

# Lander University

## Accountability Report, 2005-2006



Lander University  
Greenwood, SC 29649  
September, 2006

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## ACRONYMNS

AACSB	Association to Advance Collegiate Schools of Business
AASCU	American Association of State Colleges and Universities
AC	Academic Council
ADP	American Democracy Project
CC	Curriculum Committee
CHE	South Carolina Commission on Higher Education
CoBPA	College of Business and Public Affairs
DHEC	Department of Health and Environmental Control
FPR	Faculty Performance Report
FS	Faculty Senate
GUCDH	Grier University Center Dining Hall
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
ITS	Information Technology Services
LC	Lottery Committee
MIE	Management Information Exchange
NACUBO	National Association of College and University Business Officers
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education

NLNAC	National League for Nursing Accrediting Commission
OSHA	Occupational Safety and Health Administration
SACS	Southern Association of Colleges and Schools
SACUBO	Southern Association of Colleges and University Business Officers
SASP	Student Academic Success Program
URP	University Relations and Publications
VPAA	Vice President for Academic Affairs

## Section I - Executive Summary

### 1. Organization's stated purpose, mission, and values

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#### **PURPOSE AND MISSION STATEMENT**

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Grounded in the belief that education is a liberating force which makes it possible for an individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission. Through its liberal arts programs and its professional schools for business, education, and nursing, the University offers an undergraduate curriculum that combines a broad liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly. In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State. Supporting the University's role as a teaching institution and recognizing that scholarship is essential to establishing and maintaining excellence of instruction, Lander faculty engage in scholarly and creative activities appropriate to their teaching fields. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore, the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses.

The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered public four-year university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3300-3500 students. Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda) and reflects the demographic diversity of this constituency, it strives to draw students from every region of South Carolina as well as from other states and foreign countries because a geographically diverse population better serves the educational interests of all students enrolled. Lander predominately attracts qualified traditional full-time students but also welcomes non-traditional and part-time students. Lander University's commitment to extending educational opportunities to these varying constituencies reflects its belief that citizens of a free society have a right to the enriching benefits of higher education.

### 2. Major achievements from past year.

Reaccreditation by NCATE of the teacher education programs at the undergraduate and graduate level through 2011 (Figure 7.6.c.2)

Reaccreditation by NASA) of the undergraduate and graduate programs in art through 2010 (Figure 7.6.c.2)

Began the first year of a Student Support Grant from the United States Department of Education, to increase retention and graduation rates of first generation students from low income families and students with disabilities, which will result in \$220,000 per year for four years

Established a position of Director of Web-Based Communication to further Lander's commitment to technology in the academic area.

Got approval for an on-line degree in Criminal Justice Management (Figure 7.5.2)

Adopted an Intellectual Property Policy

Completed Centennial Hall, a 90,000 square foot residence hall featuring suites of four single rooms in December, 2005, with occupancy by 300 students in spring semester, 2006 (Figure 7.2.16)

Began expansion and renovation of the dining hall (Figure 7.2.17)

Completed the first phase of the new entrance to campus (Figure 7.2.15)

Continued the Comprehensive Campaign with total gifts of over \$12 million

Acquired the ground lease for 22.7 acres to be converted to a Wellness, Recreation and Sports Complex

Opened a coffee shop in the library

Established twenty-five new scholarships (Figure 7.5.1)

Increased alumni giving from 7% to 11.44% since the beginning of the Comprehensive Campaign

Brought in over 4,700 K-12 students from 21 area schools in the Greenwood-Lander Performing Arts Outreach Program for performances in the Cultural Center Auditorium (Figure 7.2.14)

Co-sponsored with Self Regional Healthcare and the YMCA "The Greater Greenwood Shrinkdown," an educational weight loss program for the community

Sponsored a food drive for the Greenwood Food Bank that resulted in 4,519 food items

Sponsored the Angle Tree, through the Department of Social Services, to provide holiday gifts for 57 children

Had fundraisers to provide relief for the victims of Hurricane Katrina

Hosted the eight-team Bearcat Christmas Classic high school basketball tournament, December 21-22, in the Horne Arena

Hosted the 2006 NCAA Peach Belt Conference Basketball Tournament

Men's soccer team won the Southeast Regional championship and advanced to the NCAA Division II Elite Eight

Played Santa Claus to needy children affected by Hurricane Katrina in Biloxi, MI

Reestablished golf as a NCAA sport.

3. Key strategic goals for the present and future years.

See Strategic Planning Chart.

4. Opportunities and barriers that may affect the organization's success in fulfilling its

mission and achieving its strategic goals (This establishes the basis for the agency's budget request.)

Lander University has the highest student population density of the four-year state universities at about 25 students per acre. The average density of other universities is approximately 16 students per acre. Lander is in need of additional student space.

The university was in line to receive \$10,000,000 in the 2000 Bond bill for a student center. Only \$3,000,000 was received. The existing space was designed and built in 1978 to accommodate the student body of 800. Now with over triple that number, student activities are severely limited, and Lander students deserve better. The \$3 million received was held for more than five years before the money had to be spent on the existing facility simply to shore it up structurally and to allow for an expanded dining space to accommodate our student body. A new student center was needed in 2000 and is needed even more today.

22.7 acres, less than two blocks from the Lander campus, was purchased for \$3.9 million in 2006 by the Lander Foundation for the purpose of providing outdoor facilities for student and community use. By securing this land, current space on the main campus devoted to sports athletic facilities will be released for other activities. Plans for this acreage include providing facilities for tennis, baseball, soccer, and softball as well as a city park and a walking track.

#### 5. How the accountability report is used to improve organizational performance.

The accountability/assessment process involves the entire University. Each Vice President has established a planning cycle for the Strategic Plan for their area. At the Board's June meeting, the President and Board members assess recommendations made as a result of the planning cycle. Recommendations for additions, changes, and deletions to the Strategic Plan goals are made. In 2005-2006, Academic Affairs revised several action items and deleted at least one because the action plan had been accomplished. Examples of recommendations for 2006-2007 included the need for systematic annual workshops for management personnel, the development of training for faculty who teach on-line courses, concentrating on recruitment of new freshmen and transfer students. Examples of changes made in 2005-2006 included replacing the Applied English emphasis in English with a more rigorous Professional Writing emphasis, securing a grant to support a study abroad experience for Spanish majors, beginning the Student Support Services grant to help first generation, low-income, and/or disabled students be successful in college. In August 2005, Career Services began providing an online job posting service for the satisfaction of students and employers.

## Section II Organizational Profile plus Expenditure/Appropriations Chart and Major Program Areas Chart)

### 1. Main educational programs, offerings, and services and primary methods by which they are delivered

Lander University offers a B.A. degree in four disciplines, a B. S. degree in twenty with twenty-seven emphases, and two master's degrees. Many classes are offered in the traditional manner in a classroom with students and a faculty member. Faculty members are encouraged to use technology. Over 100 faculty members, out of about 135 full-time

faculty, have laptops (Figure 7.5.5) to aid in using the forty-two “smart” classrooms (Figure 7.5.4) and other technology in instruction. Web-CT is used as the course management system (Figure 7.5.6). Other teaching environments include clinicals, cooperative education, internships (Figure 7.1.20), laboratories, on-line courses, practice teaching, practicums, private instruction, research, seminars, studio experiences, study abroad (Figure 7.1.12 & 7.1.13), and thesis classes. From fall 2003 to fall of 2005, the number of on-line sections offered had doubled to 16 sections (Figure 7.5.3). Classes are offered on the Lander University campus in Greenwood as well as at the University Center of Greenville. A few classes are taught simultaneously on the Greenwood and the Greenville campuses through distance learning. On-line classes can provide another avenue for learning without a student having to be physically present in a classroom. There are two on-line degrees offered (Figure 7.5.2), the RN to BSN completion option for registered nurses and Criminal Justice Management.

## 2. Key student segments, stakeholder groups, and market segments and their key requirements/expectations

Lander primarily serves students from the state of South Carolina with 94.9% from South Carolina (Figure 7.5.20). Although Lander draws students from every county of South Carolina, there are students from other states and foreign countries (Figure 7.5.20). Lander promotes diversity. Student segments include African American (Figure 7.5.19), part-time students, and non-traditional students. Their expectation is to graduate from a quality university (Figure 7.1.1 to 7.1.11) that is dedicated to giving students individualized attention (Figure 7.5.10).

The citizens, the businesses, and the industries in Greenwood and the surrounding area are supportive of Lander. The community values having a university in the town for help in recruiting new industries, attracting new residents, and improving the quality of life. The surrounding area depends on Lander University to supply teachers for the schools, nurses for the medical community, entry-level management, and other positions. Another stakeholder, Lander’s alumni, supports the institution with time and resources. Lander has 13,850 living alumni with 1,251 “lost.” Approximately 8,500 alumni or sixty-seven percent have graduated since the 1980’s. The University gives parents opportunities to come on campus and become acquainted with Lander. Parents of incoming freshmen are involved in Family EXPO in the summer. There is also an annual Parent’s Day and Fall Festival. Parents want their child to receive a quality education at affordable prices. They expect their child to be marketable upon graduation. One of the main stakeholders is the employees of Lander University (Figure 7.5.12). Lander takes pride in the sense of family that the employees have and the dedication to the mission of Lander University (Figure 7.6.a.1). Employees expect to have a safe (Figure 7.6.c.3) and healthy environment, to be treated with respect and fairness (Figures 7.4.5 & 7.4.8), to be kept informed (Figure 7.6.b.3), to have a voice in decisions (Figure 7.4.7), and to have a fair wage and benefits (Figure 7.4.5).

## 3. Operating locations

The main campus of Lander University is located 320 Stanley Avenue, Greenwood, SC 29649-2099. Lander also offers five degrees at the University Center of Greenville, 225 South Pleasantburg Drive, Greenville, SC 29607.



#### 4. Regulatory environment under which your organization operates

Lander University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's level degrees. The Department of Business Administration is accredited by AACSB. The baccalaureate program in Nursing is approved by the State Board of Nursing for South Carolina and is accredited by NLNAC. The Teacher Education programs of Lander University are approved by the state of South Carolina and the academic unit is nationally accredited by NCATE. The Bachelor of Science in Music is accredited by NASM. The Bachelor of Science in Visual Arts is accredited by NASAD. Lander University is a member of SACS, AACSU, and the South Carolina Association of Colleges and Universities. CHE serves as the state's coordinating board for public higher education. Other regulatory agents include NCAA, DHEC, OSHA, and the regulatory agents for the graduates in nursing and education.

#### 5. Governance system (the reporting relationships between your governance board/policy making body and your senior leaders)

The Board of Trustees has authority for the governance of Lander University, and the President is the chief executive officer of the University and Chair of the Faculty and has the authority for the administration of the University. The President is accountable to the Board. He is the agent of communication between the Board and the University. The President's Council is composed of the senior leaders: the Vice Presidents for Academic Affairs, Business and Administration, Student Affairs, University Advancement, and the Athletic Director.

#### 6. Key suppliers and partners

"Suppliers" is used for those institutions, South Carolina counties, other states, and foreign countries (Figure 7.5.20) from which Lander University draws students. Lander University enrolls students from high school graduates and from students who graduate or transfer (Figure 7.5.21) from technical colleges, junior colleges, and other four-year institutions. Examples of partners would include local schools which provide opportunities for student teachers, Self Regional Healthcare which provides clinical experiences for nursing students, and businesses and industries which provide internships for students. The Greenwood Genetic Center offers unique opportunities: guest lecturers from the Center's researchers, Lander faculty participation in research projects needing special resources and equipment, unique opportunities for research projects and internships for Lander students, and provision of a choice for completion of a research project at the Center by seniors graduating in biology with a genetic emphasis. The longest running of these collaborations involves a one-of-a-kind mouse colony researched by both organizations but housed and maintained on the Lander campus. COBPA Achievement Program is one example of a program which involves the support of businesses such as Elliott Davis, PML Associates, and Capsugel. In 2005-2006, this program resulted in international trips for four business students, and six students had opportunities for regional training sessions. Greenwood and Lander University have formed a partnership to provide Greenwood-Lander Performing Arts Series. In addition there was an outreach program (Figures 7.2.14) which involved over 4,700 children from

local school districts. This partnership enhances the cultural experiences for the Greenwood community and for Lander. Citizens in the area are willing to be partners with Lander as they serve on advisory boards for various majors.

#### 7. Key competitors

Lander University's key competitors are other four-year schools in South Carolina, both public and private. For the first two years key competitors also include technical colleges.

#### 8. Principle factors that determine your competitive success and key changes that are taking place that significantly impact your competitive situation

Lander is a student-centered public university. In 2005-2006, 87 faculty or 69 percent of the faculty have terminal degrees (Figure 7.5.11). No classes are taught by graduate assistants. At Lander, students find the nurturing climate of a private institution at public institution prices. Faculty have been attracted to Lander because they are interested in teaching and in helping students become the best that they can be. They want engaging relationships with students which are only possible at a student-centered institution with small classes (Figure 7.5.10). A beautiful campus and attractive facilities, such as the new state-of-the-art residence hall, help with being successful. The community is supportive of the university and provides opportunities for students, including internships, student teaching, and clinical experiences for medical and health-related programs.

The need for increases in tuition to meet the demands for a quality institution may impact, negatively, lower middle class families' ability to afford such programs.

#### 9. Key strategic challenges (could include operational, human resource, financial, and community-related challenges)

Some key strategic challenges for Lander University include financial resources, location, human resources. The state has significantly reduced financial support compared to ten years ago. With costs increasing, Lander is finding the financial situation challenging. Financial performance indicators are needed to monitor financial stability on a regular basis. Tuition increases impact Lander students. Many students are leaving with a large debt. Many attend school while working many hours a week. Technology needs to support teaching and advising, and alternative options of delivery, such as on-line courses and degrees need to be explored. The salaries of faculty members need to be competitive. Location is also a challenge. Greenwood and the surrounding area are rural and with low population from which to draw students. The nearest interstate is about one hour away. Although the campus is attractive, Lander recognizes the need to provide new facilities (Figure 7.2.15) and revitalize some of the older buildings (Figures 7.2.16, 7.2.17, and 7.3.7). A large number of employees were hired during 1973 to 1975, and soon they will begin to retire. Lander will find itself competing for excellent faculty and staff with all the other higher education institutions in the state as well as with other states.

