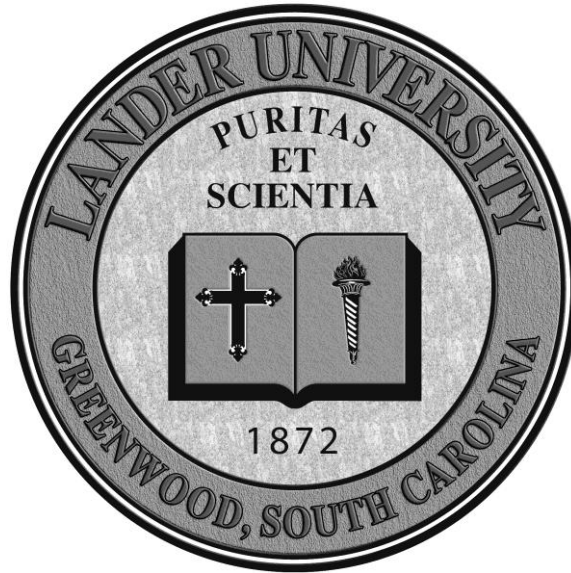


LANDER UNIVERSITY

Greenwood, South Carolina 29649



Accountability Report: 2009-2010

September 15, 2010

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Section I - Executive Summary

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

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 (Table 7.3.3 and Table 7.3.4) 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. Lander faculty engage in scholarly and creative activities appropriate to their teaching fields supporting the University's role as a teaching institution and recognizing that scholarship (Chart 7.5.14) is essential to establishing and maintaining excellence of instruction. 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 (Table 7.5.6) 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 major achievements from 2009-2010 include:

- US News and World Report Rank of 5 of "Top Public Schools: Baccalaureate Colleges (South)"
- Went 100% trayless, reducing food waste by approximately 200 lbs. a day, and 100% strawless, reducing by 250,000 the number of straws used and sent to the landfill every year, in Lander's Dining Hall.

- Received continuing accreditation from The Commission on Accreditation of Athletic Training Education (CAATE) for the Athletic Training program.
- Adopted four (4) new General Education Competencies to support a “Producing Powerful Thinkers” vision and began work in the Faculty Senate to develop assessment tools for these new Competencies for trials in Spring 2010 semester and full deployment in Fall 2010 semester.
- Adopted a new policy to grant to study abroad students with four (4), automatic Fine Arts and Lectureship Series (FALS) credits.
- Acknowledged the health benefits of breastfeeding and the importance of supporting new mothers who want to continue to breastfeed while they are at work by renovating an office in the Wellness Center that offers a secure, private, and accessible area for this activity.
- Reorganized the Bearcat Den (campus grill) in order to address two persistent student frustrations: speed of service and ordering confusion.
- Observed a modified work schedule – a 4-day work week Monday through Wednesday, 7:30 a.m. to 5:30 p.m. with a 30 minute lunch and Thursday, 7:30 a.m. to 5:00 p.m. with a 30 minute lunch – between Monday, May 17 and Friday, August 13, 2010 in order to lower summer utility costs.
- Won a national ranking of Eighth in the Nation, the highest ranking in its 35 year history, in Women’s Basketball. The team had a won/loss record of 27-4. Four teams made the NCAA regional tournament and finished the year nationally ranked (Men’s golf, Women’s Basketball, Men’s Soccer and Men’s Tennis). Men’s Soccer and Women’s Basketball won conference Championships.
- Debuted a Toastmaster Club on the campus.
- Completed the renovation of the space and relocated Information Technology Services to the ground floor of the Jackson Library bringing together in one place the technology resources that had been previously spread across the campus.
- Deployed an on-line degree evaluation program – Curriculum, Advising and Program Planning (CAPP) – for use by faculty and students.
- Began the approval process, with the South Carolina Commission on Higher Education, for a Master of Arts in Teaching and Learning with areas of concentration in Instructional Technology, Middle Grades, Diverse Learners and Physical Education.
- Signed a 10-month lease with IOS, LLC, leasing the entire facility of the property known as Inn on the Square; the property includes student housing, meeting space for catering and other meetings. Also leased four McGhee Court duplexes from Herndon Properties as well as University Place – all for additional student housing.
- Reestablished the Student Government Association, to create a means of ensuring student voice and input in planning programs, events, and activities.
- The Lander University Police Department applied for and received a Justice Assistance Grant from the SC Department of Public Safety’s Office of Justice Programs. This is a non-matching grant in the amount of \$17,100 for equipment for university police.
- Installed Active Access, a desktop alert system which uses pop-up alerts, as an additional notification method for weather and emergency alerts.
- Launched XLR Lander Radio and secured a 24 hour per day television channel from Northland Cable Company to provide additional opportunities for students to host news, sports, weather, and entertainment programming.

- Associated with College Transfer Net, a free, Internet-based service which allows students to search for course equivalencies and to investigate transfer opportunities.
 - Entered into a partnership with the Burton Center and opened the Equestrian Center on that campus which includes stables, paddocks, an arena, and a therapeutic center.
 - Moved and expanded the Academic Success Center (ASC) from the Carnell Learning Center (LC) to Genesis Hall on January 22, 2010 to provide additional classroom space in the LC and for the expansion of services in the ASC.
 - Renewed the Plus-One program partnership with Piedmont Technical College for students pursuing a degree in teacher education. The goal of this program is to increase the number of Piedmont Technical College students transferring into Lander's teacher preparation program.
 - Received notification from the president of the Southern Association of Colleges and Schools (SACS) that the Commission on Colleges (COC) accepted Lander University's second monitoring report, submitted in September 2009, with no additional monitoring reports required. Lander remains fully accredited by SACS.
 - Approved a "Verification of Lawful Presence of Students" Policy which outlines procedures for compliance with the South Carolina Illegal Immigration Reform Act.
 - Implemented a Behavioral Intervention Team (BEIT) as an avenue to increase on-campus safety for students and employees.
 - Completed renovation of the new Mass Communications and Theatre area in the Carnell Learning Center.
 - Created a student responsibility document which outlines expectations for students while participating in classes and will be shared with students and parents during EXPO activities and will be included in course syllabi.
3. *Key strategic goals for the present and future years (this supports the organization's budget request)*
(See Section 3, Category 2, Question 1)
4. *Your key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges)*
- Nursing Education Challenge: Lander, with one of the oldest and most successful programs in South Carolina, has initiated 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.
 - Funding: Since South Carolina tax policy relies almost exclusively on sales tax revenue to fund most of the activities of state government, as discretionary consumer spending continues to be sluggish, another shortfall in anticipated revenues occurred. As a consequence, operating budgets for state agencies were cut again and Lander has had to increase tuition for the 2010-2011 academic year. 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.
 - Mission-Critical Capital Needs (in priority order)
 - University (Multi-Purpose) Center: the University is in desperate need of a new Center to replace the existing Grier (Student) Center which was built in 1979. Lander has long out-grown this facility and is in need of a structure that will not only appeal to current and prospective students but provide common space for

academic/classroom use and where the community, as well as our students, can congregate, meet and engage in living and learning together. The new Center will house the Montessori Education Program, several classrooms, Student Affairs, Career Services, Health Services, Student Activities, Student Counseling, Student Government, Campus Bookstore, Campus Post Office and the Campus Police Department.

- Jackson Library renovation: the facility was constructed in 1976 and has serviced the campus without renovation for 34 years. The concept of information access has changed dramatically in the last 30 years and due to the building limitations, commonly expected services cannot be offered to students. The building requires a complete renovation to include the re-design of existing floor space, updating life safety systems, ADA accessibility, HVAC mechanical systems, electrical infrastructure, lighting retrofits and interior finishes.
- Life Safety, Accessibility, Storm Water Erosion and Roof Replacement and Repair: the roofing systems of the Physical Education and Exercise Studies (PEES) Building and the Finis Horne Arena have surpassed their anticipated useful life and are in need of replacement. The fire alarm system in the Cultural Center is unreliable, support is no longer available and it no longer provides the level of protection desired in a large assembly occupancy. The campus storm water system needs repair and upgrades in order to prevent localized water ponding, erosion on the banks of Sample Branch and infiltration into some structures. Providing a completely accessible, ADA-compliant campus continues to be a priority for the administration; therefore, repair and construction of sidewalks and ramps, renovation to provide accessible bathrooms and installation of automatic door openers on prioritized doors of campus buildings.

5. *How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process)*

The Accountability Report alerted the University of the need to establish an annual examination of performance across the institution which coincides with the budgeting process; 2009 was the third year of our efforts to determine to what extent we are achieving the Strategic Goals defined by the Lander University Board of Trustees (Section I, Question 3).

Section II – Organizational Profile

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

<u>Programs, offerings and services</u>	<u>Primary delivery methods</u>
<ul style="list-style-type: none"> • Bachelor of Arts - majors in 4 disciplines with 3 emphases • Bachelor of Science - majors in 22 disciplines with 22 emphases • Minors or certifications in 33 disciplines • Master of Arts in Teaching in secondary education with a concentration in art, Master of Education in elementary 	<ul style="list-style-type: none"> • Bearcat Web • Blackboard® (Table 7.5.5) • Traditional classroom • Faculty use laptops (Table 7.5.4) in “smart” classrooms (Table 7.5.3) • Laboratory experiences • Clinicals • Cooperative education and internships

<p>education, Master of Education in Montessori education</p> <ul style="list-style-type: none"> • On-line degrees in nursing (RN to BSN) and criminal justice management (Table 7.5.1) • Honors Program, Study Abroad Program (Table 7.6.d.1) and International Fine Arts Study Tours (Table 7.6.d.2) • Almost 60 student clubs and organizations • 10 men's and women's NCAA Division II intercollegiate athletics teams • Academic Advising • Academic Success Center (supplemental instruction, tutoring and advising for retention and accommodation) • Campus recreation and intramurals • Career Services • Counseling and Disability Services • Health Services (Table 7.5.13) • Housing and residential life • Library (Table 7.1.9) • Multicultural affairs • Student Activities • Information Technology Service Help Desk and Computer Labs 	<p>(Table 7.6.d.5)</p> <ul style="list-style-type: none"> • On-line courses (Table 7.5.2) • Practicum's • Individualized instruction • Research • Seminars • Student teaching • Studio experiences • Thesis classes
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2. *Your key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations*

- Students: from the state of South Carolina especially those in the surrounding region, (Table 7.5.6) 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, staff and docents: Expectations include an intellectually challenging environment, opportunities to teach students, participation in scholarship and research (Chart 7.5.14), a safe environment (Chart 7.6.c.2), respect and fairness, to be kept well-informed (Chart 7.6.b.3), to have a voice in decisions, 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, lifelong learning

opportunities, cultural and intellectual and athletic events to improve the quality of life and to attract new businesses.

- Health Care Industry: Expectation of providing clinical laboratory experiences for Nursing students and providing a supporting infrastructure for programs in Health Care Management, Physical Education, Exercise Science and the biological sciences.
- K-12 Schools: Expectation of providing student teaching opportunities and of hiring graduates as teachers 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
- 6 academic programs 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*

Academic Year 2009-10	Faculty	Staff	TOTALS
Permanent Full-Time	122	219	341
Part-Time	72	46	118
TOTALS	194	265	459

5. *The regulatory environment under which your organization operates*

- Lander University Board of Trustees
- Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
- South Carolina Commission on Higher Education (CHE) as noted in the South Carolina Code of Laws, Section 59-101-10.
- Association to Advance Collegiate Schools of Business (AACSB)
- National League for Nursing Accrediting Commission (NLNAC)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Teacher Education programs approved by the state of South Carolina and appropriate Specialty Professional Associations (SPAs)
 - American Association for Colleges for Teacher Education (AACTE)
 - Council for Exceptional Children (CEC)
 - Montessori Accrediting Council for Teacher Education (MACTE)
 - National Association for Sports and Physical Education (NASPE)
 - National Association for the Education of Young Children (NAEYC)
 - National Council for the Social Studies (NCSS)
 - National Council of Supervisors of Mathematics (NCSM)
 - National Council of Teachers of English (NCTE)
- 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
- National Collegiate Athletic Association (NCAA)
- Department of Health and Environmental Control (DHEC)
- Occupational Safety and Health Administration (OSHA)
- Regulatory agencies for the graduates in nursing and education

- Federal and state rules and regulations (Family Education Rights and Privacy Act of 1974 and the final regulations issued by the Federal Trade Commission (FTC) under 16 CFR Part 314, as published in the May 23, 2002 Federal Register, p. 346484 which stem from the Gramm-Leach Bliley Act (GLB Act) enacted in 2000).
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 and has the authority for the administration of the University. The President is accountable to the Board. He is the agent of communication between the Board and the University.
 - President’s Council is composed of the senior leaders: the Vice President for Academic Affairs, the Vice President for Business and Administration, the Vice President for Student Affairs, the Vice President for University Advancement, and the Athletic Director.
 7. *Your key suppliers and partners*
 - High schools in South Carolina, especially those in the surrounding area (Table 7.5.6)
 - High schools outside of South Carolina
 - Technical colleges in South Carolina
 - Junior colleges in South Carolina
 - Local and regional school districts that provide opportunities for education majors
 - Self Regional Healthcare which provides clinical experiences for nursing students
 - Greenwood Genetic Center
 - Local and state businesses
 - Citizens in the community and state
 8. *Your key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)*
 - Other four-year universities in South Carolina, both public and private
 - Technical colleges and junior colleges in South Carolina
 - Proprietary (for-profit) colleges and universities
 - On-line courses offered by institutions from around the world
 9. *Your principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation*

