

# LANDER UNIVERSITY

Greenwood, South Carolina 29649



## **Accountability Report: 2007-2008**

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## **Section I - Executive Summary**

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

Lander University's current mission statement is:

Grounded in the belief that education is a liberating force which makes it possible for the individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns (Table 7.3.4 and Table 7.3.5) and providing a challenging education for qualified students as its mission. Through its liberal arts programs and its professional schools of business, education, and nursing, the University offers an undergraduate curriculum that combines a broad liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly. In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State. Supporting the University's role as a teaching institution and recognizing that scholarship (Chart 7.5.14) is essential to establishing and maintaining excellence of instruction, Lander faculty engage in scholarly and creative activities appropriate to their teaching fields. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses. The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered public four-year university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3300-3500 students. Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda: 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 2007-2008 include:

- The renovation on the third floor of Grier Student Center was completed in summer 2008. In addition to new carpet, tile, paint, and other amenities that have been added to the area, new office space has also been created.
- The Lander Alert System has been installed and is functioning. Components include:

- Lander Alert: includes text messages that will be sent to personal cell phone for those in the Lander community who register.
  - Campus Siren and PA System: A public address system that can broadcast sirens and/or voice alerts installed at the highest point of campus so that the system will be loud enough to be heard throughout campus.
  - Telephone Alerts: used to send emergency voice messages through the telephone speaker without a user having to pick up the handset.
  - Digital Signage: emergency messaging on the info box throughout the campus.
  - Emergency Telephone Network: a network of twenty-nine (29) emergency telephones throughout the campus allow an individual who needs emergency assistance to push a button and have instant contact with the University Police Department.
  - Security Cameras: monitored by university police, are strategically located throughout campus and in buildings, including residence halls and parking lots.
  - Faculty, Staff, and Student e-mails: sent to faculty, staff, and students who have a current e-mail address.
- Major construction and renovations are complete
    - Centennial Hall: bridge repairs
    - Sproles Recreation Center: sewer repairs
    - Grand Entrance: construction
    - Lide Residence Halls: updates including sprinkler systems, fire alarms, new siding, exterior stairs, limited site landscaping, interior face lift, additional handicap accessibility, student meeting space added, laundry.
  - Since the Comprehensive Campaign ended on June 30, 2007, eleven new scholarships have been established. (Table 7.6.d.7)
  - The Women’s Basketball team won the Peach Belt Conference tournament championship and an automatic berth into the NCAA Division II national tournament, where they defeated Tusculum College for their first-ever NCAA tournament victory; the Women’s Volleyball Team achieved their best season ever in the 10-year history of the program as they set a school record for overall wins in a season with 23 and conference wins in a season with six.
  - The Southern Association of Colleges and Schools (SACS) reaffirmed the University’s accreditation.
  - The “soft launch” of the MyLander portal occurred on March 10, 2008 providing Lander students, staff members and faculty members with “single sign-on” access to information and services available through the Lander Website, Banner, Blackboard course management software, and Google calendars.
  - In an effort to improve student academic performance, implemented in the 2008 Spring Semester “8-Week” courses starting after the term mid-point for students Withdrawing from Courses at Mid-point.
  - In an effort to reduce an estimated 38,800 pounds of wasted food (Monday through Friday lunch and dinner) each semester, to save food delivery costs, water and energy, eliminated carrying trays in the Dining Hall.
3. *Key strategic goals for the present and future years (this supports the organization’s budget request)*

1. Learning:	We will promote learning and the development of life skills that will
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	enable each graduate to make a meaningful living and live a meaningful life.
2. Enrollment:	We will increase the student population through recruiting and retaining highly motivated, diverse students, faculty and staff. We will attract, retain and graduate increasing numbers of students from diverse backgrounds who have the potential to succeed in the university environment.
3. Linkages:	We will enhance linkages with local, regional and statewide constituents to increase enrollment and support the concept of preparing students for a meaningful life by developing and coordinating activities in applied scholarship and service and by providing innovative opportunities in lifelong learning.
4. Environment:	We will improve the learning and living environment of the University, through the appearance and utility of the campus, so that it may serve a larger student body and an increased program of community outreach.
5. Accountability:	We will assure long-term stability of the University through ongoing, comprehensive assessment, planning, financial oversight and management of all areas of the university.

4. *Your key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges)*

- Funding: One major barrier is the increasing cost of tuition. Since higher education is only assisted with providing funds needed to provide a quality education, Lander has had to increase tuition. With many first generation students attending Lander University, many of their parents find it difficult to finance a college education for their child. Numerous students have to borrow money for their education and therefore graduate with a large amount of debt.
- Nursing Shortage: Lander, with one of the oldest and most successful programs in South Carolina, is initiating a program designed to double its RN/BSN graduating class. In order to do this, Lander plans to increase the number of students graduating from its nursing programs.
- Facilities and Space:
  - A multi-purpose university center is desperately needed. The existing student center was built in 1978 to accommodate a student body approximately one-third of its current size. Now with over 2,500 students, student activities are severely limited because of the absence of flexible student activities space.
  - With one of the highest student population densities of the four-year state universities, Lander has made strides to reduce this density with the purchase, by the Lander Foundation, of a virtually abandoned shopping center of about 25 acres located just one tenth of a mile from campus. Efforts are under way to fund the renovation of the site for the Recreation, Wellness and Sports Complex which will provide much needed space for Lander students. This will also provide excellent facilities for Lander's athletic programs and enhance the recruitment of students as well as student athletes. The complex will strengthen ties with Greenwood since Self Regional Healthcare and the community will have access to the facilities

through programmatic partnerships with the city, county, and industry. Funding will remain a barrier for the complex to become a reality.

5. *How the accountability report is used to improve organizational performance (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; 2007 was the first year of revised 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"> <li>• Bachelor of Arts - majors in 4 disciplines with 3 emphases</li> <li>• Bachelor of Science - majors in 22 disciplines with 22 emphases</li> <li>• Minors or certifications in 33 disciplines</li> <li>• Master of Arts in Teaching in secondary education with a concentration in art, Master of Education in elementary education, Master of Education in Montessori education</li> <li>• On-line degrees in nursing (RN to BSN) and criminal justice management (Table 7.5.1)</li> <li>• Honors Program, Study Abroad Program (Table 7.6.d.1) and International Fine Arts Study Tours (Table 7.6.d.2)</li> <li>• Almost 60 student clubs and organizations</li> <li>• 11 men’s and women’s NCAA Division II intercollegiate athletics teams</li> <li>• Academic Advising</li> <li>• Academic Success Center (supplemental instruction, tutoring and advising for retention and accommodation)</li> <li>• Campus recreation and intramurals</li> <li>• Career Services</li> <li>• Counseling Services</li> <li>• Health Services (Table 7.5.13)</li> <li>• Housing and residential life</li> <li>• Library (Table 7.1.10)</li> <li>• Multicultural affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Bearcat Web</li> <li>• Blackboard (Table 7.5.5)</li> <li>• Traditional classroom</li> <li>• Faculty use laptops (Table 7.5.4) in “smart” classrooms (Table 7.5.3)</li> <li>• Laboratory experiences</li> <li>• Clinicals</li> <li>• Cooperative education and internships (Table 7.6.d.5)</li> <li>• On-line courses (Table 7.5.2)</li> <li>• Practicum’s</li> <li>• Individualized instruction</li> <li>• Research</li> <li>• Seminars</li> <li>• Student teaching</li> <li>• Studio experiences</li> <li>• Thesis classes</li> </ul>