#### 10. Performance improvement systems

Lander's performance improvement systems include strategic planning,

Figure 11.1 Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 16,270,717	\$ 6,933,104	\$ 17,239,808	\$ 7,802,219	\$ 17,959,821	\$ 7,910,454
Other Operating	\$ 12,541,190		\$ 12,248,530		\$ 12,091,864	
Special Items		\$ 575,000				
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 4,188,648	\$ 1,777,301	\$ 4,508,935	\$ 1,893,647	\$ 4,575,577	\$ 1,915,412
Non-recurring						
<b>Total</b>	\$ 33,000,555	\$ 9,285,405	\$ 33,997,273	\$ 9,695,866	\$ 34,627,262	\$ 9,825,866

**Other Expenditures**

<b>Sources of Funds</b>	<b>FY 04-05 Actual Expenditures</b>	<b>FY 05-06 Actual Expenditures</b>
Supplemental Bills		\$ 1,000,000
Capital Reserve Funds		
Bonds		\$ 994,521

12.1. Major Program Areas Chart

**Major Program Areas**

<b>Program Number and Title</b>	<b>Major Program Area Purpose (Brief)</b>	<b>FY 04-05 Budget Expenditures</b>	<b>FY 05-06 Budget Expenditures</b>	<b>Key Cross References for Financial Results*</b>
45010000 - Education and General	#####	<b>State:</b> 6,724,921.00 <b>Federal:</b> 226,251.00 <b>Other:</b> 15,780,785.00 <b>Total:</b> 22,731,957.00 <b>% of Total Budget:</b> 70%	<b>State:</b> 7,498,740.00 <b>Federal:</b> 357,484.00 <b>Other:</b> 16,377,697.00 <b>Total:</b> 24,233,921.00 <b>% of Total Budget:</b> 72%	7.3.3, 7.3.5, 7.3.6, 7.3.7
4503000 - Academic Initiative	Funding dedicated to the accreditation process for the College of Business and Public Affairs	<b>State:</b> 575,000.00 <b>Federal:</b> <b>Other:</b> <b>Total:</b> 575,000.00 <b>% of Total Budget:</b> 2%	<b>State:</b> 0.00 <b>Federal:</b> <b>Other:</b> <b>Total:</b> 0.00 <b>% of Total Budget:</b> 0%	
60000000 - Auxiliary Enterprises	Auxiliary Enterprises are those functions that charge for their services such as housing, health services and food service.	<b>State:</b> <b>Federal:</b> 22,224.00 <b>Other:</b> 5,188,928.00 <b>Total:</b> 5,211,152.00 <b>% of Total Budget:</b> 16%	<b>State:</b> <b>Federal:</b> 18,236.00 <b>Other:</b> 5,068,972.00 <b>Total:</b> 5,087,208.00 <b>% of Total Budget:</b> 15%	7.2.7, 7.2.17, 7.5.13,
95050000 - State Employer Contributions	Employer share of fringe benefits relating to FICA, Retirement, Unemployment Insurance, Workers Compensation, Health and Dental insurance for all employees and student workers.	<b>State:</b> 1,719,375.00 <b>Federal:</b> 69,573.00 <b>Other:</b> 2,073,223.00 <b>Total:</b> 3,862,171.00	<b>State:</b> 1,772,291.00 <b>Federal:</b> 1,855.00 <b>Other:</b> 2,655,989.00 <b>Total:</b> 4,430,135.00	

		<b>% of Total Budget:</b> 12%	<b>% of Total Budget:</b> 13%	
		<b>State:</b> 9,019,296.00	<b>State:</b> 9,271,031.00	
		<b>Federal:</b> 318,048.00	<b>Federal:</b> 377,575.00	
		<b>Other:</b> 23,042,936.00	<b>Other:</b> 24,102,658.00	
		<b>Total:</b> 32,380,280.00	<b>Total:</b> 33,751,264.00	
		<b>% of Total Budget:</b>	<b>% of Total Budget:</b>	

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

<b>Remainder of Expenditures:</b>	<b>State:</b>	<b>State:</b>
	<b>Federal:</b>	<b>Federal:</b>
	<b>Other:</b>	<b>Other:</b>
	<b>Total:</b>	<b>Total:</b>
	<b>% of Total Budget:</b>	<b>% of Total Budget:</b>

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

assessment of general education, assessment of majors, reviews for accreditation by outside agencies, annual evaluation of faculty with a stringent six-year review of tenured faculty, annual reviews of staff, annual reviews of the administration, annual evaluations of classes by students, surveys, and student and stakeholder advisory groups. Every major has an assessment plan. A variety of strategies are used by the different majors (Figure 7.1.16) for evaluation. The University also administers the ACT student opinion survey. That last one was in 2003, and the next is planned for 2006-2007. Community advisory groups for majors help define what the current employer market is looking for and relate satisfaction and dissatisfaction with recent graduates.

11. Expenditures/Appropriations Chart (use chart from [www.budget.sc.gov](http://www.budget.sc.gov)) See Figure 11.1.

12. Major Program Areas Chart (use chart form available at [www.budget.sc.gov](http://www.budget.sc.gov)) See Figure 12.1.

13. Organizational Structure –

The Vice Presidents for Academic Affairs, Business and Administration, University Advancement, and Student Affairs and the Athletic Director report directly to the President. Responsibilities are assigned to each of these five major areas (Section III. Category 5 Figure 5.1.1). These officers of the University are appointed by the President and report directly to him.

### Section III – Category 1 – Senior Leadership, Governance, and Social Responsibility.

1. Senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate. How do their personal values reflect a commitment to the organizational values?

The mission statement (Figure 7.6.a.1) and the Strategic Planning document communicate the direction of the institution, its vision and values. Meetings are held regularly from the top leadership through the President’s Council down through the department levels. Leadership meets through MIE on a regular basis. E-mail, especially through the list-serves for staff and faculty and students, makes it easy to reach constituents. The Office of University Relations plays a key role in communicating with and informing the community through the local media. The Office of Alumni Affairs has a monthly electronic newsletter. There are opportunities for alumni to return to the campus, for example Homecoming and Alumni Reunion Day, to see, to hear, and to comment on what is being accomplished at the University. In 2005-2006, alumni dinner meetings were held in Atlanta, Charleston, Charlotte, Columbia, Greenville/Spartanburg, and Greenwood.

2. Senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability. How are these monitored?

There are annual audits of the university's financial report by an external auditing group approved by the Auditor's Office of the South Carolina Budget and Control Board. Additional financial and performance audits are conducted on Procurement Services and Financial Aid. The Lander Foundation is audited separately annually by an external audit group and is reported as a component unit of the University. The NCAA audit is performed every three years. An internal auditor performs monthly audits under an annual plan. Numerous reviews ensure fiscal responsibility and integrity of the university's financial position. Audit meetings and reports are attended by or presented to the Board of Trustee audit representative in accordance with the spirit of Sarbanes-Oxley. The *Faculty Handbook* and the *Lander Manual for Administration and Staff* require legal and ethical behavior, and they are revised regularly. Academic Affairs subscribes to and encourages leaders to read *Campus Legal Advisors*. Accountability is also achieved through various accrediting agencies. Staff members feel that Lander has high standards and ethics (Figure 7.6.b.2).

3. Senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain the vision.

The Strategic Plan provides the main focus to accomplish Lander's objectives and attain the University's vision. The Strategic Plan has an annual cycle which involves revising, if warranted, the goals and objectives, determining the action plans to achieve those goals and objects, determining the outcomes, and making recommendations as a result of the outcomes. There are 28 University committees and 13 Faculty Senate committees which assist in attaining the organization's objectives and vision.

4. Senior leaders create an environment for organizational, faculty, and staff learning.

Senior leaders encourage learning by providing funds for workshops, conferences, professional meetings, and other kinds of professional development for both the faculty (Figure 7.4.2) and staff (Figure 7.4.3). The University provides software training (Figure 7.4.1) for faculty and staff.

5. Senior leaders promote and personally participate in succession planning and the development of future organizational leaders.

Senior leaders encourage promotions from within whenever possible. Most job vacancies for staff are posted internally. The process of promotion and tenure and performance reviews for faculty is given in the *Faculty Handbook* and helps with career progression for faculty. Faculty members can progress from faculty to chair to dean and even to vice president as did the current VPAA. Several directors (for example, the Director of the Bookstore/Post Office/Procurement and the Director of Physical Plant), most chairs, and four out of six deans (for example, the Dean of Enrollment Services, the Dean of the College of Arts and Humanities) have been promoted from within. There can be cross-training in areas to assure there is continuity and effective succession. Senior leaders encourage and develop potential leaders by encouraging participation in the Chamber of Commerce's Leadership Greenwood program.

6. Senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization. Senior leaders take an active role in faculty and staff



reward and recognition processes to reinforce high performance.

Lander's senior leaders encourage and foster open communication (Figure 7.6.b.3). Motivation is achieved by top-down and bottom-up communication. Each vice president has an internal structure for communication. In Academic Affairs, the deans communicate with the department chairs who, in turn, communicate with faculty members in their departments. Other Vice Presidents involve directors, in turn, who communicate with their staff.

Recognizing and encouraging excellence in performance is done in a number of ways (Figure 7.4.4). Regularly the President and the Board will follow up with a letter of recognition of achievement. High performance is encouraged by evaluating employees annually and giving merit raises to faculty. The raises given to faculty in 2005-2006 ranged from 0 percent to 6 percent. There are fiscal rewards for promotion.

7. Evaluate the performance of your senior leaders, and the governance board/policy making body. Senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system.

The Board evaluates the President. Annually faculty member rate the President, the VPAA, their dean, and their chair. The deans rate the president and provost. The results of the annual performance review are shared with the deans during their annual evaluation. Senior leaders review their ratings and evaluations to improve their leadership effectiveness.

8. Organization addresses and anticipates any adverse impacts of its programs, offerings, services, and operations. Key compliance related processes, goals, and measures.

After two years of gathering information regarding reserves for unexpected conditions with regard to the physical plant, planned transfers were added to the budget. Beginning in fiscal year 2007 a line item was introduced to allow for unanticipated costs encompassing both E&G and Auxiliary buildings, outdoor fields and instructional equipment. The formula based transfers may either be used during the year or carried over to future years. The enrollment history is closely monitored (Figure 7.5.14). It is recognized that scholarships are necessary to attract quality students (Figure 7.5.7), and a focus of the current Comprehensive Campaign has been to increase the number of scholarships (Figure 7.5.1). New programs can be proposed, and existing programs can be modified or eliminated. There are certain productivity standards for majors from CHE. If these are not met, the progress toward achieving the productivity standards is closely monitored. Not using technology would have an adverse impact on the institution. The use of Banner, WebCT (Figure 7.5.6), smart classrooms (Figure 7.5.4) and providing laptops to faculty (Figure 7.5.5) are examples of avoiding adverse impacts.

9. Senior leaders actively support and strengthen the community. Senior leaders determine areas of emphasis for organizational involvement and support, and senior leaders, faculty and staff, and the organization's students contribute to improving these communities.

Senior leaders participate in a variety of civic organizations in Greenwood, such as, Kiwanis, Rotary, and Chamber of Commerce. There they get to know and interact

with community leaders. The President participates in the Western Piedmont Educational Consortium.

The University senior leaders provide opportunities for volunteer service and encourage activities that support and strengthen the community. There are more than 60 student organizations that have a civic engagement proponent (Figure 7.5.9). The personnel in Student Affairs work closely with student organizations to encourage community involvement. Faculty and administration often participate along with students in service opportunities. Partnerships are built between Lander University and the Greenwood area, and greater community awareness is created. The Lander President's Leadership Program annually selects and prepares up to 30 freshmen to become leaders in the university and in their respective communities. That program also contains a civic engagement/volunteer action component. The ADP task force and Lander's College of Business and Public Affairs co-sponsored a day-long civic engagement project on campus entitled *The Next Generation: Engaging our Youth in Civic Responsibility*.

Lander University annually partners with Greenwood to provide cultural opportunities for both the citizens of Greenwood and the Lander community through the Greenwood Lander Fine Arts Series. In 2005-2006, cultural opportunities were provided for over 4,700 school children through an outreach program (Figure 7.2.14). Lander, Self Regional Health Care, and the YMCA sponsored a weight-reduction program for the citizens of Greenwood. Businessmen, health care professionals, educators, and other community leaders are regularly asked to serve on advisory panels for majors and to participate on the Board of Visitors.

In demonstrating concern for the environment, the University participates in a recycling program. Centennial Hall, Lander's newest resident hall is in the process of applying for LEED certification. Lander will be one of the first organizations in Greenwood to have a building with LEED certification.

### Section III – Category 2 – Strategic Planning. (Include **Strategic Planning Chart**)

Strategic Planning process, including key participants, and how does it address:

a. Your organizations' strengths, weaknesses, opportunities and threats

**Strengths** include the size of the institution. Lander has an attractive campus with the first phase completed for a new entrance on one of the major roads in the city. The campus is a compact, walking campus. The university is able to provide the atmosphere and advantages of a private school at public school prices. The University has an excellent faculty who are interested in teaching. In fall 2005, 61 percent of the faculty had terminal degrees (Figure 7.5.11). These faculty members are in the classrooms teaching. No graduate assistants are used. A new state-of-the-art residence hall, Centennial Hall, has just been completed. Students were involved in the planning features of Centennial Hall. A variety of activities and athletics is offered. Staff are satisfied with their job (Figure 7.4.5) and feel they have a work environment to help them do their job (Figure 7.4.6). Another strength is the good working relationship with the community, including industry, business, cultural entities, and school districts.

One **weakness** is the size of the institution. With an increase of 700 to 1,000

students, the university would be able to serve more students using approximately the same physical plant and faculty and staff. This would result in more income for a relatively small amount of outlay. Another weakness is location. Greenwood is located in an area that is rural and with low population from which to draw students.

As the only four-year public university within a 50 mile radius, Lander has the unique **opportunity** to work with communities within that area. Communities are better able to attract new business and new citizens with a vibrant university offering cultural, recreational, and intellectual opportunities. Another opportunity is the prospect of reviewing the direction and strategy of the University. Lander became state-assisted in 1973, and a large number of faculty and staff was hired at that time. These faculty and staff will be retiring within the next few years.

