

Lander University

Accountability Report, 2006-2007



Lander University
Greenwood, SC 29649
September, 2007

Accountability Report Transmittal Form

Organization Name _____ Lander University _____

Date of Submission _____ September 10, 2007 _____

Organization Director _____ Dr. Daniel W. Ball _____

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Section I – Executive Summary

1. Organization’s stated purpose, mission, and values

Realizing that the university needed a new mission statement and purpose and value statements, the process of achieving these goals was started in fall, 2006. Faculty, staff, students, and alumni were involved in determining the content of these statements. The new purpose, mission, and values will be presented to the Board of Trustees at their September, 2007, meeting for its approval.

The current mission statement is:

Grounded in the belief that education is a liberating force which makes it possible for the 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 of 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

The top six major achievements from 2006-2007 included:

- Surpassing the Comprehensive Campaign goal of \$15 million
- Received \$1.5 million funding from Greenwood City Council to transform the property purchased into the Recreation, Wellness, and Sports Complex. The property purchased expanded the size of the campus by 25 percent, from 100 acres to around 125 acres
- Renovation of the dining hall which reopened January, 2007, and strengthening the bond with the Greenwood community by serving Sunday brunch
- Recommending that SAT/ACT scores be increased over a period of three years for admission to Lander University
- Recommending that Lander become the first tobacco-free university in South Carolina with a ban on use of tobacco – both indoors and outdoors – to be implemented August, 2007
- Published the inaugural report on faculty achievement: Saluting Our Teacher-Scholars, 2005-2006

3. Key strategic goals for the present and future years

See Strategic Planning Chart (Section III Category 2)

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.)

- Funding - One major barrier is the increasing cost of tuition. Since higher education is only assisted with providing funds needed to provide a quality education, Lander has had to increase tuition. With many first generation students attending Lander University, many of their parents find it difficult to finance a college education for their child. Numerous students have to borrow money for their education and therefore graduate with a large amount of debt.
- Nursing Shortage - Lander, with one of the oldest and most successful programs in South Carolina, is initiating a program designed to double its RN/BSN graduating class. In order to do this, Lander plans to increase the number of students graduating from its nursing programs.
- Facilities - A multi-purpose university center is desperately needed. The existing space was built in 1978 to accommodate the student body of 800. Now with over triple those numbers, our student activities are severely limited because of the absence of flexible space.
- Space - Lander University has one of the highest student population densities of the four-year state universities. Strides were made to address this barrier with the recent purchase of a shopping center of about 25 acres which was located just one tenth of a mile from campus. Efforts are under way to fund the renovation of the site for the Recreation, Wellness and Sports Complex which will provide much needed space for Lander students. This will also provide excellent facilities for Lander's athletic

programs and enhance the recruitment of students as well as student athletes. The complex will strengthen the ties with Greenwood since the community will have access to the facilities through programmatic partnerships with the city, county, and industry. Funding will remain a barrier for the complex to become a reality.

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

The accountability report alerted the University that the mission statement needed to be revised and the purpose and value statements needed to be written. Faculty, staff, students, and alumni were surveyed. The process of writing those statements focused the attention of the entire University on the principles and ideals that are important and essential to Lander.

Since the faculty was surveyed for the first time and the staff surveyed for the second time for satisfaction and dissatisfaction, this gave the President's Council and others an opportunity to look at the results and decide actions needed.

The need for training of faculty and staff was recognized. The result was a four-day workshop required of all supervisors, a workshop on law and the workplace for faculty and staff, and a two-day workshop for non-supervisory staff on Success in the Workplace.

The importance of involving the entire campus in institutional effectiveness endeavors resulted in a workshop for all support areas. By the end of the session, each support area had addressed institutional goals by writing indicators and expected outcomes for their areas, giving the source for the information, and assigning responsibility for the indicator. The calendar for the Strategic Plan was changed in order to have recommendations for action plans for the budget for the following year.

Section II – Organizational Profile

1. Your organization's main educational programs, offerings, and services and the primary methods by which these are delivered

- Bachelor of Arts - majors in 4 subjects with 3 emphases
- Bachelor of Science - majors in 22 subjects with 22 emphases
- Minors or certifications in 33 subjects
- Master of Arts in Teaching in secondary education with a concentration in art and
Master of Education in elementary education
- On-line degrees in nursing (RN to BSN) and criminal justice management
- Honors Program and Study Abroad Program (Tables 7.1-11 & 7.1-12)
- Almost 60 student clubs and organizations
- 11 men's and women's NCAA Division II intercollegiate athletics teams
- Academic Advising (Table 7.2-1)
- Instructional Services (for tutoring and disabilities) (Tables 7.1-20)
- Campus recreation and intramurals (Table 7.2-15)
- Career Services (Tables 7.2-8 & 7.2-9)
- Counseling Services
- Health Services (Table 7.5-21)
- Housing and residential life

- Library (Tables 7.1-16, 7.2-4 to 7.2-6)
- Multicultural affairs
- Student Activities
- Information Technology Service Help Desk and Computer Labs
- Bearcat Web
- Web CT (Table 7.5-6)
- Lectures
- Laboratory experiences
- Clinicals
- Cooperative education and internships (Table 7.1-17)
- On-line courses (Table 7.5-3)
- Private instruction
- Student teaching
- Studio experiences

2. Your key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations

- Students from the state of South Carolina (Table 7.5-19) especially those in the surrounding region, students from other states and foreign countries, part-time students, non-traditional students -- Expectation to graduate from a high-quality university with knowledge, values, and skills necessary for success. Individualized attention from a dedicated and student-centered faculty and staff.
- Lander faculty and staff – Expectations include an intellectually challenging environment, opportunities to teach students, participation in scholarship and research, a safe environment (Tables 7.6.c-3 & -4), respect and fairness (Tables 7.4-8 & -9), to be kept well informed (Tables 7.6.b-5 & - 6), to have a voice in decisions (Tables 7.4-7 & 7.6.b-6), to have a fair wage and benefits.
- Board of Trustees – Expectations include a fiscally-sound university that serves students with quality programs.
- Alumni – Expectation that Lander’s reputation as a quality university will continue to grow so that degrees will increase in value and that they participate in an extended community for networking, future contacts, and involvement.
- Parents of students – Expectation of having their child receive a quality education at affordable prices and having their child become a productive citizen.
- Citizens, the businesses, and the industries in Greenwood and the surrounding area – Expectation of educated graduates for schools and business (Table 7.2-8), lifelong learning opportunities, cultural and intellectual and athletic events to improve the quality of life and to attract new businesses.
- Public Schools – Expectation of providing student teaching opportunities and of hiring graduates as teachers (Table 7.2-9) and for interaction with Lander faculty to provide enriching experiences for teachers and students in K-12.

3. Your operating locations

- Main campus at 320 Stanley Avenue, Greenwood, SC 29649-2099

- 5 degrees offered through the University Center of Greenville, 225 South Pleasantburg Drive, Greenville, SC 29607

4. The number of employees you have, segmented by faculty and staff or other appropriate categories

	Faculty	Staff
Permanent Full-Time	133	178
Part-Time	NA	2

5. The regulatory environment under which your organization operates

- Federal and state rules and regulations
- South Carolina Commission on Higher Education
- Commission on Colleges of the Southern Association of Colleges and Schools (SACS).
- Association to Advance Collegiate Schools of Business (AACSB)
- National League for Nursing Accrediting Commission (NLNAC)
- National Council for Accreditation of Teacher Education (NCATE)
- National Association of Schools of Music (NASM)
- National Association of Schools of Art and Design (NASAD)
- Program in Nursing approved by the State Board of Nursing for South Carolina
- Teacher Education programs approved by the state of South Carolina
- National Collegiate Athletic Association (NCAA)
- Department of Health and Environmental Control (DHEC)
- Occupational Safety and Health Administration (OSHA)
- Regulatory agents for the graduates in nursing and education

6. Your governance system (the reporting relationships between your governance board/policy making body and your senior leaders, as appropriate)

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

7. Your key suppliers and partners

- High schools in South Carolina, especially those in the surrounding seven-county area
- High schools outside of South Carolina
- Technical colleges in South Carolina
- Junior colleges in South Carolina

Partners that provide opportunities for our students include:

- Local and regional school districts that provide opportunities for students
- Self Regional Healthcare which provides clinical experiences for nursing students
- Greenwood Genetic Center
- Local and state businesses and industries

- Citizens in the community & state

8. Your key competitors

- Other four-year universities in South Carolina, both public and private
- Technical colleges and junior colleges in South Carolina

9. Your principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation

Positive impact:

- Terminally degreed faculty who teach the vast majority classes
- Nurturing atmosphere of a private institution at public institution prices
- Small class size
- An attractive, functional, and energy-conscious campus
- State-of-the-art new residence hall
- Acreage for future development of a recreation, wellness, and sports complex
- Partnerships with the community
- Opportunities for international travel and study
- The Lander Foundation

Negative impact:

- Cost of operation of the university borne more by students and less by State
- Increasing demands for funding technology
- Increasing difficulty in the recruitment and retention of qualified faculty
- Inadequate student preparation for performing college-level work
- Ability of students to retain LIFE scholarships
- Higher education “voucher” system draws resources from public institutions to private institutions

10. Your key strategic challenges

Financial – Level of state funding has declined from 43 percent to 25 percent between 2000 and 2007. As a result, large tuition increases were necessary and placed a burden on students. Many students are graduating with a large debt. Lander makes an effort to increase scholarships. Funding for technology continues to be a challenge.

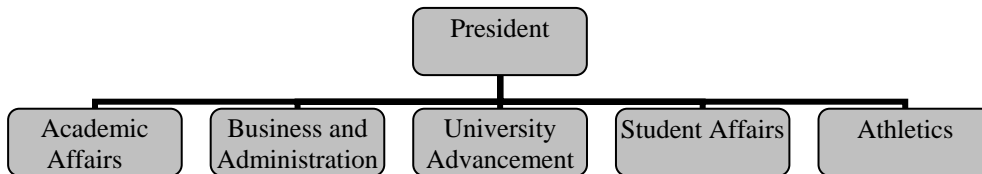
- Community-related - With a growing retirement community, Lander needs to provide continuing education opportunities.
- Facilities – Although Lander has a beautiful campus, many of the buildings are getting older and need to be revitalized. Numerous residence halls need renovation. A university center is needed. With the size of the student body tripled, the current space available is inadequate, and student activities are severely limited. Providing funding for a Recreation, Wellness, and Sports Complex will result in excellent facilities for the stakeholders.
- Human Resources – Replacing retiring faculty and staff is a challenge. Providing competitive salaries is challenging. Lander will be competing with other higher education institutions, both in the state and out of the state. Continuous training and learning opportunities for current staff need to be provided.
- Academic – Increasing student enrollment and increasing the retention and graduation rates are challenges. Students, who have acceptable GPAs for continuing in college, are losing

LIFE scholarships and the financial means of continuing their education. Students need to be provided with quality experiential learning experiences. New academic programs need to be provided for changing needs of society.

