Headcount | 9.8 | 11.2 | 10.0 | 9.4 |
|  | **53.** | Clinical Nurse Leader (M.S.N.): Degrees Conferred | 0.0 | N/A | N/A | N/A | Began Fall 2013 |
|  | **54.** | Clinical Nurse Leader (M.S.N.): Major Headcount | 0.4 | N/A | N/A | N/A |
|  | **55.** | Elementary Education (M.Ed.) : Degrees Conferred | N/A | 9.6 | 3.0 | Ended Spring 2012 | N/A |
|  | **56.** | Elementary Education (M.Ed) : Major Headcount | N/A | 14.4 | 9.0 |
|  | **57.** | Elementary Education - Montessori (M.Ed.): Degrees Conferred | 9.6 | 4.4 | 5.6 | 6.6 | 8.4 |
|  | **58.** | Elementary Education - Montessori (M.Ed.): Major Headcount | 13.6 | 3.4 | 5.0 | 6.6 | 10.0 |
|  | **59.** | Emergency Management (M.S): Degrees Conferred | 0.0 | N/A | N/A | N/A | Began Fall 2014 |
|  | **60.** | Emergency Management (M.S.): Major Headcount | 1.6 | N/A | N/A | N/A |
|  | **61.** | Teaching and Learning (M.Ed.): Degrees Conferred | 1.8 | N/A | N/A | Began Spring 2012 | N/A |
|  | **62.** | Teaching and Learning (M.Ed.): Major Headcount | 22.6 | N/A | N/A | 2.8 |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1. – 62.** | South Carolina Commission on Higher Education Management Information System (CHEMIS) and the Commission's Academic Degree Program Inventory (Lander University Fact Book) | Annually |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1. – 62.** | DEGREES AWARDEDBaccalaurate >= 8Master's/First Professional >= 3Doctoral >= 2andMAJOR ENROLLMENTBaccalaurate >= 12.5Master's/First Professional >= 6Doctoral >= 4.5 | N/A | DEGREES AWARDEDBaccalaurate < 8Master's/First Professional < 3Doctoral < 2andMAJOR ENROLLMENTBaccalaurate < 12.5Master's/First Professional < 6Doctoral < 4.5 |
| **Review of Results and Actions Taken** | **Sum** | June 2, 2016: The South Carolina Commission on Higher Education approved revised Policies and Procedures for Academic Degree Productivity. Degree programs must meet BOTH standards, rather than just one, in order to comply with Commission policy. September 3, 2015: At its November 6, 2014 CHE meeting, Commissioners asked the Academic Affairs staff to prepare information that would assist the Committee on Academic Affairs and Licensing (CAAL) members in determining future recommendations to the Commission regarding the development of more robust metrics for program monitoring. At the CAAL meeting in January 2015, CHE staff presented current practices for program evaluation and demonstrated how modifying some of the current criteria, specifically, changing enrollment and completion benchmarks, might affect the outcome of biennial program productivity review. Academic Affairs staff then consulted with higher education agency counterparts in at least seven other states, met with the Advisory Committee on Academic Programs (ACAP) to discuss possible review options (February 2015), and met with CHE’s data management staff. These discussions have helped confirm the variety of data collected already; the criteria and means most helpful for reporting program productivity; and the benefits both other states and in-state institutions have reaped as a result of such reporting. As a result of these findings, Academic Affairs staff suggested several revisions to improve its monitoring of program productivity for public institutions at the CAAL meeting on April 8, 2015 and based on discussions at that meeting, Academic Affairs staff presented the following recommendations at the June 11, 2015 ACAP meeting and which were approved at the July 15 CAAL Meeting: 1. improvements to the biennial productivity review criteria, including the following:a. An increase to the “satisfactory” threshold for program completers for degree programs from five (5) to eight (8). b. A change of the criterion for satisfactory program productivity from meeting either enrollment or completion thresholds to the new standard of meeting both enrollment and completion benchmarks. c. The addition of monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.). 2. implementation of a new program-specific review beginning with programs approved in Fall 2015 to assess programs three years after implementation for master’s degree programs and five years after implementation for all other programs, with final specific review criteria to be agreed upon prior to the first reviews to be conducted in Fall 2018. February 28, 2012: Effective July 31, 2012, Lander will discontinue operations at the University Center of Greenville. Program productivity figures for University Center programs will no longer be tracked beginning with this reporting cycle.February 28, 2010: The following programs changed status from the previous year: 1) Mathematics: Degrees Conferred from non-compliance to compliance; Political Science: Degrees Conferred (University Center) from non-compliance to compliance; Sociology: Major Headcount (University Center) from compliance to non-compliance.The Montessori Elementary Education M.Ed. program is a new program and is not subject to program productivity standards for five years (Fall 2014).The following programs are not displayed above because they have been terminated officially: Criminal Justice Management, Exercise Studies, Interdisciplinary Studies, Medical Technology, Music Education, Speech and Theatre. The Health Care Management Certificate information above is provided for information only since certificate prorgams are not subject to the same productivity standards as major programs of study.Beginning in 2003, the South Carolina Commission on Higher Education reviews senior institution