<ul style="list-style-type: none"> <li>• Student Activities</li> <li>• Information Technology Service Help Desk and Computer Labs</li> </ul>	
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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 and staff: Expectations include an intellectually challenging environment, opportunities to teach students, participation in scholarship and research (Chart 7.5.14), a safe environment (Chart 7.4.8 and Chart 7.6.c.2), respect and fairness, to be kept well informed (Chart 7.4.5 and 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.
- Public 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 degrees offered through the University Center of Greenville, 225 South Pleasantburg Drive, Greenville, SC 29607

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

Table 1: Number of Employees		
Academic Year 2007-2008	Faculty	Staff
Permanent Full-Time	131	238
Part-Time	68	47

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

- 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).

- South Carolina Commission on Higher Education (CHE)
  - Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
  - Association to Advance Collegiate Schools of Business (AACSB)
  - National League for Nursing Accrediting Commission (NLNAC)
  - 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
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

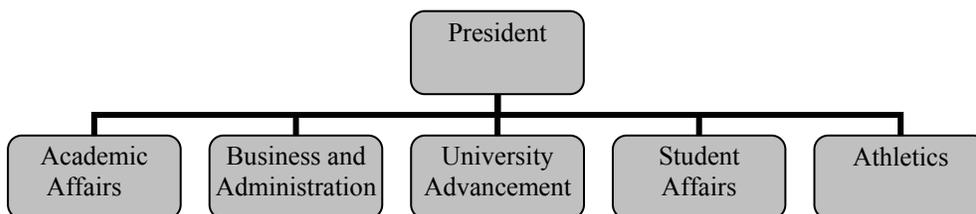
8. *Your key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)*
- Other four-year universities in South Carolina, both public and private
  - Technical colleges and junior colleges in South Carolina
  - Proprietary (for-profit) colleges and universities
  - On-line courses offered from institutions from around the world (the University of Phoenix offers a 100% online education)
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>
<ul style="list-style-type: none"> <li>• Terminally degreed faculty who teach classes instead of graduate assistants</li> <li>• Nurturing atmosphere of a private institution at public institution prices</li> <li>• Small class size</li> <li>• Acreage for future development of an athletic complex</li> <li>• State-of-the-art residence hall</li> <li>• Faculty committed to teaching and to student success</li> <li>• Partnerships with the community</li> <li>• The Lander Foundation</li> <li>• Beautiful campus</li> <li>• Opportunities for international travel and study</li> <li>• Student/Alumni Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of operation of the university borne more by students and less by State</li> <li>• Increasing demands for funding technology</li> <li>• Recruitment of qualified faculty</li> <li>• Inadequate student preparation for performing college-level work (Table 7.5.15)</li> <li>• Ability of students to retain LIFE scholarships</li> <li>• Higher education “voucher” system reallocating public resources to private institutions</li> <li>• Federal and State regulatory policies</li> </ul>

10. *Your performance improvement systems*

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



12. Your Expenditures/Appropriations Chart

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 17,685,063	\$ 8,259,786	\$ 18,137,006	\$ 8,868,269	\$ 18,448,631	\$ 8,532,354
Other Operating	\$ 9,822,259	\$ 9,689	\$ 10,494,265	\$ 8,739	\$ 13,038,001	
Fringe Benefits	\$ 4,748,059	\$ 1,915,412	\$ 5,196,908	\$ 2,089,668	\$ 4,726,743	\$ 2,066,578
<b>Total</b>	\$ 32,255,381	\$ 10,184,887	\$ 33,828,179	\$ 10,966,676	\$ 36,213,375	\$ 10,598,932

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual
		Expenditures
Supplemental Bills	\$ 174,252	
Capital Reserve Funds		\$ 425,000

Bonds

**13. Your Major Program Areas Chart**

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	FY 08-09 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 maintenance of plant and institutional support.	State: 8,160,450.00 Federal: 450,661.00 Other: 16,086,634.00 Total: 24,697,745.00 % of Total Budget: 72%	State: 8,160,450.00 Federal: 3,481,874.00 Other: 13,555,421.00 Total: 25,197,745.00 % of Total Budget: 72%	State: 8,532,354.00 Federal: 3,481,874.00 Other: 14,355,421.00 Total: 26,369,649.00 % of Total Budget: 73%	Table 7.3.2, Chart 7.3.3, Table 7.3.4, Table 7.3.5
60000000 Auxiliary Enterprises	Auxiliary Enterprises are those function that charge for their services such as housing, bookstore and food service.	State: 0.00 Federal: 18,236.00 Other: 5,068,972.00 Total: 5,087,208.00 % of Total Budget: 15%	State: 0.00 Federal: 18,236.00 Other: 5,085,700.00 Total: 5,103,936.00 % of Total Budget: 15%	State: 0.00 Federal: 18,236.00 Other: 5,098,747.00 Total: 5,116,983.00 % of Total Budget: 14%	Table 7.5.9
95050000 State Employer Contributions	Employer share of fringe benefits relating to FICA, Retirement, Unemployment Insurance, Workers Compensation, Health and Dental insurance for all employees and student workers. Dental insurance for all employees and student workers.	State: 1,772,291.00 Federal: 1,855.00 Other: 2,655,989.00 Total: 4,430,135.00 % of Total Budget: 13%	State: 2,014,748.00 Federal: 1,608.00 Other: 2,658,557.00 Total: 4,674,913.00 % of Total Budget: 13%	State: 2,066,578.00 Federal: 1,608.00 Other: 2,658,557.00 Total: 4,726,743.00 % of Total Budget: 13%	
		State: 9,932,741.00 Federal: 470,752.00 Other: 23,811,595.00 Total: 34,215,088.00 % of Total Budget: 100%	State: 10,175,198.00 Federal: 3,501,718.00 Other: 21,299,678.00 Total: 34,976,594.00 % of Total Budget: 100%	State: 10,598,932.00 Federal: 3,501,718.00 Other: 22,112,725.00 Total: 36,213,375.00 % of Total Budget: 100%	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
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\* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