11. Your performance improvement systems

- Strategic planning and budgeting process
- Accountability Report
- Annual review of all employees
- Promotion and tenure process for faculty
- Vigorous six-year post-tenure review for all faculty
- Accreditation by outside agencies
- Surveys of faculty, staff, students, alumni
- Stakeholder advisory groups
- Student advising assessment
- Student evaluations of teaching
- Exit interviews of senior students
- Exit interviews of employees
- Various methods used by majors for assessing programs (Table 7.1-15)
- Institutional Effectiveness Report required by CHE
- Regular financial audits

12. Your organizational structure



13. Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 17,239,808	\$ 7,498,740	\$ 17,685,063	\$ 7,910,454	\$ 18,209,817	\$ 8,160,450
Other Operating	\$ 9,639,997		\$ 9,822,259		\$ 12,091,864	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 4,508,960	\$ 1,772,291	\$ 4,748,059	\$ 1,915,412	\$ 4,674,913	\$ 2,014,748
Non-recurring						
Total	\$ 31,388,765	\$ 9,271,031	\$ 32,255,381	\$ 9,825,866	\$ 34,976,594	\$ 10,175,198

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	\$ 1,000,000	\$ 174,252
Capital Reserve Funds		
Bonds	\$ 994,521	

14. Your Major Program Areas Chart

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
45010000 Education & General	#####	State: 7,498,740.00 Federal: 357,484.00 Other: 16,377,697.00 Total: 24,233,921.00 % of Total Budget: 72%	State: 8,160,450.00 Federal: 450,661.00 Other: 16,086,634.00 Total: 24,697,745.00 % of Total Budget: 72%	7.3-2, 7.3-4 7.5-5, 7.3-6
60000000 - Auxiliary Enterprises	Auxiliary Enterprises are those functions that charge for their services such as housing, health services and food service.	State: Federal: 18,236.00 Other: 5,068,972.00 Total: 5,087,208.00 % of Total Budget: 15%	State: Federal: 18,236.00 Other: 5,085,700.00 Total: 5,103,936.00 % of Total Budget: 15%	7.2-7, 7.5-11
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.	State: 1,772,291.00 Federal: 1,855.00 Other: 2,655,989.00 Total: 4,430,135.00 % of Total Budget: 13%	State: 2,014,748.00 Federal: 1,608.00 Other: 2,658,557.00 Total: 4,674,913.00 % of Total Budget: 14%	
		State: 9,271,031.00 Federal: 377,575.00 Other: 24,102,658.00 Total: 33,751,264.00 % of Total Budget:	State: 10,175,198.00 Federal: 470,505.00 Other: 23,830,891.00 Total: 34,476,594.00 % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
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* 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.

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

1. How do 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 actions reflect a commitment to the organizational values?

Avenues of deployment include regular meetings of the President’s Council, the faculty, the Academic Council, the Faculty Senate, colleges and departments, non-academic areas, student leaders, and Student Government. The senior leaders practice an open door policy. Press releases keep the community informed. There is a monthly electronic newsletter to alumni, a semiannual Lander Magazine, and an annual President’s Report. The President gives an annual State of the University address each fall. The Strategic Plan cycle involves faculty and staff. The writing of new mission, value, and vision statements involved the entire Lander community, including faculty, staff, students, and alumni.

2. How do senior leaders create a focus on action to accomplish the organization’s objectives, improve performance, and attain your vision?

The senior leaders meet weekly to discuss, plan, and coordinate the affairs of the university. They participate in the annual cycle for the Strategic Plan. All supervisors, directors, and deans attended a workshop to address writing good indicators to fulfill the goals in the Strategic Plan. Annual evaluations of faculty and staff help them to focus on objectives and making changes for improvement.

3. How do 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?

Annual audits of the university’s financial report are 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 according to 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.

All areas are mandated to obey state and federal laws and regulations. The senior leaders approved a workshop for all employees on raising awareness of legal issues in context of the work place. The *Faculty Handbook*, the *Lander Manual for Administration and Staff*, and the *Student Handbook* require legal and ethical behavior. There are policies that deal with matters such as substance abuse and sexual harassment. Academic Affairs subscribes to and encourages leaders to read *Campus Legal Advisors*. A law firm is retained for legal matters. Various accrediting agencies and reports submitted to state, regional and federal agencies require accountability. Surveys of faculty (Table 7.6.b-4) and staff (Table 7.6.b-3) gave their assessment of having standards and ethics. Surveys of faculty (Table 7.6.b-2) and staff (Table 7.6.b-1) gave their assessment of whether Lander obeys laws and regulations. The Lander

Office of Safety and Compliance ensures compliance with OSHA, the South Carolina Fire Marshal's Office, DHEC and other regulatory agencies.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

Faculty are mandated to pursue professional development (Table 7.5-22) through the annual evaluation system. Lander faculty can attend Clemson workshops on teaching performance. Both faculty (Table 7.4-2) and staff (Table 7.4-3) can apply for grants for education and professional development. Information Technology Services provides software training (Table 7.4-1), and the Office of Human Resources schedules relevant workshops. There is annual recognition of excellence in faculty and staff (Table 7.4-4). Faculty (Table 7.4-6) and staff (Table 7.4-5) were surveyed as to whether senior leaders create a work environment that helps them do their jobs.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Senior leaders have a policy for approaching retirements. The promotion/tenure process helps with faculty career progression. The annual evaluation of faculty and classified employees helps to identify potential leaders and to maximize their potential. Leadership positions are often filled from within; recent examples include a head coach, Director of Financial Services, Director of Engineering Services, and three academic deans.

6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

Annual evaluations of faculty (Table 7.5-22) and staff concentrate on past achievements and future performance. Vice Presidents and the Athletic Director are responsible for providing a two-way communication system. Communication is also done through meetings and e-mail. The Vice Presidents and Athletic Director e-mail summaries of the accomplishments and events in their areas. There are awards that recognize excellence for the faculty and staff (Table 7.4-4). Raises for faculty members are based on merit, and a faculty member will receive a raise when he/she is promoted. Staff (Table 7.4-7) were asked if their immediate supervisor asked them what they thought. Staff (Table 7.4-8) and Faculty (Table 7.4-9) were asked if they were recognized for their work.

7. How does your organization evaluate the performance of your senior leaders, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The Board is responsible to the Legislature. The Board evaluates the President. The President evaluates the Vice Presidents and the Athletic Director. Annually faculty members rate the President, the Vice President for Academic Affairs, their dean, and their chair. The deans rate the president and provost. Faculty members evaluate their dean and chair. Senior leaders examine the feedback from various surveys. They use this information to improve their leadership effectiveness.

8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

After a few 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.

Senior leaders evaluate resource priorities, such as faculty salaries, technology, and space. The Office of Institutional Research provides data. The Strategic Plan cycle and surveys are used. There is an Emergency Action Plan which is being updated, and Information Technology Services is working on a Disaster Recover/Business Continuity Plan. Enrollment (Table 7.5-17) and retention, important due to their impact on financial resources, are closely watched. Preparation for reaccreditation of the university and various majors (Table 6.6.c-2) can focus on problems. Programs not meeting productivity standards are alerted, and progress is checked.

9. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities?

Senior leaders are members of civic organizations such as Kiwanis, Rotary, and the Chamber of Commerce. They interact with leaders in the community. The President participates in the Western Piedmont Educational Consortium and a CEO Community Roundtable. He serves on the REC Board. The Provost meets with other higher education and K-12 schools in the area. There is now an agreement with Greenwood Christian School for dual enrollment.

Senior leaders encourage student organizations to become involved with community service projects. There were four major university-wide service projects. In addition there were over 100 service projects from 69 student organizations. In planning the proposed recreation, wellness, and sports complex, the senior leaders provided access for the community by including a walking trail, a health and fitness center, and a park. Partnerships with K-12 schools, community service organizations, and businesses are encouraged. Education majors observe and have supervised teaching experiences in the local school systems. Students participate in internships in local agencies and businesses.

Lander has been a leader in protecting the environment by pursuing LEEDS certification of the new residence hall. A Sustainability Officer has been appointed to oversee activities and projects in environmental issues.

The university provides cultural, intellectual, and athletic events. Lander is in partnership with Greenwood to provide cultural events through the Greenwood Lander Fine Arts Series. In 2006-2007, cultural events were provided to K-12 students in the Greenwood area schools (Table 7.2-12). Lander, Self Regional Health Care, and the Greenwood Family YMCA sponsored a weight-reduction program. Business people, health care professionals, educators, and other community leaders are asked to serve on advisory panels and participate on the Board of Visitors.

Section III – Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:

The Strategic Plan was a result of the collective work of the Lander community, including students, faculty, staff, alumni, community leaders, and other constituents in 2002. The annual cycle of Strategic Planning involves the Board of Trustees, the President, the President's Council, and staff and faculty. The Vice Presidents and the Athletic Director are to engage their area in the process of reviewing program goals, formulating objectives/indicators, determining the means of goal assessment and the criteria for success, summarizing the results, and indicating the improvements made. The Strategic Planning cycle fits into the budget planning cycle.

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

The President and the President's Council are responsible for the overview of the strengths, weaknesses, opportunities, and threats. They use this information to identify objectives/indicators and action plans which address the five broad goals of the Strategic Plan.

Strengths

A quality state-assisted university that offers strong academic programs

A focus on teaching with more credit hours produced with fewer faculty at lower cost (Table 7.3-3)

Attractive campus and functioning physical plant

A state-leader in using technology to assist and improve teaching providing "smart" classrooms (Table 7.5-4) and laptops to assist faculty with teaching (Table 7.5-5)

Providing a tool for success for incoming freshmen by requiring them to purchase laptops

Establishing a T.R.A.C.S. - Technology Resource Assistance Center for Students to help maintain laptops students have purchased as a University requirement

Positive relationships and partnerships with the community for providing experiential learning experiences (Table 7.1-17) and cultural events (Table 7.2-12)

Size of the institution and location

Weaknesses

Dependence on tuition revenues in view of declining state funding

Size of the institution and location

Recruiting and hiring quality faculty and staff

Lack of an adequate multi-purpose University Center for students and patrons

Opportunities

Build a Recreation, Wellness, and Sports Complex to benefit Lander and the Greenwood community (Table 7.2-16)

Initiation of an incentive program to address shortages of faculty in critical needs areas

Threats

Decrease in state support which has resulted in increases in tuition

Competition with other institutions of higher learning for qualified faculty

b. Financial, regulatory, and other potential risks;

Risks include satisfying the requirements for accrediting agencies and state and federal mandates as well as fulfilling internal needs such as the strategic plan.

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

Because there is a continuous cycle of strategic planning, the university can quickly adapt to shifts.

d. Human resource capabilities and needs;

Based on annual faculty and staff surveys and the needs of the University, the University offered training workshops and opportunities for professional development (Table 7.4-14).

e. The opportunities and barriers you described in the Executive Summary, (question 4);

Students receive counseling concerning the wise use of financial aid. Lander is addressing shortages of various critical needs areas in the state, such as nursing, teaching, sciences. Lander is in need of a University Center and is pursuing funding. To expand the campus and provide facilities for the athletic programs, the Lander Foundation acquired 25 acres one tenth of a mile from campus and is pursuing funding for developing the site (Table 7.2-16).

f. Long-term organizational sustainability and organizational continuity in emergencies;

The President appointed a 3-person committee to review the current Emergency Action Plan, develop a system of emergency notification, and provide education and training as necessary. Procedures are in place to maintain the databases of the university and to provide the firewalls and virus protection and backups necessary to protect the electronic resources. A Disaster Recovery/Business Continuity Plan will include an alternative data center.

g. Your ability to execute the strategic plan

Personnel, procedure, resources are in place to execute the strategic plan: The President and President's Council are empowered to execute the Strategic Plan.

2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile? (Section II, question 10).

Lander has identified five broad goals in the Strategic Plan: learning, enrollment, linkages, environment, and accountability. The strategic objectives/indicators that are the focus for this year fall under one of these goals.

3. How do you evaluate and improve your strategic planning process?

Short-term objectives/indicators are expanded from the five long-term strategic goals. At one stage in the annual strategic planning cycle, each area has an opportunity to revise or eliminate objectives/indicators. Action items are changed each year to reflect the activities to achieve the objectives/indicators. The President and Board of Trustees are involved in the process and must give final approval. This year the President's Council recognized the need to help and encourage all areas in writing objectives/indicators. Supervisors and directors in all areas were required to attend a training workshop to focus on writing objectives/indicators, indicating the kind of data needed, identifying sources of data, and assigning responsibility for achievement. A standardized format will be adopted so that all areas are uniform. Strategic planning is a continuous process with options of making changes. For example, the Academic Council had an all-day workshop to evaluate outcomes, consider budgetary implications, and revise action items as necessary.

4. How do you 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 strategic plan is on a continuous annual cycle. Vice Presidents and the Athletic Director are responsible for developing and assessing the action plans that fall under their area. In spring, 2007, there was a training workshop for managers of all areas to help them in developing action plans. The deadlines for various phases of the strategic plan have been changed to better fit with the budget cycle for allocation of resources. Any action item that involves funding has to be approved by the President, and the budget is approved by the Board of Trustees.