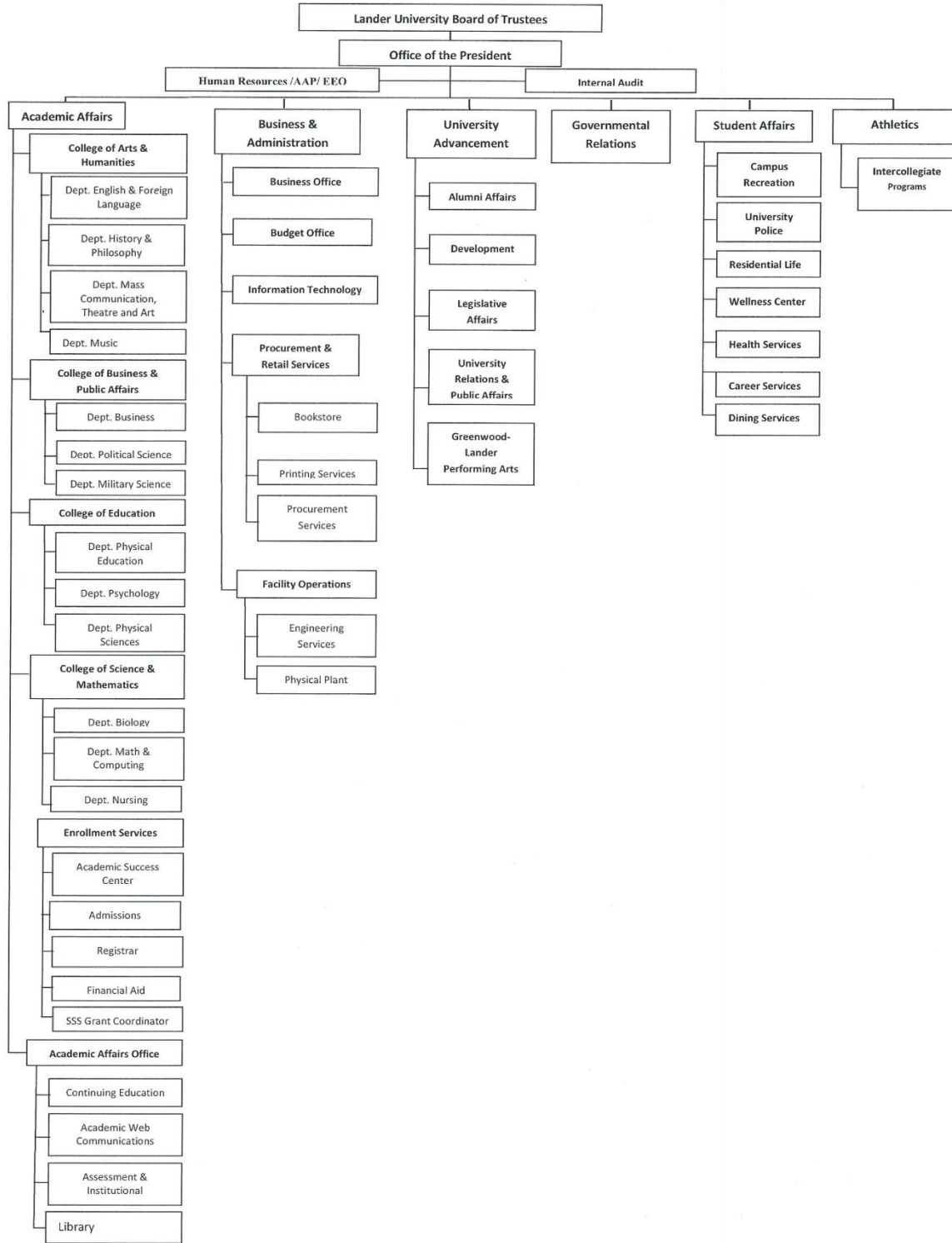
<u>Positive impact</u>	<u>Negative impact</u>
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<ul style="list-style-type: none"> • Terminally degreed faculty who teach classes instead of graduate assistants • Nurturing atmosphere of a private institution at public institution prices • Small class size • Acreage for future development • State-of-the-art residence halls • Faculty committed to teaching and to student success • Partnerships with the community • The Lander Foundation • Beautiful campus • Opportunities for international travel and study • Student/Alumni Performance • Equestrian Center 	<ul style="list-style-type: none"> • Cost of operation of the university borne more by students and less by State • Increasing demands for funding technology • Recruitment of qualified faculty • Inadequate student preparation for performing university-level work (Table 7.5.15) • Ability of students to retain LIFE scholarships • Higher education “voucher” system reallocating public resources to private institutions • Federal and State regulatory policies
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10. Your performance improvement systems

<ul style="list-style-type: none"> • Strategic Planning Goals “Report Card” • Annual Accountability Report • Annual review of all employees through the Employee Performance Management System (EPMS) • Promotion and tenure process for faculty • Rigorous six-year post-tenure review for faculty • Accreditation by external agencies • Program assessment plans implemented by all majors with assessment results and changes to program goals reported annually 	<ul style="list-style-type: none"> • Student satisfaction with academic advisement (Table 7.2.1) • Student evaluations of teaching • Exit interviews of seniors • Institutional Effectiveness Report required annually by CHE • Exit interviews of employees • Stakeholder advisory groups • Surveys of faculty, staff, students, alumni • Stakeholder advisory groups
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11. Your organizational structure



12. Your Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Ac	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 17,164,719	\$ 7,248,442	\$ 17,057,171	\$ 5,751,697	\$ 17,218,894	\$ 4,797,169
Other Operating	\$ 13,038,001	\$ -	\$ 14,657,187		\$ 13,408,681	\$ -
Fringe Benefits	\$ 4,529,661	\$ 1,869,496	\$ 4,972,342	\$ 1,840,543	\$ 4,843,611	\$ 1,200,701
Total	\$ 34,732,381	\$ 9,117,938	\$ 36,686,700	\$ 7,592,240	\$ 35,471,186	\$ 5,997,870
Other Expenditures						
	Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures			
	Supplemental Bills	\$ -	\$ -			
	Capital Reserve Funds	\$ -	\$ -			
	Stimulus ARRA Pt III	\$ -	\$ 1,440,348			

13. Your Major Program Areas Chart

Major Program Areas						
Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures		FY 09-10 Budget Expenditures		Key Cross References for Financial Results*
		45010000 Education & General	Education and General Supports the majority of financial stability of the university by funding all instruction, academic support, student services, operation and maintenence of plant	State: 7,248,442.00 Federal: 3,499,882.00 Other: 14,337,413.00 Total: 25,085,737.00 % of Total Budget: 72%	State: 4,797,169.00 Federal: 372,238.00 Other: 17,831,252.00 Total: 23,000,659.00 % of Total Budget: 65%	
60000000 Auxiliary Enterprises	Auxiliary Enterprises are those functions that charge for their services such as housing, bookstore and food service.	State: 0.00 Federal: 0.00 Other: 5,116,983.00 Total: 5,116,983.00 % of Total Budget: 15%	State: 0.00 Federal: 0.00 Other: 7,626,916.00 Total: 7,626,916.00 % of Total Budget: 22%			
95050000 State Employer Contributions	Employer share of fringe benefits relating to FICA, Retirement, Unemployment Insurance, Workers Compensation, Health and Dental insurance for all employees including	State: 1,869,496.00 Federal: 1,836.00 Other: 2,658,329.00 Total: 4,529,661.00 % of Total Budget: 13%	State: 1,200,701.00 Federal: 47,804.00 Other: 3,595,106.00 Total: 4,843,611.00 % of Total Budget: 14%			
		State: 9,117,938.00 Federal: 3,501,718.00 Other: 22,112,725.00 Total: 34,732,381.00 % of Total Budget: 100%	State: 5,997,870.00 Federal: 420,042.00 Other: 29,053,274.00 Total: 35,471,186.00 % of Total Budget: 100%			
		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.						
In 09-10 Lander received as Part III appropriations federal stimulus dollars through the American Recovery and Reinvestment Act of \$1,440,348.						
	Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: 1,440,348.00 Other: Total: % of Total Budget:			

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

Section III – Elements of Malcolm Baldrige Criteria as follows:

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 the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?*

Development of an annual Strategic Planning Goals “Report Card” on the performance on each of the University-wide Strategic Goals, which as a whole expresses the University’s values (Chart 7.6.a.1), occurs on an annual basis across all units of the University on the following calendar:

January 1	Calendar-year assessment cycle begins.
February 28	Each non-academic unit’s assessment report from the previous calendar year is submitted to the Director of Assessment and Institutional Effectiveness.
May 15	Each academic unit’s assessment report from the current academic year is submitted to the Director of Assessment and Institutional Effectiveness.
June 6 - 15	President submits recommendations to Board of Trustees. Board of Trustees Meeting: President, in consultation with the Board, assesses the recommendations and submits a budget plan based on outcomes assessment from the recommendations.
July 1	Units receive budgets and assessment reports with revised goals or other directives which may have resulted from the review and budgeting process. President brings actions/directives of the Board to the President's Council.
August 1	President's Council brings actions/directives to the Director of Assessment and Institutional Effectiveness and to the individual units.
August 1 – December 31	Director of Assessment and Institutional Effectiveness works with individual units to 1) begin getting outcomes assessment data and 2) to set revised/new unit goals and indicators of success.
December 31	Calendar-year assessment cycle ends.

Deployment mechanisms include workshops to establish/revise unit goals and measurements, regular meetings of the faculty, the Academic Council, the Faculty Senate, colleges and departments, non-academic areas, and student organization leaders including Student Government. Senior leaders have an open door policy. Press releases keep the local community informed; a monthly electronic newsletter, and a semiannual Lander Magazine keep alumni and friends of the University informed. The President gives an annual State of the University address each fall.

2. *How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?*

Senior leaders meet weekly to discuss, plan, and coordinate the detailed, operational affairs of the university. They also participate in the annual Strategic Planning cycle by working with their supervisors, directors, and deans in determining reasonable goals and in setting reasonable measures to address the Strategic Plan Goals. In addition, annual faculty and staff evaluations help to provide a focus on university-wide objectives and continuous improvement.

3. *How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?*

Senior leaders promote legal and ethical behavior through a clear set of expectations that all units within the University must obey state and federal laws and regulations. The Faculty Handbook, the Lander Manual for Administration and Staff, and the Student Handbook require legal and ethical behavior. Policies exist to deal with matters such as substance abuse and sexual harassment. Legal counsel is retained for consultation on legal matters.

Legal and ethical behaviors are monitored through annual, external audits of the university's financial report and are performed by an auditing group approved by the Auditor's Office of the South Carolina Budget and Control Board. Additional external financial and performance audits are conducted in the offices of Procurement Services, Financial Aid, Veteran's Affairs, the Registrar and Financial Aid. The Lander Foundation is audited annually by a separate external audit group and is reported as a component unit of the University and an external NCAA audit is performed every three years. An internal auditor performs monthly audits of purchasing card expenditures according to an annual plan. Taken together, these reviews ensure fiscal responsibility and integrity. Audit meetings are attended by and reports are presented to the Board of Trustee audit representative in accordance with the spirit of Sarbanes-Oxley. Various accrediting agencies and reports submitted to state, regional and federal agencies serve legal and accountability requirements. Annual surveys of faculty and staff provide employee assessments of the extent to which they believe Lander obeys laws and regulations (Chart 7.6.b.1 and Chart 7.6.b.2). The Office of Safety and Compliance ensures compliance with the Occupational Safety and Health Administration, the South Carolina Fire Marshal's Office, DHEC and other state and federal regulatory agencies.

4. *How do senior leaders create an environment for organizational and workforce learning?*

Faculty pursue professional development and are provided opportunities to attend workshops intended to improve teaching performance. Both faculty (Table 7.4.2) and staff (Table 7.4.3) are eligible to apply for grants for educational and professional development. Information Technology Services provides software training (Table 7.4.1), and the Office of Human Resources schedules relevant workshops (Table 7.4.5). An annual recognition of excellence in faculty occurs through the identification of the Distinguished Professor of the Year as well as the identification of two Young Faculty Award recipients. An annual recognition of staff occurs with the awarding of two Staff Excellence Awards. *The Chronicle of Higher Education's* "Great College" survey reveal whether or not employees agree that Lander University is a great place to work (Chart 7.4.4).

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

Senior leaders have established a practice for managing approaching retirements related to the Teacher and Employee Retention (TERI) Program. The tenure/promotion process helps to promote an orderly career progression for faculty (Table 7.5.8) and the annual evaluation of faculty and staff helps, among other things, to identify leaders and to maximize their potential. Leadership positions are often filled from within. In the last twelve months eleven (11) staff members and five (5) faculty members were promoted.

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

Annual evaluations of faculty and staff concentrate on past achievements and future performance. Vice Presidents and the Athletic Director are responsible for providing a system for their areas for having information filter down. Communication is also accomplished through meetings and e-mail. Quarterly, the Vice Presidents and Athletic Director submit e-mail summaries of the accomplishments and events in their areas following Board of Trustees and Board Committee meetings. The President meets with departmental supervisors through a Management Information Exchange Committee in an effort to disseminate important changes and activity among employees. Annual awards recognize excellence in faculty and staff. Raises for faculty members are based on merit, and a faculty member will receive a raise when he/she is promoted and/or gains tenure.

7. *How does your organization evaluate the performance of your senior leaders including the head of the organization, 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 of Trustees is accountable to the Legislature. The Board evaluates the President; the President evaluates the Vice Presidents and the Athletic Director. Annually faculty members evaluate the President, the Vice President for Academic Affairs, their dean, and their chair. The deans also evaluate the President and Vice President for Academic Affairs. Senior leaders examine the feedback from the various evaluation surveys and use this information to gauge the interests and concerns of employees and to focus and improve their leadership effectiveness.