**Section III – 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 “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 February 28	Calendar-year assessment cycle begins. Each university department’s assessment report from the previous calendar year is submitted to the Director of Assessment and Institutional Effectiveness.
March 1	Director of Assessment and Institutional Effectiveness notifies each Vice President and the Athletic Director that their respective assessment reports are ready for review.
March 31	Vice Presidents and Athletic Director review, approve and submit assessment reports to the President.
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	University departments receive budgets and assessment reports with revised goals or other directives which may have resulted from the review and budgeting process.
August 1	President brings actions/directives of the Board to the President's Council. President's Council brings actions/directives to the Director of Assessment and to the departments.
August 1 – December 31	Director of Assessment works with departments to 1) begin getting outcomes assessment data and 2) to set revised/new departmental goals and measures.
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, a semiannual Lander Magazine, and an annual President’s Report 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 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 Goals. In addition, annual faculty and staff evaluations help to provide a focus on university-wide objectives and on making changes for 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. In the past year, senior leaders sponsored multiple sessions of a workshop for all employees on raising awareness of legal issues within the workplace. 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. Academic Affairs subscribes to and encourages deans and chairs to read a monthly LRP Publications document entitled *Campus Legal Advisor*. 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 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 7.4.9, Chart 7.4.10, Chart 7.6.b.1 and Chart 7.6.b.2). The Office of Safety and Compliance ensures compliance with OSHA, 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 are required, through the annual evaluation system, to 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 education and professional development. Information Technology Services provides software training (Table 7.4.1), and the Office of Human Resources schedules relevant workshops (Table 7.4.11). 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. Annual Faculty and Staff Satisfaction Surveys reveal whether or not employees agree that senior leaders create a work environment that helps them do their jobs (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 TERI. The promotion/tenure 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: Dr. Danny McKenzie from Professor in the College of Education to Vice President for Academic Affairs; Charlene Burel from Assistant to the Director of Student Accounts to Director of Student Accounts; Janet Jones from clerk in Accounts Payable to Assistant to the Director of Student Accounts; Glen Shaw from an electrician to Director of Craft Maintenance; Daniel Hannah from Athletic Trainer to Assistant Professor in the department of Physical Education and Exercise Studies; Jeff Constant from Admissions Counselor to Director of Student Activities.

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 done 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. The annual Survey of Staff Satisfaction asks for feedback on a number of items including whether or not staff agree that "My immediate supervisor asks me what I think." (Chart 7.4.6) Both this Survey and the annual Survey of Faculty Satisfaction asks whether or not "I am recognized for my work." (Chart 7.4.7)

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: the grades awarded to students by instructor, course, discipline, department and college; 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 should be 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 implemented in the last twelve months 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.

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 Academic Affairs meets with other higher education and K-12 teachers and leaders in the area which, in one case, resulted in an agreement with Greenwood Christian School for dual enrollment classes.

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; in academic year 2007-2008, there were 4 major university-wide service projects and over 40 service projects from 59 student organizations. 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 will begin during the upcoming academic year and will provide 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 Sustainability Officer is on full-time staff 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, Self Regional Health Care, and the Greenwood Family YMCA sponsored a weight-reduction and smoking cessation program. 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 Goals (Section 1, Question 3) and involves units from across the institution. Each calendar year, a summary “Report Card” on the University’s performance on each of the five Strategic Goals is produced and includes a Strategic Goal Score; this Strategic 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 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 on a calendar-year basis in order to coincide with the budgeting process (Section III, Category 1, Question 1).

*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 individually use this information 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"> <li>• A quality state-assisted university that offers strong academic programs (Table 7.6.c.1)</li> <li>• A focus on teaching with, according to the Delaware Institutional Cost and Productivity Study, more credit hours produced with few faculty at lower cost (Chart 7.3.3)</li> <li>• An attractive campus and functioning physical plant</li> <li>• A state-leader in using technology to assist and improve teaching providing “smart” classrooms (Table 7.5.3) and laptops to assist</li> </ul>	<ul style="list-style-type: none"> <li>• Dependence on tuition revenues in view of declining state funding</li> <li>• Location and size of the institution</li> <li>• Recruiting and hiring quality faculty (Table 7.5.8) and staff</li> <li>• Lack of an adequate University Center</li> </ul>	<ul style="list-style-type: none"> <li>• Build a Recreation, Wellness, and Sports Complex to benefit Lander and the Greenwood community</li> <li>• Initiation of an incentive program to address shortages of faculty in critical needs areas</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in state support resulting in tuition and fee increases</li> <li>• Competition with other institutions of higher learning for qualified faculty</li> </ul>

<p>faculty with teaching (Table 7.5.4)</p> <ul style="list-style-type: none"> <li>• Providing a tool for success for incoming freshmen by requiring them to purchase laptops</li> <li>• Establishing a T.R.A.C.S. - Technology Resource Assistance Center for Students to help maintain laptops students have purchased as a University requirement</li> </ul>			
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*b) financial, regulatory, and other potential risks*

Risks include 1) satisfying the requirements for accrediting agencies as well as state and federal mandates, 2) fulfilling internal needs brought forward as a result of the Strategic Planning process.

*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 Goals.

*d) human resource capabilities and needs*

The Strategic Planning process provides constituent units with the ability to specify the resources they require, 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*

The President appointed a three-person committee which, in academic year 2007-2008, acted as the steering committee for the implementation of a revised Emergency Action Plan (Section I, Question 2). 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 Goals (Section 1, Question 3) that are the focus of the Strategic Plan; 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 Goals.

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

The evaluation starts with the annual Strategic Goal “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 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 specify the resources they require in order to improve or to maintain existing performance on a Unit Goal and those required 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 Goal, the number of individual Unit Goals supporting each Strategic Goal for 2007 and the Strategic Goal Scores. The scoring scale used for deriving the Strategic Goal Score is:

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

Strategic Goal	TOTAL	Met	Partially Met	Not Met	Not Evaluated	Strategic Goal Score
1. Learning	38	21	3	4	10	2.42
2. Enrollment	2	2	0	0	0	3.00
3. Linkages	7	4	0	0	3	2.81
4. Environment	15	6	0	1	8	2.71
5. Accountability	19	12	0	0	7	2.81
<b>TOTAL</b>	<b>81</b>	<b>45</b>	<b>3</b>	<b>5</b>	<b>28</b>	<b>2.60</b>

7. *If the organization’s strategic plan is available to the public through the organization’s internet homepage, please provide an address for that plan on the website.*

Lander University's Strategic Plan is at  
[http://www.lander.edu/administration/president/sp\\_reports.html](http://www.lander.edu/administration/president/sp_reports.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. The majority 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 being 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 occurs at the academic and non-academic program level.

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

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

- Current students provide feedback to their individual course instructors by completing Faculty Evaluations 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 three years). (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 our services and programs:

<b>Survey Name</b>	<b>Stakeholders Surveyed</b>	<b>Frequency</b>
1. Alumni Survey	Alumni – graduated 3 years	Every other year
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)

The following improvements have been made in the last year as a result of what we learned from these surveys:

- Advising: As a result of the Student Perceptions of Academic Advising surveys (Table 7.2.1), we learned that students perceived to be quite high the quality of student-faculty interaction through academic advising . However, we also discovered that students do not perceive that they spend sufficient time with their advisor in order

- to meet their academic needs. As a result and beginning in Fall 2008, first-time freshmen students who have been identified as “at risk” of failure are to be placed with a full-time faculty advisor with the expectation that the two will intentionally and purposefully spend additional, productive advising together focusing on issues relating to the academic success of the “at risk” student.
- Wellness Center (Counseling Services and Health Services): In response to student requests 1) started a “Walk with Wellness” program, and 2) purchased a massage pad for one of the comfortable chairs placed in a darkened and quiet room.
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.*
- To paraphrase the great American Football coach Vince Lombardi: “Communication isn't everything. It's the only thing.” Communication means coordination and coordination builds positive relationships; it is a key in our ability to attract and retain students and qualified faculty. In order to bring together people, processes, and technology to help us strengthen performance through improved constituent services and to give us a vibrant web presence, we “soft launched” the MyLander campus portal on March 10, 2008. Offering ONE user name and password combination for multiple technology platforms (via a web browser), information is “pushed” into an individual’s portal in channel format; some channels are mandatory based on an individual’s particular role on campus while users can subscribe to other channels, such as news channels or information published by specific campus organizations. In addition, content managers can submit TEXT-ONLY messages through one of MyLander’s two “announcement” channels, Campus Announcements and Personal Announcements, that are anchored on the HOME tab.