Table 2.1 Strategic Planning Chart			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 06-07 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures
4501000 Education and General	Increase Student Learning. Improve the instructional effectiveness of all teaching faculty.	Continue the appropriate use of technology in support of teaching and advising.	Tables 7.5-3, 7.5-4, 7.5-5, 7.5-6
4501000 Education and General	Increase Student Learning. Revise and improve curriculum to enhance individual student development and produce regionally and nationally competitive graduates.	Putting in place a Quality Enhancement Program, begin refining learning experiences, such as internships and service learning, to provide real-world experiences for theories learned in classrooms	Table 7.1-17
4501000 Education and General	Improve the Learning and Living Environment of the University. Improve the “first impression” image of the University.	Upgrade physical facilities by constructing a new entrance to Lander University that includes an elegantly landscaped and visible arrival point and revitalization of the existing residence halls.	Tables 7.2-13 & 7.2-14
4501000 Education and General	Assure the long term stability of the university. Ensure the maximum efficiency of the management of the university.	Increase training opportunities for faculty and staff.	Table 7.4-14
4501000 Education and General	Improve ... Living Environment of the University. Provide ... new student activity facilities ..., including ...informal indoor and outdoor recreational activities, and athletic events	Provide funding for a Recreation, Wellness, and Sports Complex.	Table 7.2-16
4501000 Education and General	Increase the student population.	Generate and offer new scholarships	Table 7.5-1

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Communication is through weekly meetings of the President's Council, regular faculty meetings, regular meetings of various areas under the Vice Presidents and Athletic Director, the meetings of the Management Information Exchange group, many committees and through e-mails. The President and President's Council keep the Board of Trustees informed on a regular basis. Strategic plans for each area are posted on web sites.

6. How do you measure progress on your action plans?

The Vice Presidents and Athletic Director are to assign responsibility for action plans with the understanding that collecting the necessary data, measuring progress, and making improvements are part of the cycle of strategic planning. Part of the strategic planning cycle is the annual outcomes assessment review by the President's Council.

7. If the organization's strategic plan is available to the public through the organization's 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/sp_reports.html

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

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

As a state-assisted university, Lander University identifies the citizens of South Carolina, concentrating on the surrounding region, as the primary student and market segments. Any high school graduate, transfer student from a technical college or four-year university, or adult interested in pursuing a degree would be identified as a market segment that Lander would target. Lander purchases SAT and ACT scores and names of high school students from South Carolina and other states. Students are recommended by alumni, faculty, staff, and other students. Admissions personnel attended events (Table 7.5-13). Forty-one high school counselors visited the campus in 2006-2007. The majority of students at Lander are recent graduates of South Carolina high schools (Table 7.5-7). There are articulation agreements to help students transfer from other institutions (Table 7.5-20), and new agreements continue to be made. Students from other states and nations help provide diversity (Table 7.5-19). Student Support Services targets and assists low income, first-generation students and students with disabilities.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Lander uses a variety of listening and learning methods (Table 7.2-10 and 7.2-11). Examples include the Board of Visitors meeting twice a year on the campus as they serve as a liaison between Lander and the community and members from the community serving on

advisory groups for majors. Admissions uses avenues such as Facebook to help determine expectations of high school students.

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement? –

Table 3.3-1 Examples of Using Information for Relevancy and Improvement
The Department of Art has proposed a new emphasis in Graphic Arts because of feedback from employers, alumni, and current students.
In 2005 and 2006 Lander’s Montessori teacher education program conducted surveys of its graduates and their employers. Teachers indicated that the time and expense of obtaining Montessori certification in addition to a M.Ed. degree was prohibitive. In response to these concerns, a proposal was written and submitted to establish a M.Ed. in Montessori Education.
Based on graduating nursing senior exit interviews, weekend clinicals and evening clinicals were eliminated due to a negative impact on student study time.
Based on graduating senior exit interviews, current events in the Community Health nursing class were posted on the discussion board in WebCT instead of being presented in class. This change allowed increased discussion and critical thinking.
All art studio syllabi began requiring students to document work through digital photography, resulting in a cumulative digital portfolio.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Table 3.4-1 Examples of Methods to Determine Student and Stakeholder Satisfaction and Dissatisfaction			
Grievance procedures	Advising evaluations (Table 7.2-1)	Student and community advisory groups	Exit interviews in majors
Surveys (Table 3.4-2)	Class evaluations	Committees	Suggestion boxes

Table 3.4-2. Survey instruments used to determine stakeholders’ satisfaction				
	Stakeholders Surveyed	Frequency	Major Focus	
Alumni Survey	Alumni - graduated 3 years	Every other year	Satisfaction	Table 7.2-2 , 7.2-3
Library Surveys	Current students & Faculty	Annually	Satisfaction	Tables 7.2-4, 7.2-5, 7.2-6
Employee and Faculty Surveys	Employees	Annually	Satisfaction	Tables 7.4-5 to 13, 7.6.a-1 to 2, 7.6.b-1 to 6, 7.6.c-3 to 4
Dining Services	Faculty, Staff, & Students	Twice a year	Satisfaction	Table 7.2-7
National Survey of Student Engagement	Students	Every 3 years	Satisfaction	Results due 8/07

Table 3.4-3 Examples of Improvement as a Result of Students and Stakeholders
When the Department of Business Administration was revising their mission statement, the advisory group recommended a short, concise statement rather than a longer one.
Acting on a review of business graduates, the Department of Business Administration recommended that freshman take Speech 101 to improve oral presentations.
After reviewing the problems Sociology majors were having in taking required courses in two years, the curriculum was revised to spread the required courses over four years.
Several students suggested that the required beginning photography course, once taught with a focus exclusively on film, begin using digital imaging component.
Students suggested having single textbook for music theory courses to help better integrate the theoretical material presented and save students money.
The Nursing Advisory Board recommended the double entry/double graduation model to help address the current nursing shortage with the admission of a spring class.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Lander provides quality education, an excellent faculty, and personal attention for the students to attract and retain students. Communication builds positive relations. There is electronic connectivity in the residence halls and off-campus to access WebCT for classes, library electronic databases and e-books, and software for registration. Fourteen large plasma screens (Axis TV) are placed around campus to provide information. These can be tailored to the needs of the each area. Students view them as they walk to class, sit in lobbies, or eat in the dining hall. Each student is assigned an advisor to help with course choice, degree progression, and other concerns (Table 7.2-1). Lander will focus on experiential learning for a Quality Enhancement Plan (QEP).

Table 3.5-1 Examples of Experiential Learning Opportunities		
International study (Table 7.1-11)	International fine arts tours (Table 7.1-12)	Co-ops and Internships (Table 7.1-17)
Directed teaching	Volunteer opportunities	Summer camps
Mentoring programs	Service-learning projects	

Table 3.5-2 Examples of Experiential Learning
In a recent Professional Editing Class, students partnered with the Director of Lander Student Activities and created marketing and informational materials to kick-off a Coffee House Jammin' Java series.
Biology students can pursue directed research with the Greenwood Genetics Center.
In a physical science class, students completed an environmental evaluation of the new residence hall.
Students in statistics analyzed real data sets obtained from campus areas.
Student nurses provide blood pressure screenings and worked with bicycle helmet fittings/bicycle safety rodeos during the Greenwood Wellness Celebration.
A Spanish class spent three weeks in Mexico both studying the language and interacting with the Mexican families where they were housed.

Service-learning projects included such activities as the holiday Angel Tree, voter drives, hurricane and tsunami relief, and Peer-to-Peer Mentoring.

International study tours and fine arts tours give affordable opportunities provide cultural and educational experiences to broaden the horizons of students.

Greenwood City Council approved Lander's request for \$1.5m to help fund the new Recreation, Wellness, and Sports Complex. These facilities will be available for both students and the community (Table 7.2-16). Lander is in partnership with the community in offering the Greenwood-Lander Performing Arts (GLPA) series of cultural events, and an outreach program to provide school children cultural experiences (Table 7.2-12). Lander provides space for other community events, such as providing weekly *Health Talks* and weigh-ins associated with the Greater Greenwood Shrinkdown, and space for various community meetings and luncheons. The university builds positive relationships with alumni in various ways: a monthly newsletter e-mailed to alumni, Homecoming/Alumni Weekend, Alumni Reunion Day, various receptions and luncheons, and alumni-sponsored trips. The Lander on the Road program took Lander to Atlanta, Greenwood, Clemson, Greenville, and Columbia.

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

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

All degree programs are to have measurable student outcome learning goals. Although all operations, processes, and systems at Lander are essential to the support of the academic processes, certain areas which are given as key learning-centered (Tables 6.1-1) and support (Tables 6.5-1) processes have been identified as crucial.

2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

For decision-making, data, such as that provided by the Office of Institutional Research or through mechanisms, such as, national and internal surveys, are used to help senior leaders provide solutions—Several majors use the data collected from testing of senior educational attainment (Tables 7.1-1 to 7.1-8) and other measures (Table 7.1-15) to improve programs. For example, based on senior exit interviews of English majors, the English faculty took the following actions: refined ENGL 200, Introduction to Literary Studies, focused on maintaining diversity in upper level course offerings, offered more upper-level writing and literature courses in regular semesters, offered several upper-level writing and literature courses in summer school. Analysis is used for making decisions in such areas as the budget, recruitment, housing needs, facilities utilization, and enrollment. The Provost used Commission on Higher Education program productivity standards and the five-year moving averages of degrees conferred to determine problem areas. The strategic planning process is tied to the budget cycle, so that needs that require funding can be considered and prioritized. Admissions figures are monitored closely as enrollment impacts the financial picture.

3. What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

Key learning-centered (Table 6.1-1) and support processes (Tables 6.5-1) measures are monitored by the area responsible, the Vice President for that area, and, as needed, by the President's Council. Part of the Strategic Plan process involves reviewing outcomes. Continued assessment of these outcomes can cause adjustments to be made if, for example, certain measures are no longer useful or that other measures better suit the university's changing needs.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

Where possible, national, state, and regional data are used to compare the data generated by the university.

- Information on peer institutions in South Carolina is available from reports from the Commission of Higher Education.
- National standards and reports are available from such organizations as accrediting agencies, Integrated Postsecondary Education Data System (IPEDS), the American Association of State Colleges and Universities, and the National Association of College and University Business Officers.
- Students are surveyed annually on a rotating basis using either National Survey of Student Engagement (NSSE) or ACT. Both of these surveys provide national comparative data. Results from NSSE are expected in August, 2007.
- The Delaware Study of Institutional Costs and Productivity provides national comparative data for many academic benchmarks, such as faculty salaries and credit hour production. The action items in the area of Academic Affairs were changed to reflect this data.
- There are internal surveys of faculty, staff, students, and alumni with questions tailored to data needs.
- MAPP data helps with general education improvement.
- In modifying and improving the process of the Strategic Plan, a new template for indicators and action items is in the process of being developed.
- The Faculty Resource form requires budgetary justification for using faculty resources for new and continuing classes.
- Faculty and/or staff visit other institutions, attend conferences, and talk to peers in other institutions.
- Industry Standards for renovating space and maintenance costs are used
- Peer institutions can be used for determining model programs. For example, Lander researched ways to best way to help students in maintaining their personal laptops and used the University of South Carolina model. The model for the Quality Enhancement Program, required by Southern Association of Colleges and Schools (SACS) for experiential learning experiences, was researched extensively on a national level.

5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Banner is used for managing many administrative functions of the university, and WebCT is the classroom management software used. To access information, IDs and passwords are used by faculty and students. Students do not have access to the same data as faculty. The university maintains the necessary firewalls, virus protection systems, and spam

filters. There is redundancy in storage and servers. 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. Areas are assigned responsibility for data appropriate to that area. Each person responsible for entering data is responsible for the accuracy of the data. It is possible for data to be accessed by many people but changed by only those responsible for it. Grade accuracy is helped by having faculty members enter grades directly rather than going through a third person. Examples of timeliness and availability include giving faculty real-time access to class lists, allowing students to register on-line and accessing class availability, and providing e-mail accounts for all students and faculty and staff. The Office of Institutional Research is charged with gathering and reporting important data. It is also responsible for the distribution of data to federal and state agencies, as well as internal and external users, in a reliable and timely manner. Accuracy and integrity of data is a result of reviewing, cleansing, and testing data through several auditing processes. Information Technology Services is working on a Disaster Recover/Business Continuity Plan which will include an alternative data center.

6. How do you translate organizational performance review findings into priorities for continuous improvement?

With the Strategic Plan, priorities have been determined for the university with the establishment of five encompassing goals. Part of the strategic planning process involves reviewing the indicators/objectives, the action plans, and the results of action plans. The President's Council annually reviews performances and goals and sets priorities; based on those reviews and budget adjustments may be made.

7. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

The *Faculty Handbook*, the *Student Handbook*, and *The Lander Manual for Administration and Staff* are updated and distributed on a regular basis. These documents contain organizational information. Banner is the administrative software that Lander uses, and Web CT is the software used for managing classes. Data are entered by many areas and in many ways. Students register for classes. Faculty members enter grades. Areas are assigned responsibility for collecting data relevant to their responsibilities, and they are also responsible for quality control. Data can be maintained by one area, and yet other areas and people could access it. This year the academic areas began looking at LiveText, a software program to allow students to create portfolios which would be available to appropriate faculty members. Software was being identified which would allow faculty member to enter professional development information and allow deans access for the purpose of individual assessment and for fulfilling requirements of accrediting agencies.

Best practices are identified through professional meetings and workshops, reading professional literature, interacting with peers at other institutions, and other means. Faculty serve on accreditation teams to other institutions. Best practices are shared through committee meetings, department meetings, and even informal conversations with colleagues. The President meets with all the leaders of all areas regularly through the Management Information Exchange. Human Resources provides training opportunities, which impart best practices, for all associates (Table 7.4-14). Faculty and staff belong to professional organizations which provide best practices guidelines. For instance, the Registrar belongs to the American Association of Collegiate Registrars and Admissions Office (AACRAO) and

follows best practices as indicated in the Professional Practices and Ethical Standards in such areas as records management and enrollment management. Another example would be the use of Faculty Activity Reporting software by the Department of Business to maintain a database of faculty activities and to report information on evaluations, student credit hours per faculty member, etc. A best practice in the library is an electronic reference instant messaging service.

Section III –Category 5 – Faculty and Staff Focus

1. How do you 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 and promote cooperation, initiative, empowerment, innovation, and your organizational culture? Under the President, there are 5 areas (Table 5.1.1), each headed by a Vice President or the Athletic Director. They comprise the President’s Council.

Table 5.1-1 Organizational Structure	
Academic Affairs	College of Arts and Humanities, College of Business and Public Affairs, College of Education, College of Science and Mathematics, Enrollment Services (Admissions, Financial Aid, Institutional Research, Registration), Library and Instructional Services
Business and Administration	Bookstore/Post Office, Budget Office, Business Office, Information Technology Services, Engineering Services, Human Resources, Physical Plant, Printing Services, Procurement Services
Student Affairs	Career Services, Counseling Services, University Police Department, Housing and Residence Life, Student Activities, Student Health Services, Student Publications
University Advancement	Development and Fund Raising, Foundation and Board Relationships, Alumni Affairs, University Relations and Publications, Greenwood-Lander Performing Arts
Athletic Department	Athletics

2. How do you evaluate and improve your organization and human resource related processes?

Recommendations are solicited from advisory boards, the Board of Visitors, faculty, students and staff. Using survey results, knowledge of higher education concerns, and recommendations, the President’s Council identifies issues which need to be addressed.

3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

The Vice Presidents and Athletic Director meet with deans, supervisors, coaches, and directors who, in turn, meet and consult with those under them. There are regular faculty meetings. The Management Information Exchange Group, including faculty and staff leaders, meets as needed. The Faculty Senate has representation from each college. The chair of the Faculty Senate meets regularly with the President and is a member the Academic Council, the leadership group for the academic areas. Faculty and staff serve on committees. E-mail lists and web-sites make communication quick and effective.

Off-campus and on-campus training and workshops (Table 7.4-14) and meetings help faculty and staff to become aware of best practices and skills . See III-5-6 for examples. Lander faculty can attend Clemson workshops which deal with best practices.

4. How does your 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?

The annual evaluations of faculty and staff provide feedback. In addition to annual evaluations, faculty members also have a major six-year evaluation after receiving tenure. Each year faculty members submit the Faculty Performance Report (FPR) and vita. On the FPR they list activities related to effective teaching and advising, to professional development (Table 7.5-22), and to service, and they provide new or revised goals. Faculty meet with their dean each year for an evaluation which provides oral and written feedback and an evaluation of their goals. Merit raises for faculty are based on their evaluation. Staff members meet with their immediate supervisor to discuss the Employee Performance Management System (EPMS) form. Both faculty and staff can apply for grants to support improvement (Tables 7.4-2 and -3).

5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

The *Faculty Handbook* gives the procedure for faculty members to achieve advancement, tenure, and promotion. Staff members are evaluated annually and, when appropriate, promoted and/or gain merit raises.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Areas are targeted for training and development. Faculty and staff members attend workshops for skills and knowledge improvement. There are opportunities for faculty and staff to pursue professional development in their area. Examples of workshops (Table 7.4-14) were a four-day workshop required of all supervisors to give information on best supervisory practices, a two-day workshop on what staff needed to know in the workplace for all other employees, a session on Law in the Workplace, and a day-long workshop for support areas on writing indicators to contribute to institutional effectiveness.

7. How do you motivate faculty and staff to develop and utilize their full potential?

Annual evaluations of faculty and staff motivate employees and are one way to help them develop to their full potential. There are monetary incentives for faculty and staff to pursue promotion. Faculty members must meet certain standards in teaching, advising, scholarly development (Table 7.5-22), and service. After receiving tenure, faculty members have a six-year evaluation in addition to the annual ones. Faculty salary increases are based on merit. Faculty are eligible for faculty development grants (Table 7.4-2). Lander is also providing incentives for critical needs areas such as nursing. The Lander Foundation provides tuition assistance through a Staff Development Grant to non-academic employees to enhance their contribution to the university (Table 7.4-3). Each year special recognition is given to faculty and staff who excel (Table 7.4-4.). Beginning this year, a brochure was published to highlight and provide recognition for faculty members who published.

8. What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

Surveys (Table 3.4-1), committees, suggestion boxes, and exit interviews are used to determine faculty and staff satisfaction and dissatisfaction. Faculty members were surveyed during fall, 2006. In spring, 2007, there was a second annual survey of staff satisfaction. Faculty are surveyed annually concerning satisfaction of various areas in the library (Table 7.2-6).

9. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

The President's Council reviews the results of the faculty and staff satisfaction surveys (Tables 7.4-5 to 7.4-13, 7.6.a-1 to 2, 7.6.b-1 to 7.6.b-6) and other means of assessing satisfaction. They set priorities and determine actions needed.

10. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

Lander University has an [*Emergency Action Plan*](#). In spring, 2007, the President appointed a committee to review Lander's emergency safety procedures and policies, develop a system of emergency notification, and provide education and training.

The Lander Police, the Director of Safety, the Director of Physical Plant work together to maintain a safe and healthy working environment. Faculty (Table 7.6.c-4) and staff (Table 7.6.c-3) report their feelings on a safe work environment.

Examples of maintaining a safe, secure, and healthy work environment are;

- 24-hour certified police force, Table 7.6.c-5
- At least two "night walks" a year
- Annual third-party inspections on equipment such as fire alarms, fire pumps, fire sprinkler and standpipe systems, and fire doors
- Compliance with OSHA, the South Carolina Fire Marshal's Office, DHEC and other regulatory agencies
- Internal inspection program, corrective actions, and employee training through the Office of Safety and Compliance
- Procedures for dealing with fire alarms
- Fire fighting services provided 24 hours a day by the City of Greenwood Fire Department
- Defensive Driving Class with a refresher course every 3 years for drivers of fleet or leased vehicles
- Two registered nurses on duty, Table 7.5-21
- Focus on education and prevention by Student Health Services
- Online module for the annual Bloodborne Pathogens training for University employees in Athletics, PEES, biology, Physical Plant, the University Police, and campus recreation.
- Emergency speaker telephones located across campus (Table 7.6.c-5)
- Campus safety topics covered in new student orientation and in residence halls

Section III –Category 6 – Process Management

1. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

Learning-centered processes are based in the curriculum. New courses and programs can be a result of assessment, feedback from stakeholders, enrollment, accreditation requirements, or departmental curriculum committees.

Table 6.1-1		
Key Processes	Key Requirements	Key Measures
Student Learning		
Accessibility	Scheduling of courses Online courses & degrees Advising	Enrollment numbers (Table 7.5-17), Demographics (Tables 7.5-18 and 19) Online courses (Table 7.5-3) Advising Satisfaction (Table 7.2-1)
Curriculum Design: Program and Course	Program needs Resources Compliance with CHE, SACS, & accrediting agencies' requirements Procedures for changes to curriculum	Student success (Tables 7.1-1 to 7.1-8 & 7.1-13, & 7.1-14) Acceptance into graduate and professional schools Employment of graduates Use of technology (Tables 7.5-4, 7.5-5, 7.5-6, 7.4-1, 7.2-5) Accreditation (Table 7.6.c-2)
Evaluation and Improvement	Assess student-learning Assess faculty	Evidence of Student Learning (Tables 7.1-1 to 7.1-8) Assessment of graduating seniors (Table 7.1-15) Advising Assessment (Table 7.2-1) Assess General Education
Support Services		
Library	Access to information	Library resources and services (Tables 7.2-4 to 7.2-5, 7.1-16)
Instructional Support	Tutoring in math & other subjects Program for students on probation (SASP)	Number of students tutored and hours tutored (Table 7.1-20) SASP (Table 7.1-10)
Student Support Services	Serving 1st generation, low income, & disabled students	Recruitment, retention & graduation rate

2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

Departments assess, revise, and initiate changes to the curriculum. The following are examples of input used.

- Requirements from accreditation agencies are met (Table 7.6.c-2) .
- Majors use a variety of methods for changes to the curriculum (Table 7.1-15)
- Advisory groups offer valuable insight from an external point of view.

- Stakeholders are surveyed. (Tables 7.2-1 to 7.2-7, 7.4-5 to 7.4-13, 7.6.a-1 to 7.6.b-6).
- Students assess each course each semester to provide valuable feedback to faculty to initiate changes to the curriculum and teaching.

3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Procedures, with deadlines for adding, deleting, or revising majors, minors, emphases, and courses, are in place and utilized. The Faculty Resources form is required to add a course to confirm faculty and resources availability and gives a multi-year plan for offering courses. The Academic Council determines impact of new/deleted courses on other programs. Each major has a sequence of courses needed to complete a degree in four years. New software is reviewed for cost effectiveness. The Technology Committee makes recommendations about the best use of the lottery funds. Two emphases have been providing faculty with laptops (Table 7.5-5) and installing “smart” classrooms (Table 7.5-4). Banner manages many university functions, for example, electronic applications for admittance, electronic registration, budgets, electronic tracking for advisees, online grades. To provide the number of sections needed, longitudinal data are used. WebCT helps with managing courses.

4. How do you systematically evaluate and improve your learning-centered processes?

- Students evaluate the teaching of classes using the IDEA form
- Advising helps students progress toward their degrees, and each student is assigned an advisor. Students assess the advising process (Table 7.2-1).
- Curriculum improvement is the responsibility of the faculty, and there is a systematic process for approval and revision of courses and programs.
- Many measures are used to gain information and opinion on the academic experience (Table 7.1-15).
- Suggestions from surveys and advisory groups are incorporated as appropriate.

5. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Unit directors are responsible for evaluating and improving their processes.

Support Services	Key Operational Requirements	Measures
Admissions	Recruit students. Formal articulation agreements	Application History, Tables 7.5-12 Recruitment Events, Table 7.5-13; Enrollment, Table 7.5-17 Transfer applications, Table 7.5-20
Advising	Improve faculty advising skills Maintain advising database	Satisfaction with advising, Table 7.2-1
Athletics	Emphasize athletes as students	Student Athletes GPA, Table

	Follow NCAA rules	7.1-14
Budget and Business Office	Budget effectiveness Fiscal oversight & regular audits	Administrative efficiency, Table 7.3-4
Career Services	Support career searches of students	Services, Tables 7.2-8 & 7.2-9
Financial Aid	Assist students in financing college	
Greenwood/Lander Performing Arts	Community-university partnership to provide cultural events Cultural experiences, K-12 students	K-12 students attending performances, Table 7.2-12
Human Resources	Administer personnel policies and procedures and training	Table 7.4-14
Information Technology Services	Management of class management software Manages equipment, software, and networks Software training	WebCT use, Table 7.5-6 Work orders, Table 7.5-15 Smart classrooms, Table 7.5-4 Software training, Table 7.4-1
Lander Foundation	Receives, manages, and invests gifts	New scholarships Table 7.5-1 Grants Tables 7.4-2, 7.4-3
Physical Plant & Engineering Services	Efficiency of operation Building and grounds maintenance University safety	Work Orders Completed, Table 7.5-16 Major projects, Table 7.3-6
Police	Security and safety of campus	Safety, Table 7.6.c-5 Campus incidents, Table 7.6.c-6
Procurement	Compliance with State Procurement Code Efficiency in purchasing	Efficiency in Procurement. Table 7.3-2
Student Activities	Provides a program of co-curricular activities and encourages student participation.	Intramurals, Table 7.2-15

6. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new 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 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

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.