compliance with the program productivity standards on a biennial basis.Only active degree programs are reviewed (programs for which the Commission has received official institutional notification of termination will not be reviewed. New academic degree programs will be reviewed in the sixth year of operation for baccalaureate, first professional, and doctoral programs and in the fourth year of operation for master’s and specialist programs.Enrollment and degrees awarded data for existing off-site and distance education programs are counted together with appropriate on-campus programs for Commission purposes. They are counted separately here for institutional purposes.Unless exempted by the Commission, academic degree programs that fail to meet both productivity standards are placed on probationary status for a four-year period, during which time institutions will be expected to enhance degree program enrollment and degrees awarded. Institutions will have 60 days from the date of Commission action on initial probationary status to provide the Commission with a plan for meeting the degree program productivity policy within the four-year probationary period. At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove probationary status from such programs no sooner than the next annual degree program productivity review. On a program-by-program basis, the Commission will entertain exemptions to the academic program productivity standards detailed above. In most cases, programs approved for exemption will be considered essential to the basic mission of the American university (i.e., the arts and sciences) or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential.The Commission will review petitions for exemption on a biennial basis. Exemption requests must be made in writing to the Commission staff and must be approved by the chief academic officer and president of the institution. In most cases, the Commission will award exemptions for the lifetime of a degree program, unless an institution decides to terminate a program. Institutions may select noncompliant degree programs from any degree level for possible exemption. Institutions must re-petition for exempt status for programs that undergo curricular changes requiring Commission degree program modification approval as outlined in the Guidelines for the Approval of New Academic Degree Programs. |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
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| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: All academic and academic support programs reporting Unit Goals and Indicators of Success indicate satisfactory progress toward meeting their individual goals. (Assessment and Institutional Effectiveness)

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | Spring 2015 | Spring 2016 | Spring 2012 | Spring 2013 | Spring 2014 |
| **Academic Support Programs** |
| **1.** | Academic Success Center | N/A | 2016 | N/A | N/A | N/A |
| **2.** | Admissions | N/A | 2016 | N/A | N/A | N/A |
| **3.** | Center for Effective Undergraduate Teaching | N/A | Not Scored | N/A | N/A | N/A |
| **4.** | Experience Your Education (EYE) Program | 2.92 | 2016 | 2.88 | 2.88 | Not Scored |
| **5.** | Financial Aid | N/A | 2016 | N/A | 2.38 | Not Scored |
| **6.** | Honors Program | N/A | 2016 | N/A | 2.22 | N/A |
| **7.** | Institutional Research | N/A | Not Scored | N/A | N/A | N/A |
| **8.** | International Programs | N/A | No Report | N/A | N/A | N/A |
| **9.** | Library | 2.76 | Not Scored | N/A | N/A | N/A |
| **10.** | Monsanto Gallery | N/A | 2016 | N/A | N/A | N/A |
| **11.** | Registrar | N/A | No Report | N/A | N/A | N/A |
| **12.** | Student Support Services | N/A | 2016 | N/A | N/A | N/A |
| **Academic (Educational) Programs** |
| **13.** | Biology | N/A | N/A | N/A | N/A | 2.93 |
| **14.** | Business Administration | N/A | N/A | N/A | Not Scored | Not Scored |
| **15.** | Chemistry | N/A | N/A | N/A | N/A | 2.76 |
| **16.** | Computer Information Systems | N/A | N/A | N/A | N/A | 2.80 |
| **17.** | Criminal Justice Management | N/A | N/A | N/A | 2.66 | 2.66 |
| **18.** | Early Childhood Education | N/A | 2016 | N/A | N/A | 2.90 |
| **19.** | Elementary Education | N/A | 2016 | N/A | N/A | 3.00 |
| **20.** | English | 3.00 | N/A | 2.90 | N/A | 2.43 |
| **21.** | Environmental Science | 2.83 | N/A | 2.53 | N/A | 2.53 |
| **22.** | Exercise Science | N/A | 2016 | 2.50 | N/A | 2.50 |
| **23.** | General Education Competency 1: University-level a) knowledge, and b) comprehension | Not Scored: Available Fall 2015 | 2016 | Not Scored | Not Scored | Not Scored |
| **24.** | General Education Competency 2: Application of information | Not Scored: Available Fall 2015 | 2016 | Not Scored | Not Scored | Not Scored |
| **25.** | General Education Competency 3: Analysis of information | Not Scored: Available Fall 2015 | 2016 | Not Scored | Not Scored | Not Scored |
| **26.** | General Education Competency 4: a) Effective and b) appropriate communication | Not Scored: Available Fall 2015 | 2016 | Not Scored | Not Scored | Not Scored |
| **27.** | Health Care Management (Certificate) | N/A | N/A | 2.50 | 2.50 | 2.50 |
| **28.** | History | 2.63 | N/A | N/A | N/A | 1.55 |
| **29.** | Interdisciplinary Studies | 2.91 | 2016 | (Began Fall 2014) | (Began Fall 2014) | (Began Fall 2014) |
| **30.** | Mass Communications and Theatre | 2.61 | N/A | 2.50 | 2.82 | 2.82 |
| **31.** | Master of Arts in Teaching | N/A | Ended March 2015 | 3.00 | N/A | 2.85 |