8. *What performance measures do senior leaders regularly review to inform them on needed actions?*

- Enrollment Data: the number of students registered for the upcoming term(s), the number of applications processed, by term, by student type, and by application status as well as demographic data
- Student Performance Data: General Education and program assessment data gathered through the annual, university-wide effort to determine to what extent the Strategic Plan Goals are being achieved; placement test scores earned by incoming students; retention data and satisfaction surveys.
- Housing: the number of student housing applications processed, by term.
- Marketing: the focus of current marketing efforts and their alignment with institutional focus and priorities
- University Police 24-hour Shift Logs: the number and type of incidents handled over the past 24-hours by the university police department (Table 7.6.c.4)

- Campus Safety Walk: annual walk across the entire campus in the fall, prior to leaf drop, by students, staff and senior leaders for the purpose of identifying potential safety issues (inadequate lighting, shrub maintenance etc.)
- Scholarship disbursement and utilization: the amount of academic scholarship money available for offer, the profile of students to whom it is offered and periodic review to ensure all of these financial resources have been awarded and disbursed

9. *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 are reported in Category 7).*

Beginning in fiscal year 2007, a “planned transfers” line item was introduced to allow for building financial reserves for unanticipated costs. In addition, senior leaders constantly evaluate resource priorities, such as faculty salaries, technology, physical space, and enrollment and retention figures - important due to their impact on financial resources. Data for these evaluations come from the Office of the Vice President for Business and Administration, Institutional Research, the Strategic Planning cycle and internal surveys. An Emergency Action Plan has been reviewed, updated and was implemented in fiscal year 2007-2008 and Information Technology Services has implemented a Disaster Recovery/Business Continuity Plan which is reviewed and revised, as appropriate, on a continuous basis. Recent preparations for reaffirmation of accreditation of the university and of various academic majors have helped us to focus on specific programs including academic program productivity standards; those academic programs not meeting productivity standards (Table 7.5.16) must devise a plan to do so or face elimination.

In anticipation of a pandemic flu season in Fall 2009, faculty and staff made advance preparations for teaching and learning to continue in the event of an outbreak. These preparations included, but were not limited to, the establishment of a Blackboard® presence for each course (for those that did not already have a presence), communicating with students about pandemic contingency plans and redesigning assignments as needed so they could be more easily completed at home or on-line. In addition, we implemented a policy and protocol written by the Montgomery Center doctors to handle the increase in flu-like illnesses among students, including provision of a standing order for anti-viral medication (Tamiflu) for students who are in the high risk categories for influenza.

10. *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, the workforce, and the organization’s students contribute to improving these communities.*

Senior leaders actively support and strengthen the local community as they interact with other community leaders through membership in civic organizations such as Kiwanis, Rotary, and the Chamber of Commerce; the President participates in the Western Piedmont Educational Consortium and the Vice President for Governmental Affairs serves on the board of the Upper Savannah Regional Education Center.

In addition to the external foci above, senior leaders support and strengthen the community internally by encouraging student organizations to become involved with community service projects. Most academic programs not only encourage students to participate in internships in local agencies and businesses, but faculty often facilitate these experiential learning

opportunities (Table 7.6.d.5). The Experience Your Education (EYE) program began during the 2009-2010 academic year and provides another bridge into the community for linkages and involvement through additional experiential learning opportunities. Education majors, including Master of Arts in Teaching students, are required to have supervised teaching experiences in the local school systems. Other partnerships with K-12 schools, community service organizations, and businesses are encouraged wherever such partnerships are natural corollaries to the mission of individual units, programs or services. Planning the proposed athletic complex, senior leaders have made provision for access by the community by including a walking trail, a health and fitness center, and a park.

Lander is a leader in protecting the environment by pursuing and securing Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ certification, the nationally recognized symbol demonstrating that a building is environmentally responsible, profitable and a healthy place to live and work, for Centennial Hall (a student residence hall). A full-time staff member serves as the Sustainability Officer to oversee activities and projects involving environmental issues.

The university provides to the community regular athletic events, intellectual events through the academic Fine Arts and Lectureship Series and through partnership with the City of Greenwood in the Greenwood/Lander Performing Arts series, culturally enriching events intended to enhance to quality of life. Lander also has entered into an agreement with the City of Greenwood which allows local firefighters to use, free of charge, the exercise facilities on campus in order to assist individuals with improving their physical condition. The university provides a smoking cessation program for employees. Local business leaders, health care professionals, educators, and other community and state leaders are asked to serve on academic program-based advisory boards and to be members of the Board of Trustees, the Lander Foundation and the Board of Visitors. Through a partnership with eight Greenwood School District 50 schools, the YMCA and Lander's Department of Physical Education and Exercise Studies, Lander hosts fifth graders each fall semester in a swimming instruction program called SPLASH. To benefit the local community and surrounding areas, Lander reintroduced a continuing education program in two divisions: the Learning, Interest, Fitness, Enjoyment (L.I.F.E.) Division offers classes to the general population and the Scholar Division offers classes that are targeted more toward the retirement community. In addition, Lander operates a Docent program in which members of the Greater Greenwood community serve as professional volunteers and facilitators, providing an indispensable service and contributing to the university's educational mission.

Category 2 – Strategic Planning

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

The Strategic Planning process is built around five Strategic Plan Goals (Section 1, Question 3) and involves units from across the institution. On June 1 each year, a summary "Report Card" on the University's performance on each of the five Strategic Plan Goals is produced for the Board of Trustees and includes a Strategic Plan Goal Score; this Strategic Plan Goal Score is derived by averaging the individual scores from the constituent units within the University who have submitted their own Units Goal(s) for meeting one or more of the

Strategic Plan Goals. These constituent Units set their own Indicators of Success (performance measures) and benchmarks and rate themselves on their performance at the end of the calendar year. The annual schedule for producing this “Report Card” is constructed for reporting to coincide with the budgeting process (Section III, Category 1, Question 1).

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 and Beyond Key Agency Action Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures
1. Learning	We will enhance student learning by promoting academic excellence and public leadership skills.	Each Unit’s annual report provides details of university-wide efforts to determine to what extent we are achieving the Strategic Plan Goals defined by the Lander University Board of Trustees. The Annual Operational Plan for Assessment describes a unified, annual cycle of formal assessment across a number of dimensions including: academic programs (8-year cycle), formative assessments of academic programs (8-year cycle), General Education Competency assessments (4-year cycle), and non-academic programs (2-year cycle).	Table 2.6.1 and Chart 7.1.11
2. Enrollment	We will increase the size of the student body 3% by Fall 2010.		Table 2.6.1 and Chart 7.1.11
3. Linkages	We will strengthen connections with local, regional, and statewide communities in order to promote experiential learning opportunities, innovative career resources, and lifelong learning interests for students.		Table 2.6.1 and Chart 7.1.11
4. Environment	We will improve the appearance and utility of the campus to serve a larger student body and increased programs of community outreach.		Table 2.6.1 and Chart 7.1.11
5. Accountability	We will achieve long-term stability through		Table 2.6.1 and Chart 7.1.11

	comprehensive assessment, planning, financial oversight, and sound management practices.		
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a) *your organizations' strengths, weaknesses, opportunities and threats*

The President and the President's Council are responsible for addressing the strengths, weaknesses, opportunities, and threats as they use this information individually for identifying Unit Goals, Indicator of Success and for setting Expected Outcomes to address the five Strategic Goals in their individual units.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • A quality state-assisted university that offers strong academic programs (Table 7.6.c.1) • A focus on teaching • An attractive campus and functioning physical plant • A state-leader in using technology to assist and improve teaching by 	<ul style="list-style-type: none"> • Dependence on tuition revenues in view of declining state funding • Location and size of the institution • Recruiting and hiring quality faculty (Table 7.5.8) and staff • Lack of an adequate University Student Center 	<ul style="list-style-type: none"> • Build a Recreation, Wellness, and Sports Complex to benefit Lander and the Greenwood community • Initiation of an incentive program to address shortages of faculty in critical needs areas 	<ul style="list-style-type: none"> • Decrease in state support (since July 1, 2008, loss of \$5,060,912 (57%) operating dollars resulting in numerous cost-saving initiatives as well as increasing dependency on annual increases in students tuition and fees) • Competition with other institutions of higher learning for qualified faculty • A sharp decline in South Carolina Education Lottery allocations used

<p>providing “smart” classrooms (Table 7.5.3) and laptops to assist faculty with teaching (Table 7.5.4)</p> <ul style="list-style-type: none"> • Providing a tool for success for incoming freshmen by requiring them to purchase laptops • Maintaining a T.R.A.C.S. – Technology Resource Assistance Center for Students – to help maintain laptops students have purchased as a University requirement 			<p>to fund technology at Lander (since 2005, loss of \$328,568 (74%) resulting in a potential increase to the student technology fee)</p>
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b) financial, regulatory, and other potential risks

Risks include 1) having adequate resources to satisfy the requirements for accrediting agencies as well as state and federal mandates, 2) having adequate resources for fulfilling internal needs brought forward as a result of the Strategic Planning process, 3) a lack of regulatory reform to a) increase the \$150,000 purchasing cap set by the Budget and Control Board by which Colleges and Universities have the ability to procure goods and services prior to using MMO for the bid process, b) increase the \$500,000 capital projects cap to \$1,000,000 by which Colleges and Universities can engage in capital projects before having to receive approval from the Budget and Control Board, c) eliminate Colleges and Universities from paying sales and use tax potentially saving millions of dollars.

c) shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition

Because an annual cycle of strategic planning exists, the university can adapt relatively quickly to shifts in these areas by a change in or an addition to the Strategic Plan Goals.

d) workforce capabilities and needs

The Strategic Planning process provides constituent units with the ability to request resources, including human resources, in order to improve or to maintain existing performance on a Unit Goal.

e) long-term organizational sustainability and organizational continuity in emergencies

An Emergency Action Plan was revised and adopted in 2007-2008 and Information Technology Services has implemented a Disaster Recovery/Business Continuity Plan which is reviewed and revised, as appropriate, on a continuous basis.

f) your ability to execute the strategic plan

Because the Strategic Planning process involves individuals from all constituent units of the institution, personnel and procedural resources are in place to execute the Plan under the direction of the President and President's Council.

2. *How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).*

While some of our strategic challenges are beyond our ability to control fully, the Board of Trustees addresses challenges through the setting of Strategic Plan Goals (Section 1, Question 3); with guidance from the members of the President's Council, each constituent unit identifies their individual Unit Goals for the year and links them to one of the five Strategic Plan Goals.

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

The evaluation starts with the annual Strategic Planning Goals "Report Card" which is developed and presented to the Board of Trustees (Category 2, Question 1). As a part of that process, the Board of Trustees can do the any of the following with the Strategic Plan Goals for the upcoming strategic planning year 1) ratify them, 2) revise one or more of them, 3) add or delete one or more of them. At the beginning of each academic year, each constituent unit has an opportunity to ratify, revise, add or delete Unit Goals and Indicators of Success to reflect the decisions of the Board of Trustees. The Director of Assessment and Institutional Effectiveness schedules throughout the fall sundry workshops and individual unit meetings to assist with the formulation of Unit Goals and Indicators of Success, helping to identify the kind of data needed, the sources of that data, and who has responsibility for achievement of the Unit Goal. A standardized "Report Card" reporting format has been adopted.

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.*

Tracking occurs with the annual "Report Card" (Category 2, Question 1). The Strategic Planning process provides constituent units with the ability to request the resources they require in order to improve or to maintain existing performance on a Unit Goal and those requested resources are presented within the "Report Card" to coincide with the internal budgeting process.

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

Communication and deployment occurs as noted in the annual calendar in Category 2, Question 1.

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

The following table shows a summary of each Strategic Plan Goal, the number of individual Unit Goals supporting each Strategic Plan Goal for 2009 and the Strategic Plan Goal Scores. The scoring scale used for deriving the Strategic Plan Goal Score is:

Target Met:	3.00 – 2.01
Target Partially Met:	2.00 – 1.01
Target Not Met:	0.01 – 1.00

Table 2.6.1: Strategic Plan Goal Scores – Calendar Year 2009

Strategic Plan Goal	TOTAL	Met	Partially Met	Not Met	Not Evaluated	Strategic Plan Goal Score
1. Learning	30	24	4	1	1	2.58
2. Enrollment	14	7	2	0	5	2.57
3. Linkages	7	6	0	0	1	2.76
4. Environment	17	12	2	2	1	2.51
5. Accountability	16	11	2	0	3	2.63
TOTAL	84	60	10	3	11	2.59

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 can be found at

<http://www.lander.edu/administration/president/goals.html>

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 (Table 7.5.6), as the primary student and market segments. More specifically, we identify the following types of students as a market segment that we would target: high school graduates, transfer students from a technical college or four-year university, or adults interested in pursuing a degree. Over ninety percent (90%) of students at Lander are residents of South Carolina. In order to identify some of these students, Lander purchases the names and addresses of South Carolina, and other selected states, students who have taken the SAT and ACT. In addition, students are recommended by alumni, faculty, staff, and other students and Admissions personnel attended many recruiting events throughout the year (Table 7.6.d.4). For transfer students, articulation agreements exist to help students transfer from other institutions; these agreements are updated regularly. Students from other states and nations help provide diversity; 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 including 1) 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, 2)

Admissions uses avenues such as Facebook and MySpace to listen and learn about the expectations of and trends among high school students.

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

Feedback from current, former, future students and other stakeholders is collected, analyzed and distributed widely throughout the institution, as appropriate, in order to determine strengths and areas for improvement in existing services and programs as well as for use in adding and/or eliminating services and programs. The collection, analysis and distribution of collected feedback occur at the academic and non-academic program/unit level.