	Biology Freshmen	Biology Seniors	% Increase
2003-2004	22.4	35	56%
2004-2005	20.2	59	192%
2005-2006	24	42	75%
2006-2007	20.4	47.4	134.6%

Table 7.1.-2 Evidence of Student Learning – Business ICT Literacy Test

	Number of Students Taking Test	Percentile Scored	Lander Average	Norm Referenced Scale	Mean
Spring, 2006	48	41%	545	400-700	550
Spring, 2007	45	62%	565	400-700	550

	Chemistry Freshmen	Chemistry Seniors	% Increase
2003-2004	14.7	21.7	47.6%
2004-2005	12	21.3	77.5%
2005-2006	14	26.2	87.5%
2006-2007	13.1	23.4	78.6%

7.1-4 The test used was revised during spring, 2006.

	Freshmen	Freshmen	Senior	Senior	% Increase
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	Average Raw Scores	Average Percentage Score	Average Raw Score	Average Percentage Score	of Average Percentage Score
2004-2005	20.6	41.2	24.1	48.2	17%%
2005-2006	19.4	38.4	38.2	76.4	99%
2006-2007	29.9	59.8	37.1	74.2	24%

Table 7.1-5. Evidence of Student Learning – English Portfolio Assessment

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Averages On a Scale of 1-4	3	3.4	3.67	3.38	3.1

Table 7.1-6 Evidence of Student Learning - English Majors Exit Interview Results	
Average	
2002-03	3.42
2003-04	3.38
2004-05	3.63
2005-06	3.30
2006-07	3.25

Table 7.1-7 Evidence of Student Learning – Environmental Science			
	Environmental Science Freshmen	Environmental Science Seniors	% Increase
2003-2004	23.7	55.6	134.6%
2004-2005	15.5	51.3	231%
2005-2006	22	53.7	144%
2006-2007	18	44.7	148.3%

Table 7.1-8 Results of Nursing Graduates Taking the NCLEX-RN			
Graduating Class	Number of Graduates Taking the NCLEX-RN	Number Passing NCLEX-RN on 1st try	Percent passing on 1st try
May 2001	29	28	97%
May 2002	17	17	100%
May 2003	22	21	95%
May 2004	21	21	100%
May 2005	27	25	93%
May 2006	27	26	96%
May 2007	39	36	92%

7.1-9 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 which gives them a base on which to build a successful college career.

Table 7.1-9 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
2000	26	40%	42.3%
2001	34	52%	57.5%
2002	29	22%	47.6%
2003	26	NA	31%
2004	16	NA	37.5%
2005	11	NA	9%
2006	18	NA	72.2%
2007	30	NA	NA

Table 7.1-10 Participation in SASP, a Voluntary Program for Students on Probation

	Number of Students	% Participating Who Withdrew	% Participating Remaining on Probation	% Participating Off Probation	% Participating Suspended
Spring, 2002	Total – 313 Participants – 97	5%	26%	38%	31%
Spring, 2003	Total -327 Participants – 187	8%	26%	39%	27%
Spring, 2004	Total -353 Participants – 83	8%	33%	24%	35%
Spring, 2005	Total – 364 Participants – 58	NA	NA	NA	NA
Spring, 2006	Total -427 Participants – 35	6%	31%	46%	17%
Spring, 2007	Total – 478 Participants – 92	1 (1%)	20 (22%)	38 (41%)	33 (36%)

Table 7.1-11 Study Abroad Activities, Opportunities for Experiencing Other Cultures

	# Summer Study Tours Offered	# Students in Summer Study Tours	# Students at English University During Spring and Fall Semesters	# Students in Other Experiences Abroad
2004-2005	5	26	4	
2005-2006	4	28	4	1
2006-2007	1	8	11	11

Table 7.1-12 Students Who Took the International Fine Arts Study Tour

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
11	4	4	11	3	5

Table 7.1-13 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	46.8%
Fall, 2000	509	206	40.4%

Table 7.1-14 Student Athletes GPA Compared with Student Body

	GPA of General Student Population	GPA of Student Athletes	Number of Student Athletes
2003-04	2.569	2.67	146
2004-05	2.578	2.77	160
2005-06	2.587	2.82	173
2006-07	2.560	2.80	163

Table 7.1-15 Some Measures Used by Majors for Assessment of Graduating Seniors

Accreditation	ADEPT Evaluations	Alumni Surveys	Auditions	Capstone Projects	Concerts
Content Area Exams	Curriculum Evaluation	Employer Surveys	Exhibitions	Exit Interviews	Juried Exams
Oral Competency	Portfolios	Questionnaires	Recitals and Concerts	Student Interviews	Study Abroad

Table 7.1-16 Library Resources and Use

	Total Searches Using Library's Electronic Databases	Number of Items in Library Collection	Number of Persons Entering Library and Student Computer Lab
2002-2003	157,797	352,528	196,973
2003-2004	196,676	365,914	185,674
2004-2005	247,562	373,290	213,028
2005-2006	558,281	382,889	254,356
2006-2007	292,884	389,402	238,408

Table 7.1-17 Internships and Coops

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

2006-2007	63	309	16
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Table 7.1-18 Freshmen Average SAT Comparisons

	Number of New Freshmen	Combined Verbal and Math		
		Lander	State	Nation
2002	529	976	981	1,020
2003	547	992	989	1,026
2004	655	974	986	1,026
2005	577	974	993	1,028
2006	580	968	985	1021

Table 7.1-19 Student/Faculty Ratio for Fall Semester

	FTE Students	FTE Teaching Faculty	FTE Student/Faculty Ratio
2002	2,422	148.43	16.3
2003	2,455	143.17	17.1
2004	2,524	124.08	20.3
2005	2,428	118.23	20.5
2006	2,403	118.66	20.3

Table 7.1-20 Math Lab and Peer Tutoring

	Math Lab		Peer Tutoring	
	Number of Visits	Number of Hours	Number of Visits	Number of Hours
Fall 2004	388	406	NA	NA
Fall 2005	334	355	554	522
Spring 2006	333	379	433	401
Fall 2006	679	703	816	460
Spring 2007	337	411	449	437

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2-1 Advising Assessment - Each student is assigned an advisor. Beginning spring, 2007, the university began using the same assessment form to determine satisfaction with advising.						
	Arts & Humanities	Business & Public Affairs	Education	Science & Mathematics	Undecided	Average
University's Policies & Procedures	89%	90.6%	91.4%	90.8%	93.4%	91%
General Education	89.4%	91.4%	92%	90.6%	94%	91.4%

Major Requirements	93%	93.4%	94.4%	94.8%	89.8%	93%
Available for Consultation	89.4%	88.8%	90.4%	88.6%	93%	90%
Sufficient Time Together	84.2%	83.4%	84%	82.6%	88.8%	84.6%
Respect Rights to Make Decisions	91.4%	90.6%	92%	91.2%	93.4%	91.6%
Answers Questions	91.4%	90.6%	93%	91.2%	94.4%	92%
Respectful & Empathetic/Sympathetic	92.6%	91.4%	92.6%	90.4%	94.4%	92.2%
Overall Effective	91.4%	92.8%	92.6%	92%	96%	92.8%

Table 7.2-2 Biennial Alumni Survey in 2007 for 2003-2004 graduates with responses of Very Satisfied, Satisfied, and Somewhat Satisfied.

	Number of Responses	Major Program of Study	Instruction in Major	General Education Program	Instruction in General Education	Overall Academic Experience
1999-2000	56	54 or 96.4%	54 or 96.4%	55 or 98.2%	56 or 100%	55 or 98.2%
2001-2002	90	87 or 96.7%	88 or 97.8%	89 or 98.9%	87 or 96.7%	87 or 96.7%
2003-2004	47	46 or 97.9%	46 or 97.9%	45 or 95.7%	45 or 95.7%	45 or 95.7%

Table 7.2-3 Biennial Alumni Survey in 2007 for 2003-2004 with a response rate of 47. These graduates responded strongly, moderately, and somewhat satisfied.– The college experience influenced my participation in these activities.

Career-Related Education	Personal Enrichment Studies	Professional or Service Organizations	Volunteer Service	Social or Recreational Organization	Support for Arts
35 or 74.5%	32 or 68%	32 or 68%	32 or 68%	32 or 68%	29 or 61.8%

Table 7.2-4 Library Satisfaction Survey of Students With Responses of Very Satisfied, Satisfied, No Opinion

	Helpfulness of Student Assistants	Circulation Desk Services	Reference Services
2002-2003	97%	97%	99%
2003-2004	95%	98%	98%
2004-2005	98%	97%	97%
2005-2006	95%	97%	96%
2006-2007	97%	99%	97%

Table 7.2-5 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
2002-2003	97%	97%	97%	99%
2003-2004	97%	97%	98%	97%
2004-2005	99%	97%	99%	99%
2005-2006	97%	97%	98%	96%
2006-2007	97%	97%	98%	97%

Table 7.2-6 Library Satisfaction Survey of Faculty Who Were Very Satisfied, Satisfied, or Had No Opinion on Services

	Circulation:	Reference	Library Instructional	Interlibrary Loan
2002-03	100%	100%	100%	100%
2003-04	98%	99%	97%	97%
2004-05	99%	99%	100%	99%
2005-06	97%	99%	96%	98%
2006-07	100%	100%	97%	100%

Table 7.2-7 Dining Services Survey (Spring semester) - Overall Experience				
	National Average Excellent	GUCDH Excellent	GUCDH Average	GUCDH Poor
Spring, 2004	28%	27%	68%	5%
Spring, 2005	29%	31%	65%	5%
Spring, 2006	33%	37%	58%	4%
Spring, 2007	NA	58%	49%	2%

7.2-8 In August 2005, Lander Career Link is an online job posting service. Students can search for jobs, internships, co-ops, and volunteer opportunities. Employers have to register and be approved by the Career Services.

Table 7.2-8 Lander Career Links			
	New Students & Alumni Registered	New Jobs Posted	New Employers Registered

2005-2006	443	125	143
2006-2007	406	264	142

	Business and Employers Attending Career Information Exchange	Education Career Fair School District Attendees
2003	50	44
2004	43	50
2005	NA	44
2006	NA	55
2007	NA	51

7.2-10 Listen and Learn – Students, including current, transfer, recent high school graduates, current high school students.