#### **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 “Report Card” process; student learning is measured as a part of this process (Section III, Category 1, Question 1). Table/Chart 7.1.1 – Table/Chart 7.1.6. Tracking daily operations and organizational performance is built in to 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 Goals. While the Strategic Goals are defined by the Board of Trustees, decision making and innovation are supported through the annual Strategic Planning “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 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, as well as governmental,

agencies. The Board of Trustees reserves the right to change, add or eliminate Strategic 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?*

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

- South Carolina peer institution information from the Commission of Higher Education as well as through the annual Statistical Abstract (Table 7.1.8, Table 7.5.7, Table 7.5.10, Table 7.5.15)
- National standards and reports from such organizations 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 student instruments such as the National Survey of Student Engagement (NSSE) (Table 7.2.1), the ACT Student Opinion Survey and the Measure of Academic Proficiency and Progress (MAPP) (Chart 7.2.2)
- The Delaware Study of Institutional Costs and Productivity for national comparative data for many academic benchmarks, such as faculty salaries and credit hour production (Table 7.3.3)
- Internal surveys of faculty, staff, students, and alumni
- Industry Standards for renovating space and comparing maintenance costs

5. *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.

6. *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 Goals. Part of the Strategic Planning process involves reviewing Unit Goals and Indicators of Success and the findings from data collection so adjustments can be made on a continuous basis.

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

The Faculty Handbook, the Student Handbook, and The Lander Manual for Administration and Staff 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 two 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 7.4.5 and Chart 7.6.b.3). Human Resources provide on-campus training opportunities, anchored in best practices, for all employees.

**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 (Admissions, Financial Aid, Registration), Library and Instructional Services, Institutional Research, Assessment and Institutional Effectiveness, Academic Web-based Communications, Continuing Education,
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	Greenwood-Lander Performing Arts
2. Business and Administration	Bookstore/Campus Post Office, Budget Office, Business Office, Information Technology Services, Engineering Services, Human Resources, Physical Plant, Printing Services, Procurement Services
3. Student Affairs	Career Services, Counseling Services, University Police Department, Housing and Residence Life, Student Activities, Student Health Services, Student Publications, Campus Recreation and Intramurals
4. University Advancement	Development and Fund Raising, Foundation and Board Relationships, Alumni Affairs, University Relations and Publications, Legislative Liaison
5. Athletic Department	Athletics

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 evaluations 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 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 have vision, be an entrepreneur, inspire others, set standards, 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 7.4.9, Chart 7.4.10, 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 that larger institutions do, our annual Strategic Planning “Report Card” process allows for a clear focus on what we value as an institution and to the accomplishment of the Strategic 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 7.5.7). Both are assessed annually through the Strategic Planning “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 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 does 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 an effort to be more user-friendly to our external constituents, the South Carolina Office of Human Resources presented eight, half-day sessions for all faculty and staff centered on The Customer Service Effort. During this training, employees were encouraged to develop action plans to deploy what they had learned. 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. All

faculty and staff were asked to view a film called “Shots Fired” with time at the end of each showing for questions about safety on the campus. (Chart 7.4.8 and 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. *How do you motivate your workforce to develop and utilize their full potential?*

Goal setting – writing down what we want to achieve and the steps to get there – is part of an annual cycle used to motivate the workforce both on the individual level, through employee evaluation mechanisms, and on the program level, through the Strategic Planning “Report Card” process. Employees are also encouraged to reach their full potential through employee retention mechanisms mentioned in Question 7 above. Faculty and staff also receive informal feedback from their peers on a regular basis.

11. *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.

12. *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 actions needed.

13. *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 us to send 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
- Recognizing Distressed Students
- Tornadoes
- Utility Failure

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 (Chart 7.4.8 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
- 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 3 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 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?*

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

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 “Report Card” process allows for a clear focus on what we value as an institution and to accomplishment of the Strategic Goals.

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

Key Processes	Key Requirements	Key Measures
<b>Student Learning</b>		
Accessibility	<ul style="list-style-type: none"> <li>• Scheduling of courses</li> <li>• Online courses and degrees (Table 7.5.1)</li> <li>• Advising</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment figures</li> <li>• Demographics (Table 7.5.6)</li> <li>• Online courses (Table 7.5.2)</li> <li>• Advising Satisfaction (Table 7.2.1)</li> </ul>
Curriculum Design: Program and Course	<ul style="list-style-type: none"> <li>• Program needs</li> <li>• Resources</li> <li>• Compliance with CHE, SACS, and program accrediting agencies’ requirements</li> <li>• Procedures for changes to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Student success (Table 7.1.8 and Table 7.1.9)</li> <li>• Acceptance into graduate and professional schools</li> <li>• Employment of graduates</li> <li>• Use of technology</li> <li>• Accreditation (Table 7.6.c.1)</li> </ul>
Evaluation and Improvement	<ul style="list-style-type: none"> <li>• Assess student-learning (Chart/Table 7.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Student Learning (Chart/Table 7.1.1 – Chart/Table 7.1.6)</li> <li>• Assessment of graduating seniors</li> </ul>

	<ul style="list-style-type: none"> <li>– Chart/Table 7.1.6)</li> <li>• Assess faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Advising Assessment (Table 7.2.1)</li> <li>• Assess General Education (Chart 7.1.3 – Chart 7.1.5)</li> </ul>
<b>Support Services</b>		
Library	Access to information	Library resources and services (Table 7.1.10)
Instructional Support	<ul style="list-style-type: none"> <li>• Tutoring in math and other subjects</li> <li>• Program for students on probation (SASP)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students tutored and hours tutored</li> <li>• SASP (Table 7.1.7)</li> </ul>
Student Support Services	Serving first generation, low income, and disabled students	Recruitment (Table 7.1.11, Table 7.5.10 and Table 7.6.d.4), retention (Table 7.1.7) and graduation rate (Table 7.1.8)

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 7.1.6)
- General Education Assessment results (Chart 7.1.3 – Chart 7.1.5)
- Program Advisory Boards input
- Stakeholder Satisfaction surveys results
- 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?*

Procedures, with deadlines for adding, deleting, or revising majors, minors, emphases, and courses require use of the Faculty Resources Form to confirm faculty and resource availability and to provide a multi-year plan for offering courses. 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) installing “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 helps with managing courses (Table 7.5.5).