| **32.** | Master of Education (Montessori) | N/A | 2016 | 3.00 | N/A | 3.00 |
| **33.** | Master of Education (Teaching and Learning) | N/A | 2016 | Not Scored | N/A | Not Scored |
| **34.** | Master of Science: Clinical Nurse Leader | Not Scored: Available in 2015-2016 | 2016 | (Began Fall 2013) | (Began Fall 2013) | (Began Fall 2013) |
| **35.** | Master of Science: Emergency Management | (Began Fall 2014) | 2016 | N/A | N/A | N/A |
| **36.** | Mathematics | N/A | N/A | N/A | N/A | 2.90 |
| **37.** | Music | Not Scored: Available in 2015-2016 | 2016 | 2.37 | 2.75 | 2.30 |
| **38.** | Nursing | N/A | N/A | N/A | N/A | Not Scored |
| **39.** | Physical Education | N/A | 2016 | N/A | N/A | 2.93 |
| **40.** | Political Science | N/A | N/A | 2.93 | 2.95 | 2.95 |
| **41.** | Psychology | N/A | 2016 | 2.53 | 2.66 | 2.86 |
| **42.** | Sociology | N/A | N/A | N/A | 2.53 | 2.47 |
| **43.** | Special Education | N/A | 2016 | N/A | N/A | Not Scored |
| **44.** | Spanish | No Report | 2016 | N/A | N/A | 2.25 |
| **45.** | Visual Arts | 2.80 | N/A | 2.90 | 2.90 | 2.90 |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1. – 45.** | Academic program Unit Goals and Indicators of Success Reports | Submitted according to the Master Schedule of Assessment (http://www.lander.edu/Libraries/Assessment\_Documents/Master\_Schedule\_for\_Assessment.sflb.ashx)  |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1. – 45.** | All, or all but one, reporting academic program's Total Program Review Score is between 2.01 and 3.00 | All but two, reporting academic program's Total Program Review Score is between 1.01 and 2.00 | Three or more of reporting academic progam's Total Program Review Score is less than or equal to 1.00 |
| **Review of Results and Actions Taken** | **1.** |       |
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| **Sum** | February 28, 2016: Due to time constraints, individual units were not scores in this cycle but all units that were scheduled to report, did so. Given that, this Goal and it's individual Indicators of Success were "Not Evaluated" and "Not Scored" in this cycle.2015: Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget proviso 117.73.2014: Based on feedback from SACSCOC regarding Lander's Fifth-Year Interim Report, all educational programs were required to report as of February 28, 2014 as the basis of a response to SACSCOC, regarding Comprehensive Standard 3.3.1.1, in a Monitoring /Referral Report due April 15, 2014.Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget proviso 117.77.2013: Based on feedback from SACSCOC regarding Lander's Fifth-Year Interim Report, the eight-year cycle for full program reviews will be reduced to a four-year cycle effective academic year 2014-2015.Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget proviso 89.90.2012: Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget proviso 89.90.2011: Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget proviso 89.90.2010: Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget Proviso 89.1002009: Scoring of this goal will begin in the next evaluation period since the assessment cycle has solidified only within the last year following reaffirmation of accreditation by SACS.Reporting requirements to the South Carolina Commission on Higher Education reduced by State Budget Proviso 89.100We follow a four-year cycle for full program reviews for the South Carolina Commission on Higher Education and for that reason, not all programs are evaluated each year. |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
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| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: Comply with the English Fluency in Higher Education Act (Section 59-103-160 of the South Carolina Code of Laws of 1976, as amended)

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | Academic Year 2014-2015 | Academic Year 2015-2016 | Academic Year 2011-2012 | Academic Year 2012-2013 | Academic Year 2013-2014 |
| **1.** | A written compliance plan for theEnglish Fluency in Higher Education Act exists  | Yes | Yes | Yes | Yes | Yes |
| **2.** | Number of student grievances filed under the institutional compliance plan for the English Fluency in Higher Education Act | 0 | 0 | 0 | 0 | 0 |
| **3.** | Lander's policy for the English Fluency in Higher Education Act has been published in its current academic catalogue and its current student affairs manual (or in both its academic catalog section and student affairs section, if there is a unified document) | Yes | Yes | Yes | Yes | Yes |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1. – 3.** | Institutional Reporting Required by English Fluency in Higher Education Act | Annually |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1.** | Answer is "Yes" | N/A | Anwer is "No" |
| **2.** | Number is 0 | N/A | Number is greater than 0 |
| **3.** | Answer is "Yes" | N/A | Answer is "No" |
| **Review of Results and Actions Taken** | **1.** |       |
| **2.** |       |
| **3.** |       |
| **Sum** | State Budget proviso 89.121 of 2009, proviso 89.100 of 2010 and proviso 89.90 of 2011 reduced reporting requirements for Higher Education institutions by waiving certain sections of state code which include this mandated reporting element. The data is reported here to document continued compliance with the law.  |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: Full accreditation for those academic programs which are eligible for accreditation regardless of whether or not the institution chose to pursue accreditation.