South Carolina has a less than robust economy with high unemployment. A **threat** is the need to continuously increase tuition. This increase is essential in order to provide quality education. Since the State of South Carolina has significantly reduced financial support compared to ten years ago, university students and their families have to provide the difference. With costs increasing, Lander is finding the financial situation challenging. Tuition increases impact Lander students. Many students are leaving with a large debt. Another threat is that the salaries of faculty members are becoming less competitive. In 2005-2006, Lander had the lowest salaries in the state of South Carolina for all faculty ranks. In 1973-1975, a large number of faculty and staff were hired, and they are eligible for retirement now. This is a threat as well as an opportunity. One threat from this situation is being able to replace employees retiring with employees who are equally dedicated and loyal to Lander. The “memory” and traditions of the University may be gone. Lander will find itself competing for excellent faculty and staff with all the other higher education institutions in the state as well as with other states.

b. Financial, regulatory, and other potential risks

Financing needed to provide a quality college education is becoming difficult to obtain as the percentage of state assistance declines. The increasing cost of a college may impact, negatively, the ability of lower/middle class families to afford a college education. Unfunded mandates from the state can also be a risk. Although it is essential to seek accreditation for the programs of study offered at Lander, the requirements from different agencies for maintaining accreditation can be contradictory as well as challenging. There are always state and federal regulations which change, expand, and subsequently impact the university. For instance, there has been expansion of the American With Disabilities Act and state environmental regulations.

c. Shifts in technology, student and community demographics, markets, and competition

Members of the President’s Council monitor significant changes in their areas, in the community, in the state and nation, and in other external factors. Recommendations and courses of action are determined. ITS monitors and evaluates technology innovations and makes recommendations for technology that is useful and necessary for Lander. Enrollment Services monitors student and community demographics and the competition and translates how shifts will affect Lander. IR provides data for decision-making. Some accrediting bodies, like AACSB and SACS, provide information.

d. Long-term organizational sustainability and continuity in emergencies

Lander monitors financial conditions. The Lander police force is a 24-hour certified police force. They are prepared, as are all law enforcement officers, to handle emergencies. Lander has a Disaster Recovery Plan. There are procedures for protecting against major

computer failures. Academic records, financial information, and other vital documents are backed up on a regular basis, and the backups are stored in an underground, fireproof safe located in another building. The library does a complete backup of its data on a daily basis, and the previous week's data is stored outside the library building. *Lander University Manual for Administration and Staff* has a section on hazardous weather, emergency conditions, and harmful or unsafe conditions.

e. Ability to execute the strategic plan.

The budgeting process is connected to the Strategic Plan and allocates resources and sets priorities for the good of the University. The President Council is responsible for executing Lander University's Strategic Plan and setting budget priorities.

2. Evaluate and improve your strategic planning process.

The Strategic Plan was a result of the collective work of the Lander community, including students, faculty, staff, alumni, community leaders, and other constituents. Approximately 460 students and 750 other stakeholders completed surveys as a basis for the planning process. The long-term strategic goals are translated into shorter term objectives. The short-term planning cycle is one year. The cycle results in evaluating and revising the goals, objectives, and action items. Each fall areas of the university focus on a revised Strategic Plan for the following year. Areas devise action plans for the action items. By the end of spring semester, the outcomes and assessments are given. The Academic Council has an all-day workshop to evaluate the outcomes and assessment, consider recommendations with budgetary implications, and revise the action items as necessary. These results are presented to the President and then to the Board for approval. Funds for the recommendations are considered and awarded. This is a continuous process and lends itself to evaluating and improving the process.

3. What are your key strategic objectives? (Address in Strategic Planning Chart)

See Strategic Planning Chart Figure 2.1.

4. What are your key action plans/initiatives? (Address in Strategic Planning Chart)

See Strategic Planning Chart Figure 2.1.

5. Develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The continuous cycle of the Strategic Plan helps the institution track action plans. The President's Council and Board make the final decision about allocating resources to accomplish the action plans. The costs associated with the objectives are reviewed. It is determined if the most efficient, effective method is being proposed and if the costs justify the achievement of the goals.

6. Communicate and deploy strategic objectives, action plans and related performance measures.

The President has a State of the University address at the beginning of each academic year. Communication is done through weekly meetings of the President's Council and regular meetings of areas on various levels. The MEI, which includes all managers, meets with the President as needed. Some areas hold retreats for in-depth

planning purposes. The distribution of objectives and action plans is handled by each Vice President. In Academic Affairs, chairs and deans provide information to their area.

Figure 2.1

		Strategic Planning	
Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiatives)	Key Cross References for Performance Measures*
45010000 Education and General	Increase Student Learning. Improve the instructional effectiveness of all teaching faculty.	Increase the appropriate use of technology in support of teaching and advising.	7.4.1, 7.5.1 through 7.5.6
45010000 Education and General	Increase Student Learning. Improve the instructional effectiveness of all teaching faculty.	Improve the incentive plan to reward and encourage exemplary faculty performance	7.4.2, 7.4.4
45010000 Education and General	Increase the Student Population. Improve marketing strategies and develop non-traditional and alternative markets.	Expand on-line course offerings and degree-completion programs.	7.5.2, 7.5.3
45010000 Education and General	Improve the Learning and Living Environment of the University. Improve the "first impression" image of the University.	Construct a new entrance to Lander University from Calhoun Street that includes an elegantly landscaped and visible arrival point.	7.2.15
45010000 Education and General	Improve the Learning and Living Environment of the University. Add facilities needed to serve students.	Adopt a plan for residence halls that includes the revitalization of existing residence halls and the development of new facilities.	7.2.16 & 7.2.18

7. Measure progress on your action plans.

Vice Presidents revise or delete action plans, assess the outcomes, and keep their staff informed. For example, in Academic Affairs, each dean takes the relevant part of the Strategic Plan to his/her department chairs in the fall. Chairs involve their faculty in the process which includes measuring progress on action plans.

8. Strategic objectives address the strategic challenges identified in the Organizational Profile

Lander has five key goals, twenty-four objectives, and eighty-four action items. Of these, the University identified five action plans to focus on in 2005-2006. See Strategic Planning chart.

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

Lander University's Strategic Plan is at

[http://www.lander.edu/administration/president/strategic\\_plan.pdf](http://www.lander.edu/administration/president/strategic_plan.pdf)

The beginning of the flow chart for the Strategic Planning cycle is at

[http://www.lander.edu/administration/president/SP\\_Process\\_President.pdf](http://www.lander.edu/administration/president/SP_Process_President.pdf)

Each Vice President continues the cycle for his or her area:

The documents for Strategic Planning for 2005-2006 are available for

Academic Affairs: <http://www.lander.edu/academics/academicaffairs/sp.html>

Athletics: [http://www.lander.edu/athletics/sp/sp\\_2006\\_athletics.pdf](http://www.lander.edu/athletics/sp/sp_2006_athletics.pdf)

University Advancement:

[http://www.lander.edu/advancement/sp/sp\\_2006\\_advancement.pdf](http://www.lander.edu/advancement/sp/sp_2006_advancement.pdf)

Student Affairs: [http://www.lander.edu/student\\_affairs/sp/sp\\_2006\\_studentaffairs.pdf](http://www.lander.edu/student_affairs/sp/sp_2006_studentaffairs.pdf)

Business and Administration:

[http://www.lander.edu/vpbus/sp/sp\\_2006\\_businessadmin.pdf](http://www.lander.edu/vpbus/sp/sp_2006_businessadmin.pdf)

### Section III – Category 3 Student, Stakeholder, and Market Focus

1. Identify the student and market segments your educational programs will address. Determine which student and market segments to pursue for current and future educational programs, offerings, and services.

As a state-assisted institution, Lander identifies its primary student segment as the South Carolina resident (Figure 7.5.20). The majority of new freshmen enter from high schools in South Carolina. Programs are developed to recruit graduates from high schools all over the state (Figure 7.5.15). The number and percent of new students from each high school in each county is tracked. Scholarships (Figure 7.5.7) help to attract the student who shows potential. Another focus is transfer students who come from other four-year institutions and two-year institutions (Figure 7.5.21). Lander continued to work on articulation agreements with specific institutions. Graduate students come from a variety of backgrounds. A limited number of students from other states and nations help provide diversity (Figure 7.5.20). Lander has a minority student segment (Figure 7.5.19). Another enrollment initiative is to target law enforcement officers for the new on-line Criminal Justice Management degree. Student Support Services assists low income, first-generation students and students with disabilities.

2. Keep listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features). Relative importance of the expectations to these groups' decisions related to enrollment.

Lander uses a variety of activities (Figures 7.2.12 & 7.2.13) to listen and learn from students and stakeholders. These activities are used to attract students, retain them,

provide a quality education, meet their expectations, and satisfy their needs. The expectations of students and their families are important as they are related to enrollment.

3. Use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement.

As a result of listening and learning, College of Arts and Humanities successfully applied for a grant to help Spanish majors live and study in a Spanish-speaking country, a requirement for the Spanish major. The Art Department listened to students who were interested in art and to alumni working in the field when they what indicated what was necessary to be successful in the job market. Senior art majors are now required to submit digital portfolios. The department is looking at other solutions, including creating a Graphic Design Emphasis. A Media Speakers Series for Mass Communication and Marketing students was established as a result of listening to advisory groups, students, and faculty. Lander recognizes the fact that many students are non-traditional, and the university meets the need for flexibility that these students demand through on-line courses, on-line degrees, day and evening classes, and multiple locations.

The relationship of Lander with the community is so strong that individuals or groups feel comfortable enough to approach the president and make requests. One example of the result of this type of request is Lander's on-line Criminal Justice Management degree. This program was started in response to needs expressed by the sheriff and the Law Enforcement Association of South Carolina. Lander worked with the Association and the State Technical College representatives to complete the program proposal. The degree is on-line in order to fit into the schedules of law enforcement officers.

4. Determine student and stakeholder satisfaction and dissatisfaction and use this information to improve.

Several surveys (Figure 3.4.1) determine student and stakeholder satisfaction and dissatisfaction. Student advisory groups and community and business advisory groups focus on improving all aspects of the college experience. For example, there are advisory groups in health care management, business, nursing, education, computer information systems, and for student athletes. Community advisory groups for majors may help define what the current employer market is looking for and relate satisfaction and dissatisfaction with recent graduates. Students, faculty, and staff serve on college wide committees and are able to provide input on the issues considered. Access to courses and grades, quick registration, and other information is provided to faculty, students, and staff through Banner, the administrative software, and WebCT, the course management software. Food Services has a suggestion box and conducts satisfaction surveys every semester (Figure 7.2.7). The President's web page has an electronic suggestion box (Figure 7.2.6) for all stakeholders to use. Suggestions can be made anonymously. Suggestions meriting action are approved or acted upon. Recent changes made include planning a Sunday brunch for all stakeholders, both on campus and off campus, when the renovated dining hall is complete, having a carillon bell concert, changing reserve parking from 24 hour reserve to a reserve between 7 AM and 7 PM, and the installation of chalkless chalkboards in classrooms. There are formal grievance procedures given in *The Student Handbook*, the *Faculty Handbook*, and *The Lander Manual for Administration and Staff*. In order to get additional information on student satisfaction

and dissatisfaction, the ACT student opinion survey, last administered in 2003, will be used again in 2006-2007. Staff were given a satisfaction survey in 2005-2006 (Figures 7.4.5 to 7.4.10, 7.6.a.1, 7.6.b.1 to 7.6.b.3). Responses to student dissatisfaction include installing Java City and building the new residence hall. Java City, an up-scale coffee shop with snacks, was put in the library as a result of a market survey. Java City was initiated to increase student satisfaction on campus. Students had complained about dissatisfaction with older, off-campus residence halls. A new residence hall was built as a result of the desire to move the entire residential population on campus and to provide state-of-art residence hall with wireless access. Students had input as to design and features.

Figure 3.4.1. Survey instruments used to determine stakeholders' satisfaction				
Satisfaction Determination Methods	Stakehold Evaluated	Frequency	Major Focus	
Career Service Graduate Survey	Alumni who have been graduated 1 year	Annually	Career Information and Program Satisfaction	Figures 7.2.2 & 7.2.8
Assessment Survey	Alumni who have been graduated 3 years	Every other year	Satisfaction	Figure 7.2.1
Library Survey for Students	Current students	Annually	Satisfaction	Figures 7.2.3 & 7.2.4
Library Survey for Faculty	Faculty	Annually	Satisfaction	Figure 7.2.5
Employee Survey	Employees	Annually	Satisfaction	Figures 7.4.5 to 7.4.10, 7.6.a.1, 7.6.b.1 to 7.6.b.3

5. Positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning. Key distinctions between different student and stakeholder groups.

Listening and learning help with building positive relationships. There is evidence that there are positive relationships with students and other stakeholders. Faculty and staff are readily available to students. Each student is assigned a faculty advisor. Lander focuses on the fact that it can easily build positive relationships between faculty and students. Communication is important to attract and retain students. Electronic connectivity in residence halls allows students better access through e-mail accounts, electronic databases and information in the library, courses through WebCT and Banner. In 2005-2006, Lander installed digital signage in the form of fourteen large plasma screens (Axis TV) which are placed strategically around campus. They give information on campus events, updates, and departmental news. These can be tailored to the needs of the areas in which they are located. They catch students' attention as they are walking to classes, sitting in lobbies, or eating their lunch.



Lander strives to graduate quality students, and area businesses have given scholarships because of the performance of Lander’s graduates in their business. In some areas alumni will call when jobs are available in their work place so that recent Lander graduates are aware of them.

Complaints and problems can be identified through surveys, personal contact, e-mails, and phone calls. Complaints and problems are investigated and resolved as quickly as possible. The person identifying the problem is to resolve it or report it to the proper area. Students, faculty, and staff identified the need for greater speed and accessibility for electronic communication and the university tripled the band width to handle the increase demand in spring, 2006. There is a way for faculty and students to report computer problems and physical plant problems.

Lander cooperates with community activities. For example, Lander hosts activities for the annual Flower Festival, and provides space for the Greenwood Lander Performing Art series. Community members as well as students participate in Lander’s distinctive fine arts and study tours both home and abroad. Lander provides cultural, intellectual, wellness, and athletic activities for the enrichment of the student body and the community. In exceeding expectations for learning, as an example, Lander feels that an experience abroad is important for students and provides opportunities through the Study Abroad program (Figures 7.1.12 & 7.1.13). This program was reactivated in spring 2004. In 2004-2005 \$1,500 grants were given to faculty who agreed to organize Summer Study Tours, and there were small scholarships give to students who had financial needs. In 2005-2006 the program received \$5,000.