Personal contacts through e-mail, phone, or in-person	Meetings between SGA and President’s Council
Student Government Association (SGA)	WebCT (Table 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 (Tables 7.2-10 & 7.2-11)	Interviews
Campus visits and Open house activities	Graduate exit surveys
Smaller classes and low student-to-faculty ratio (Table 7.5-10)	Financial Aid workshops and application 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	Formal exit interviews with graduating seniors
Lander web site	Freshmen orientation

7.2-11 Listen and Learn – Stakeholders:

Governing Bodies, Accrediting Agencies, Commission on Higher Education		
Board of Trustee meetings	Guidelines from accrediting agencies	Meetings and conferences
Community		
Community contacts (Tables)	Advisory boards for departments	Membership in service and civic clubs, the Chamber of Commerce
Volunteer activities (Table)	Board of Visitors	
Other schools (universities, colleges, and high schools)		

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		
Employers of graduates		
Job fairs (Tables) and posting services (Table)	Personal contacts	Advisory committees
Alumni		
Surveys (Tables 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 chapter in South Carolina	Fee waiver for prospective students from alumni
Faculty and Staff		
Faculty Senate	Committee meetings	E-mails
State of the University address	E-mails of press releases of upcoming news stories	Library surveys (Table 7.2-5)
Performance reviews	MIE meetings	Vice Presidents' newsletters
Weekly Bulletin	Meetings of areas	Surveys
Suppliers: Book store, food service, office/copier suppliers		
Personal contacts	Meetings, e-mails	Agreements, contracts
Demonstrations	Exchanges at conferences	
Parents		
Parents Weekend	Open House	Letters
Family EXPO		

Table 7.2-12 Greenwood-Lander Performing Arts Outreach Program Students Attending Performances				
	Number of School Districts	Number of Schools	Number of Students	Number of Performances
2002-2003	1	2	300	1
2003-2004	1	3	320	1
2004-2005	2	9	543	2
2005-2006	3	21	4,783	9
2006-2007	6	31	6,482	12

Table 7.2-13 New Entrance Project			
Start Date	Completion Date	Projected Date for	Projected Date for

of Paving, etc.	Beginning Landscaping	Completing Landscaping
Fall, 2005	Spring, 2006	Fall, 2007

Table 7.2-14 Residence Halls Revitalization	
Student Residences	Status of Revitalization/Building
Brookside Student Housing	Summer 2006-interior painting; Fall 2007 exterior painted. Sprinklers to be installed on a phased-in approach; revitalization to begin summer 2009
Centennial Hall	New construction completed
Chipley Hall	Summer 2006-Accessibility issues addressed
Lide Student Housing	Revitalization to start Summer, 2007. Tentative completion date Fall 2007 for phase I, Fall 2008 for phase II
Thomason Student Housing	Summer 2006 completed exterior painting
Williamston Student Housing	Fire alarm and interior revitalization complete

Table 7.2-15 Intramural Sports and Fitness			
	Number of Intramural Sports	Number of Participants in Intramurals in Fall Semester	Number Using the PEES Complex
2005-2006	7	277	21,023
2006-2007	16	440	21,560

Table 7.2-16 Recreation, Wellness, and Sports Complex Time Line	
2006	Purchase of property
2006/07	Negotiation of leases of tenants
2007/08	Clearing property
2008	Begin construction
2009/10	Complex ready for use

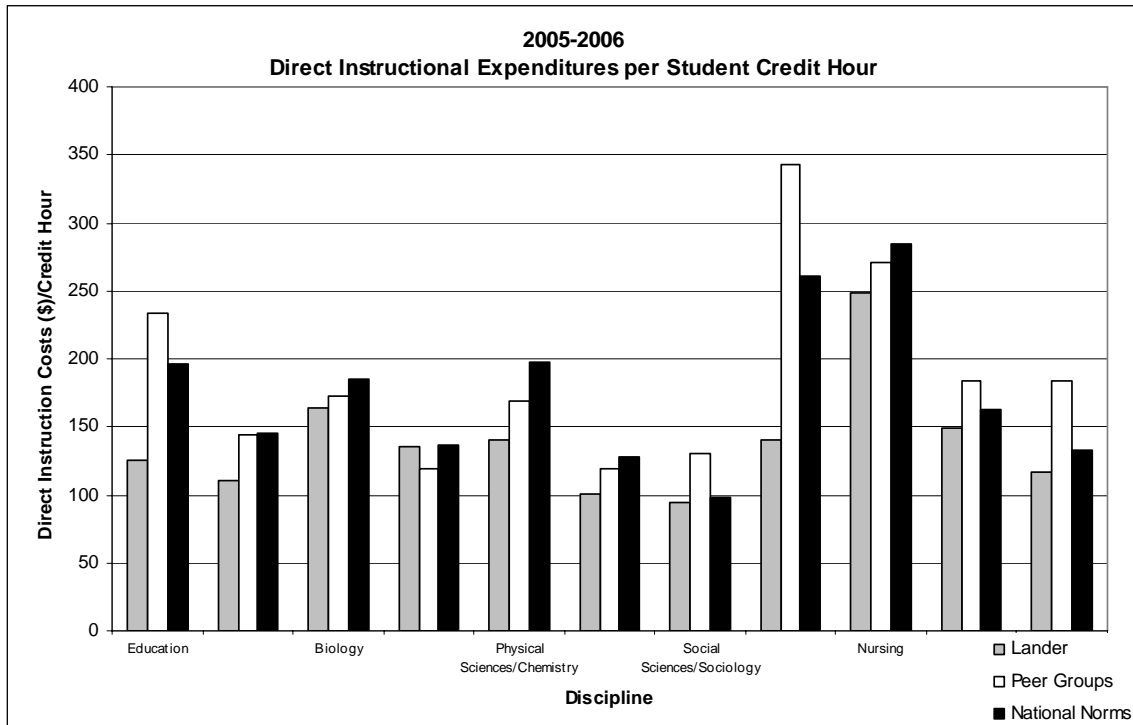
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3-1 Copiers and Copying			
	Number of Copiers on Campus	Number of Copies Made	Number of Color Copies Made
2005-2006	40	3,336,646	
2006-2007	38	3,216,646	66,000

Table 7.3-2 Procurement Efficiency				
	Amount in Credit Card Purchases	Number of Credit Card Purchases	Amount in Purchase Orders	Number of Purchase Orders

2002-2003	\$812,502.00	5,003	\$6,469,593.00	3,706
2003-2004	\$897,180.00	6,147	\$4,613,706.00	2,782
2004-2005	\$1,198,035.21	6,839	\$9,226,582.11	965
2005-2006	\$1,358,386.12	7,278	\$3,149,116.22	835
2006-2007	\$1,665,527.38	6,483	\$5,614,442.67	1,044

Table 7.3-3 This graph is the most current data available from the national Delaware Institutional Cost and Productivity Study.



	2006-07	2005-06	2004-05
Percentage of Administrative costs to Academic Costs	19%	19.7%	20.3%

	Instruction	Academic Support	Total of Instruction & Academic Support	Total Expenditures	Support as % of Expenditures
2002-2003	\$11,520,560	\$1,525,639	\$13,046,199	\$31,630,555	41%
2003-2004	\$11,578,509	\$1,505,623	\$13,084,132	\$33,152,228	39%
2004-2005	\$10,901,497	\$3,198,852	\$14,100,349	\$34,790,467	41%
2005-2006	\$11,144,186	\$3,308,817	\$14,453,003	\$36,845,687	39%
2006-2007	\$11,253,489	\$3,417,634	\$14,671,123	\$35,356,541	41%

	Number of Projects	Projects Completed
2002-03	8	School of Business renovation; Chipley hall renovation, installation of 2 sprinkler systems; Science floor VCT removal; Grill renovation; Art annex renovation; Chiller replacement; LC atrium wireless
2003-04	5	Williamston; grounds shop; Administrative offices (VPBA, Admissions); Major reworking and repair of plumbing in dining hall
2004-05	3	Williamston (3 buildings); Java City, Lockers built for Athletics
2005-06	6	Montessori school, Reconfiguring Administrative offices (HR, Procurement and Student Accounts); Cambridge Hall projects; Learning Center revitalization
2006-07	11	Renovation of Genesis Bathrooms for handicap access, Remodel & renovation of Genesis "old shop" for Counseling Services, Renovation of security and restroom for Chipley Hall, Renovation to accommodate Procurement and Human Resources in Barrett Hall, Installation of plywood walls, wiring, and HVAC in Art Annex, Renovation to enlarge main computer room in Genesis for Information Technology Services (ITS), Renovate to create office near ticket booth, Renovate to create office for ITS, Built partition to divide Laura Lander 201 for ITS, Remove partitions to create computer repair and Help Desk area in Genesis for ITS, Renovated 2 offices into 3 in Genesis for ITS

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Table 7.4-1 Software Training for Faculty and Staff

	Different Courses	Sessions Taught	Attendees
2001-2002	6	12	35
2002-2003	8	16	50
2003-2004	16	42	196
2004-2005	31	76	445
2005-2006	23	59	248
2006-2007	22	92	496

Table 7.4-2 Grants Given to Faculty by the Lander Foundation

	Number of Grants	Amount of Grants
2003-2004	28	\$22,521
2004-2005	11	\$30,000
2005-2006	7	\$29,865
2006-2007	9	\$30,000

Table 7.4-3 Grants Given Staff by the Lander Foundation

	Number of Grants	Amount of Grants
2003-2004	13	\$6,334
2004-2005	6	\$3,189
2005-2006	8	\$3,941
2006-2007	10	\$5,564

Table 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
Two Staff Excellence Awards	Excellence	Staff
Young Alumni Award	Loyalty	Alumni
Young Faculty Scholar Award	Scholarship or Creative Activity	Faculty
Young Faculty Teaching Award	Teaching	Faculty

Table 7.4-5 From the Annual Employee Satisfaction Survey: Lander's senior leaders create a work environment that helps me do my job (47% response rate).

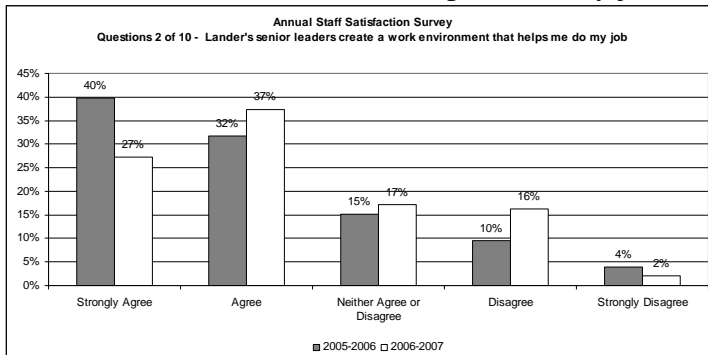


Table 7.4-6 From the Annual Faculty Satisfaction Survey: Lander's senior leaders create a work environment that helps me do my job (72% response rate).

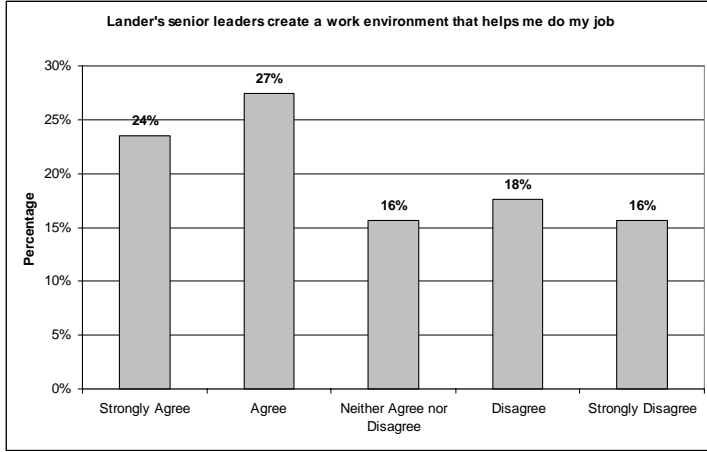


Table 7.4-7 From the Annual Employee Satisfaction Survey: My immediate supervisor asks what I think (47% response rate).

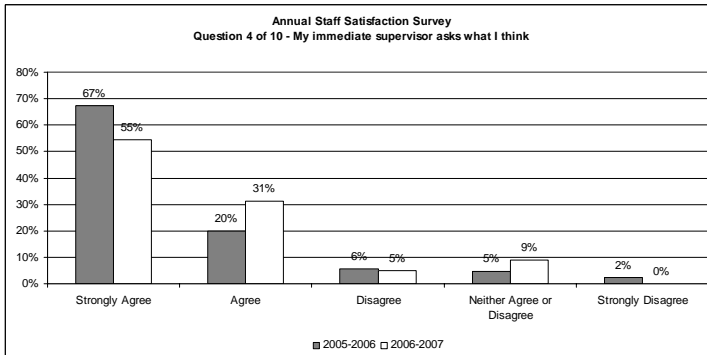


Table 7.4-8 From the Annual Employee Satisfaction Survey: I am recognized for my work (47% response rate).