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

Student and stakeholder satisfaction and dissatisfaction are determined through a variety of methods across the institution:

- Current students provide feedback to their individual course instructors by completing Faculty Evaluations which are used for course improvement as well as providing one criterion for annual faculty performance reviews. In addition, students provide feedback on a whole range of issues through the Student Opinion Survey (administered every first and second year) and the National Survey of Student Engagement (administered every third year). (Chart 7.2.2)
- Former students provide feedback through alumni surveys not only at the individual program level but also at the graduation cohort level – the latter required biannually by the South Carolina Commission on Higher Education pursuant to Section 59-103-350 (D) of the SC Code of Laws, 1976 (as amended). Program surveys generally attempt to determine whether or not students are employed their field of study and to what extent they believe their respective program adequately prepared them for their work.
- Grievance Committees provide internal due process for students, faculty and staff in the case of allegations that University policies and procedures have not been followed.
- Student Perceptions of Academic Advising survey is conducted each fall and spring semester since, in addition to other criteria, advising is regarded as one of the primary criterion for reappointment at Lander University (Table 7.2.1).
- Advisory groups composed of students and community for-profit and not-for-profit business professionals help to improve academic and non-academic services and programs.
- Exit interviews for students and employees are used to gather data for improving working conditions, academic programs and for retaining both.
- Satisfaction Surveys are used to determine whether or not our constituents are satisfied with services and programs:

Survey Name	Stakeholders Surveyed	Frequency
1. Alumni Satisfaction Survey	Alumni – graduated 3 years	Every other year (Chart 7.2.3)
2. Library Surveys	Current students and Faculty	Annually
3. Employee and Faculty Surveys	Employees	Annually
4. Dining Services	Faculty, Staff, and Students	Twice a year

5. Counseling Services Survey	Students	After services rendered
6. Health Services Survey	Students	After services rendered
7. Wellness Center Survey	Students	After participation in a Wellness Center program
8. ACT Student Opinion Survey (SOS)	Students	Every first and second year
9. National Survey of Student Engagement (NSSE)	Students	Every third year (Chart 7.2.2)
10. Student Perceptions of Academic Advising	Students	Every Fall and Spring Semester (Table 7.2.1)

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.*

The following are areas of focus for the future which are intended to meet and exceed stakeholder satisfaction:

- Assess Retention initiatives, focused on our new calendar
- Monitor our fourth year as a tobacco free campus—both indoors and outdoors
- Partner with Self Regional Health Care regarding reducing obesity in our young people
- Implement an equine therapy program
- Continue to improve our healthy conscious dining hall menus; make dining a health education opportunity
- Continue moving Lander University toward a “pedestrian campus”
- Complete the Health, Recreation and Wellness Complex

6. *How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?*

Grievances can be filed for terminations, suspensions, involuntary reassignments (with conditions), demotions, reclassifications when it is determined that the reclassification is punitive, salary reductions when based on performance as indicated by the Employee Performance Management System (EPMS) evaluations, a reduction in force if there is a material issue of fact that the University inconsistently or improperly applied its reduction in force policy. The three-step grievance process is articulated in the *Employee Handbook* and contains very specific timeframes in which each step must take place within a total of fifty-five (55) calendar days. Students are expected to adhere to the Academic Honor Code but in cases where the faculty member requests a hearing by the Honor Council, the process of carrying out the hearing and of notifying the student of the outcome of the hearing is conducted within a precisely specified timeframe. In like fashion, Grade Appeals are governed by a five-step process that is conducted within a precisely specified timeframe. Complaints involving harassment or illegal discrimination including race, color, sex, religion, national origin, age, or disability are treated as confidentially as practicable, investigated discreetly, and resolved as promptly as possible. The Office of Financial Aid evaluates Satisfactory Academic Progress appeals in the summer of each academic year and notifications are made prior to the beginning of the next academic year so that the student

whose appeal was successful can be given the benefit of the following academic year to make up any academic deficits.

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 daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?*

All units within the university establish Unit Goals and Indicators of Success (measures) as a part of the annual Strategic Planning Goals “Report Card” process; student learning is measured as a part of this process (Section III, Category 1, Question 1). (Table/Chart 7.1.1 through Table/Chart 7.1.11.) Tracking daily operations and organizational performance is built into this process.

2. *How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?*

The selection, collection, alignment and integration of data/information for analysis is determined by each constituent unit within the University when it declares its Unit Goals and associated Indicators of Success and aligns them with one or more of the five Strategic Plan Goals. While the Strategic Plan Goals are defined by the Board of Trustees, decision making and innovation are supported through the annual Strategic Planning Goals “Report Card” process.

3. *How do you keep your measures current with educational service needs and directions?*

The overall direction of the University is set by the Board of Trustees, in close consultation with the president and vice presidents, through a set of Strategic Plan Goals. Each constituent unit within the University must set its Unit Goals and associated Indicators of Success in such a way that they support one or more of the Strategic Goals; Unit Goals can also support other internal and external audiences such as the sundry accrediting and governmental agencies. The Board of Trustees reserves the right to change, add or eliminate Strategic Plan Goals from year to year in order to guide the direction of the University. The annual process of updating Unit Goals, (Section III, Category 1, Question 1) allows constituent units within the University to remain current with the overall direction of the University as well as with their associated Indicators of Success.

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?*

National, state, and regional data are used to compare our performance to that of our peers, competitors and leaders in the field where possible. For example, we use:

- South Carolina peer institution information from the Commission of Higher Education as well as through the annual South Carolina Higher Education Statistical Abstract (Table 7.1.7, Table 7.5.7, Table 7.5.10, Table 7.5.15)
- National standards and reports from organizations such as accrediting agencies, Integrated Postsecondary Education Data System (IPEDS), the American Association of State Colleges and Universities (AASCU), and the National Association of College and University Business Officers (NACUBO)
- National instruments such as the National Survey of Student Engagement (NSSE) (Table 7.2.2), the ACT Student Opinion Survey and the Proficiency Profile (formerly MAPP) (Chart 7.1.3 through Chart 7.1.5), and Major Field Tests (MFT) from the Educational Testing Service (ETS)

- Internal surveys of faculty, staff, students, and alumni
- Industry Standards for renovating space and comparing maintenance costs

5. *How do you make needed data and information available? How often do you make them accessible to your workforce, students and stakeholders?*

The Lander University Factbook provides much current and historical data that is used by internal and external constituents. And while the Factbook contains a core of information from year to year, contents vary from year to year based on the needs of constituents. Data in the Factbook is updated and posted at http://www.lander.edu/ir/fact_book.html as it is finalized throughout the year. The South Carolina Commission on Higher Education provides current and historical comparison data for higher education institutions in the state in the annual South Carolina Higher Education Statistical Abstract. Other data required for internal or external use is generated on an ad hoc basis. In addition to these data, information of various types is made available through workshops held prior to the beginning of the fall semester, regular enrollment and housing status reports, staff meetings, Management Information Exchange meetings and Lander Alert (emergency) warning notifications.

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

SunGard Higher Education provides Lander with a tightly integrated, administrative software suite of student, financial aid, finance, human resources, enrollment management, and advancement systems to help us improve administrative, academic, and individual performance. The users of the suite, called Banner, have established a Data Standards Document in order to provide for adequate security and to define the responsibilities of everyone inputting, accessing and managing the data. Offices may have individual guidelines that supplement, but do not supplant or contradict these guidelines. Data entrusted to the University by other organizations (e.g., Foundations and Governmental agencies) is governed by terms and conditions agreed upon with those organizations. Specific issues not governed by such agreed terms are governed by the guidelines set forth in this document.

These guidelines are to ensure database integrity and the goals of easy, professional, cost-effective communication for the Lander University community by:

- Avoiding creation of duplicate records for a single entity,
- Providing complete name and address information in a timely manner, with an audit trail of changes,
- Using standard entry to facilitate consistent reports and searches,
- Sharing effective processing and problem-resolution discoveries with other team members,
- Using United States Postal Service recommended mailing address setup and procedures.

Banner restricts access to information using two kinds of tests that users must pass: an authentication process, which determines the user's identity and group membership, and an authorization process (role-based security), which decides whether a user has the role membership necessary to access a particular resource.

Lander has also established a plan for the privacy and security of student information in compliance with the provisions of the Family Education Rights and Privacy Act of 1974, as amended, as well as compliance with the final regulations issued by the Federal Trade Commission (FTC) under 16 CFR Part 314, as published in the May 23, 2002 Federal

Register, p. 346484 which stem from the Gramm-Leach Bliley Act (GLB Act) enacted in 2000.

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

With the findings of the annual Strategic Planning process, the goals of the constituent units within the University are reviewed and aligned with the Strategic Plan Goals. Part of the Strategic Planning process involves reviewing Unit Goals and Indicators of Success and the findings from data collection so adjustments to the Strategic Plan Goals can be made as deemed appropriate by the Board of Trustees.

8. *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, The Lander Manual for Administration and Staff and the Lander University Catalog are all documents which collect, transfer and maintain organizational knowledge assets; they are all updated and distributed on a continuing basis.

Best practices are identified through, though not limited to, professional association membership and meeting attendance, workshops, reading professional literature, serving on accreditation teams at other institutions and interacting with peers at other institutions. Best practices are shared through the Center for Effective Undergraduate Teaching, workshops for faculty and staff held in the weeks prior to the beginning of fall classes and at other times within the academic year, committee meetings, college and department meetings, meetings of the Management Information Exchange Committee and even informal conversations with colleagues (Chart 7.6.b.3). Human Resources provide on-campus training opportunities, anchored in best practices, for all employees (Table 7.4.5).

Category 5 – Workforce Focus

1. *How do you organize and manage work to enable your workforce 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, 5 units exist each headed by a Vice President or the Athletic Director. Together they comprise the President’s Council.

1. Academic Affairs	College of Arts and Humanities, College of Business and Public Affairs, College of Education, College of Science and Mathematics, Enrollment Services (Academic Success Center, Admissions, Registration/Institutional Research, Financial Aid, Student Support Services), Library, Continuing Education, /Center for Effective Undergraduate Teaching, Academic Web Communications, Assessment and Institutional Effectiveness
2. Business and Administration	Business Office, Budget Office, Information Technology Services, Procurement and Retails Services (Bookstore, Printing Services, Procurement Services), Facility Operations (Engineering Services, Physical Plant)
3. Student Affairs	Campus Recreation and Intramurals, University Police, Housing and Residence Life, Wellness Center, Health Services, Career Services, Dining Services, Student Activities, Student Health

	Services, Student Publications
4. University Advancement	Alumni Affairs, Development and Fund Raising, Legislative Affairs, University Relations and Publications, Foundation and Board Relationships, Greenwood-Lander Performing Arts
5. Athletic Department	Intercollegiate Athletic Programs

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

Knowledge and best practices are communicated and reinforced across departments, jobs and locations in at least the following ways:

- Integration into formal and informal meetings of the Vice Presidents and Athletic Director, deans, supervisors, coaches, and directors, in regular faculty meetings, in the Management Information Exchange Committee, and in the Faculty Senate
- E-mail lists and web-sites
- Changing operations manual to incorporate best practices
- Focused campaigns to solicit best practices on particular opportunities or challenges

3. *How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?*

The annual evaluation of faculty and staff is a process that ensures that employees know what is expected of them by having supervisors set and communicate expectations. Staff members meet with their immediate supervisor to discuss the Employee Performance Management System (EPMS) form while faculty meet with their deans to review the Faculty Development Plan, Faculty Performance Report, results of student evaluations (except for library faculty), and peer evaluations. Faculty also have six-year, post-tenure review designed to facilitate continued faculty development, consistent with the academic needs and goals of the University and the most effective use of institutional resources, and to ensure professional accountability.

4. *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?*

Effective workforce planning helps us to identify and address the gaps between the workforce of today and the human capital needs of tomorrow. This planning starts by strategic direction-setting by the Board of Trustees and linking that process with the work activities (Unit Goals) required to carry out the Strategic Plan Goals (long term) and the Employee Performance Management System (short term). Succession planning is accomplished internally by providing opportunities for professional development (Table 7.4.2 and Table 7.4.3) and encouraging current employees to apply for and pursue, as appropriate, faculty and staff positions being filled through formal searches.

5. *How does your development and learning system for leaders address the following:*

- a. *development of personal leadership attributes?*

A leader must create and share a vision, be an entrepreneur, set standards, inspire others, orchestrate methods used to perform work, understand people and measure results. These attributes are developed through encouraging and facilitating professional development, membership in and active service to professional organizations and active involvement in community activities including, but not limited to, participation in the Leadership Greenwood program.

- b. *development of organizational knowledge?*

Lander recognizes the role which “knowledge” can play in enhancing the effectiveness of our operations and to that end we attempt to harness the explicit and tacit knowledge our employees possess. This knowledge tends to find a center of gravity in two specific areas: policy and process. Policy knowledge is codified in numerous documents such as the Employee Handbook, the Lander University Catalog and The Faculty Manual; process knowledge is codified in such documents as the Data Standards Document and the individual departmental operations (best practices) manuals. In addition, both policy and process knowledge development and transfer occurs through informal and formal mentoring.

c. ethical practices?

Lander recognizes that professional ethics influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the employees own professional growth and development. And in professional ethics, accountability has a central place. To that end, one of Lander’s Strategic Goals is Accountability in which we institutionalize giving an account and answering legitimate questions about ourselves and our operations. (Chart 7.6.b.1 and Chart 7.6.b.2)

d. your core competencies, strategic challenges, and accomplishment of action plans?

Lander recognizes our core competency, a small, state-assisted institution with private institution sensibilities, as a source of competitive advantage as well as a strategic challenge. While we are not always able to realize economies of scale, our annual Strategic Planning Goals “Report Card” process allows for a clear focus on what we value as an institution and to the purposeful pursuit of the Strategic Plan Goals.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Capability and capacity both relate to the institution’s flexibility to implement new or modify existing programs and the ability to employ new faculty and staff or to redirect present faculty and staff to meet staffing requirements for planned program implementation and development (Section II, Table 1 and Table 7.5.8). Both are assessed annually through the Strategic Planning Goals “Report Card” process when resources, including needed skills, competencies and staffing levels, are requested to support various Unit Goals which in turn support one or more of the Strategic Plan Goals.

7. How do you recruit, hire, and retain new employees?

Employee recruitment and hiring procedures are as follows:

- a. Discussion with Classification and Compensation Manager by Supervisor.
- b. Classification and Compensation Manager issues Personnel Action Request to Supervisor.
- c. Supervisor discusses employment intention with area Vice President. If approved, Personnel Action Request is signed and returned to Human Resources.
- d. Employment Manager prepares job advertisement and starts the recruitment/development of applicant pool.
- e. Supervisor screens applications, begins the interview process, and chooses most suited applicant.
- f. Supervisor writes justification for hiring decision and returns justification and all applications to Human Resources.

- g. Classification and Compensation Manager evaluates training and experience of candidate and determines a starting salary. A SLED background check is done. Supervisor is notified of salary.
- h. Supervisor makes preliminary and tentative verbal job offer to candidate. Classification and Compensation Manager writes letter of official notification of hire to selected applicant.
- i. Employment Manager posts on the web site that the job has been filled. This notifies other applicants who were not selected.
- j. Appointment is made with Benefits Administrator to give the new employee orientation. Supervisor continues the orientation with specific information about the position.