### Section III –Category 4 – Measurement, Analysis, and Knowledge Management

#### 1. Selection of operations, processes and systems measured to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

Examples of measures for determining student learning and tracking organizational performance are given in Figure.4.1.1. The shared government structure helps in selecting measurements. The university’s administrative software, Banner, collects data to help measure student learning and track organizational performance. The Strategic Plan is used in tracking organizational performance. Institutional Research provides data to all areas as needed.

Figure 4.1.1 Examples of Key Performance Indicators for Student Learning and Organizational Performance	
Academic Performance	Figures 7.1.1 to7.1.11, 7.1.15
Accreditation	Figure 7.6.c.2
Admissions Figures	Figures 7.5.14 & 7.5.21
Alumni Satisfaction Surveys	Figures 7.2.1, 7.2.2
Average SAT of Incoming Freshmen	Figure 7.1.23
Contacts with Businesses and Employers	Figures 7.2.9 to 7.2.11
Cost Containment	Figures 7.3.1 to 7.3.6
Employee Satisfaction	Figures 7.4.4 to 7.4.10

Employment Status of Graduates	Figure 7.2.8
Enrollment	Figure 7.5.18
Faculty Student Ratio	Figure 7.1.24
Faculty With Terminal Degrees	Figure 7.5.11
Flexibility in Class Scheduling	Figures 7.5.2, & 7.5.3
General Education Assessment	Figures 7.1.21 & 7.1.22
Graduation Rates	Figure 7.1.14
Library Use and Satisfaction	Figures 7.1.17 to 7.1.19. 7.2.3 to 7.2.5
Methods of Assessing Majors	Figures 7.1.16, 7.1.1 to 7.1.9
Response to Computer Problems	Figure 7.5.17
Scholarships Awarded	Figure 7.5.7
Security and Safety	Figures 7.5.16 & 7.6.c.4
Student/Faculty Ratio	Figure 7.5.10
Training for Faculty and Staff	Figure 7.4.1

2. Data/information analysis to provide effective support for decision making throughout your organization.

When an area faces a problem and needs to make decisions, information is gathered from as many sources as possible. The areas involved consult. The decisions are then made.

3. Key measures, how do you review them, and how do you keep them current with educational service needs and directions.

Lander's key processes and examples of their key measures (Section III Category 6 Figure 6.1.1 and 6.6.2) are in the categories of Student Learning and Services and Support Processes. Key measures are monitored and kept current by the areas to manage performance for stakeholders' expectations.

4. Select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making.

Comparative data can be selected from similar universities, from other South Carolina universities, from the state and federal governments, and even from non-educational organizations. Information on peer institutions in South Carolina is available through reports from CHE. Internally, data on departments can be compared to other departments. Examples of national standards and reports are those from accrediting agencies, IPEDS data, AASCU, and NACUBO.

The University has identified the Delaware study (Figure 7.3.4) as a source of comparative data in the areas of faculty productivity. Comparative information data has also been obtained from AASCU and NACUBO. Other institutions are toured, and comparative information is pinpointed. During summer, 2006, staff from ITS began visiting other institutions. Faculty and staff attend conferences and talk to peers.

5. Ensure data integrity, timeliness, accuracy, security and availability for decision making.

The use of technology helps make data for decision making timely, accurate, and

secure. Banner provides data in real-time and has allowed for the integration of data from all areas. Before Banner, even a simple address change could involve contacting several offices. Areas are assigned responsibility for appropriate data. The staff responsible for entering data is also responsible for accuracy. Data is password protected, and the use of passwords ensures that only staff and faculty who need data have access to it. An example of data accuracy is in entering grades. In 2005-2006, faculty began entering the grades directly into WebCT, and this eliminates the possibility of errors that could have occurred when an intermediate step was involved. The usual security measures, such as firewalls and virus protection, are used. There is also redundancy in storage and servers. Student systems are decoupled from faculty and administrative systems. For security, backups of the university's computers are done on a regular basis, and the backup tapes are placed in underground storage in a fireproof safe. The bandwidth was tripled in spring, 2006, to allow better availability. The IR director has the responsibility of providing data in a timely manner for decision making. Examples of timeliness and availability include giving faculty real-time access to class lists, allowing students to register on-line, providing e-mail accounts for all students and faculty and staff, and using WebCT for electronic class management.

6. Translate organizational performance review findings into priorities for continuous improvement.

All faculty and staff have an annual performance review. Faculty also have an intensive post-tenure six-year review. Annually staff are given an improvement plan, as needed, while faculty members submit a FPR and a vita and provide new or revised professional goals. These performance reviews result in improvement. The President, the Vice Presidents, and Deans also are evaluated annually.

With the Strategic Plan, priorities have been determined for the university. Employees are made aware of the priorities.

7. Collect, transfer, and maintain organizational and employee knowledge. Identify and share best practices.

Data are collected and maintained on Banner. Access is determined by need, and some are able to retrieve data while others can only input data. Having a single, common, university-wide database helps in collecting, transferring, and maintaining knowledge. In some offices, staff is regularly cross-trained, so illness, vacation, or retirement does not interfere with the smooth operation of the organization.

Transfer of information is done through weekly President's Council meetings, weekly Academic Council meetings, regular meetings of the staff of other Vice Presidents and the Academic Director, and meetings of the MIE.

Best practices are identified by faculty and staff as they attend professional meetings, read professional literature, and talk to their counterparts. These are shared and implemented where practical. At times visits to other institutions help with identifying best practices.

### **Section III – Category 5 – Faculty and Staff Focus**

1. Organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans.

Evaluate and improve organization and HR processes.

The University is divided into five major areas (Figure 5.1.1) that organize and manage work. This provides structure and flexibility. All areas are charged with organizing, evaluating, and improving their work.

Academic Affairs	Four Colleges, Enrollment Services, and Library and Instructional Services
Business and Administration	Procurement and Retail Services, Financial Services, Information Technology Services, Facilities Operation, Human Resources, Printing and Postal Services
Student Affairs	Career Services, Counseling Services, University Police Department, Housing and Residence Life, Student Activities, Student Health Services, and Student Publications
University Advancement	Alumni Affairs, Greenwood-Lander Performing Arts, and University Relations
Athletics	Athletics

Employees are Lander's most valuable resource. Lander has a system for development, performance evaluation, compensation, and recognition of employees (Figure 7.4.4). To provide structure and define responsibilities, there are job descriptions for all classified positions. Annual evaluations of classified personnel include an Improvement Plan and the opportunity for feedback from the supervisor. There are opportunities for faculty and staff to take up to six credit hours each semester, at no charge. Staff may apply for grants (Figure 7.4.3). Funds for staff for conferences, workshops, and seminars are available. There is a promotion and tenure process and the evaluation system for faculty. Faculty members are evaluated annually with an intensive six-year review after receiving tenure. The annual evaluation includes a FPR with new or revised professional development goals. New faculty members have a probationary period with peer review and input. Students evaluate classes. Academic areas receive funds for professional development. Faculty members can apply for grants (Figure 7.4.2) for research and other activities. Sabbaticals are available. The President, the Vice Presidents, and Deans are evaluated annually.

Human Resources processes are evaluated and improved, but many of the processes are defined by federal and state government. There are interactions with supervisors to help with evaluation and improvement.

2. Organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture.

The President's Council, comprised of the president, four vice presidents and the athletic director, meets weekly. They set the direction of the University. Each meets with deans, directors, and supervisors (Figure 5.1.1) in their area. These leaders, in turn, consult with those who work under them. There are 28 university committees with campus-wide membership. There is cooperation and flexibility among the areas. The shared government system promotes cooperation and empowerment. All academic areas are represented on the Faculty Senate. The Senate formulates policy on behalf of the faculty and serves as an advisory body to the President. The chair of the Senate meets

regularly with the President and the VPAA and is a member of the Academic Council.

3. Effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations.

Committees, faculty governance, and area meetings help with communication and sharing best-practices. The four vice presidents have regular meetings and shared decision-making in their areas. MIE is composed of supervisors. Faculty Senate meets twice a month. Many committees have a membership of faculty, staff, and students. Departments meet regularly. By using list serves for students, faculty, and staff, communication is immediate throughout the campus. The *Weekly Bulletin*, the source of information for events on campus, is distributed online. The President has a suggestion box for confidential communication (Figure 7.2.6). External sources also provide best practice opportunities as employees attend professional meetings or workshops and return to share and implement new ideas. The Vice President for Business and Administration serves on the Best Practices evaluation team for SACUBO and provides the relevant examples to her staff. Changes in regulation also provide examples of best practices.

4. Faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans

Faculty and staff have annual evaluations with a meeting with the immediate supervisor. *Faculty Handbook* and the *Lander University Manual for Administration and Staff* give process and policies for evaluation. Annually the faculty devise new or revised professional goals, and the staff are given an improvement plan. The supervisors stress the contribution of the individual to the unit to accomplish the University's goals (Figure 7.4.4 & 7.6.a.1).

5. Accomplish effective succession planning. Manage effective career progression.

Lander promotes from within whenever reasonable and possible. Most job vacancies for staff are posted internally. The promotion and tenure process and performance reviews for faculty helps with career progression for faculty. Faculty members can progress from faculty to chair to dean and even to vice president as did the current VPAA. There can be cross-training in areas to assure there is continuity and effective succession and for times of vacation or illness.

6. Faculty and staff education, training, and development address key organizational needs. Evaluate the effectiveness of this education and training. Encourage on the job use of new knowledge and skills.

Technology is needed for instruction and support functions. The Technology Learning Center was established to provide the necessary training on software, including WebCT (Figure 7.5.6) and Banner, for faculty and staff (Figure 7.4.1). Supervisors note how well employees are able to use the software in day-to-day operations, and that is reflected in annual evaluations. Annually faculty members report and are evaluated on the professional development activities that they have done. Their success is reflected in promotion and tenure

7. Motivate faculty and staff to develop and utilize their full potential.

There is an award and recognition system (Figure 7.4.4) to motivate faculty and staff to develop their potential and to be recognized for excellence. The President and the Board will recognize those who achieve a milestone or receive a special award with a letter. Campus publications, including the *Weekly Bulletin*, the student newspaper, the *Lander Magazine*, and press releases to the general public recognize the achievement. Evaluation and merit raises for faculty also encourage them to develop their full potential.

8. Maintain a safe, secure, and healthy work environment. Preparedness for emergencies and disasters.

The Chief of the Lander University Police Department and the Director of Physical Plant coordinate efforts to provide a safe, secure, and healthy work environment. The University Safety Director is responsible for safety on campus, including occupational safety, fire safety, and defensive driving. Student Health Services has two registered nurses. The focus is on education and prevention. Lander University provides a 24 hour certified police force to enforce Federal, State, local laws and University rules and regulations (Figure 7.6.c.4). The Lander police are prepared, as are all law enforcement officers, to handle emergencies. The Lander police patrols the campus 24/7. There are internal and external inspections of building and grounds. The President's Council conducts at least two "night walks" a year. Fire inspections are held on a regular basis, and there are scheduled fire drills of the residence halls. The major academic buildings are secured when not in use. Students who work until the library is closed may ask for an escort to their car or residence hall.

*Lander University Manual for Administration and Staff* has information on hazardous weather, and other occurrences that would expose University employees to harmful or unsafe conditions. Faculty and staff have web access to a copy of this manual. There are committees (Figure 7.5.16) which deal with health and safety.

Faculty and staff have access to six racquetball courts, a swimming pool, a weight-training facility, three basketball courts, and an elevated walk/jog track.

Lander University sponsored a weight-reduction program, the Greater Greenwood Shrinkdown, with Self Regional Health Care and the YMCA. Some members of the Lander community, along with citizens of Greenwood, participated. For an eight-week period, 1,189 participants took part in the program.

9. Assessment for faculty and staff well-being, satisfaction, and motivation.

Several means are used to obtain information on faculty and staff satisfaction: surveys, exit interviews, monitoring absenteeism, attendance at university gatherings, participation in governance, committees. An employee survey was conducted in 2005-2006 (Figures 7.4.5 to 7.4.10). Of 262 total staff, 126 responded. This was a participation rate of 48 percent. The President has a suggestion box (Figure 7.2.6), and he has an open-door policy where any faculty or staff can talk to him.

10. Faculty and staff satisfaction assessment to identify and determine priorities for improvement.

Faculty and staff (Figures 7.4.5 to 7.4.10) satisfaction assessment findings are used to influence decisions on campus. For instance, reserve parking hours were changed

because of feedback. Needs are addressed as facilities and budgets permit.

### Section III –Category 6 – Process Management

1. Determine and list key learning-centered processes that deliver our educational programs, offerings, and student services.

Lander offers a BA degree in 4 subjects, a BS degree in 21 subjects, and 2 graduate degrees. The key learning-centered processes at Lander (Figure 6.1.1) are the traditional ones for a university. Curriculum design is crucial to provide quality graduates.

Proposals for new courses and programs can be a result of such things as assessment outcomes, enrollment, accreditation needs, or departmental curriculum committees.

There is course approval process

Figure 6.1.1 Key Processes	Key Requirements	Key Measures
<b>Student Learning</b>		
Curriculum Design	Program needs Necessary resources Compliance with CHE requirements Compliance with SACS and other accrediting agency requirements	Student success (Figures 7.1.1 to 7.1.10 & 7.1.14, 7.1.15) Acceptance into graduate and Professional schools Employment of graduates (Figure 7.2.8) Use of technology (Figures 7.4.1, 7.5.2 to 7.5.6)
Course Activation, Deactivation, or Modification	Meet requirements in Curriculum Design Relevancy requirements	Student success (Figures 7.1.1 to 7.1.10 & 7.1.14, 7.1.15) Outcome assessment (Figures 7.1.1 to 7.1.9, 7.1.16, 7.1.21, 7.1.22)
Evaluation and Improvement	Assess student-learning outcomes Assess courses Assess faculty	Student success (Figures 7.1.1 to 7.1.10 & 7.1.14, 7.1.15) Stakeholder satisfaction (Figures 7.2.1, 7.2.2 ) Course evaluations Faculty evaluation Senior exit exams (Figures 7.1.1 to 7.1.9). Senior exit interviews & portfolios (Figure 7.1.7)
<b>Student Services</b>		
Library	Access to information Responsiveness Currency of administrative software	Adequacy of collection (Figure 7.1.18) Students Entering Library (Figure 7.1.19) Use of databases (Figure 7.1.17) Student Satisfaction (Figures 7.2.3 & 7.2.4) Faculty Satisfaction (Figure 7.2.5)

Tutoring	Effective and responsive Collaboration with faculty	Number of students tutored and hours tutored (Figure 7.1.25)
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2. Incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements.