5. *How do you systematically evaluate and improve your work processes?*

- Students evaluate their classes using the IDEA form
- 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 an 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"> <li>• Student recruitment</li> <li>• Articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment history, Recruitment events (Table 7.6.d.4)</li> <li>• Transfer students</li> </ul>
Advising	<ul style="list-style-type: none"> <li>• Advising workshops</li> <li>• Maintenance of advising database</li> </ul>	Student satisfaction with advising (Table 7.2.1)
Athletics	<ul style="list-style-type: none"> <li>• Emphasize athletes as students</li> <li>• Follow NCAA rules</li> </ul>	Student Athletes GPAs (Table 7.1.9)
Bearcat Shop	<ul style="list-style-type: none"> <li>• Sale of books and supplies</li> </ul>	Excess Revenue as a Percent of Total Revenue (Table 7.5.9)
Budget and Business Office	<ul style="list-style-type: none"> <li>• Budget oversight and audits</li> </ul>	Percentage of Administrative costs to Academic Costs (Table 7.3.5)
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"> <li>• Community-university partnership to provide cultural events</li> <li>• Cultural experiences, K-12 students</li> </ul>	K-12 students attending Performances (Table 7.6.d.6)
Human Resources	<ul style="list-style-type: none"> <li>• Administer personnel policies and procedures and training</li> </ul>	Learning and Development for Faculty and Staff (Table 7.4.11)
Information Technology Services	<ul style="list-style-type: none"> <li>• Management of class management software</li> <li>• Manages equipment, software, and networks</li> <li>• Software training</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard use (Table 7.5.5)</li> <li>• Work orders (Table 7.5.12)</li> <li>• Smart classrooms (Table 7.5.3)</li> <li>• Software training (Table 7.4.1)</li> </ul>
Lander Foundation	Receives, manages, and invests gifts	<ul style="list-style-type: none"> <li>• New scholarships (Table 7.6.d.7)</li> <li>• Grants (Table 7.4.2 and</li> </ul>

		Table 7.4.3)
Physical Plant and Engineering Services	<ul style="list-style-type: none"> <li>• Efficiency of operation</li> <li>• Building and grounds maintenance</li> <li>• University safety (Chart 7.4.8 and Chart 7.6.c.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Orders Completed (Table 7.5.17)</li> <li>• Major projects</li> </ul>
Police	Security and safety of campus (Chart 7.4.8 and Chart 7.6.c.2)	<ul style="list-style-type: none"> <li>• Safety (Table 7.6.c.3)</li> <li>• Campus incidents (Table 7.6.c.4)</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>• Compliance with State Procurement Code</li> <li>• Efficiency in purchasing</li> </ul>	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?*

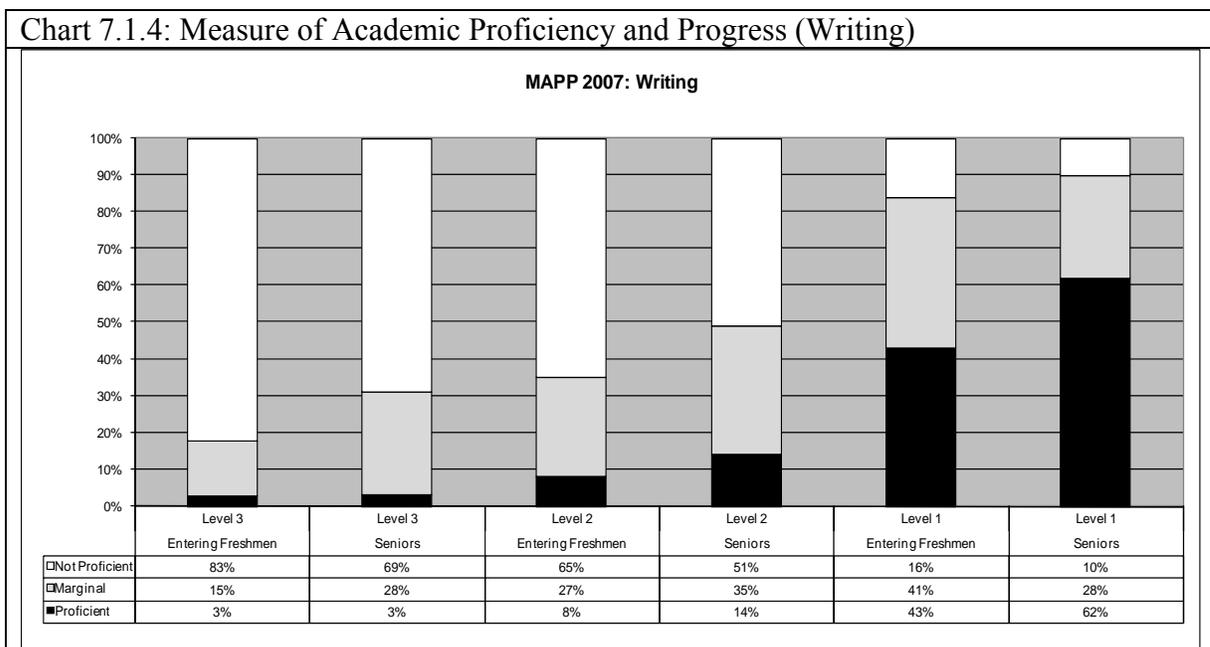
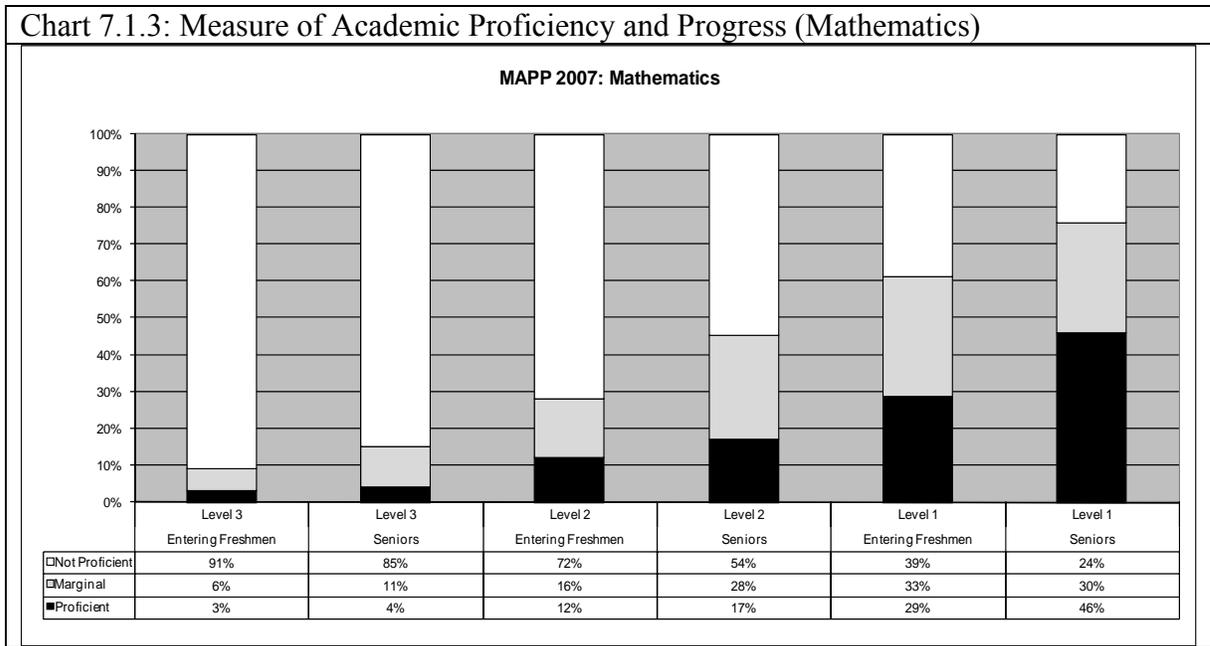
The revenue stream of the university is derived mostly from Student Tuition and Fees and State Appropriations. Anticipated expenditures, including inflationary calculations for utilities and supplies, are factored in as well as state mandated pay increases and new initiatives based on the action items from the annual Strategic Plan “Report Card”. The President’s Council reviews “Report Card” results from the prior year and makes budget 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.