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| **Strategic Goal Supported** |  |
| **Indicator of Success/Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | August 1, 2014 | August 1, 2015 | August 1, 2011 | August 1, 2012 | August 1, 2013 |
| **1.** | Number of programs listed in the Inventory of Academic Degree Programs holding accreditation from a recognized accrediting agency as a percent of the total number of programs listed in the Inventory of Academic Degree Programs for which accreditation is available. | 100%(8/8) | 100%(7/7) | 86%(6/7) | 100%(8/8) | 100%(8/8) |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
| **1.** | South Carolina Commission on Higher Education Institutional Effectiveness Report | August 1 each year |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
| **1.** | 90% to 99% or if less than 90% all but 1 program not accredited | N/A | Less than 90% and more than 1 program not accredited |
| **Review of Results and Actions Taken** | **1.** |       |
| **Sum** | February 28, 2016: The Bachelor of Science degree program in Athletic Training was terminated and CAATE accreditation was voluntarily withdrawn - both effective August 15, 2015. August 1, 2014: Accredited programs1. ) Bachelor of Science degree in Athletic Training by the Commission on Accreditation of Athletic Training Education (CAATE)2.) The School of Management by the Association to Advance Collegiate Schools of Business (AACSB) International. 3.) Bachelor of Science in Nursing by the Commission on Collegiate Nursing Education (CCNE)4.) Teacher Education programs by the National Council for Accreditation of Teacher Education Certification (NCATE)5.) Montessori Teacher Education Program by the Montessori Accrediting Council for Teacher Education (MACTE),6.) Bachelor of Science in Music by the National Association of Schools of Music (NASM)7.) and 8.) Bachelor of Science in Visual Arts and the Master of Arts in Teaching Art by the National Association of Schools of Art and Design (NASAD). |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
| **1.** |  |  |
| **Additional Resources Required to Achieve or Sustain Results** | $0.00      |

1. **Unit/Program Goal**: To comply with all state, federal, and locally imposed reporting deadlines (Institutional Research)

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| **Strategic Goal Supported** |  |
| **Indicator of Success/ Student Learning Outcome****AND****Summary of Data** | Indicator/Learning Outcome | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|  | **1.** | CHEMIS Completions (Fall, Spring, Summer): September 29 | 9/9/2010 | 9/9/2011 | 9/24/2012 | 9/18/13 | 9/25/2014 |
|  | **2.** | CHE 14 A, B, C Reports (Spring): April 6 | N/A | N/A | 6/7/2012 | 5/7/2013 | 4/30/2014 |
|  | **3.** | CHE 14 A,B,C Reports (Summer I and II): September 1 | N/A | N/A | N/A | 9/13/13 | 9/22/14 |
|  | **4.** | CHE 14 A,B,C Reports (Fall): November 15 | 3/2/2011 | 6/6/2012 | 5/7/2013 | 11/20/13 | 4/7/15 |
|  | **5.** | CHEMIS Course (Fall): October 31 | 2/2/2011 | 11/2/2011 | 11/16/2012 | 12/13/2013 | 10/20/2014 |
|  | **6.** | CHEMIS Course (Spring): March 30 | 9/12/2011 | 6/13/2012 | 4/2/2013 | 4/30/2014 | 4/10/2015 |
|  | **7.** | CHEMIS Course (Summer): August 15 | 10/5/2011 | 8/13/2012 | 8/28/2013 | 8/22/2014 | 8/19/2015 |
|  | **8.** | CHEMIS Disbursements (Fall): October 30 | 1/25/2011 | 10/20/2011 | 10/29/2012 | 10/29/2013 | 12/19/2014 |
|  | **9.** | CHEMIS Disbursements (Spring): March 30 | 7/6/2011 | 4/23/2012 | 4/19/2013 | 4/24/2014 | 7/22/15 |
|  | **10.** | CHEMIS Disbursements (Reconciliation): June 20 | N/A | 6/18/2012 | 8/6/2013 | 7/7/2014 | 7/30/15 |
|  | **11.** | CHEMIS Identifier (Fall): October 31 | 12/21/2010 | Banner system did not generate tape | Banner system did not generate tape | 12/4/2013 | 1/6/2015 |
|  | **12.** | CHEMIS Identifier (Spring): March 30 | 6/7/2011 | Banner system did not generate tape | 8/6/2013 | 4/16/2014 | 4/7/2015 |
|  | **13.** | CHEMIS Identifier (Summer): August 15 | 9/19/2011 | 8/13/12 | 8/16/13 | 8/14/2014 | 10/1/2015 |
|  | **14.** | CHEMIS Enrollment (Fall): October 31 | 12/23/2010 | 1/3/2012 | 11/19/2012 | 12/4/2013 | 12/5/2014 |
|  | **15.** | CHEMIS Enrollment (Spring): March 30 | 6/20/2011 | 4/24/2012 | 4/5/2013 | 4/23/2014 | 4/10/2015 |
|  | **16.** | CHEMIS Enrollment (Summer): August 15 | 9/29/2011 | 8/13/2012 | 9/9/2013 | 8/22/2014 | 10/1/2015 |