Examples of input from stakeholders are advisory committees, e-mail, observation, interaction with individuals and groups, surveys, and other formal and informal means. Student evaluations of courses and the assessment methods used by the department with their graduating seniors also provide input for improvement of courses and curriculum. Many faculty use WebCT (Figure 7.5.6), so students have access to course information and can provide input through e-mail outside of class and office hours. Two annual electronic surveys, one for faculty (Figure 7.2.5) and one for students (Figures 7.2.3 and 7.2.4), assess the satisfaction of library services and resources and provides input.

3. Incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery.

Technology is interwoven into the curriculum and manages campus information. The ITS staff and the LC monitor new technology and make recommendations for incorporation into process design and delivery. Some examples of the use of technology are smart classrooms (Figure 7.5.4) and faculty with laptops (Figure 7.5.5). In fall 2005, entering freshmen were required to buy a laptop. With a technology-savvy faculty and student body, it is easy to incorporate new technology into process design and delivery.

In 2005-2006, each major formalized the four-year cycle time to give students a clear understanding of course offerings cycle. WebCT (Figure 7.5.6) helps with efficiency and effectiveness of managing courses. Information is available electronically to students and their advisor to help with planning schedules and making other academic decisions. To provide the number of classes and the number of sections needed, longitudinal data is used. For efficiency, enrollment is matched with the size of the classrooms available.

Examples of measures used to control costs and help produce efficiency and effectiveness and reduce cycle time include electronic student applications, an electronic registration process, monitoring energy needs (Figure 7.3.1), changing to credit cards to decentralize purchasing (Figure 7.3.3), and the design of the new residence hall as a “green” building. The academic area was reorganized into colleges and departments.

4. Key performance measures for the control and improvement of learning-centered processes. Ensure these processes are used. Day-to-day operation of these processes ensure meeting key performance requirements.

Key performance measures for the control and improvement of learning-centered processes are given in Figure 6.1.1. Deans and chairs also use reports that give the teaching load of faculty members, the range of grades for each course taught, and grade distribution by department and college. Faculty activate, modify, and deactivate courses by using the course approval process. Academic Affairs is responsible for ensuring that these procedures are followed. There is assessment of faculty, staff, courses and programs.

5. Systematically evaluate and improve your learning-centered processes.



Faculty are evaluated annually. Students evaluate each class annually. Faculty use these evaluations to improve their courses and their teaching. For new faculty, there is peer mentoring as well as classroom observations of their teaching to help them improve. Faculty maintain currency in their fields through professional development. The ability of faculty to activate, modify, and deactivate courses helps with the improvement of the curriculum. Majors (Figures 7.1.1.to 7.1.9) and general education (Figures 7.1.21 & 7.1.22) are assessed. Feedback also include alumni surveys (Figure 7.2.1 & 7.2.2 & 7.2.8), input from advisory boards, meeting guidelines of various accrediting organizations, FS, meetings of departments and areas, committee meetings. As new technology emerges, evaluations are made as to the relevance and importance to Lander and the learning-centered processes.

6. Key support processes: evaluate, improve and update to achieve better performance

Support services (Figure 6.6.1) are crucial to the success of the learning-centered processes. Unit directors are responsible for evaluating and improving their processes.

Figure 6.6.1 Key Support Processes		
Student Support Services	Key Operational Requirements	Measures
Budget Planning, Analysis, and Procurement	Budget effectiveness Efficiency in purchasing	Budget performance Budget reserve management Procurement credit card usage (Figure 7.3.3) Projects done in house (Figure 7.3.7) Efficiency (Figures 7.3.5, 7.3.1, & 7.3.6) Audits (Figure 7.6.c.1)
Enrollment Services: Admissions, Registrar, Financial Aid	Effective data management system Compliance with policies and government regulations Timely access Formal articulation agreements Confidentiality Enrollment effectiveness and efficiency	Number of students admitted (Figure 7.5.14 & 7.5.21) Number of students enrolled (Figure 7.5.18) Number of high schools visited (Figure 7.5.15) Annual dollars disbursed in scholarships (Figure 7.5.7)
Information Technology Services	Effective management of technology Management of equipment and software to support classes Management of class management software	Use of WebCT (Figure 7.5.6) Satisfaction with services Responses to problems (Figure 7.5.17) Management of smart classrooms (Figure 7.5.4)
Physical Plant	Efficiency of operation	Energy usage (Figure 7.3.1)
Police	Responsiveness Helpful	Number of campus arrests (Figure 7.6.c.4)

	Security and safety	
Student Affairs: Residence Halls, Career Services, Intramurals, Health Services, Student Publications, Activities, Organizations	Success of Student Activities Quality of services Alumni surveys Effective data management system Routine nursing Healthy environment	Satisfaction with services Number of students aided by Career Services (Figures 7.2.9, 7.2.10, 7.2.11) Number of students participating in intramurals Number of students helped in Health Services (Figure 7.5.22)

7. Ensure adequate budgetary and financial resources. Determine sources needed to meet current budgetary and financial obligations, and new education related initiatives.

The revenue stream of the university is derived mostly from Student Tuition and Fees and State Appropriations. Anticipated expenditures to include inflationary costs for items such as utilities and supplies are factored in as well as state mandated pay increases and new initiatives based on the action items of the campus strategic plan. The total of anticipated expenditures and contingencies are offset against approved state funding to determine tuition pricing. Actual enrollment may drive budgetary changes. The university keeps adequate reserves should budgetary shortfalls occur. Because of a fairly static flow of appropriations, the university has relied more heavily on student tuition and fees in the past several years, therefore creating a budgetary challenge. With students in mind, the university attempts to keep tuition increases at a minimum, while still maintaining the budget base necessary for programmatic needs. The budget is a vital part of the year long strategic planning cycle. The President’s Council collects results from prior year actions of the strategic plan, analyzes and reevaluates. The budget dollars are realigned based on board approved action items or strategic directions identified or continued on that plan. An assumption of static enrollment helps determine the fee increase needed to meet the needs and the directions of the university. The university has added a Planned Transfers line to the budget that includes dollars set aside for those non-recurring items that can potentially damage the financial stability of the university if not planned for properly. These transfers are formula based and made for items such as critical maintenance of facilities and instructional equipment.

**Section III - Category 7 – Organizational Performance Results**

7.1 Student learning and improvements in student learning.

7.1.1 The same test of 50 questions is given to incoming freshmen and graduating biology majors. The difference in the scores for these two groups is an indication of the value added/increase in value/enhancement/quality of education as a result of a college degree.

Figure 7.1.1 Evidence of Student Learning - Biology

	2005-2006	2004-2005	2003-2004
Biology Freshmen	24	20.2	22.4
Biology Seniors	42	59	35
% Increase	175%	292%	156%

Figure 7.1.2 Evidence of Student Learning – Business - ICT Literacy Test, Spring, 2006

Number of Students Taking Test	Percentile Scored	Lander Average	Norm Referenced Scale	Mean
48	41%	545	400-700	500

Figure 7.1.3 Evidence of Student Learning - Chemistry

	2005-2006	2004-2005	2003-2004
Chemistry Freshmen	14	12	14.7
Chemistry Seniors	26.2	21.3	21.7
% Increase	187%	177.5%	147.6%

Figure 7.1.4 Education, Praxis II Summary Data (Title II Reporting) – Most Recent Figures Confirmed by the State Department of Education

Certification Area	2001-2002 Number of Candidates	2001-2002 Pass Rate (%)	2002-2003 Number of Candidates	2002-2003 Pass Rate (%)	2003-2004 Number of Candidates	2003-2004 Pass Rate (%)
Early Childhood	16	100	13	100	12	100
Elementary	32	95	29	90	19	89
Special Education	7	71	1	100	3	100
Music Education	3	100	3	100	1	0
Physical Education	7	86	4	100	8	88
Visual Arts	2	100	8	100	10	100
History	3	100	2	50	2	50
English	0		0		0	
Mathematics	4	100	1	100	0	
Spanish	1	100	0		0	

Figure 7.1.5 Evidence of Student Learning – Education – Number Program Completes Taking Exam and Percent Passing

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Elementary Education:	NA	19 or 89%	29 or 90%	32 or 100%	20 or 100%

Curriculum, etc.					
Early Childhood Education	NA	12 or 100%	13 or 100%	16 or 95%	9 or 100%
Special Education	NA	3 or 100%	1 or 100%	7 or 71%	4 or 100%

7.1.6 The test used was revised during spring, 2006.

Figure 7.1.6 Evidence of Student Learning – English		
	2005-2006	2004-2005
Freshmen Average Raw Score	19.4	20.6
Freshmen Average Percentage Score	38.4	41.2
Senior Average Raw Score	38.2	24.1
Senior Average Percentage Score	76.4	48.2
% Increase of Average Percentage Score	199%	117%

Figure 7.1.7 Evidence of Student Learning – English Portfolio Assessment –				
	2005-2006	2004-2005	2003-2004	2002-2003
Averages On a Scale of 1-4	3.4	3.67	3.38	3.1

Figure 7.1.8 Evidence of Student Learning – Environmental Science			
	2005-2006	2004-2005	2003-2004
Environmental Science Freshmen	22	15.5	23.7
Environmental Science Seniors	53.7	51.3	55.6
% Increase	244%	331%	234.6%

Figure 7.1.9 Results of Nursing Graduates Taking the NCLEX-RN Examination			
Graduating Class	Number of Graduates Taking the NCLEX-RN examination	Number passing NCLEX-RN on 1st try	Percent passing on 1st try
May 2005	27	25	93%
May 2004	21	21	100%
May 2003	22	21	95%
May 2002	17	17	100%

May 2001	29	28	96%
Totals	116	112	97%

7.1.10 The Summer Smart/SPRINT program targets high school seniors who fall just below Lander’s admission standards and still show promise of being a successful college student. These students participate in a summer program to earn six hours of credit, become familiar with campus and college life, and review skills necessary for success in college. It gives them a base on which to build a successful college career.

Figure 7.1.10 Summer Smart/Sprint Graduation Rates

	Number of Students Enrolled in Fall After the Summer Program	Graduation Rate	Graduation Rate Plus Those Who Are Attending and Will Graduate Soon
2005	11	NA	100%
2004	16	NA	81.3%
2003	26	NA	42.3%
2002	29	7%	38%
2001	34	41.2%	58.8%
2000	26	35%	42.3%

7.1.11 SASP assists students whose GPA puts them on probation. Participation in the program is voluntary.

Figure 7.1.11 Participation in SASP in Spring Semester

	Number of Students	% Participating Who Withdrew	% Participating Remaining on Probation	% Participating Off Probation	% Participating Suspended
Spring, 2006	Total -427 Participants – 35	6%	31%	46%	17%
Spring, 2005	Total – 364 Participants – 58	NA	NA	NA	NA
Spring, 2004	Total -353 Participants – 83	8%	33%	24%	35%
Spring, 2003	Total -327 Participants – 187	8%	26%	39%	27%
Spring, 2002	Total – 313 Participants – 97	5%	26%	38%	31%

Figure 7.1.12 Study Abroad Activities, Opportunities for Experiencing Other Cultures

	# Summer Study	# Students in Summer	# Students at English University	# Students in Other
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	Tours Offered	Study Tours	During Spring and Fall Semesters	Experiences Abroad
2005-2006	4	28	4	1
2004-2005	5	26	4	

Figure 7.1.13 Students Who Took the International Fine Arts Study Tour				
2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
3	11	4	4	11

Figure 7.1.14 Six-Year Graduation Rates by First-time, Full-time Freshmen			
	Initial Cohort	Completers	Graduation Rate
Fall, 1995	477	230	48.2%
Fall, 1996	437	214	49.0%
Fall, 1997	433	198	45.7%
Fall, 1998	487	209	42.9%
Fall, 1999	494	231	48.4%

7.1.15 Lander focuses on the student aspect of student-athletes: The GPA for athletes is consistently above that of the general student population.

Figure 7.1.15 Student Athletes			
	GPA of General Student Population	GPA of Student Athletes	Number of Student Athletes
2005-2006	2.587	2.82	173
2004-2005	2.578	2.77	160
2003-2004	2.569	2.67	146

7.1.16 Each department has an assessment plan that includes ways to gather data from graduating seniors to help with assessing the major. Departments determine which methods would be most appropriate for them. This information that is gathered is used to improve programs.