Employee retention is accomplished in a number of ways, including:

- Giving recognition: each year, faculty choose one of their own to be honored as Distinguished Professor of the Year; staff choose two of their own, who are at least in their second year of employment at Lander, to receive the Staff Excellence Awards.
 - Offering flexible work schedules: to help employees achieve a better work/life balance. This also includes telecommuting which allows an employee to work at home or at another satellite location (which is linked, usually electronically, to a central office) during all or some portion of the workweek. S.C. Code 8-11-15(B) of the South Carolina Code of Laws authorizes state agencies to utilize telecommuting for greater workplace efficiency.
 - Facilitating professional development: through Faculty Development Grants (Table 7.4.2), Staff Development Grants (Table 7.4.3) and Tuition assistance.
 - Continuing Lander traditions: such as the Linen and Lace Tea for the women of Lander hosted by the First Lady, Homecoming, Academic and Student Life Banquet, Athletic Banquet, Scholarship Banquet, Parent's Day, Welcome Week, State of the University Address.
8. *How do your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?*
Workforce education focuses on strengths, rather than on limitations, in order to fully develop the talents and skills we have. In addition, University employees who wish to drive fleet or leased vehicles are required to take a Defensive Driving Class and a refresher course every three years. All operators of service carts-electric or gas powered-must be trained in cart operation. (Chart 7.6.c.2)
 9. *How do you evaluate the effectiveness of your workforce and leader training and development systems?*
Formal, written evaluations of all training programs are conducted to determine the effectiveness of each and to solicit suggestions for other relevant training opportunities.
 10. *What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?*
Annual Faculty and Staff Satisfaction surveys and Exit Interviews are the primary means used to determine the level of employee satisfaction.
 11. *How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?*
The President's Council reviews the results of the annual Faculty and Staff Satisfaction surveys and then set appropriate priorities and determine courses of action needed.

12. *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 and has developed a comprehensive Campus Safety and Emergency Preparedness plan that includes:

- Implementation of a state-of-the-art notification system that enables emergency notifications instantly and simultaneously to all registered mobile phones
- Evacuation Procedures (building or campus)
- Explosions, Downed Aircraft on Campus
- Fire and Fire Alarms
- Hazardous Materials Spill
- Medical Emergencies (including infectious disease pandemics)
- Recognizing Distressed Students
- Tornados
- Utility Failure
- Campus Emergency Response Team (CERT)

The Lander Police, the Director of Safety, the Director of Physical Plant and various safety-related committees (Table 7.5.11) work together to maintain a safe, secure (Table 7.4.4 and Chart 7.6.c.2) and healthy work environment by providing:

- 24/7 certified police force (Table 7.6.c.3)
- Annual “Campus Safety Walk”
- 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 (Table 7.5.11)
- Procedures for dealing with fire alarms
- Fire fighting services provided 24/7 by the City of Greenwood Fire Department
- Defensive Driving Class with a refresher course every three years for drivers of fleet or leased vehicles
- Two registered nurses on duty
- Focus on education and prevention by Student Health Services
- Prompt responses to emergency, health- and safety-related work orders (Table 7.5.17)
- 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 outdoors across campus
- Campus safety topics covered in new student orientation and in residence halls

Category 6 – Process Management

1. *How do you determine, and what are your organization’s core competencies, and how do they relate to your mission, competitive environment, and action plans?*

Lander’s core competency – a small, state-assisted institution with private institution sensibilities – is part of our physical and aspirational identity. While “small” presents a competitive disadvantage, our annual Strategic Planning Goals “Report Card” process

allows for a clear focus on what we value as an institution and to purposeful pursuit of the Strategic Plan Goals.

2. *What are your organization's key work processes?*

Key Processes	Key Requirements	Key Measures
Student Learning		
Accessibility	<ul style="list-style-type: none"> • Scheduling of courses • Online courses and degrees (Table 7.5.1 and Table 7.5.5) • Advising 	<ul style="list-style-type: none"> • Enrollment figures • Demographics (Table 7.5.6) • Online courses (Table 7.5.2) • Advising Satisfaction (Table 7.2.1)
Curriculum Design: Program and Course	<ul style="list-style-type: none"> • Program needs • Resources • Compliance with CHE, SACS, and program accrediting agencies' requirements • Procedures for changes to curriculum 	<ul style="list-style-type: none"> • Student success (Table 7.1.6 and 7.1.8) • Acceptance into graduate and professional schools • Employment of graduates • Use of technology • Accreditation (Table 7.6.c.1)
Evaluation and Improvement	<ul style="list-style-type: none"> • Assess student-learning (Chart/Table 7.1.1 – Chart/Table 7.1.5) • Assess faculty 	<ul style="list-style-type: none"> • Evidence of Student Learning (Chart/Table 7.1.1 – Chart/Table 7.1.5) • Assessment of graduating seniors • Advising Satisfaction (Table 7.2.1) • Assess General Education (Chart 7.1.3 – Chart 7.1.5)
Support Services		
Library	Access to information	Library resources and use (Table 7.1.9)
Academic Success Center	<ul style="list-style-type: none"> • Tutoring in math and other subjects • Program for students on probation (SASP) 	<ul style="list-style-type: none"> • Number of students tutored and hours tutored • Student Academic Success Program (Table 7.1.6)
Student Support Services	Serving first generation, low income, and disabled students	Recruitment (Table 7.1.10, Table 7.5.10 and Table 7.6.d.4), retention and graduation rate (Table 7.1.7)

3. *How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?*

Departments assess, revise, and initiate changes to the curriculum using the following inputs:

- Requirements from accreditation agencies (Table 7.6.c.1)
- Program Assessment results (Table 7.1.1, Table 7.1.2, Table 7.1.11)

- General Education Assessment results (Chart 7.1.3 – Chart 7.1.5)
 - Program Advisory Boards input
 - Stakeholder Satisfaction surveys results (Chart 7.6.b.4)
 - Student course evaluation results
 - Faculty Satisfaction Survey results
 - Staff Satisfaction Survey results
4. *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?*
 Each major has a sequence of courses needed to complete a degree in four years and the Academic Council determines impact of new/deleted courses on their programs. The Technology Committee makes recommendations about the best use of the lottery funds with two current emphases being 1) providing faculty with laptops (Table 7.5.4), and 2) maintaining “smart” classrooms (Table 7.5.3). Banner manages many university functions like applications for admission, class registration, budget review, electronic tracking of advisees, entering online grades and historical data used to determine the courses and number of seats needed. Blackboard® assists with course management (Table 7.5.5).
5. *How do you systematically evaluate and improve your work processes?*
- Students evaluate their classes using the Individual Development and Educational Assessment from the IDEA Center
 - Students evaluate the advising process (Table 7.2.1)
 - The curriculum is improved through a systematic process of major program assessment as well as by a process for approval and revision of courses
 - Suggestions from surveys and advisory groups are incorporated when appropriate
 - Annual evaluations of faculty and staff
6. *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.

Key Support Processes		
Support Offices	Key Support Processes	Evaluation Methods
Admissions	<ul style="list-style-type: none"> • Student recruitment • Articulation agreements 	<ul style="list-style-type: none"> • Enrollment history, Recruitment events (Table 7.6.d.4) • Transfer students
Advising	<ul style="list-style-type: none"> • Advising workshops • Maintenance of advising database 	Student satisfaction with advising (Table 7.2.1)
Athletics	<ul style="list-style-type: none"> • Emphasize athletes as students • Follow NCAA rules 	Student Athletes GPAs (Table 7.1.8)
Bearcat Shop	<ul style="list-style-type: none"> • Sale of books and supplies 	Excess Revenue as a Percent of Total Revenue (Table 7.5.9)
Budget and Business Office	<ul style="list-style-type: none"> • Budget oversight and audits 	Percentage of Administrative costs to Academic Costs (Table 7.3.3)
Career Services	Support career searches of students	Services offered (Table

		7.6.d.3)
Copying Services	Duplication of course materials	Number of copies made (Table 7.3.1)
Financial Aid	Assist students in financing college	
Greenwood/Lander Performing Arts	<ul style="list-style-type: none"> • Community-university partnership to provide cultural events • Cultural experiences, K-12 students 	K-12 students attending Performances (Table 7.6.d.6)
Human Resources	<ul style="list-style-type: none"> • Administer personnel policies and procedures and training 	Learning and Development for Faculty and Staff (Table 7.4.5)
Information Technology Services	<ul style="list-style-type: none"> • Management of class management software • Manages equipment, software, and networks • Software training (Table 7.4.1) 	<ul style="list-style-type: none"> • Blackboard® use (Table 7.5.5) • Work orders (Table 7.5.12) • Smart classrooms (Table 7.5.3) • Software training (Table 7.4.1)
Lander Foundation	Receives, manages, and invests gifts concentrating in three major areas: scholarships, faculty/staff development and research, acquisition of property	<ul style="list-style-type: none"> • New scholarships (Table 7.6.d.7) • Grants (Table 7.4.2 and Table 7.4.3)
Physical Plant and Engineering Services	<ul style="list-style-type: none"> • Efficiency of operation • Building and grounds maintenance • University safety (Chart 7.6.c.2) 	<ul style="list-style-type: none"> • Work Orders Completed (Table 7.5.17) • Major projects
Police	Security and safety of campus (Chart 7.6.c.2)	<ul style="list-style-type: none"> • Safety (Table 7.6.c.3) • Campus incidents (Table 7.6.c.4)
Procurement	<ul style="list-style-type: none"> • 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

7. *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, including inflationary calculations for utilities and supplies, are factored in as well as state mandated pay increases and new initiatives based on the action items from the annual Strategic Planning Goals “Report Card”.

The President's Council reviews "Report Card" results from the prior year and makes budget alignment/realignment decisions based on board-approved action items or strategic directions identified and/or continued in the Plan. The total of anticipated expenditures and contingencies are offset against approved state funding to determine tuition pricing using an assumption of static enrollment from the previous year. The university has made use of a formula-based Planned Transfers line item in the budget to set aside money for non-recurring, critical maintenance of facilities and instructional equipment items.

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?

Test	April 1, 2009 – March 31, 2010	April 1, 2008 – March 31, 2009	April 1, 2007 – March 31, 2008	April 1, 2006 – March 31, 2007	April 1, 2005 – March 31, 2006
Core Battery Professional Knowledge	87%	93%	90%	87%	80%
Principles of Learning & Teaching (K-6)	85%	83%	92%	85%	92%
Principles of Learning & Teaching (5-9)	100%	75%	100%	67%	0%
Principles of Learning & Teaching (7-12)	80%	71%	90%	63%	100%
Specialty Area Tests	67%	56%	79%	83%	75%

April 1, 2009 – March 31, 2010	April 1, 2008 – March 31, 2009	April 1, 2007 – March 31, 2008	April 1, 2006 – March 31, 2007	April 1, 2005 – March 31, 2006
86%	94%	90%	96%	93%

Chart 7.1.3: ETS Proficiency Profile (Mathematics)

(Lander Freshmen: n = 1768; Lander Seniors: n = 1274)

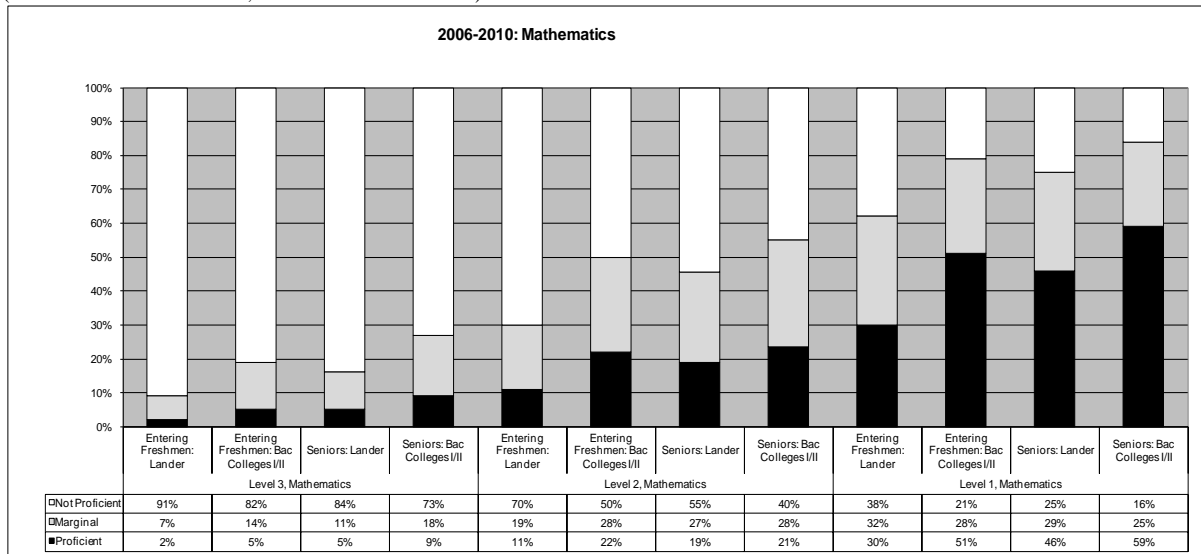


Chart 7.1.4: ETS Proficiency Profile (Writing)
(Lander Freshmen: n = 1768; Lander Seniors: n = 1274)