|  | **17.** | CHEMIS Faculty (Fall): December 1 | 12/23/2010 | 1/10/2012 | 1/14/2013 | 1/3/2014 | 1/6/2015 |
|  | **18.** | University of Deleware Institutional Cost and Productivity Study : January 31 | Did not participate | Did not participate | Did not participate | Did not participate | Did not participate |
|  | **19.** | On-line Lander University Fact Book: End of August | Suspended | Suspended | 8/27/2013 | 8/13/2014 | 11/11/15 |
|  | **20.** | Printed Lander University Fact Book: End of September | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **21.** | IPEDS Institutional Characteristics: Mid-to-Late October | 10/4/2010 | 10/5/2011 | 9/21/2012 | 9/18/2013 | 9/18/2014 |
|  | **22.** | IPEDS twelve month enrollment: Mid-to-Late October | 10/20/2010 | 10/11/2011 | 10/4/2012 | 10/23/13 | 10/9/2014 |
|  | **23.** | IPEDS Completions: Mid-to-Late October | 9/30/2010 | 9/30/2011 | 10/2/2012 | 10/21/2013 | 10/9/2014 |
|  | **24.** | IPEDS Enrollment: Mid April | 2/19/2011 | 2/15/2012 | 2/14/2013 | 3/24/14 | 3/12/2015 |
|  | **25.** | IPEDS Finance: Mid April | 3/2/2011 | 2/13/2012 | 2/19/2013 | 3/20/2014 | 3/9/2015 |
|  | **26.** | IPEDS Human Resources: Late Jan.-Early Feb.In 2013 changed to Spring Cycle: Mid-to-Late April | 1/21/2011 | 2/1/2012 | 4/8/13 | 4/9/2014 | 4/3/2015 |
|  | **27.** | IPEDS Salaries: Mid-to-Late January (absorbed by IPEDS HR in 2005) | No Longer Used | No Longer Used | No Longer Used | No Longer Used | No Longer Used |
|  | **28.** | IPEDS Financial Aid: Mid-to-Late April. In 2011, changed to Winter Cycle: Late Jan.-Early Feb. | 3/2/2011 | 2/7/2012 | 2/1/2013 | 2/6/2014 | 2/10/2015 |
|  | **29.** | IPEDS Graduation Rates Survey: Mid-to-Late April.In 2013 changed to Winter Cyle: Late Jan.-Early Feb. | 3/26/2011 | 3/27/2012 | 4/4/2013 | 1/13/2014 | 1/30/15 |
|  | **30.** | NCAA Graduation Rates Survey: June 1 | 4/21/2011 | 5/14/2012 | 4/30/2013 | 4/8/2014 | 4/22/2015 |
|  | **31.** | NCAA Academic Success Rate Report: June 1 | 4/21/2011 | 5/14/2012 | 4/30/2013 | 4/8/2014 | 4/22/2015 |
|  | **32.** | NASM Accreditation Annual Report: January 25 | 1/13/2011 | 1/17/2012 | 12/19/2013 | 1/5/2014 | 12/2/2015 |
|  | **33.** | AACSB Accreditation Annual Report: May 25 | 5/30/2011 | N/A | 4/12/2013 | 4/2/2014 | 4/22/2015 |
|  | **34.** | SACS Institutional Profile: January 18 | 11/29/2010 | 12/5/2011 | 12/5/2012 | 12/3/2013 | 12/2/2014 |
|  | **35.** | University of Oklahoma Consortium on Student Retention and Data Exchange (CSRDE):March 16 | Did not participate | Did not participate | Did not participate | Did not participate | Did not participate |
|  | **36.** | Baldrige Annual Report: September 14 | No longer responsible for data | No longer responsible for data | No longer responsible for data | No longer responsible for data | No longer responsible for data |
|  | **37.** | Lander Faculty Satisfaction Survey (Fall) | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **38.** | Lander Faculty Satisfaction Survey (Late Spring/Early Summer) | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **39.** | US News and World Report Annual Survey: April 30 | Suspended | Suspended | Suspended | Suspended | 5/15/15 |
|  | **40.** | South Carolina Occupational Information System (SCOIS) Annual Survey: March 20 | No notice from SCOIS | No notice from SCOIS | No notice from SCOIS | No notice from SCOIS | No notice from SCOIS |
|  | **41.** | Professional Education Data System (PEDS) Annual Survey: Date Due Now Varies Dec.-Apr. | 2/9/2011 | 4/17/2012 | 3/6/2013 | 3/31/2014 | 3/27/2015 |
|  | **42.** | Fiscal Operations Report (FISAP) for Fin. Aid: September 30 | 9/7/2010 | 9/14/2011 | 9/6/2012 | 8/1/2013 | 9/3/2014 |
|  | **43.** | South Carolina Commission on Higher Education Annual Admissions Study: January 15 | 11/16/2010 | 12/8/2011 | 1/9/2013 | 1/14/2014 | 12/17/2014 |
|  | **44.** | South Carolina Commission on Higher Education First-Time transfers from Two-Year Institutions: June 1 (every other year) | Did not receive notice from CHE | CHE no longer requires | CHE no longer requires | CHE no longer requires | CHE no longer requires |
|  | **45.** | Spring Grade Distribution Reports: June of each year | 6/30/2011 | 5/14/2012 | 4/29/2013 | 5/12/2014 | 5/7/2015 |
|  | **46.** | Fall Grade Distribution Reports: January of each year | 2/1/2011 | 2/6/2012 | 12/19/2012 | 1/14/14 | 12/17/14 |