Figure 7.1.16 Some Measures Used by Majors for Assessment and the Number of Majors Using Each Method	
Assessment Measures of Majors	Percent of Majors Using, Number=20
Alumni Surveys	17 or 85%
Content Area Exams	14 or 70%
Exit Interviews	14 or 70%
Portfolios, Exhibitions, Concerts, Projects	11 or 55%

Figure 7.1.17 Total Searches Using Library's Electronic Databases			
2005-2006	2004-2005	2003-2004	2002-2003
558,281	247,562	196,676	157,797

Figure 7.1.18 Number of Items in Library Collection			
2005-2006	2004-2005	2003-2004	2002-2003

382,889	373,290	365,914	352,528
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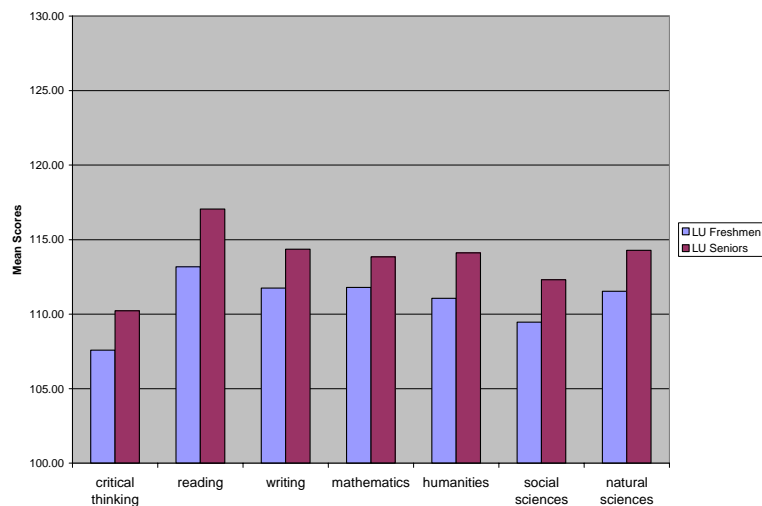
Figure 7.1.19 Number of Persons Entering the Library and Student Computer Lab

2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
254,356	213,028	185,674	196,973	196,465

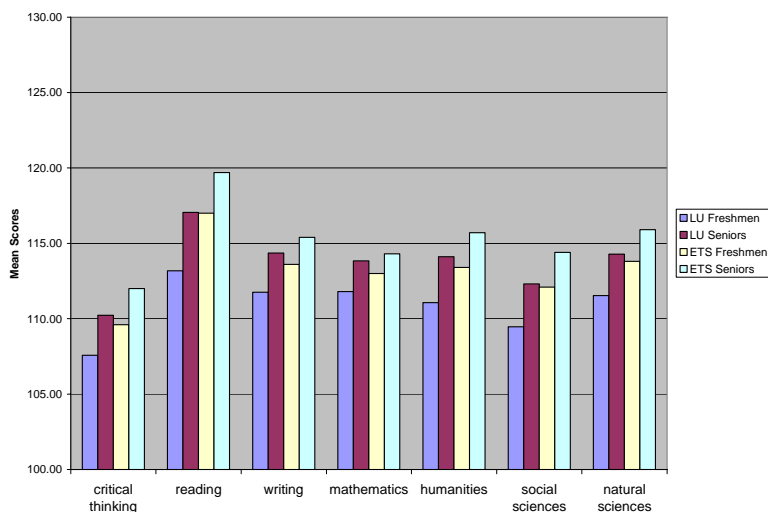
Figure 7.1.20 Internships and Coops

Number	2005-2006	2004-2005	2003-2004
Sections	65	52	61
Students	475	282	289
Majors/Areas	18	15	15

7.1.21 Academic Profile, a test of general education for college students that measures academic skills in the context of humanities, social sciences, and natural sciences for outcomes assessment, is used for assessing General Education. This assessment was started in 2004-2005. Lander seniors score consistently better than Entering Freshmen on all areas of the AP (all differences significant,  $p < .01$ ). These data suggest the General Education program supports Goals A-E.



When compared to the ETS-supplied institutional statistics, Lander's institutional performance was consistently below that of our comparison group (i.e., Master's (Comprehensive) Colleges and Universities I and II) as see in the table below.



One assessment of general education goals is to survey the students to see how they perceive the general education course matches the general education goals.

	Spring, 2006	Fall, 2005
A. Acquire skills to communicate clearly	3.58	3.60
B. Acquire quantitative reasoning skills	3.34	3.63
C. Acquire critical thinking skills	3.99	4.06
D. Understand an understanding of scientific concepts	2.87	3.13
E. Acquire an understanding of social structures and processes	3.41	3.51
F. Acquire and understanding of aesthetic works	2.98	3.12
G. Explore another culture	3.17	2.88
H. Acquire an understanding of health	2.30	2.46

	Number of New Freshmen	Combined Verbal and Math		
		Lander	State	Nation
2005	577	974	993	1,028
2004	655	974	986	1,026
2003	547	992	989	1,026
2002	529	976	981	1,020

	FTE Students	FTE Teaching Faculty	FTE Student/Faculty Ratio
2005	2,428	148.32	16.4
2004	2,524	124.08	20.3
2003	2,455	143.17	17.1



2002	2,422	148.43	16.3
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Figure 7.1.25 Math Lab and Peer Tutoring				
	Math Lab		Peer Tutoring	
	Number of Visits	Number of Hours	Number of Visits	Number of Hours
Spring 2006	331	374.5	436	400.5
Fall 2005	311	328.5	554	522
Fall 2004	388	405.5	NA	NA

## 7.2 Student and stakeholder satisfaction and dissatisfaction.

7.2.1 In order to determine the satisfaction rate of one group of stake holders, the alumni, the Lander Alumni Survey is sent to Lander alumni biennially as required by CHE. The alumni surveyed are graduates who graduated three years earlier.

Figure 7.2.1 Biennial Alumni Satisfaction Survey		
	1999-2000 Graduates, Reported in 2003	2001-2002 Graduates, Reported in 2005
Number of Responses	56	90
Very Satisfied, Satisfied, Somewhat Satisfied with Major Program of Study	54 or 96.4%	87 or 96.7%
Very Satisfied, Satisfied, Somewhat Satisfied with Instruction in the Major	54 or 96.4%	88 or 97.8%
Very Satisfied, Satisfied, Somewhat Satisfied with General Education Program	55 or 98.2%	89 or 98.9%
Instruction in General Education	56 or 100%	87 or 96.7%
Overall Academic Experience	55 or 98.2%	87 or 96.7%

## 7.2.2 Career Services surveys alumni annually.

Figure 7.2.2 Alumni Satisfaction Survey Responses					
Year Graduated	Total Graduates	Number Responding	Percent Responding	Quality of Program Average on Scale of 1-5	Quality of Instruction Average on Scale of 1-5
2003-2004	473	111	23%	4.29	4.19
2002-2003	449	115	26%	4.11	4.11

Figure 7.2.3 Annual Library Satisfaction Survey of Students – Very Satisfied, Satisfied, No Opinion			
	Helpfulness of Student Assistants	Circulation Desk Services	Reference Services
2005-2006	95%	97%	96%

2004-2005	98%	97%	97%
2003-2004	95%	98%	98%
2002-2003	97%	97%	99%

Figure 7.2.4 Annual Library Satisfaction Survey of Students Who Strongly Agreed, Agreed, or Were Neutral

	Comfortable retrieving and using information electronically	Comfortable retrieving and using print material	Comfortable using the Library's Web site	Electronic databases provide relevant information
2005-2006	97%	97%	98%	96%
2004-2005	99%	97%	99%	99%
2003-2004	97%	97%	98%	97%
2002-2003	97%	97%	97%	99%

Figure 7.2.5 Annual Library Satisfaction Survey of Faculty Who Were Very Satisfied, Satisfied, or Had No Opinion on Services

	Circulation: Desk	Reference Desk	Library Instructional	Interlibrary Loan
2005-2006	97%	99%	96%	98%
2004-2005	99%	99%	100%	99%
2003-2004	98%	99%	97%	97%
2002-2003	100%	100%	100%	100%

Figure 7.2.6 President's Anonymous Suggestion Box, 2004-2006

Total	From Students	From Faculty	From Staff	Unknown
54	20	12	13	9

7.2.7 Dining Services conducts online surveys every semester.

Figure 7.2.7 Spring semester Dining Services Survey - Overall Experience

	National Average – Excellent	GUCDH Excellent	GUCDH Average	GUCDH Poor
Spring, 2006	33%	37%	58%	4%
Spring, 2005	29%	31%	65%	5%
Spring, 2004	28%	27%	68%	5%

Figure 7.2.8 Current Employment Status from Career Services Annual Survey of Graduates

	Number	Employed Full-Time	Not Started Job	Seeking Work	Self-Employed	In School	Temporary Work or Part Time
2003-2004	111	85 or 77%	3 or 3%	1 or 1%	0	14 or 12%	8 or 7%

2002-2003	115	88 or 77%	4 or 3%	4 or 3%	4 or 3%	9 or 8%	5 or 5%
2001-2002	98	96 or 87%	1 or 1%	1 or 1%	NA	NA	NA

7.2.9 In August 2005, Career Services began providing an online job posting service for the satisfaction of students and employers called the Lander Career Link. Students can search for part-time and full-time jobs, internships, co-ops, and volunteer opportunities. Students can also upload their resumes for employers to review. Once employers have registered and been approved by the Career Services office, employers can post positions and search resumes.

	Students	Alumni	Employers
Registered	380	63	143
Posted Resumes	130	20	NA
Posted Jobs	NA	NA	125

7.2.10 Career Services sponsors a job fair, the Career Information Exchange (CIE). This is usually held once a year during fall semester. There was not one in 2005 due to campus construction. Participants fill out evaluations of the event.

	2004	2003	2002
Number of Business/Employers	43	50	54

7.2.11 Career Services, in conjunction with Erskine College, sponsors the Education Career Fair every spring. Student teachers can schedule 15-minute interviews with school districts.

	2005	2004	2003
School Districts	44	50	44

Personal contacts through e-mail, phone, or in-person	Meetings between SGA and President’s Council
Student Government Association (SGA)	WebCT (Figure 7.5.6)
Open forums	Course evaluations
Student representation on 20 out of 28 campus-wide committees	Student organizations with faculty and staff advisors
Job fairs (Figures 7.2.10 & 7.2.11)	Interviews
Campus visits and Open house activities	Graduate exit surveys (Figures 7.1.1 to 7.1.3)
Smaller classes and low student-to-faculty	Financial Aid workshops and application

ratio (Figure 7.5.10)	assistance
Open door practiced by President, deans, chairs, faculty	Visits, calls, personal contact from Admissions Office personnel
Faculty/student interaction	Advisor for each student
Posted office hours for faculty members	Surveys
SSS program	Student complaints
EXPO for entering freshmen	Phone-calling program
Lander web site	Freshmen orientation

7.2.13 Listen and Learn – Stakeholders:		
<b>Governing Bodies, Accrediting Agencies, Commission on Higher Education</b>		
Board of Trustee meetings	Guidelines from accrediting agencies	Meetings and conferences
<b>Community</b>		
Community contacts (Figures 7.2.9, 7.2.10, 7.2.11)	Advisory boards for departments	Membership of senior leaders and faculty in service and civic clubs, the Chamber of Commerce
Volunteer activities (Figure 7.5.9)	Board of Visitors	
<b>Other schools (universities, colleges, and high schools)</b>		
Transfer articulation agreements	Personal contacts	Campus visit of school counselors
Attendance at WEPEC, a meeting of 10 school district superintendents	Agreements for student teaching	Contacts with high school guidance counselors
Meetings and conferences		
<b>Employers of graduates</b>		
Job fairs (Figures 7.2.10 & 7.2.11) and posting services (Figure 7.2.9)	Personal contacts	Advisory committees
<b>Alumni</b>		
Surveys (Figures 7.2.1, 7.2.2, & 7.2.8)	Lander on the Road	Alumni Day and Homecoming
Monthly electronic newsletter with e-mail addresses	Area chapters in 3 states	Fee waiver for prospective students from alumni
<b>Faculty and Staff</b>		
Faculty Senate	Committee meetings	E-mails

State of the University address	E-mails of press releases of upcoming news stories	Library surveys (Figure 7.2.5)
Performance reviews	MIE meetings	Provost's newsletters
Weekly Bulletin	Meetings of areas	Surveys (Figures 7.4.5 to 7.4.10, 7.6.a.1, 7.6.b.1, 7.6.c.3, 7.6.c.4)
<b>Suppliers: Book store, food service, office/copier suppliers</b>		
Personal contacts	Meetings, e-mails	Agreements, contracts
Demonstrations	Exchanges at conferences	
<b>Parents</b>		
Parents Weekend	Open House	Letters
Family EXPO		

Figure 7.2.14 Greenwood-Lander Performing Arts Outreach Program Students Attending Performances				
	Number of School Districts	Number of Schools	Number of Students	Number of Performances
2005-2006	3	21	4783	9
2004-2005	2	9	543	2
2003-2004	1	3	320	1
2002-2003	1	2	300	1

Figure 7.2.15 New Entrance Project			
	Completion Date of Paving, etc.	Projected Date for Beginning Landscaping	Projected Date for Completing Landscaping
Start Date	Fall, 2005	Fall, 2006	Spring, 2007

Figure 7.2.16 New Residence Hall and Revitalization of Residence Halls	
Student Residences	Status of Revitalization/Building
Brookside Student Housing	Summer 2006-interior painting; Sprinklers to be installed on a phased-in approach; revitalization to begin summer 2008
Centennial Hall	Completed December, 2005. Occupied, Spring Semester, 2006.
Chipley Hall	Summer 2006-Accessibility issues addressed
Coleman Hall	Building retired; to be sold
Greenwood High Apartments	No longer leasing
Lide Student Housing	Revitalization to start Fall 2006. Tentative completion date Fall 2007 for phase I, Fall 2008 for phase II

Thomason Student Housing	Summer 2006 complete exterior painting
Williamston Student Housing	Fire alarm and interior revitalization complete

Figure 7.2.17 Dining Hall Renovation	
Start Date	Completion Date
2005	January, 2007

7.3 Budgetary and financial performance, including measures of cost containment.

Figure 7.3.1 Energy Consumption					
	Lander, \$/Square Foot	Average SC Colleges, \$/Square Foot	Lowest SC Colleges, \$/Square Foot	Highest SC Colleges, \$/Square Foot	National Average for 4-Year Colleges
2004	\$1.01	\$1.39	\$.96	>\$1.90	NA
2003	\$1.02	\$1.29	\$.96	>\$1.50	\$1.10
2002	\$.96	\$1.21	\$.93	>\$2.00	\$.99
2001	\$1.07	\$1.23	\$.91	>\$1.30	\$.95

7.3.2 For cost containment, Lander's copiers are placed based on volume history. There is no initial capital outlay. From day one, the copiers are placed on cost per copy basis which includes all maintenance and supplies except paper. There are 40 copiers on campus, each placed according to volume history and department needs. The volume is monitored in order to provide the most efficient equipment for an area in the most effective way.