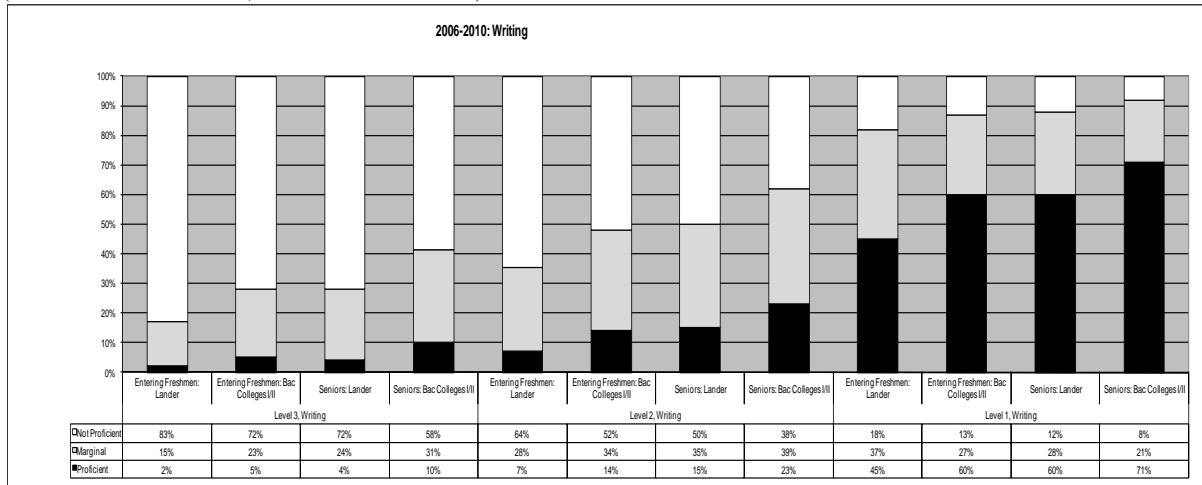


Chart 7.1.5: ETS Proficiency Profile (Critical Thinking)
(Lander Freshmen: n = 1768; Lander Seniors: n = 1274)

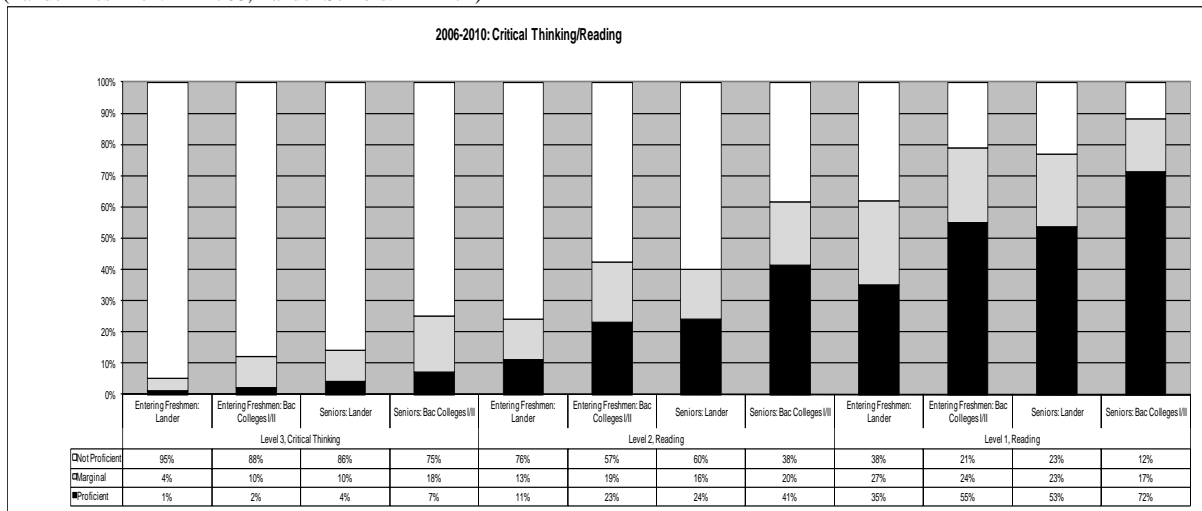


Table 7.1.6: Participation in Student Academic Success Program (SASP)

Spring of...	Number of Students	% Participating Who Withdrew	% Participating Remaining on Probation	% Participating Off Probation	% Participating Suspended
2006	35 (427 Eligible)	6%	31%	46%	17%
2007	92 (478 Eligible)	1 (1%)	20 (22%)	38 (41%)	33 (36%)
2008	77 (284 Eligible)	0%	23 (33%)	35 (45%)	19 (25%)
2009	130 (297 eligible)	2 (2%)	37 (28%)	56 (43%)	35 (27%)
2010	120 (361 Eligible)	0%	45 (37%)	38 (32%)	37 (31%)

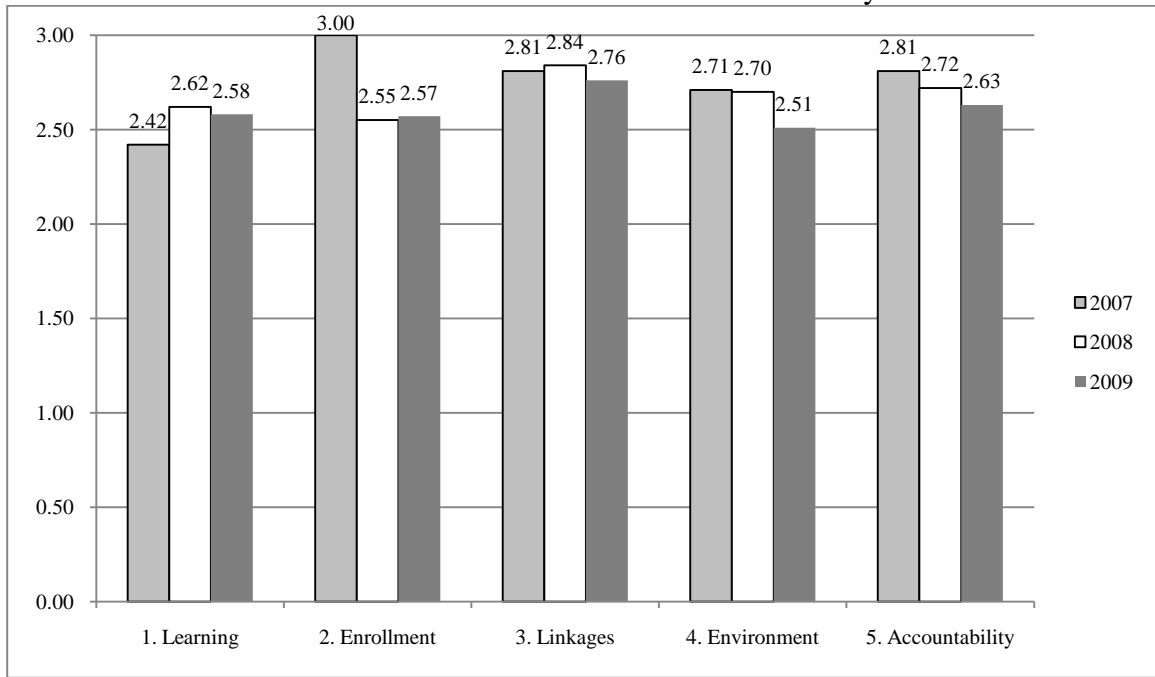
Institution	2003	2002	2001	2000	1999
The Citadel	(Data not available from the South Carolina Commission on Higher Education)	68.2%	65.2%	71.3%	64.9%
Coastal Carolina University		46.5%	43.9%	42.3%	43.1%
College of Charleston		64.0%	59.5%	60.7%	57.5%
Francis Marion University		39.2%	42.3%	38.0%	37.4%
Lander University		43.5%	46.4%	40.5%	48.4%
SC State University		45.1%	45.2%	53.8%	46.8%
USC Aiken		38.5%	40.2%	40.0%	44.0%
USC Beaufort		21.4%	16.5%	19.0%	12.2%
USC Upstate		36.0%	38.4%	65.5%	40.0%
Winthrop University		58.6%	58.4%	58.0%	59.8%

Academic Year	GPA of General Student Population	GPA of Student Athletes	Number of Student Athletes
2005-2006	2.59	2.82	173
2006-2007	2.56	2.80	163
2007-2008	2.75	2.82	185
2008-2009	2.77	2.84	201
2009-2010	2.73	2.93	178

Academic Year	Total Searches Using Library's Electronic Databases	Class Sessions Taught/Students Taught	Number of Persons Entering Library
2005-2006	291,159 ¹	115 / 1363	254,356
2006-2007	292,890	112 / 1607	238,408
2007-2008	246,378	94 / 1876	210,836
2008-2009	228,081	75 / 1548	190,504
2009-2010	292,491	126 / 2752	178,537 ²

Fall of...	Number of New Freshmen	Combined Verbal and Math		
		Lander	State	Nation
2005	577	974	993	1,028
2006	580	968	985	1021
2007	433	994	984	1017
2008	555	964	985	1017
2009	582	989	982	1016

Chart 7.1.11: Institutional Effectiveness Results: Historical Summary



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?

Chart 7.2.1: Satisfaction with student-faculty interaction and academic advising

“Student Perceptions of Academic Advising” survey on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Although this Survey is administered every fall and spring semester, only fall semester data is displayed.

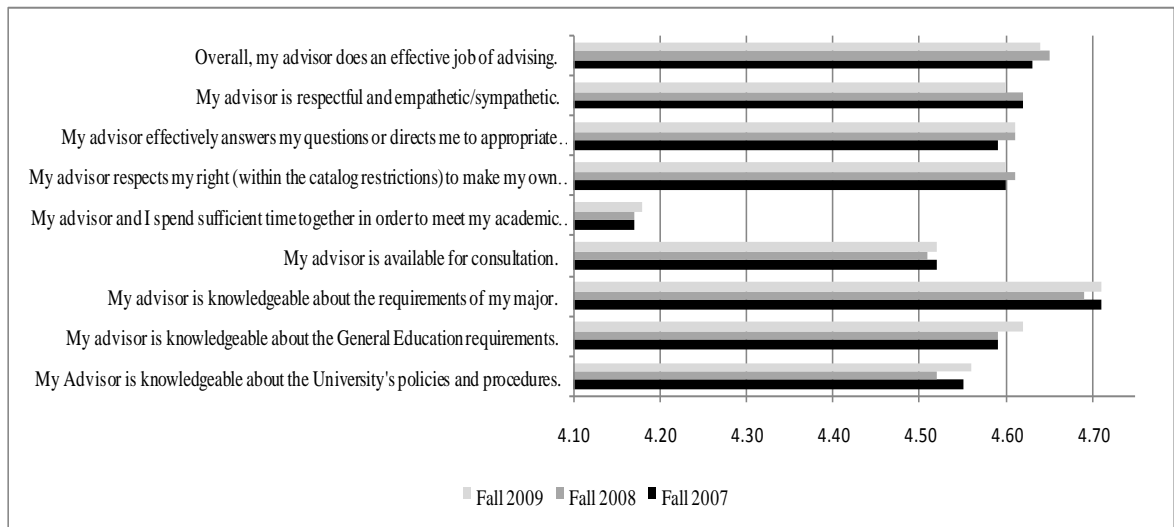


Chart 7.2.2: NSSE Benchmark Scores – Student-Faculty Interactions

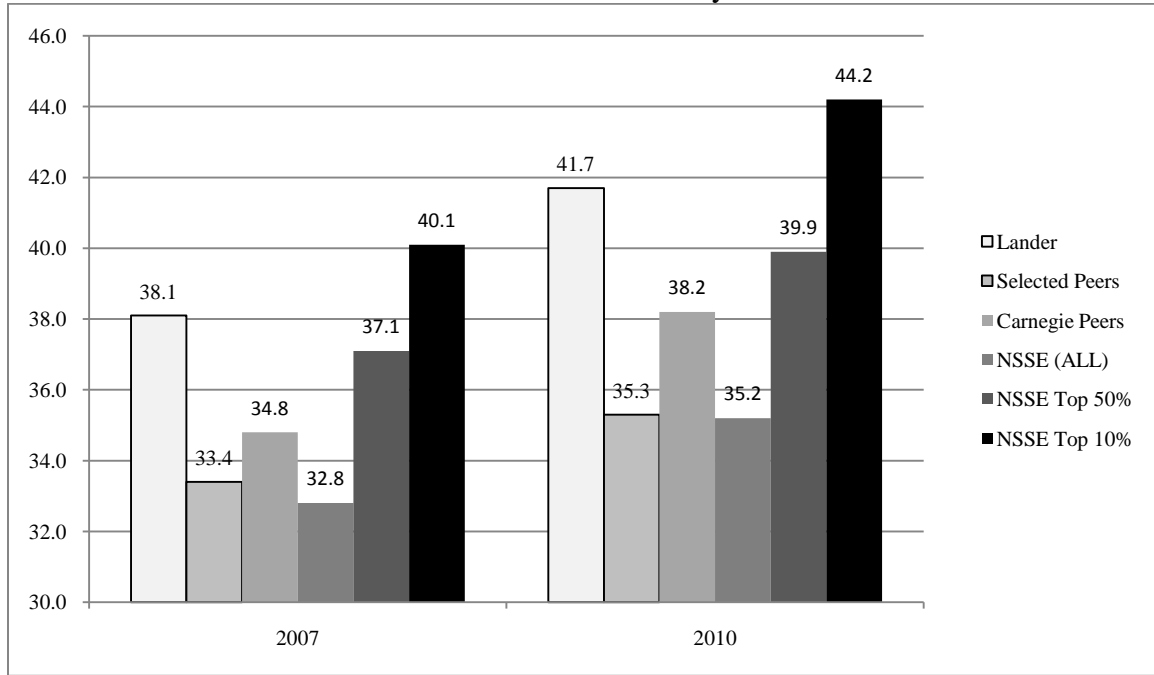
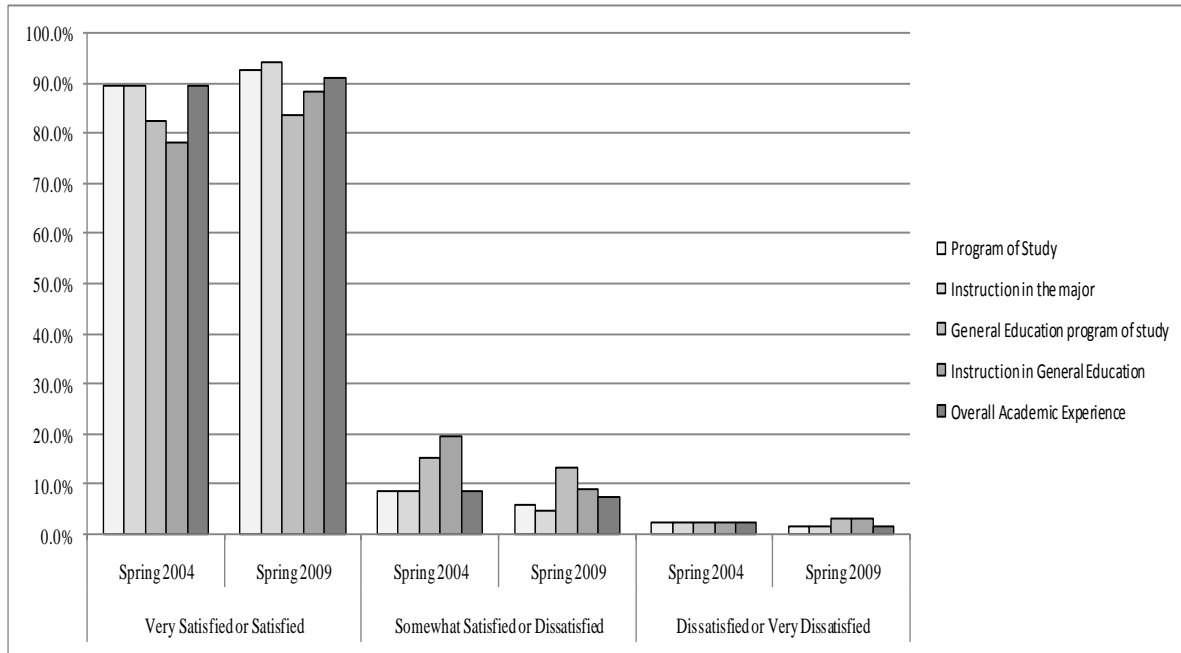