|  | **47.** | Spring Semester Undergraduate GPA report by student type: June of each year | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **48.** | Fall Semester Undergraduate GPA report by student type: January of each year | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **49.** | Fall Faculty Credit Hour Production Report for V.P. of Academic Affairs: End of first month in semester | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **50.** | Spring Faculty Credit Hour Production Report for V.P. of Academic Affairs: End of second month in semester | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **51.** | Fall Advisor/ Advisee Report for President and V.P. of Academic Affairs: End of November | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **52.** | Spring Advisor/Advisee Reoprt for President and V.P. of Academic Affairs: End of April  | Suspended | Suspended | Suspended | Suspended | Suspended |
|  | **53.** | IPEDS Academic Libraries Survey: Due mid-April | Not started | Not started | Not started | Not started | 3/9/2015 |
|  | **54.** | IPEDS Admissions Survey: Due mid-April | Not started | Not started | Not started | Not started | 12/13/2014 |
|  | **55.** | IPEDS Institutional Characteristics Header Survey: Due mid-August | 9/21/2010 | 8/30/2011 | 8/8/2012 | 8/7/2013 | 9/3/2014 |
|  | **56.** | NSSE 2012-2013 final survey population file update sent to NSSE: Mid-February | Did not participate | Did not participate | 2/6/2013 | Did not participate | Did not participate |
|  | **57.** | Noel-Levitz SSI and IPS surveys final population files update sent: Mid-February | Did not participate | Did not participate | Did not participate | Did not participate | 2/6/2015 |
|  | **58.** | ACT Student Opinion Survey final report published: August-September each year | Did not participate | 9/12/2012 | 8/14/2013 | No longer exists | No longer exists |
|  | **59.** | Great Colleges to Work for Survey final faculty and employee file upload: March | Did not participate | Did not participate | Did not participate | 3/26/2014 | Did not participate |
|  | **60.** | NCAA Academic Performance Census: Mid November | 11/15/2010 | 10/20/2011 | 11/16/2012 | 10/18/2013 | 10/28/2014 |
|  | **61.** | NASAD Accreditation Annual Report: January 25 | 1/13/2011 | 1/17/2012 | 12/19/2013 | 1/5/2014 | 12/2/2015 |
|  | **62.** | Peach Belt Conference Presidents’ Academic Award: Mid May | 5/12/2011 | 5/14/2012 | 4/30/2013 | 5/12/2014 | 5/7/2015 |
| **Assessment Instrument(s) and Frequency of Assessment** | Instrument | Frequency |
|  | **1.** | CHEMIS Completions (Fall, Spring, Summer): September 29 | Annual |
|  | **2.** | CHE 14 A, B, C Reports (Spring): April 6 | Annual |
|  | **3.** | CHE 14 A,B,C Reports (Summer I and II): September 1 | Annual |
|  | **4.** | CHE 14 A,B,C Reports (Fall): November 15 | Annual |
|  | **5.** | CHEMIS Course (Fall): October 31 | Annual |
|  | **6.** | CHEMIS Course (Spring): March 30 | Annual |
|  | **7.** | CHEMIS Course (Summer): August 15 | Annual |
|  | **8.** | CHEMIS Disbursements (Fall): October 30 | Annual |
|  | **9.** | CHEMIS Disbursements (Spring): March 30 | Annual |
|  | **10.** | CHEMIS Disbursements (Reconciliation): June 20 | Annual |
|  | **11.** | CHEMIS Identifier (Fall): October 31 | Annual |
|  | **12.** | CHEMIS Identifier (Spring): March 30 | Annual |
|  | **13.** | CHEMIS Identifier (Summer): August 15 | Annual |
|  | **14.** | CHEMIS Enrollment (Fall): October 31 | Annual |
|  | **15.** | CHEMIS Enrollment (Spring): March 30 | Annual |
|  | **16.** | CHEMIS Enrollment (Summer): August 15 | Annual |
|  | **17.** | CHEMIS Faculty (Fall): December 1 | Annual |
|  | **18.** | University of Deleware Institutional Cost and Productivity Study : January 31 | Annual |
|  | **19.** | On-line Lander University Fact Book: End of August | Annual |
|  | **20.** | Printed Lander University Fact Book: End of September | Annual |
|  | **21.** | IPEDS Institutional Characteristics: Mid-to-Late October | Annual |
|  | **22.** | IPEDS twelve month enrollment: Mid-to-Late October | Annual |
|  | **23.** | IPEDS Completions: Mid-to-Late October | Annual |
|  | **24.** | IPEDS Enrollment: Mid April | Annual |
|  | **25.** | IPEDS Finance: Mid April | Annual |
|  | **26.** | IPEDS Human Resources: Mid-to-Late January | Annual |
|  | **27.** | IPEDS Salaries: Mid-to-Late January (absorbed by IPEDS HR in 2005) | Annual |