Figure 7.3.3 Efficiency in Procurement				
	2005-2006	2004-2005	2003-2004	2002-2003
Amount in Credit Card Purchases	\$1,358,386.12	\$1,198,035.21	\$897,180.00	\$812,502.00
Number of Credit Card Purchases	7278	6839	6147	5003
Amount in Purchase Orders	\$3,149,116.22	\$9,226,582.11	\$4,613,706.00	\$6,469,593.00
Number of Purchase Orders	835	965	2782	3706

Figure 7.3.4

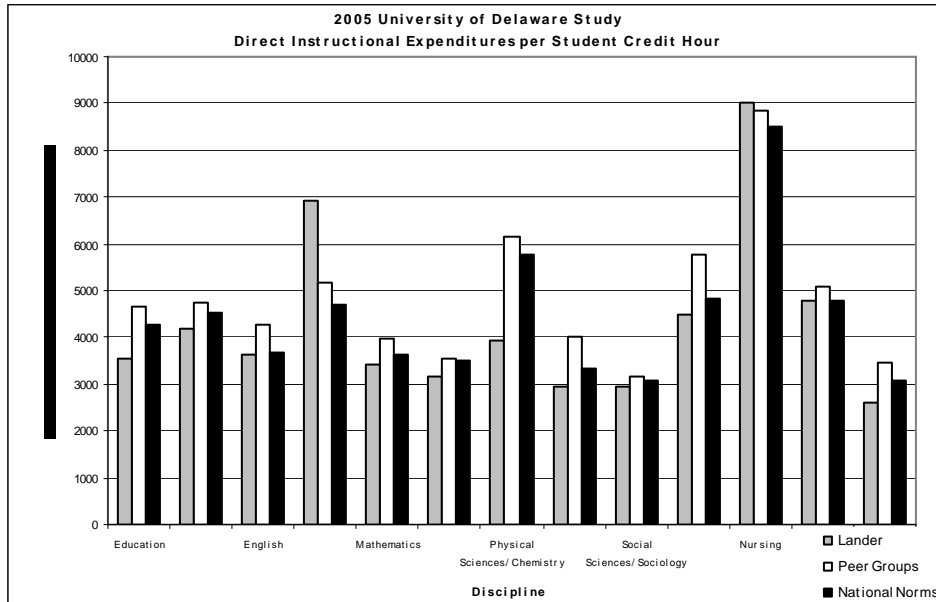


Figure 7.3.5 Administrative Efficiency

	2005-2006	2004-2005
Percentage of Administrative costs to Academic Costs	19.7%	20.3%

Figure 7.3.6 Instruction and Academic Support as a % of Total Expenditures

	2005-2006	2004-2005	2003-2004	2002-2003
Instruction	\$11,144,186	\$10,901,497.00	\$11,578,509.00	\$11,520,560.00
Academic Support	3,308,817	3,198,852.00	1,505,623.00	1,525,639.00
Total of Instruction and Academic Support	\$14,453,003	\$14,100,349.00	\$13,084,132.00	\$13,046,199.00
Total	\$36,845,687	\$34,790,467.00	\$33,152,228.00	\$31,630,555.00
Support as a % of Expenditures	39.2%	41%	39%	41%

Figure 7.3.7 Major Projects Completed With Lander Personnel To Save Money

	2005-2006	2004-2005	2003-2004	2002-2003
Number of Projects	6 projects; Montessori school, Reconfiguring Administrative offices (HR, Procurement and Student Accounts); Cambridge Hall	3 projects; Williamston (3 buildings); Java City, Lockers built for Athletics	5 projects; Williamston; grounds shop; Administrative offices (VPBA, Admissions); Major	8 projects; School of Business renovation; Chipley hall renovation, installation of 2 sprinkler systems; Science floor VCT removal; Grill

projects; Learning Center revitalization		reworking and repair of plumbing in dining hall	renovation; Art annex renovation; Chiller replacement; LC atrium wireless
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7.4 Work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction.

Figure 7.4.1 Training in Software for Faculty and Staff through Technology Learning Center

	Number of Different Courses	Number of Sessions Taught	Number of Attendees
2005-2006	23	59	248
2004-2005	31	76	445
2003-2004	16	42	196
2002-2003	8	16	50
2001-2002	6	12	35

Figure 7.4.2 Grants Given to Faculty

	Number of Grants	Amount of Grants
2005-2006	7	\$29,865
2004-2005	11	\$30,000
2003-2004	28	\$22,521

Figure 7.4.3 Grants Given Staff

	Number of Grants	Amount of Grants
2005-2006	8	\$3,941
2004-2005	6	\$3,189
2003-2004	13	\$6,334

Figure 7.4.4 Recognition of Excellence in Faculty, Staff, and Alumni

Award/Recognition	Promotes	Persons Eligible
Distinguished Alumni	Achievement	Alumni
Distinguished Professor of the Year	Excellence in teaching, scholarship, and service	Faculty
Endowed Professor	Scholarship or Creative Activity	Faculty
Endowed Professor	Teaching	Faculty
Grace Iler Norman Award	Loyalty	Alumni
Grants	Development	Faculty
Professor Emeritus	Excellence	Retired Faculty
Retirement Reception	Loyalty	Faculty and Staff
Sabbaticals	Development	Faculty
Staff Excellence Award for	Excellence	Professional Staff



Professional Staff		
Staff Excellence Award for Support Staff	Excellence	Support Staff
Young Alumni Award	Loyalty	Alumni
Young Faculty Award	Scholarship or Creative Activity	Faculty
Young Faculty Award	Teaching	Faculty

Figure 7.4.5 From the 2004-2005 Employee Satisfaction Survey: I am satisfied with my job. 126 out of 262 or 48% of the staff responded.

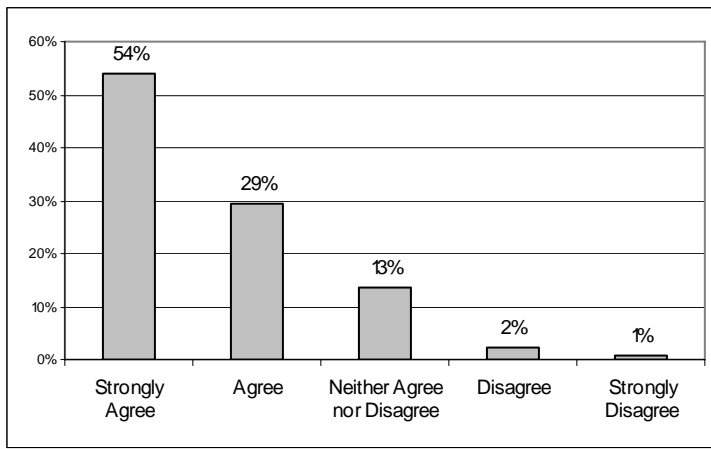


Figure 7.4.6 From the 2004-2005 Employee Satisfaction Survey: Lander's senior leaders create a work environment that helps me do my job. 126 out of 262 or 48% of the staff responded.

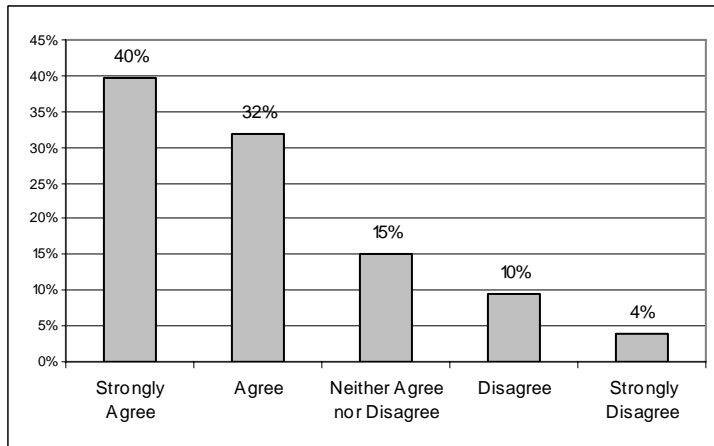


Figure 7.4.7 From the 2004-2005 Employee Satisfaction Survey: My immediate supervisor asks what I think. 126 out of 262 or 48% of the staff responded.

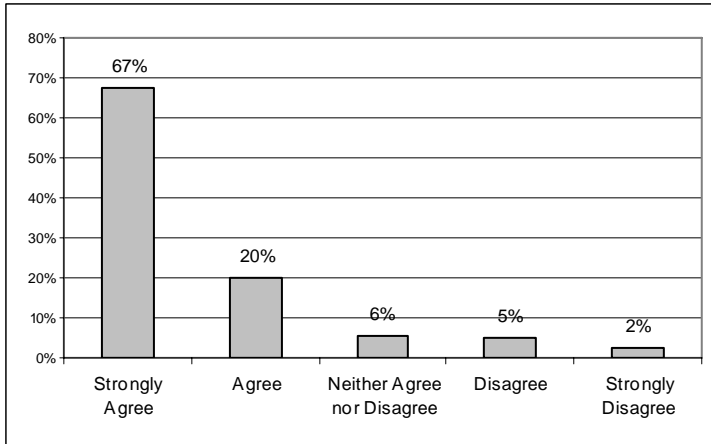


Figure 7.4.8 From the 2004-2005 Employee Satisfaction Survey: I am recognized for my work. 126 out of 262 or 48% of the staff responded.

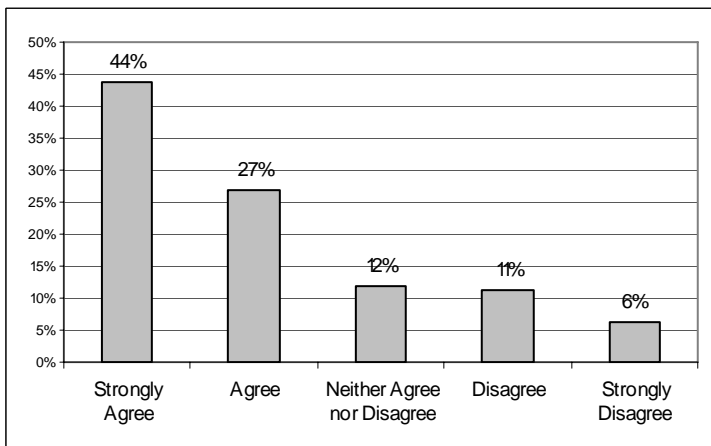


Figure 7.4.9 From the 2004-2005 Employee Satisfaction Survey: The people I work with cooperate and work as a team. 126 out of 262 or 48% of the staff responded.

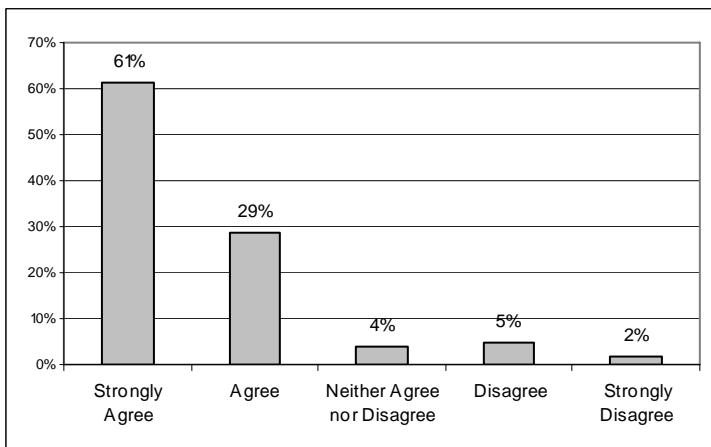
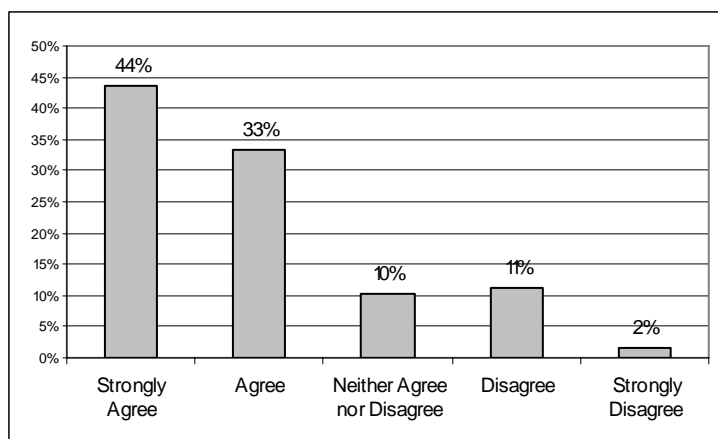


Figure 7.4.10 From the 2004-2005 Employee Satisfaction Survey: I can get everything I need to do my job. 126 out of 262 or 48% of the staff responded.



**7.5 Organizational effectiveness/operational efficiency, learning-centered and support process performance.**

7.5.1 As of June 30, 2006, there was a total of 95 new scholarships established as a result of the Comprehensive Campaign.

**Figure 7.5.1 Increase in Number of Scholarships Due to Comprehensive Campaign**

	2005-2006	2004-2005	2003-2004	2002-2001	2001-2002
Number of Scholarships	25	18	22	19	11

7.5.2 Online programs provide an avenue for learning without having to be physically present in a classroom. In addition to the online degree for RN to BSN, a second online degree in Criminal Justice Management was added in 2006 in response to a need from law enforcement officers who have associate degrees to complete requirements for a four-year degree. It is the first complete online criminal justice program offered by any public educational institution in South Carolina. The Health Care Management Certificate courses are taught online with web-based delivery.

**Figure 7.5.2 Online Degrees Offered**

	2005-2006	2004-2005	2003-2004	2002-2003
Number of Online Degrees Offered	2	1	1	

**Figure 7.5.3 Number of On-line Sections Offered**

	Number of On-line Sections	% of On-line Section Increase/Decrease
2002-2003	N/A	N/A
Fall 2003	8	N/A
Spring 2004	11	37.5%
Fall 2004	13	18.2%
Spring 2005	14	7.7%
Fall 2005	16	14.3%

7.5.4 Lander was committed to providing smart classrooms to support student performance and development and foster a good learning climate. There is a distance learning classroom on the Greenwood campus with 36 computers, and it is linked to a distance learning classroom in Greenville. This allows students to attend classes in either Greenwood or Greenville.

	2005-2006	2004-2005	2003-2004	2002-2003
Number of Smart Classrooms	42 or 82%	35 or 68%	23 or 45%	4 or 8%
Number of Hours Smart Classrooms Used Per Week	20	18	6	NA

7.5.5 Faculty began changing from desk top computers to laptops to give portability and ease in using the smart classrooms.

	2005-2006	2004-2005	2003-2004	2002-2003
Percent of Faculty Having Laptops	90%	78%	54%	7.5%
Number of Faculty Having Tablet Laptops	10	10	0	0

7.5.6 WebCT, the course management software that is used at Lander, has helped with, the education climate, cycle time, contact between faculty and students and with providing access to grades during the semester.