Chart 7.2.3: Alumni Satisfaction Survey (Spring 2004 and Spring 2009)



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

Academic Year	Number of Copiers on Campus	Number of Copies Made	Number of Color Copies Made
2005-2006	40	3,336,646	Not Available
2006-2007	38	3,216,646	66,000
2007-2008	38	2,587,612	64,137
2008-2009	41	2,304,469	63,284
2009-2010	40	2,186,996	68,930

Academic Year	Amount in Credit Card Purchases	Number of Credit Card Purchases	Amount in Purchase Orders	Number of Purchase Orders
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
2007-2008	\$1,852,995.37	7,188	\$5,605,407.81	494
2008-2009	\$1,572,321.00	5,474	\$4,670,102.65	395
2009-2010	\$2,197,978.87	6,458	\$6,581,983.74	464

Percentage of Administrative costs to Academic Costs	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
	23%	21%	20%	19%	19.7%

Academic Year	Instruction	Academic Support	Total of Instruction & Academic Support	Total Expenditures	Support as % of Expenditures
2005-2006	\$11,144,186	\$3,308,817	\$14,453,003	\$36,845,687	39.2%
2006-2007	\$11,253,489	\$3,417,634	\$14,671,123	\$35,356,541	41.5%
2007-2008	\$11,456,501	\$3,352,754	\$14,809,255	\$38,069,066	38.9%
2008-2009	\$11,489,201	\$3,081,850	\$14,571,051	\$35,952,372	40.5%
2009-2010	\$11,382,458	\$2,906,440	\$14,288,898	\$38,127,048	37.5%

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

Academic Year	Different Courses	Sessions Taught	Attendees
2005-2006	23	59	248
2006-2007	22	92	496
2007-2008	31	77	335
2008-2009	38	86	376
2009-2010	21	61	227

Academic Year	Number of Grants	Amount of Grants
2005-2006	7	\$29,865
2006-2007	9	\$30,000
2007-2008	7	\$25,326
2008-2009	8	\$29,999
2009-2010	8	\$30,000

Academic Year	Number of Grants	Amount of Grants
2005-2006	8	\$3,941
2006-2007	10	\$5,564
2007-2008	18	\$10,163
2008-2009	11	\$8,000
2009-2010	14	\$8,000

Chart 7.4.4: 2010 *Chronicle of Higher Education* “Great Colleges” Survey

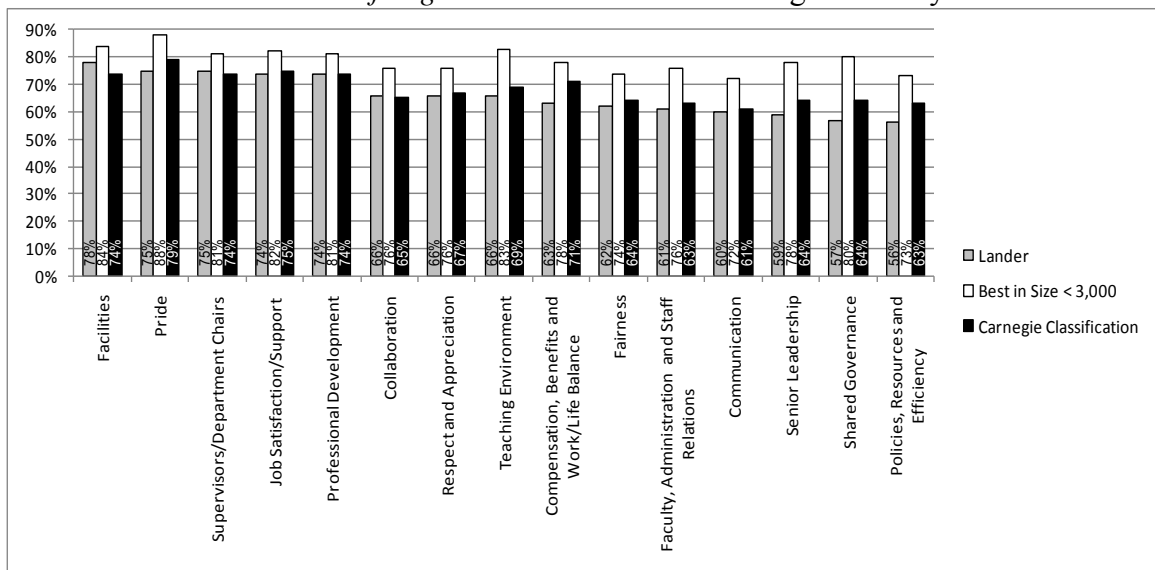


Table 7.4.5 Learning and Development for Faculty and Staff

	Workshops	Sessions	Faculty Attending	Staff Attending	Total Attending
2005-2006	0	0	0	0	0
2006-2007	3	11	137	362	499
2007-2008	3	15	315	388	724
2008-2009	2	8	272	325	597
2009-2010	2	11	122	206	328

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system 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)?

Table 7.5.1: Online Degrees Offered

Number of Online Degrees Offered	2005-06	2006-07	2007-08	2008-09	2009-10
	2	2	2	2	2

Table 7.5.2: On-line Sections Offered per Academic Year

Academic Year	Number of On-line Sections	% of On-line Section Increase/Decrease
2005-2006	55	12%
2006-2007	66	20%
2007-2008	83	26%
2008-2009	121	46%
2009-2010	149	23%

Table 7.5.3: Smart Classrooms

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

Academic Year	Number of Smart Classrooms
2005-2006	82% (42/51)
2006-2007	84% (48/57)
2007-2008	86% (49/57)
2008-2009	95% (54/57)
2009-2010	95% (54/57)

Table 7.5.4: Faculty With Laptops

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

Academic Year	Percent of Faculty Having Laptops
2005-2006	90%
2006-2007	94%
2007-2008	99%
2008-2009	99%
2009-2010	99%

Semester	Number of Sections	Percent of Faculty Use
Fall 2005	266	65.9%
Spring 2006	266	65.9%
Fall 2006	736	100%
Spring 2007	742	100%
Fall 2007	790	100%
Spring 2008	791	100%
Fall 2008	1050	100%
Spring 2009	1028	100%
Fall 2009	863	100%
Spring 2010	1083	100%

COUNTY	2005	2006	2007	2008	2009	Percentage
Greenwood	566	679	604	688	687	24.2%
Greenville	279	284	241	233	274	9.7%
Anderson	225	230	188	191	214	7.5%
Laurens	188	163	156	169	158	5.6%
Richland	113	95	112	126	157	5.5%
Abbeville	116	128	120	135	134	4.7%
Lexington	148	139	121	106	122	4.3%
Spartanburg	87	86	80	88	95	3.3%
Newberry	75	64	60	62	64	2.3%
Saluda	61	51	44	54	58	2.0%
Aiken	51	35	41	45	57	2.0%
Berkeley	32	26	33	36	48	1.7%
Charleston	57	60	47	38	41	1.4%
York	55	46	33	37	38	1.3%
Pickens	44	42	40	38	33	1.2%
Sumter	N/A	N/A	N/A	N/A	34	1.2%
Edgefield	24	23	26	26	30	1.1%
Orangeburg	N/A	N/A	N/A	N/A	37	1.0%

Institution	2009	2008	2007	2006	2005
The Citadel	(Data not available from the South Carolina Commission on Higher Education)	18.49	18.34	18.63	20.35
Coastal Carolina University		26.33	27.19	28.23	28.22
College of Charleston		20.69	19.85	19.53	20.99
Francis Marion University		17.05	16.60	17.59	19.09
Lander University		18.87	16.49	17.52	20.39
SC State University		20.08	20.64	19.36	21.76
USC Aiken		18.70	18.07	18.70	19.19
USC Beaufort		23.86	22.94	21.67	20.82
USC Upstate		21.75	21.71	21.42	22.43
Winthrop University		18.62	19.01	19.84	20.68

Academic Year	Total Faculty	Total Number with Tenure	Total Number With Terminal Degree	Number Promoted in the Academic Year	Number Tenured in the Academic Year
2005-2006	127	72	87	9	7
2006-2007	138	57	92	4	2
2007-2008	128	42	78	6	6
2008-2009	121	42	78	8	7
2009-2010	119	49	76	5	4

Academic Year	Revenue	Expenditures	Excess	Excess as % of Revenue
2005-2006	\$1,606,735.98	\$1,504,649.19	\$102,086.79	6.35%
2006-2007	\$1,758,461.20	\$1,615,243.26	\$143,217.94	8.14%
2007-2008	\$1,701,201.69	\$1,551,507.67	\$149,694.02	8.80%
2008-2009	\$1,966,183.47	\$1,775,106.66	\$191,076.81	9.72%
2009-2010	\$2,089,299.59	\$1,945,715.51	\$143,584.08	6.87%

Institution	2009	2008	2007	2006	2005
The Citadel	34.4%	39.9%	38.1%	36.1%	39.0%
Coastal Carolina University	27.6%	31.7%	36.5%	34.8%	37.3%
College of Charleston	37.6%	30.6%	35.7%	36.9%	36.6%
Francis Marion University	41.1%	41.1%	44.3%	44.3%	44.5%
Lander University	44.9%	55.9%	45.8%	48.9%	47.0%
SC State University	24.9%	30.5%	38.7%	43.0%	36.7%
USC Aiken	30.7%	44.8%	49.8%	50.7%	49.0%
USC Beaufort	42.2%	43.7%	50.0%	57.2%	60.9%
USC Upstate	43.6%	43.8%	47.0%	50.0%	46.7%
Winthrop University	34.3%	37.4%	38.6%	31.9%	34.1%

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

Academic Year	Total Work Requests	Completed
2005-2006	1,255	88.5% (1,111)
2006-2007	1,199	86.3% (1,035)
2007-2008	1,443	95.5% (1,378)
2008-2009	1,856	99.5% (1,847)
2009-2010	1465	97.4% (1,428)

2005-06	2006-07	2007-08	2008-09	2009-10
1,307	1,465	1,433	1,720	2503

Chart 7.5.14: Number of Faculty Engaged in Scholarly Activity

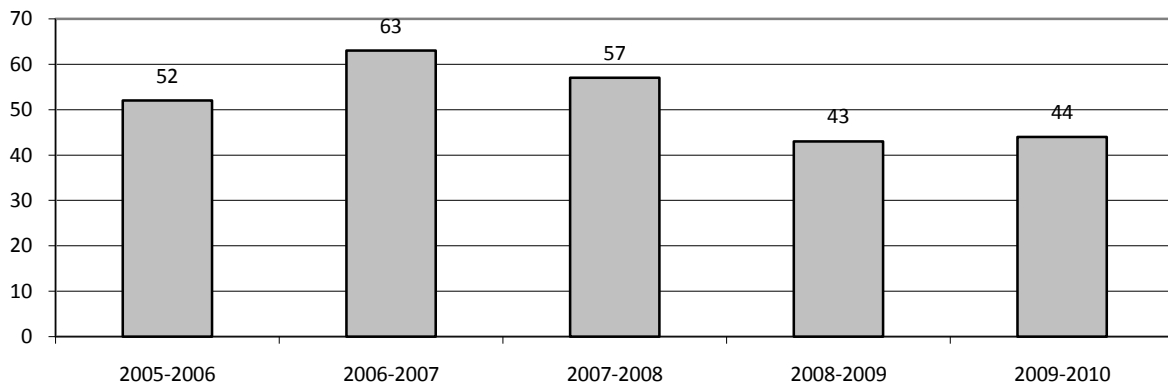


Table 7.5.15: Percent of First-Time Freshmen Meeting High School Course Prerequisites

Institution	2009	2008	2007	2006	2005
The Citadel	93.2	90.9	89.0	88.8	87.9
Coastal Carolina University	95.3	97.0	92.3	94.5	86.1
College of Charleston	99.3	97.8	99.2	99.2	97.4
Francis Marion University	90.8	93.1	95.5	94.7	94.6
Lander University	88.2	97.9	91.7	80.7	82.5
SC State University	N/A	97.9	95.3	82.5	87.7
USC Aiken	96.3	93.8	84.1	89.6	84.0
USC Beaufort	87.1	78.8	72.5	81.7	68.9
USC Upstate	92.3	91.7	93.9	87.4	87.3
Winthrop University	92.9	92.8	90.4	93.4	91.0

Table 7.5.16: Programs Not Meeting CHE Productivity Standards

Program	Measure	2001-2005 Rolling Average	2002-2006 Rolling Average	2003-2007 Rolling Average	2004-2008 Rolling Average	2005-2009 Rolling Average
Sociology (University Center)	Degrees Conferred	5.0	<u>4.0</u>	<u>4.4</u>	<u>4.0</u>	<u>5.0</u>
	Major Headcount	<u>11.2</u>	13.6	13.2	12.8	<u>11.8</u>
Spanish	Degrees Conferred	<u>2.6</u>	<u>3.6</u>	<u>3.6</u>	<u>3.8</u>	<u>3.0</u>
	Major Headcount	<u>11.8</u>	<u>11.8</u>	<u>11.8</u>	<u>11.8</u>	<u>10.8</u>

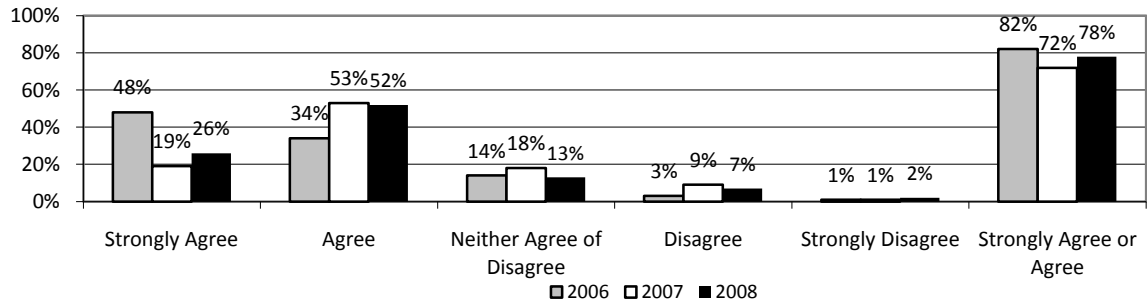
Academic Year	Total Work Requests	Completed	Declined	Forwarded	Voided	Duplicates
2006-2007	3,419	3,154	17	1	27	25
2007-2008	4,037	3,850	15	6	3	5
2008-2009	3,953	3,746	18	0	3	5
2009-2010	4,266	4,000	2	0	15	4

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 Strategic Goals: Learning, Enrollment, Linkages, Environment, and Accountability.