|  | **28.** | IPEDS Financial Aid: Mid-to-Late April | Annual |
|  | **29.** | IPEDS Graduation Rates Survey: Mid-to-Late April | Annual |
|  | **30.** | NCAA Graduation Rates Survey: June 1 | Annual |
|  | **31.** | NCAA Academic Success Rate Report: June 1 | Annual |
|  | **32.** | NASM Accreditation Annual Report: January 25 | Annual |
|  | **33.** | AACSB Accreditation Annual Report: End of May | Annual |
|  | **34.** | SACS Institutional Profile: January 18 | Annual |
|  | **35.** | University of Oklahoma Consortium on Student Retention and Data Exchange (CSRDE):March 16 | Annual |
|  | **36.** | Baldrige Annual Report: September 14 | Annual |
|  | **37.** | Lander Faculty Satisfaction Survey (Fall) | Annual |
|  | **38.** | Lander Faculty Satisfaction Survey (Late Spring/Early Summer) | Annual |
|  | **39.** | US News and World Report Annual Survey: April 30 | Annual |
|  | **40.** | South Carolina Occupational Information System (SCOIS) Annual Survey: April 30 | Annual |
|  | **41.** | Professional Education Data System (PEDS) Annual Survey: January 30 | Annual |
|  | **42.** | Fiscal Operations Report (FISAP) for Fin. Aid: September 30 | Annual |
|  | **43.** | South Carolina Commission on Higher Education Annual Admissions Study: January 15 | Annual |
|  | **44.** | South Carolina Commission on Higher Education First-Time transfers from Two-Year Institutions: June 1 (every other year) | Bi-Annual |
|  | **45.** | Spring Grade Distribution Reports: June of each year | Annual |
|  | **46.** | Fall Grade Distribution Reports: January of each year | Annual |
|  | **47.** | Spring Semester Undergraduate GPA report by student type: June of each year | Annual |
|  | **48.** | Fall Semester Undergraduate GPA report by student type: January of each year | Annual |
|  | **49.** | Fall Faculty Credit Hour Production Report for V.P. of Academic Affairs: End of first month in semester | Annual |
|  | **50.** | Spring Faculty Credit Hour Production Report for V.P. of Academic Affairs: End of second month in semester | Annual |
|  | **51.** | Fall Advisor/ Advisee Report for President and V.P. of Academic Affairs: End of November | Annual |
|  | **52.** | Spring Advisor/Advisee Reoprt for President and V.P. of Academic Affairs: End of April  | Annual |
|  | **53.** | IPEDS Academic Library Survey: due Mid-April | Annual |
|  | **54.** | IPEDS Admissions Survey: Due mid-April | Annual |
|  | **55.** | IPEDS Institutional Characteristics Header Survey: Due mid-August | Annual |
|  | **56.** | NSSE 2012-2013 final survey population file update sent to NSSE: Mid-February | Three-Year Cycle |
|  | **57.** | Noel-Levitz SSI and IPS surveys final population files update sent: Mid-February | Three-Year Cycle |
|  | **58.** | ACT Student Opinion Survey final report published: August-September each year | Annual |
|  | **59.** | Great Colleges to Work for Survey final faculty and employee file upload: March | Annual |
|  | **60.** | NCAA Academic Performance Census: Mid November | Annual |
|  | **61.** | NASAD Accreditation Annual Report: January 25 | Annual |
|  | **62.** | Peach Belt Conference Presidents’ Academic Award | Annual |
| **Expected Outcome** | Met(3) | Partially Met(2) | Not Met(1) |
|  | **1. - 52.** | Project/Job is completed by the date noted in the Indicator of Success | N/A | Project/Job is not completed by the date noted in the Indicator of Success |
| **Review of Results and Actions Taken** | **1.** |       |
|  | **2.** |       |
|  | **3.** |       |
|  | **4.** |       |
|  | **5.** |       |
|  | **6.** |       |
|  | **7.** |       |
|  | **8.** |       |
|  | **9.** |       |
|  | **10.** |       |
|  | **11.** | Programming issues have been resolved by IT. |
|  | **12.** | Programming issues have been resolved by IT. |
|  | **13.** |       |
|  | **14.** |       |
|  | **15.** |       |
|  | **16.** |       |
|  | **17.** |       |
|  | **18.** | No longer participate in University of Delaware study. |
|  | **19.** |       |
|  | **20.** | No longer print Fact Book. |
|  | **21.** |       |
|  | **22.** |       |
|  | **23.** |       |
|  | **24.** |       |
|  | **25.** |       |
|  | **26.** |       |
|  | **27.** |       |
|  | **28.** |       |
|  | **29.** |       |
|  | **30.** |       |
|  | **31.** |       |
|  | **32.** |       |
|  | **33.** |       |
|  | **34.** |       |