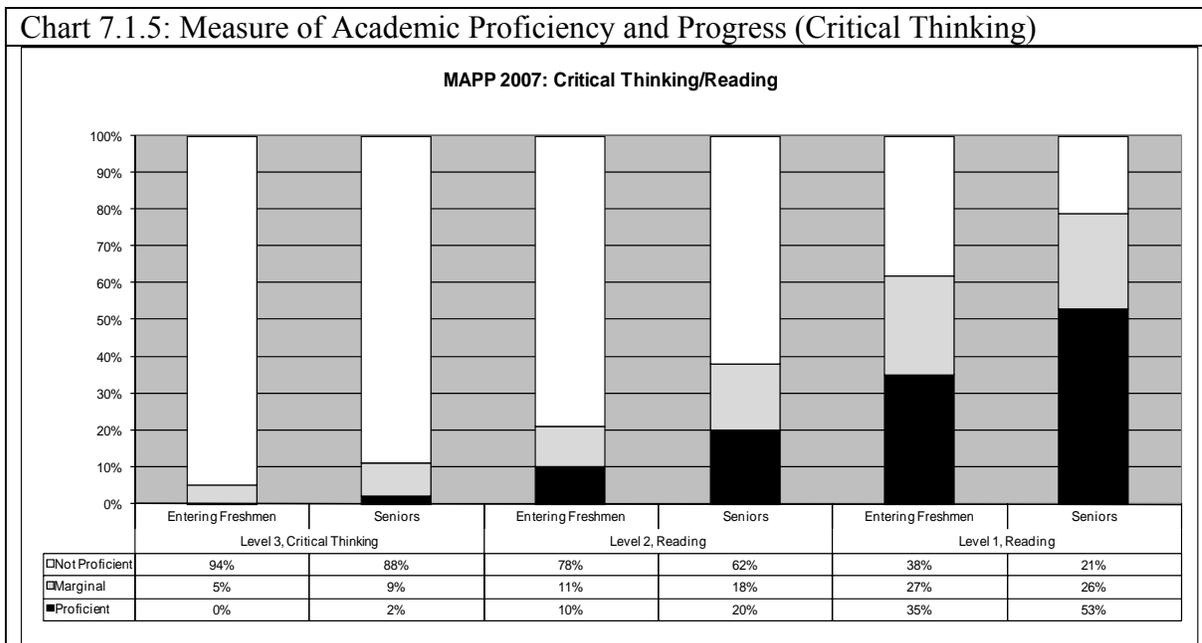
### **Category 7 – Organizational Performance Results**

- 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?*

Table 7.1.1: Evidence of Student Learning in Biology: Professional Knowledge Exam			
The same test of 50 questions is given to incoming freshmen and graduating biology majors. The difference in the scores for these two groups is an indication of the value added/increase in value/enhancement/quality of education as a result of a college degree.			
Academic Year	Freshmen Score	Senior Score	% Increase
2003-2004	22.4	35.0	12.6%
2004-2005	20.2	59.0	38.8%
2005-2006	23.0	50.6	27.6%
2006-2007	22.4	47.4	25.0%
2007-2008	20.2	46.9	26.7%

Academic Year	Averages On a Scale of 1-4
2002-2003	3.10
2003-2004	3.38
2004-2005	3.67
2005-2006	3.40
2006-2007	3.00
2007-2008	3.10





**Table 7.1.6: Evidence of Student Learning – Nursing Graduates Taking the NCLEX-RN**

Graduating Class	Number of Graduates Taking the NCLEX-RN	Number Passing NCLEX-RN on 1st try	Percent passing on 1st try
May 2001	29	28	97%
May 2002	17	17	100%
May 2003	22	21	95%
May 2004	21	21	100%
May 2005	27	25	93%
May 2006	27	26	96%
May 2007	39	36	92%
May 2008	40	36	90%

**Table 7.1.7: Participation in Student Academic Success Program (SASP)**

Spring of...	Number of Students	% Participating Who Withdrew	% Participating Remaining on Probation	% Participating Off Probation	% Participating Suspended
2002	97 (313 Eligible)	5%	26%	38%	31%
2003	187 (327 Eligible)	8%	26%	39%	27%
2004	83 (353)	8%	33%	24%	35%

	Eligible)				
2005	58 (364 Eligible)	NA	NA	NA	NA
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%)

Institution	2001	2000	1999	1998	1997
The Citadel	65.2%	71.3%	64.9%	65.8%	71.9%
Coastal Carolina University	43.9%	42.3%	43.1%	39.8%	36.6%
College of Charleston	59.5%	60.7%	57.5%	57.5%	55.2%
Francis Marion University	42.3%	38.0%	37.4%	42.0%	38.1%
<b>Lander University</b>	<b>46.4%</b>	<b>40.5%</b>	<b>48.4%</b>	<b>42.9%</b>	<b>45.7%</b>
SC State University	45.2%	53.8%	46.8%	52.8%	48.6%
USC Aiken	40.2%	40.0%	44.0%	37.3%	44.6%
USC Beaufort	16.5%	19.0%	12.2%	16.8%	16.8%
USC Upstate	38.4%	65.5%	40.0%	40.2%	34.9%
Winthrop University	58.4%	58.0%	59.8%	56.1%	54.8%

Academic Year	GPA of General Student Population	GPA of Student Athletes	Number of Student Athletes
2003-2004	2.57	2.67	146
2004-2005	2.58	2.77	160
2005-2006	2.59	2.82	173
2006-2007	2.56	2.80	163
2007-2008	2.75	2.82	185

Academic Year	Total Searches Using Library's Electronic Databases	Number of Items in Library Collection	Number of Persons Entering Library and Student Computer Lab
2002-2003	157,797	352,528	196,973
2003-2004	213,113	365,914	185,674
2004-2005	247,562	373,290	213,028
2005-2006	558,338	382,889	254,356