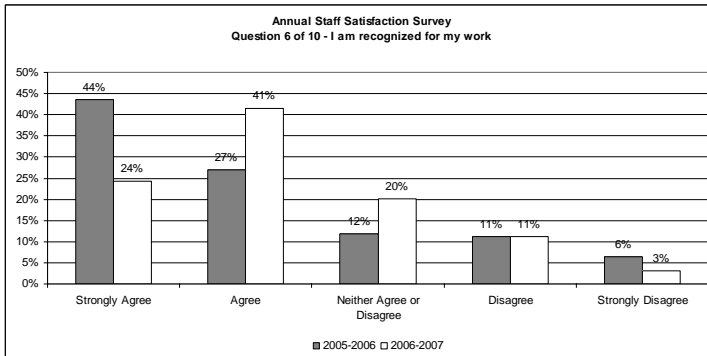


Table 7.4-9 From the Annual Faculty Satisfaction Survey: I am recognized for my work (72% response rate).

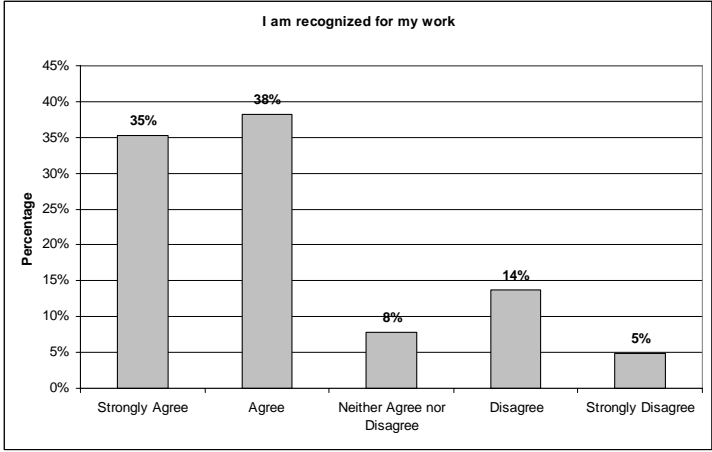


Table 7.4-10 From the Annual Employee Satisfaction Survey: The people I work with cooperate and work as a team (47% response rate).

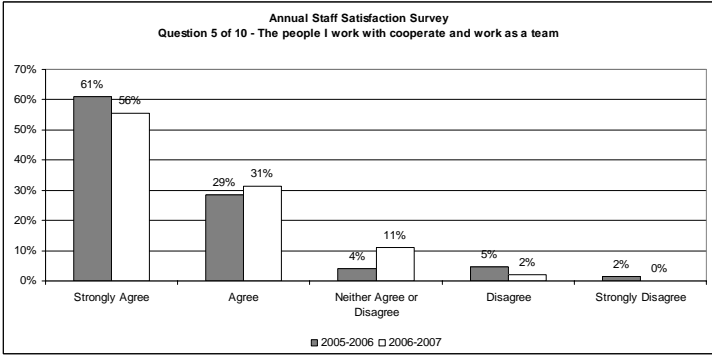


Table 7.4-11 From the Annual Faculty Satisfaction Survey: The people I work with cooperate and work as a team (72% response rate).

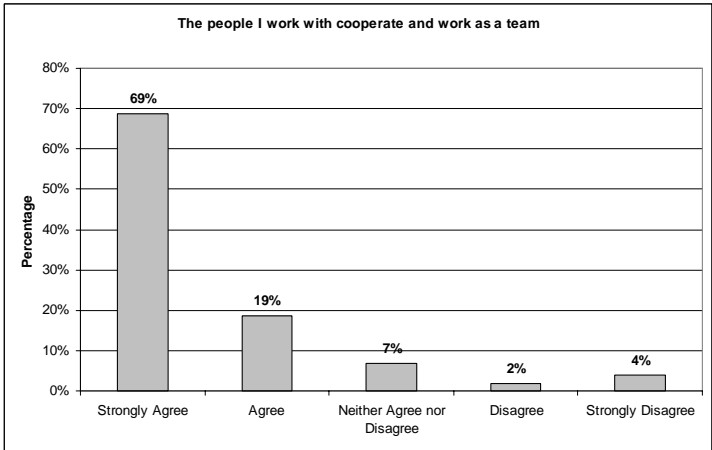


Table 7.4-12 From the Annual Employee Satisfaction Survey: I can get everything I need to do my job (47% response rate).

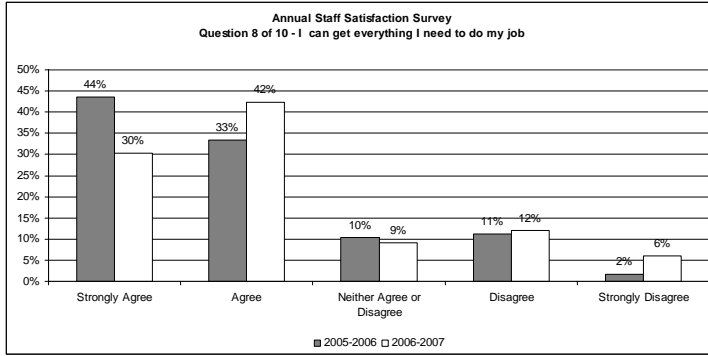


Table 7.4-13 From the Annual Faculty Satisfaction Survey: I have adequate resources for teaching (72% response rate).

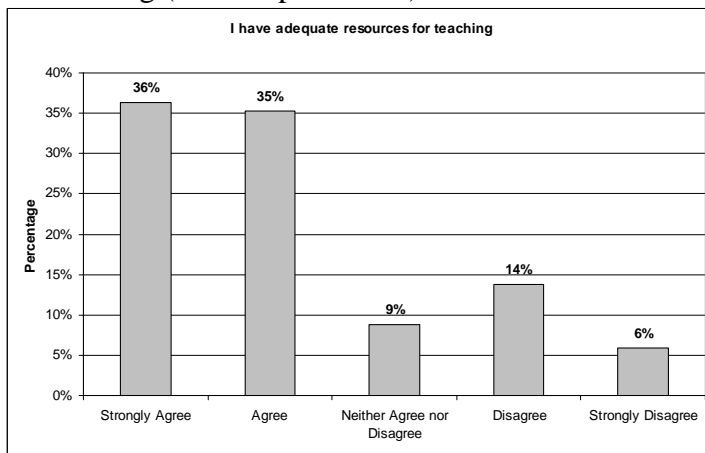


Table 7.4-14 Learning and Development for Faculty and Staff

	Workshops	Sessions	Faculty Attending	Staff Attending	Total Attending
2005-06	0	0	0	0	0
2006-07	3	11	137	362	499

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

7.5-1 As of June 30, 2007, there was a total of 120 new scholarships established as a result of the Comprehensive Campaign.

Table 7.5-1 Number of Scholarships Due to Comprehensive Campaign

	2001-02	2002-01	2003-04	2004-05	2005-06	2006-07
Number of Scholarships	11	19	22	18	25	25

Table 7.5-2 Online Degrees Offered

	2003-04	2004-05	2005-06	2006-07
Number of Online Degrees Offered	1	1	2	2

7.5-3 There is a distance learning classroom on the Greenwood campus with 36 computers linked to a distance learning classroom in Greenville. This allows students to attend classes in either Greenwood or Greenville.

Table 7.5-3 On-line Sections Offered per Academic Year

	Number of On-line Sections	% of On-line Section Increase/Decrease
2000-2001	N/A	N/A
2001-2002	14	N/A
2002-2003	29	107%
2003-2004	37	28%
2004-2005	49	32%
2005-2006	55	12%
2006-2007	66	20%

7.5-4 Lander is committed to providing smart classrooms to support student performance and development and foster a good learning climate.

Table 7.5-4 Smart Classrooms		
	Number of Smart Classrooms	Number of Hours Smart Classrooms Used Per Week
2002-2003	4 or 8%	NA
2003-2004	23 or 45%	6
2004-2005	35 or 68%	18
2005-2006	42 or 82%	20
2006-2007	48 or 84%	22

7.5-5 Faculty began changing from desk top computers to laptops to give portability and ease in using the smart classrooms.

Table 7.5-5 Faculty With Laptops		
	Percent of Faculty Having Laptops	Number of Faculty Having Tablet Laptops or Mac/Dual Boot
2002-2003	7.5%	0
2003-2004	54%	0
2004-2005	78%	10
2005-2006	90%	10
2006-2007	94%	10

Table 7.5-6 Use of WebCT, Course Management Software

Semester	Number of	% of Section Increase/Decrease	Number of	Number of Faculty Using WebCT	Percent of Faculty
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	Sections		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%
Fall 2006	736	176.69%	173**		173 100%
Spring 2007	742	.81%	173**		173 100%

*Used Clemson University WebCT server

** Fulltime and part-time faculty

Table 7.5-7 Counties With 1 Percent or More of First-Time Freshmen

Counties	Percent	Counties	Percent
Abbeville	3.7%	Laurens	5.2%
Aiken	2.4%	Lexington	7.5%
Anderson	8.0%	Newberry	2.7%
Barnwell	1.5%	Oconee	1.2%
Beaufort	1.1%	Pickens	1.8%
Berkeley	1.3%	Richland	5.0%
Charleston	3.5%	Saluda	1.3%
Florence	1.1%	Spartanburg	4.4%
Greenville	13.4%	Sumter	1.3%
Greenwood	16.9%	Union	1.6%
Kershaw	1.3%	York	3.4%

Table 7.5-8 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
2006	2399	138.69	17.3

Table 7.5-9 Faculty With Tenure and Terminal Degree

	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
2006	138	57	92

Table 7.5-10 FTE Employees

2001	2002	2003	2004	2005	2006
278.54	297.54	281.08	289.41	285.63	319

	Revenue	Expenditures	Excess	Excess as % of Revenue
2002-03	\$1,644,883.87	\$1,442,103.57	\$202,780.30	12.33%
2003-04	\$1,684,658.64	\$1,467,727.50	\$216,931.14	12.88%
2004-05	\$1,699,815.92	\$1,531,655.82	\$168,160.10	9.89%
2005-06	\$1,606,735.98	\$1,504,649.19	\$102,086.79	6.35%
2006-07	\$1,758,461.20	\$1,615,243.26	\$143,217.94	8.14%

Table 7.5-12 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%
2006	1907	1185	580	48.9%

2002-03	2003-04	2004-05	2005-06	2006-07
165	170	159	160	143

Table 7.5-14 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

Table 7.5-15 Information Technology Services Work Orders

	Total Work Requests	Completed	Declined	Forwarded to Physical Plant	Voided	Duplicates
2005-06	1,255	1,111	1	107	27	9
2006-07	1,199	1,035	0	86	32	2

Table 7.5-16 Physical Plant Work Orders

	Total Work Requests	Completed	Declined	Forwarded	Voided	Duplicates
2006-07	3,419	3,154	17	1	27	25

Table 7.5-17 Enrollment for Fall Semester

	Head Count	FTE
2002	2,947	2,422
2003	2,950	2,455
2004	2,918	2,524
2005	2,703	2,428
2006	2,682	2,399

Table 7.5-18 Freshmen Profile

	Male	Female	Black	White	Hispanic	Other
2002	36.5%	63.5%	14.6%	83.4%	0.8%	1.3%
2003	34.7%	65.3%	17.0%	81.2%	0.5%	1.3%
2004	32.2%	67.8%	23.7%	72.8%	1.1%	2.5%
2005	33.6%	66.4%	24.6%	68.1%	2.1%	5.2%
2006	34.4%	65.6%	25.4%	68.4%	0.9%	5.4%

Table 7.5-19 Geographical Distribution of Students

	Students from South Carolina	Students from Other States	Students from Foreign Countries	Totals
2002	2,798 or 94.9%	96 or 3.3%	53 or 1.8%	2,947
2003	2,804 or 95%	103 or 3.5%	43 or 1.5%	2,950
2004	2,782 or 95.3%	95 or 3.3%	41 or 1.4%	2,918
2005	2,566 or 94.9%	85 or 3.1%	52 or 1.9%	2,703
2006	2554 or 95.2%	75 or 2.8%	53 or 2.0%	2,682

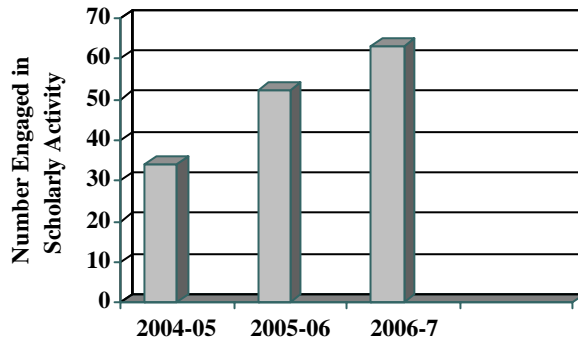
Table 7.5-20 Transfer Applications

	Applications Received	Applications Accepted	Applications Enrolled	% Enrolled of Accepted
2002	487	377	225	60%

2003	464	365	220	60%
2004	464	375	242	65%
2005	548	331	222	67%
2006	559	321	203	63%

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1,471	1,650	1,376	1,789	1,307	1,465

Table 7.5-22
Profile of Lander University Faculty Scholarly Activity:



7.6 What are your performance levels for your key measures related to leadership and social responsibility:

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

The Strategic Plan has five goals: learning, enrollment, linkages, environment, and accountability.