Figure 7.5.6 Use of WebCT, Course Management Software

Semester	Number of Sections	% of Section Increase/Decrease	Number of Faculty	Number of Faculty Using WebCT	Percent of Faculty Use
2002-2003*	57	N/A		19	N/A
Fall 2003	88	54.4%	125	32	25.6%
Spring 2004	111	26.1%	125	41	32.8%
Fall 2004	125	12.6%	131	45	34.4%
Spring 2005	148	18.4%	131	57	43.5%
Fall 2005	266	79.7%	173**	114	65.9%
Spring 2006	266	0.0%	173**	114	65.9%

\*Used Clemson University WebCT server

\*\* Fulltime and parttime faculty

Year	Number	Total Dollars	Average Scholarship
2005-2006	728	\$1,109,691	\$1,528
2004-2005	659	\$1,000,227	\$1,518
2003-2004	654	\$974,537	\$1,490
2002-2003	647	\$915,768	\$1,415
2001-2002	627	\$881,474	\$1,406

Figure 7.5.8 Percent of 5-Year Average Enrollment of First-Time Freshmen by Counties With 1 Percent or More of Total			
Counties	Percent	Counties	Percent
Abbeville	3.1%	Laurens	4.9%
Aiken	2.2%	Lexington	7.0%
Anderson	8.2%	Newberry	2.7%
Barnwell	1.5%	Oconee	1.1%
Berkeley	1.1%	Pickens	1.8%
Charleston	3.0%	Richland	4.6%
Chester	1.0%	Saluda	1.3%
Darlington	1.0%	Spartanburg	3.9%
Florence	1.0%	Sumter	1.0%
Greenville	11.9%	Union	1.5%
Greenwood	15.2%	York	3.5%
Kershaw	1.3%		

7.5.9 A campus audit was conducted in March, 2004. Lander organizations were asked if they had a civic engagement component. Several organizations would work on the same service project.

Figure 7.5.9 Student Organizations and Service Projects		
Total Number of Student Organizations	Number of Student Organizations Participating in a Civic Engagement	Approximate Number of Different Service Projects
62	61	48

Figure 7.5.10 Fall FTE Student/Faculty Ratio			
Fall of --	FTE Students	FTE Teaching Faculty	FTE Student/Faculty Ratio
2000	2211	136.75	16.2
2001	2226	130.9	17.0
2002	2422	148.43	16.3
2003	2455	143.17	17.1
2004	2524	124.08	20.3
2005	2428	148.32	16.4

Figure 7.5.11 Faculty With Tenure and Terminal Degree
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	Total Faculty	Number With Tenure	Number With Terminal Degree
2001	106	80	78
2002	116	74	75
2003	124	69	89
2004	121	65	86
2005	127	72	87

Figure 7.5.12 FTE Employees				
2001	2002	2003	2004	2005
278.54	297.54	281.08	289.41	285.63

Figure 7.5.13 Book Store Performance				
	2006	2005	2004	2003
Revenue	1,606,735.98	1,699,815.92	1,684,658.64	1,644,883.87
Expenditures	1,504,649.19	1,531,655.82	1,467,727.50	1,442,103.57
Excess	102,086.79	168,160.10	216,931.14	202,780.30
Excess as % of Revenue	6.35%	9.89%	12.88%	12.33%

Figure 7.5.14 Freshmen Application History				
Fall	Applications Received	Applications Accepted	Applications Enrolled	% Enrolled of Accepted
2001	1453	1259	489	38.8%
2002	1603	1293	529	40.9%
2003	1668	1351	547	40.5%
2004	1750	1485	655	44.1%
2005	1856	1229	577	46.9%

Figure 7.5.15 Number of High Schools Visited to Recruit Students				
	2005-2006	2004-2005	2003-2004	2002-2003
South Carolina	135	138	151	148
Georgia	23	19	17	15
North Carolina	2	2	2	2
Other States	0	0	0	0

Figure 7.5.16 University Committees Dealing With Safe, Secure, and Healthy Working Environment	
Committee	Function
Bloodborne Pathogens Committee	Focuses on eliminating or minimizing exposure to blood or other potentially infectious materials
Committee on the Disabled	Reviews issues related to access and reasonable accommodations for faculty, staff, and students
Ethics in Research Committee	Assures adherence to regulations of the U. S.

	Department of Health and Human Services and the U. S. Public Health Services' Policy on Humane Care and Use of Laboratory Animals
Parking and Traffic Committee	Reviews traffic and parking regulations
Public Safety Committee	Reviews recommendations concerning safety on campus, especially for hazardous weather, lighting, safety and security of individuals and their property
Student Health Advisory Committee	Develops annual program for health education presentations and activities

7.5.17 The year 2005-2006 was the first year with the School Dude work order system for ITS.

	Total Work Requests	Completed	Declined	Forwarded to Physical Plant	Voided	Duplicates
2005-2006	1,255	1,111	1	107	27	9

	Head Count	FTE
2005	2,703	2,428
2004	2,918	2,524
2003	2,950	2,455
2002	2,947	2,422

	Male	Female	Black	White	Hispanic	Other
2005	194 or 33.6%	383 or 66.4%	142 or 24.6%	393 or 68.1%	12 or 2.1%	30 or 5.2%
2004	211 or 32.2%	444 or 67.8%	155 or 23.7%	477 or 72.8%	7 or 1.1%	16 or 2.5%
2003	190 or 34.7%	357 or 65.3%	93 or 17.0%	444 or 81.2%	3 or 0.5%	7 or 1.3%
2002	193 or 36.5%	336 or 63.5%	77 or 14.6%	441 or 83.4%	4 or 0.8%	7 or 1.3%

	Students from South Carolina	Students from Other States	Students from Foreign Countries	Totals
2005	2,566 or 94.9%	85 or 3.1%	52 or 1.9%	2,703
2004	2,782 or 95.3%	95 or 3.3%	41 or 1.4%	2,918
2003	2,804 or 95%	103 or 3.5%	43 or 1.5%	2,950

2002	2,798 or 95%	96 or 3.2%	53 or 1.8%	2,947
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Figure 7.5.21 Transfer Applications				
	Applications Received	Applications Accepted	Applications Enrolled	% Enrolled of Accepted
2005	548	331	224	68%
2004	464	375	242	60%
2003	464	365	220	60%
2002	487	377	225	65%

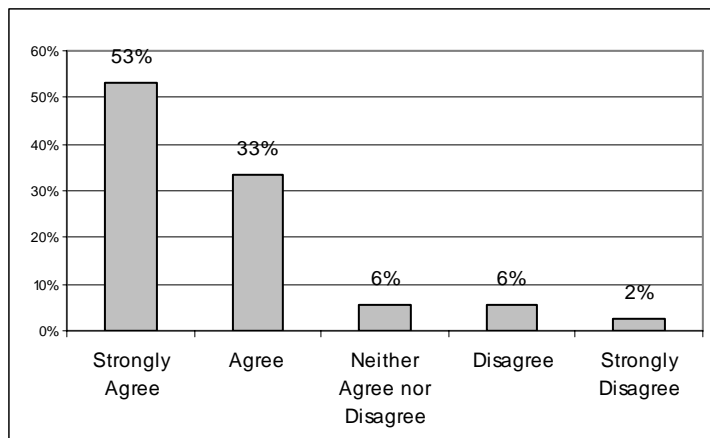
Figure 7.5.22 Number of Students Served by Health Services				
2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
1307	1789	1376	1650	1471

## 7.6 Leadership and social responsibility:

### a.) accomplishment of your organizational strategy and action plans

In 2002, the Strategic Plan was formulated. There were five goals, twenty-four objects, and eighty-two action items

Figures 7.6.a.1 I know my organization's mission (what it's trying to accomplish). 126 out of 262 or 48% of the staff responded.



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

Figure 7.6.b.1 From the 2004-2005 Employee Satisfaction Survey: My organization obeys laws and regulations. 126 out of 262 or 48% of the staff responded.



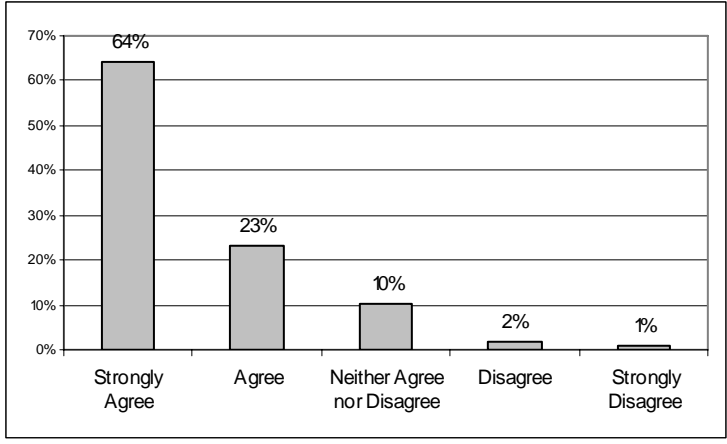


Figure 7.6.b.2 From the 2004-2005 Employee Satisfaction Survey: My organization has high standards and ethics. 126 out of 262 or 48% of the staff responded.

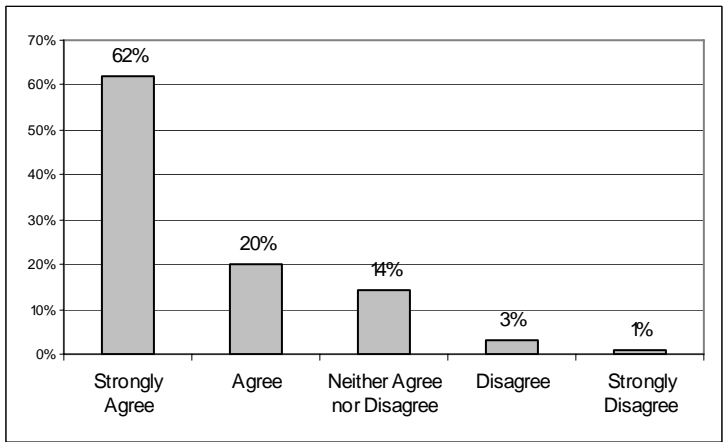


Figure 7.6.b.3 From the 2004-2005 Employee Satisfaction Survey: Lander's senior leaders share information about the organization. 126 out of 262 or 48% of the staff responded.

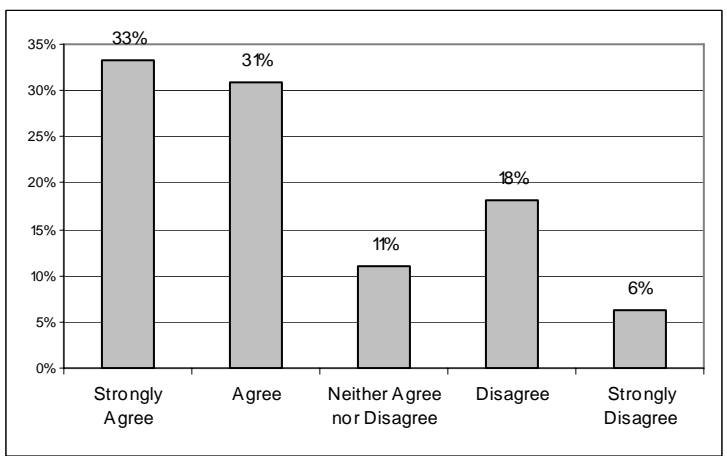


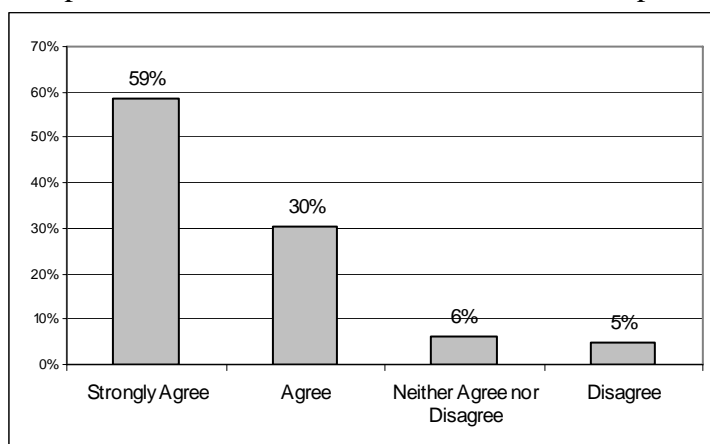
Figure 7.6.b.4 Honor Code Violations			
	2006	2005	2004
Heard by Academic Honor Council	1	2	0
Handled by Faculty	2	6	7

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

7.6.c.1 Lander undergoes an annual audit by independent auditors on the financial reports of the University. Lander has had no reportable findings, as illustrated by the auditor's reports from the past four years. The state of South Carolina has legislative auditors on staff that performs periodic audits on various functions on the Lander campus. The last state legislative audit was for the year ending June 30, 2000. State procurement audits are performed every three years, the most recent being for the period ended 2002 and June 30, 2005. These audits have been consistently favorable with only minor suggestions and corrections made.

Figure 7.6.c.2 Accredited Programs		
Accreditation Body	Date of Last Accreditation	Length of Accreditation
AACSB	2003	2008
SACS	1996	2007
NASAD	2005	2010
NASM	2003	2013
NCATE	2005	2011
NLNAC	2003	2011

Figure 7.6.c.3 From the 2004-2005 Employee Satisfaction Survey: I have a safe workplace. 126 out of 262 or 48% of the staff responded.



**There were no responses of “Strongly Disagree” to question 7.**

7.6.c.4 Police officers at Lander University are on duty 24/7. There are 23 emergency telephones and 62 surveillance cameras on campus.

Figure 7.6.c.4 Arrests			
	2005-2006	2004-2005	2003-2004
Assault, Simple & Aggravated	6	2	1
Counterfeiting/Forgery	0	0	1
Intimidation	0	1	0
Theft & Burglary	0	16	0
Other Larceny	2	2	0
Drug/Narcotics	8	4	0
Disorderly Conduct	3	8	0
Alcohol Related	15	7	3
Trespass	6	1	2
Other Offences	7	2	1
Not Reported to State	1	0	0
Total Charges	48	43	8
Total Arrests	42	42	8