2006-2007	292,890	389,402	238,408
2007-2008	246,378	395,758	210,836

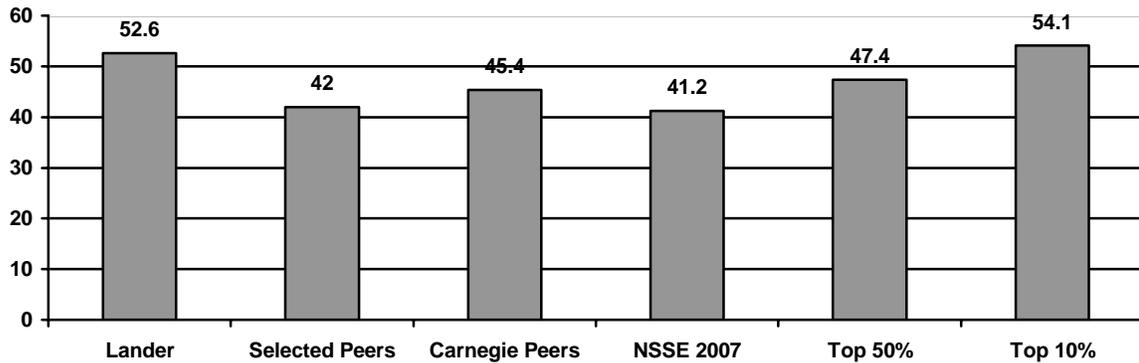
Fall of...	Number of New Freshmen	Combined Verbal and Math		
		Lander	State	Nation
2002	529	976	981	1,020
2003	547	992	989	1,026
2004	655	974	986	1,026
2005	577	974	993	1,028
2006	580	968	985	1021
2007	433	994	984	1017

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?

	Spring 2007	Fall 2007
Questions 1 – 9 show results from the in-house “Student Perceptions of Academic Advising” survey on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree); questions 10 – 13 show results from the National Survey of Student Engagement (NSSE).		
1. My advisor is knowledgeable about the University’s policies and procedures.	4.54	4.55
2. My advisor is knowledgeable about the General Education requirements.	4.56	4.59
3. My advisor is knowledgeable about my Major requirements.	4.69	4.71
4. My advisor is available for consultation.	4.47	4.52
5. My advisor and I spend sufficient time together in order to meet my academic needs.	4.19	4.17
6. My advisor respects my right, within Catalog restrictions, to make my own decisions regarding the direction of my education.	4.57	4.60
7. My advisor effectively answers my questions or directs me to appropriate resources to answer my questions.	4.58	4.59
8. My advisor is respectful and empathetic/sympathetic.	4.59	4.62
9. Overall, my advisor does an effective job of advising/	4.62	4.63
10. NSSE Student-Faculty Interaction Items (First-Year Students) (Selected Peers = 33.4; Carnegie Peers = 34.8; NSSE 2007 = 32.8)	38.1	N/A
11. NSSE Student-Faculty Interaction Items (Senior Students) (Selected Peers = 42.0; Carnegie Peers = 45.4; NSSE 2007 = 41.2)	52.6	N/A
12. NSSE Overall evaluation of quality of academic advising received (First-Year Students) (Selected Peers = 2.98; Carnegie Peers = 3.14; NSSE 2007 = 3.18)	3.07	N/A

13. NSSE Overall evaluation of quality of academic advising received (Senior Students) (Selected Peers = 2.84; Carnegie Peers = 3.03; NSSE 2007 = 2.84)	3.32	N/A
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Chart 7.2.2: NSSE Benchmark Scores - Student Satisfaction with Faculty Interactions



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

Academic Year	Amount in Credit Card Purchases	Number of Credit Card Purchases	Amount in Purchase Orders	Number of Purchase Orders
2002-2003	\$812,502.00	5,003	\$6,469,593.00	3,706
2003-2004	\$897,180.00	6,147	\$4,613,706.00	2,782
2004-2005	\$1,198,035.21	6,839	\$9,226,582.11	965
2005-2006	\$1,358,386.12	7,278	\$3,149,116.22	835
2006-2007	\$1,665,527.38	6,483	\$5,614,442.67	1,044
2007-2008	\$1,852,995.37	7,188	\$5,605,407.81	494

Chart 7.3.3: Direct Instructional Expenditures per Student Credit Hour (from the national Delaware Institutional Cost and Productivity Study)

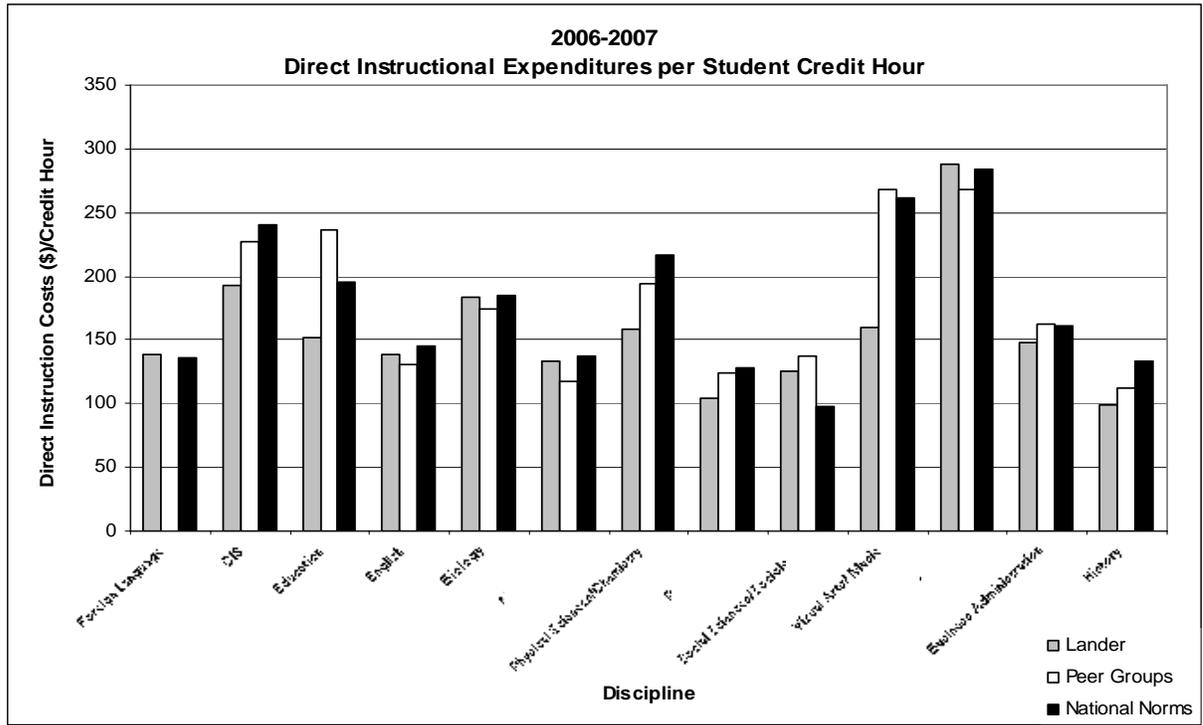


Table 7.3.4: Administrative Efficiency

Percentage of Administrative costs to Academic Costs	2007-08	2006-07	2005-06	2004-05
	20%	19%	19.7%	20.3%

Table 7.3.5: Instruction and Academic Support as a Percentage of Total Expenditures

Academic Year	Instruction	Academic Support	Total of Instruction & Academic Support	Total Expenditures	Support as % of Expenditures
2002-2003	\$11,520,560	\$1,525,639	\$13,046,199	\$31,630,555	41%
2003-2004	\$11,578,509	\$1,505,623	\$13,084,132	\$33,152,228	39%
2004-2005	\$10,901,497	\$3,198,852	\$14,100,349	\$34,790,467	41%
2005-2006	\$11,144,186	\$3,308,817	\$14,453,003	\$36,845,687	39%
2006-2007	\$11,253,489	\$3,417,634	\$14,671,123	\$35,356,541	41%
2007-2008	\$11,456,501	\$3,352,754	\$14,809,255	\$38,069,066	39%

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?