Chart 7.6.a.1: I know Lander University's mission (what it's trying to accomplish).



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

From the 2008-2009 Annual Survey of Faculty Satisfaction:

Chart 7.6.b.1: Lander University obeys laws and regulations.

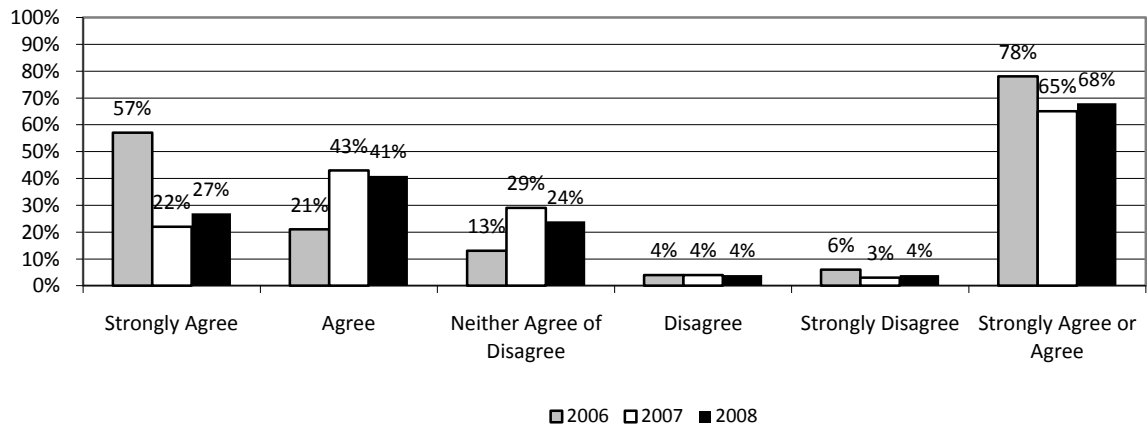


Chart 7.6.b.2: Lander University has high standards and ethics.

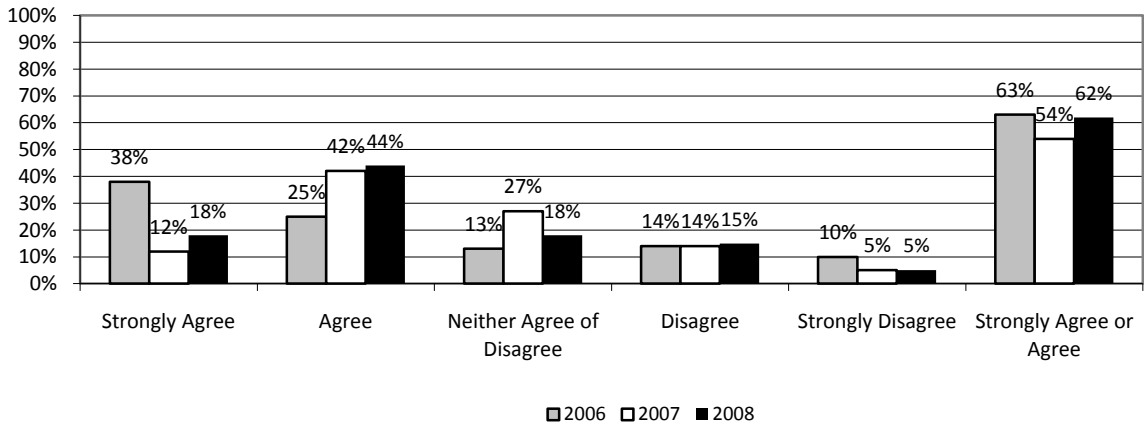
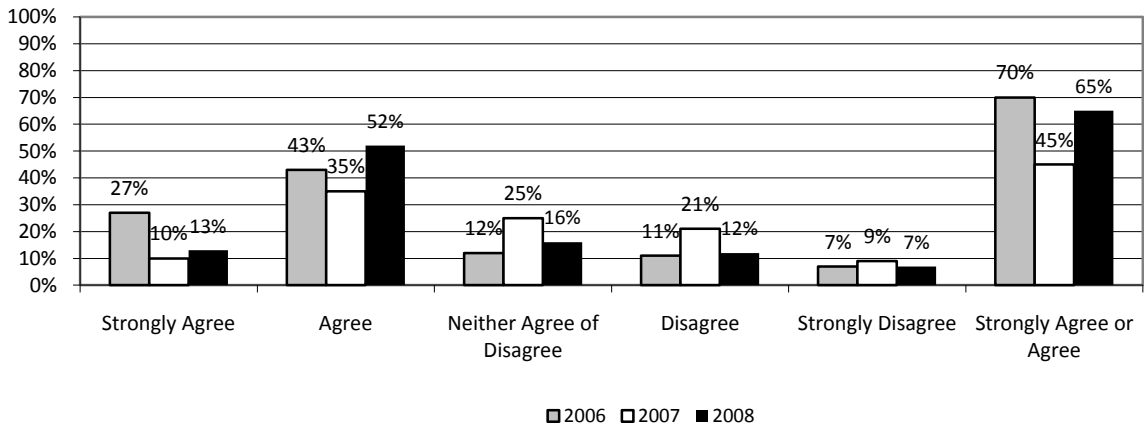
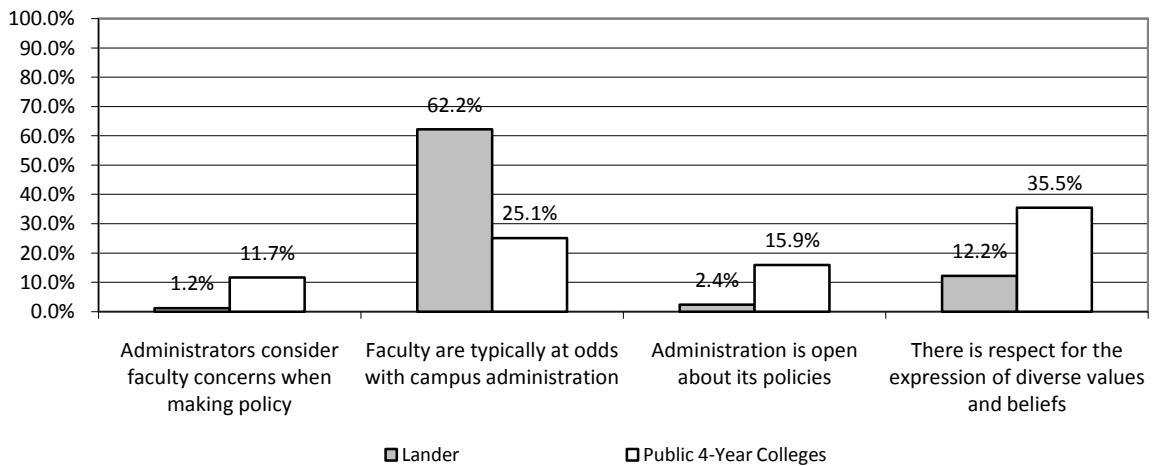


Chart 7.6.b.3: Lander University's senior leaders share information about the organization.



From the Higher Education Research Institute Faculty Satisfaction Survey-Spring 2008)
Chart 7.6.b.4: Attributes noted as being "very descriptive" of Lander.

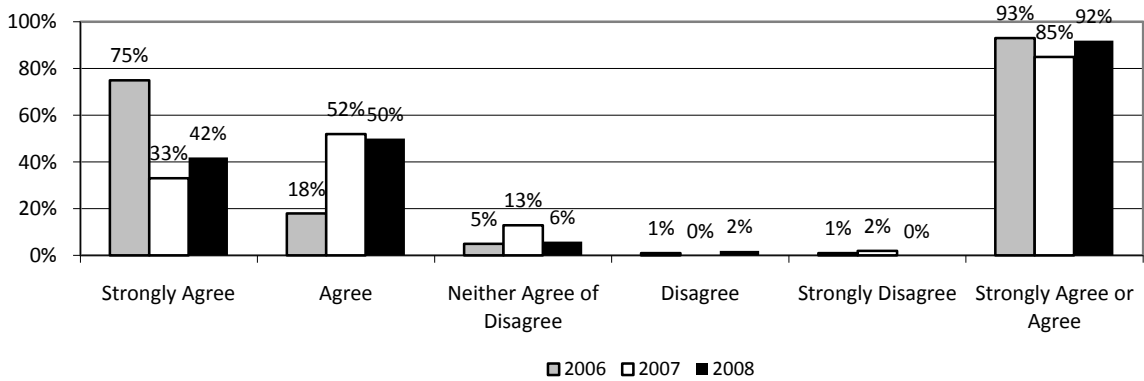


c. *fiscal accountability; and, regulatory, safety, accreditation, and legal compliance*

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.

Accreditation Body	Date of Last Accreditation	Length of Accreditation
Association to Advance Collegiate Schools of Business (AACSB)	2008	2013
Commission on Accreditation of Athletic Training Education (CAATE)	2007	2017
National Association of Schools of Art and design (NASAD)	2005	2010
National Association of Schools of Music (NASM)	2003	2013
National Council for Accreditation of Teacher Education Certification (NCATE)	2005	2011
National League for Nursing Accrediting Commission (NLNAC)	2003	2011
Montessori Accrediting Council for Teacher Education (MACTE)	Age 3-6 (Preschool): 2009 Grades 1-3: 2006	Age 3-6 (Preschool): 2016 Grades 1-3: 2013

From the 2008-2009 Annual Survey of Faculty Satisfaction
 Chart 7.6.c.2: I have a safe workplace.



Academic Year	Number of Police Officers	Number of Emergency Telephones	Number of Surveillance Cameras
2005-2006	10	23	62
2006-2007	10	27	104
2007-2008	10	27	127
2008-2009	10	27	139
2009-2010	13	27	139

Type of Incident	2005	2006	2007	2008	2009
Alcohol	49	35	20	23	44
Aggravated Assault	0	1	1	0	0
Arson	0	0	1	0	0
Auto Theft	0	1	0	3	0
Burglary	8	9	14	4	9
Criminal Sexual Conduct	0	0	0	1	0
Drugs	11	5	8	8	4
Hate Crime	1	1	1	0	0
Murder	0	0	0	0	0
Robbery	0	2	0	0	0
Weapons Law Violation	2	1	0	1	0
Total Incidents	71	55	45	36	57

d. *organizational citizenship in support of your key communities?*

Table 7.6.d.1: Study Abroad Activities, Opportunities for Experiencing Other Cultures

Academic Year	# Summer Study Tours Offered	# Students in Summer Study Tours	# Students at English University During Fall and/or Spring Semesters	# Students in Other Experiences Abroad
2005-2006	4	28	4	1
2006-2007	1	8	11	11
2007-2008	1	10	8	8
2008-2009	1	1	6	18
2009-2010	5	39	6	9

Table 7.6.d.2: Students Who Took the International Fine Arts Study Tour

2005-06	2006-07	2007-08	2008-09	2009-10
3	5	1	4	0

Table 7.6.d.3: Lander Career Links

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 Office of Career Services.

Academic Year	New Students & Alumni Registered	New Jobs Posted	New Employers Registered
2005-2006	443	125	143
2006-2007	406	264	142
2007-2008	571	366	138
2008-2009	361	146	71
2009-2010	171	63	142

Table 7.6.d.4: Events to Recruit Students

2005-06	2006-07	2007-08	2008-09	2009-10
160	143	429	505	1047

Table 7.6.d.5: Internships and Coops

Academic Year	Sections	Students	Majors/Areas
2005-2006	65	475	18
2006-2007	63	309	16
2007-2008	47	310	17
2008-2009	75	319	17
2009-2010	68	355	18

Table 7.6.d.6: GLPA Outreach Students Attending Performances

Academic Year	Number of School Districts	Number of Schools	Number of Students	Number of Performances
2005-2006	3	21	4,783	9
2006-2007	6	31	6,482	12
2007-2008	6	33	8,740	14
2008-2009	6	28	5,596	13
2009-2010	5	27	3,648	8

Table 7.6.d.7: Number of Scholarships Due to Comprehensive Campaign							
Number of Scholarships	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
	22	18	25	25	11	15	9

Accountability Report Transmittal Form

Organization Name:	Lander University
Date of Submission:	September 15, 2010
Organization Director:	Daniel W. Ball
Organization Contact Person:	Tom Nelson
Organization Contact's Telephone Number:	864.388.8914