|  | **35.** | No longer participate on University of Oklahoma CSRDE study. |
|  | **36.** | No longer responsible for gathering data for Baldrige Annual Report |
|  | **37.** | No longer conduct survey. |
|  | **38.** | No longer conduct survey. |
|  | **39.** |       |
|  | **40.** | SCOIS no longer request data for survey. |
|  | **41.** |       |
|  | **42.** |       |
|  | **43.** |       |
|  | **44.** | SC CHE no longer requires data for first-time transfer survey. |
|  | **45.** |       |
|  | **46.** |       |
|  | **47.** | Report suspended. |
|  | **48.** | Report suspended. |
|  | **49.** | Report suspended. |
|  | **50.** | Report suspended. |
|  | **51.** | Report suspended. |
|  | **52.** | Report suspended. |
|  | **53.** |       |
|  | **54.** |       |
|  | **55.** |       |
|  | **56.** |       |
|  | **57.** |       |
|  | **58.** |       |
|  | **59.** |       |
|  | **60.** |       |
|  | **61.** |       |
|  | **62.** |       |
| **Outcomes** | Indicator of Success Evaluation | Indicator of Success Score |
|  | **1.** | Met | 3 |
|  | **2.** | Not Met | 1 |
|  | **3.** | Not Met | 1 |
|  | **4.** | Not Met | 1 |
|  | **5.** | Not Met | 1 |
|  | **6.** | Not Met | 1 |
|  | **7.** | Not Met | 1 |
|  | **8.** | Not Met | 1 |
|  | **9.** | Not Met | 1 |
|  | **10.** | Not Met | 1 |
|  | **11.** | Not Met | 1 |
|  | **12.** | Not Met | 1 |
|  | **13.** | Not Met | 1 |
|  | **14.** | Not Met | 1 |
|  | **15.** | Not Met | 1 |
|  | **16.** | Not Met | 1 |
|  | **17.** | Not Met | 1 |
|  | **18.** | Not Evaluated | Not Scored |
|  | **19.** | Not Met | 1 |
|  | **20.** | Not Evaluated | Not Scored |
|  | **21.** | Met | 3 |
|  | **22.** | Met | 3 |
|  | **23.** | Met | 3 |
|  | **24.** | Met | 3 |
|  | **25.** | Met | 3 |
|  | **26.** | Met | 3 |
|  | **27.** | Not Evaluated | Not Scored |
|  | **28.** | Met | 3 |
|  | **29.** | Met | 3 |
|  | **30.** | Met | 3 |
|  | **31.** | Met | 3 |
|  | **32.** | Met | 3 |
|  | **33.** | Met | 3 |
|  | **34.** | Met | 3 |
|  | **35.** | Not Evaluated | Not Scored |
|  | **36.** | Not Evaluated | Not Scored |
|  | **37.** | Not Evaluated | Not Scored |
|  | **38.** | Not Evaluated | Not Scored |
|  | **39.** | Met | 3 |
|  | **40.** | Not Evaluated | Not Scored |
|  | **41.** | Met | 3 |
|  | **42.** | Met | 3 |
|  | **43.** | Met | 3 |
|  | **44.** | Not Evaluated | Not Scored |
|  | **45.** | Met | 3 |
|  | **46.** | Not Met | 1 |
|  | **47.** | Not Evaluated | Not Scored |
|  | **48.** | Not Evaluated | Not Scored |
|  | **49.** | Not Evaluated | Not Scored |
|  | **50.** | Not Evaluated | Not Scored |
|  | **51.** | Not Evaluated | Not Scored |
|  | **52.** | Not Evaluated | Not Scored |
|  | **53.** | Met | 3 |
|  | **54.** | Met | 3 |
|  | **55.** | Met | 3 |
|  | **56.** | Met | 3 |
|  | **57.** | Met | 3 |
|  | **58.** | Met | 3 |
|  | **59.** | Met | 3 |
|  | **60.** | Met | 3 |
|  | **61.** | Met | 3 |
|  | **62.** | Met | 3 |
| **Additional Resources Required to Achieve or Sustain Results** | $0.00Explanation |

1. **Unit/Program Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit/Program Goal** | **Strategic Goal Supported** | **Unit/Program Goal Outcome** | **Additional Resources Required to Achieve or Sustain Results** |
|  |  | **Score** | **Evaluation****Met: 3.00 – 2.01****Partially Met: 2.00 – 1.01****Not Met: 1.00 – 0.01****Not Evaluated: 0.00** |  |
| 1. Increase the retention rate of faculty and decrease the time and cost associated with routinely filling vacant faculty positions
 |  | 1.00 |  | $0.00 |
| 1. Demonstrate a commitment to student success through degree-completion rates.
 |  | 3.00 |  | $0.00 |
| 1. Maintain a high level of student-faculty interaction and academic advising
 |  | 3.00 |  | $0.00 |
| 1. Comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education
 |  | 2.43 |  | $0.00 |
| 1. All academic and academic support 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 (Assessment and Institutional Effectiveness).
 |  | X |  | $0.00 |
| 1. 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 |  | $0.00 |
| 1. Full accreditation for those academic programs which are eligible for accreditation regardless of whether or not the institution chose to pursue accreditation.
 |  | 3.00 |  | $0.00 |
| 1. To comply with all state, federal, and locally imposed reporting deadlines (Institutional Research)
 |  | 2.2 | Met | $0.00 |
| **UNIT/PROGRAM TOTALS** | **2.20** |  | **$0.00** |