Tables 7.6.a-1 I know my organization’s mission (what it's trying to accomplish) (47% response rate).

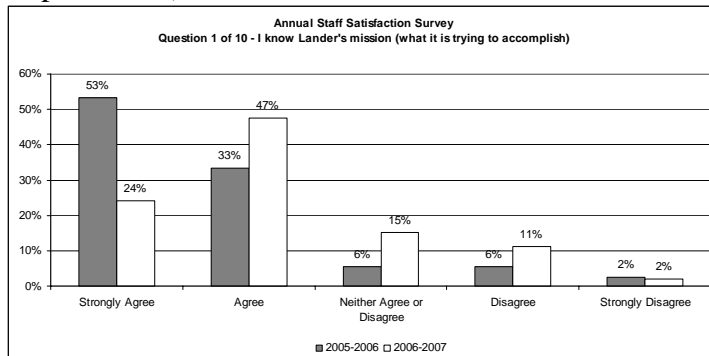
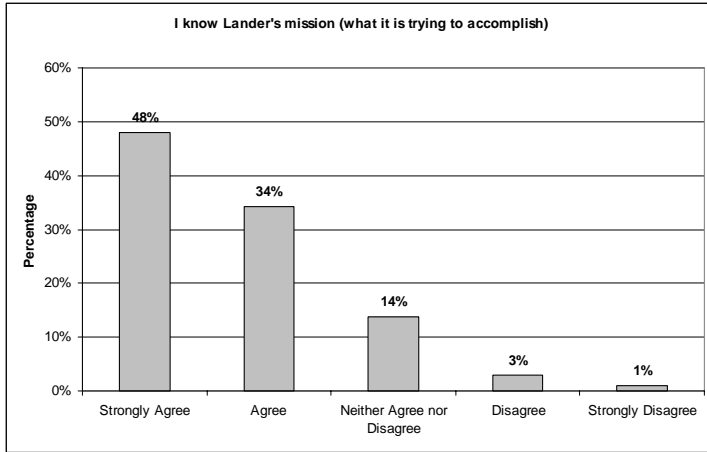


Table 7.6.a-2 From the Annual Faculty Satisfaction Survey: I know Lander’s mission (what it is trying to accomplish) 72% response rate.



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

Table 7.6.b-1 From the 2006-2007 Employee Satisfaction Survey: My organization obeys laws and regulations (47% response rate).

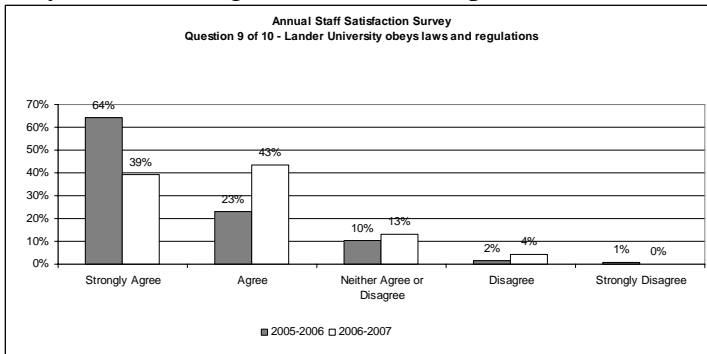


Table 7.6.b-2 From the Annual Faculty Satisfaction Survey: Lander obeys laws and regulations (72% response rate).

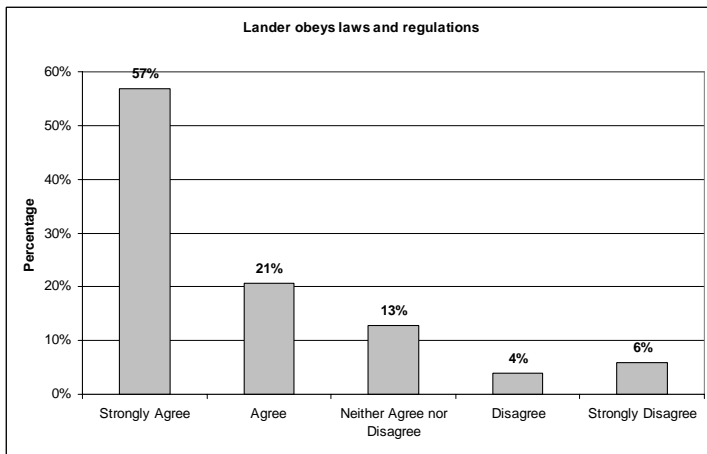


Table 7.6.b-3 From the 2006-2007 Employee Satisfaction Survey: My organization has high standards and ethics (47% response rate).

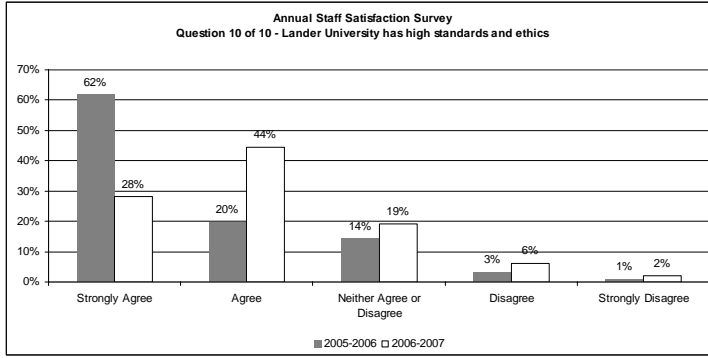


Table 7.6.b-4 From the Annual Faculty Satisfaction Survey: Lander has high standards and ethics (72% response rate).

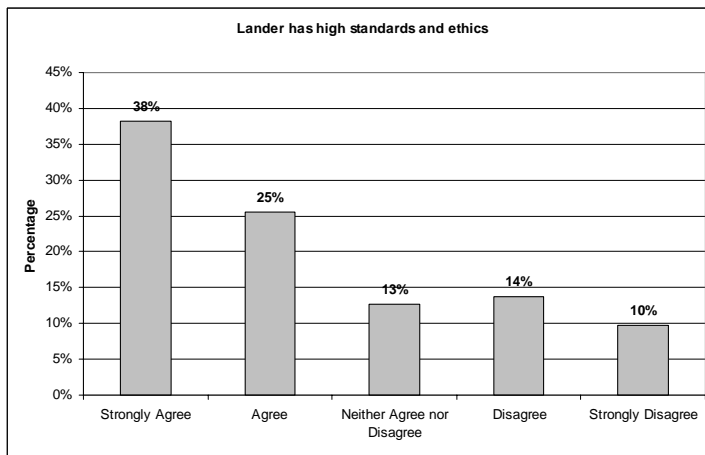


Table 7.6.b-5 From the 2006-2007 Employee Satisfaction Survey: Lander's senior leaders share information about the organization (47% response rate).

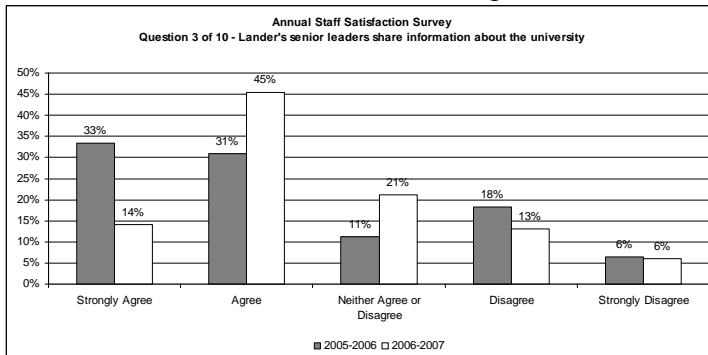
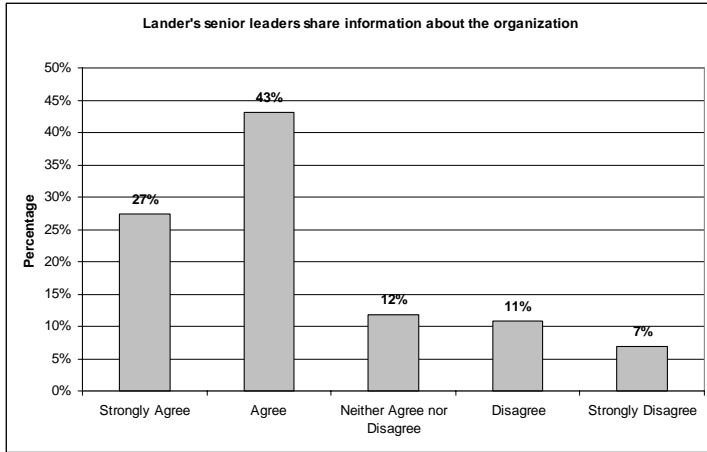


Table 7.6.b-6 From the Annual Faculty Satisfaction Survey: Lander's senior leaders share information about the organization (72% response rate).



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.

Table 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

Table 7.6.c-3 From the 2006-2007 Employee Satisfaction Survey: I have a safe workplace (47% response rate).

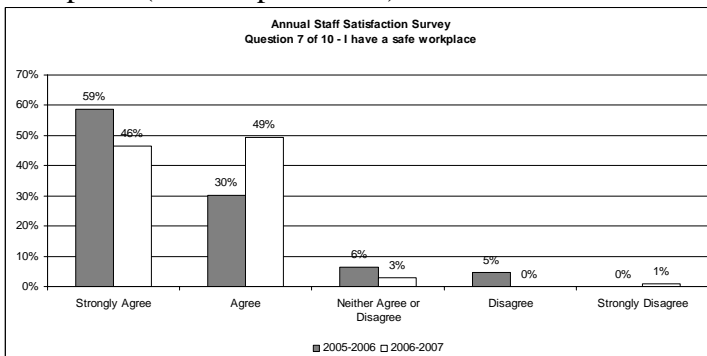
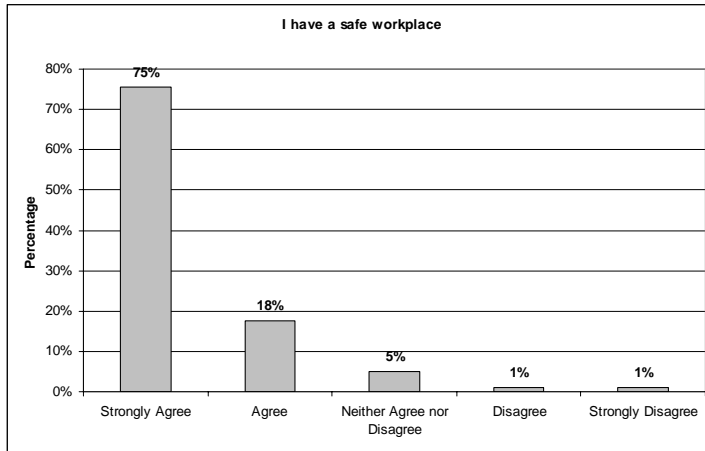


Table 7.6.c-4 From the Annual Faculty Satisfaction Survey: I have a safe workplace (72% response rate).



7.6.c-5 Police officers at Lander University are on duty 24/7.

	Number of Police Officers	Number of Emergency Telephones	Number of Surveillance Cameras
2005-06	10	23	62
2006-07	10	27	104

	2004	2005	2006
Alcohol	36	49	35
Aggravated Assault	0	0	1
Arson	0	0	0
Auto Theft	2	0	1
Burglary	5	8	9
Criminal Sexual Conduct	0	0	0
Drugs	10	11	5
Hate Crime	2	1	1
Murder	0	0	0
Robbery	0	0	2
Weapons Law Violation	0	2	1
Total Incidents	55	71	55