Table 7.4.1: Software Training for Faculty and Staff

Academic Year	Different Courses	Sessions Taught	Attendees
2001-2002	6	12	35
2002-2003	8	16	50
2003-2004	16	42	196

2004-2005	31	76	445
2005-2006	23	59	248
2006-2007	22	92	496
2007-2008	31	77	335

Academic Year	Number of Grants	Amount of Grants
2003-2004	28	\$22,521
2004-2005	11	\$30,000
2005-2006	7	\$29,865
2006-2007	9	\$30,000
2007-2008	7	\$25,326

Academic Year	Number of Grants	Amount of Grants
2003-2004	13	\$6,334
2004-2005	6	\$3,189
2005-2006	8	\$3,941
2006-2007	10	\$5,564
2007-2008	18	\$10,163

Chart 7.4.4: Lander's senior leaders create a work environment that helps me do my job.

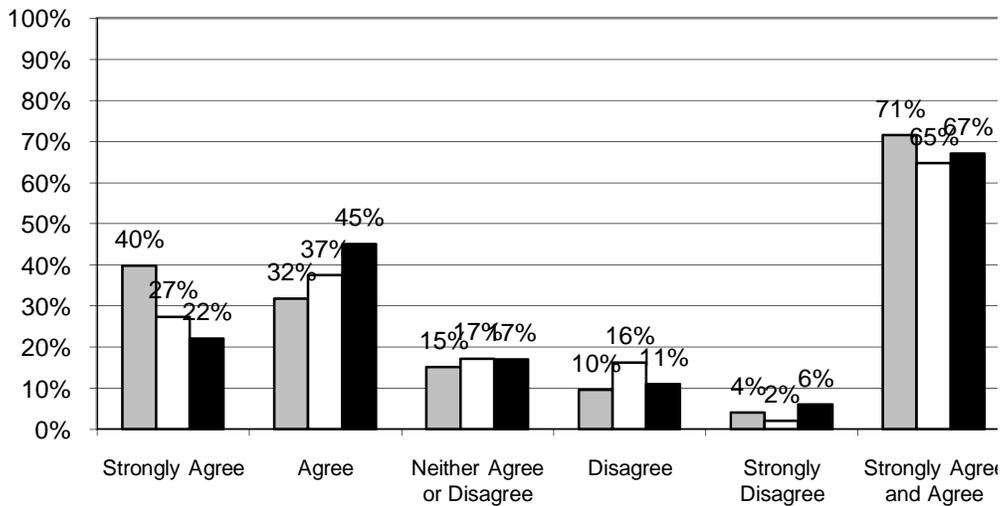


Chart 7.4.5: Lander's senior leaders share information about the university.

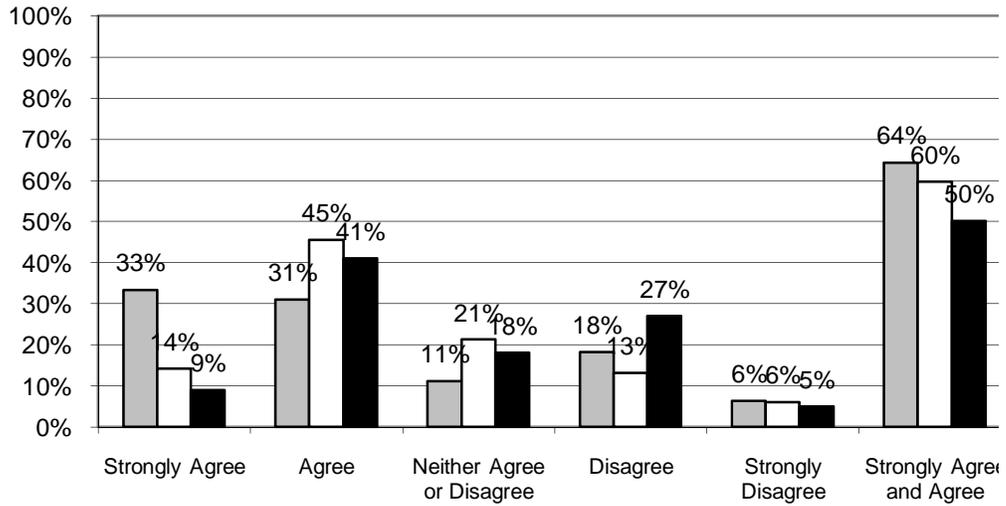


Chart 7.4.6: My immediate supervisor asks what I think.

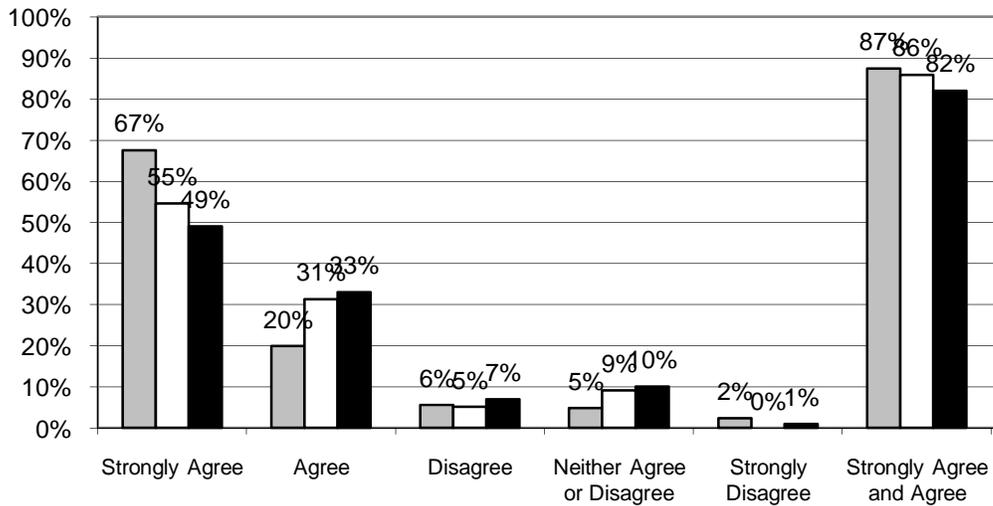


Chart 7.4.7: I am recognized for my work.

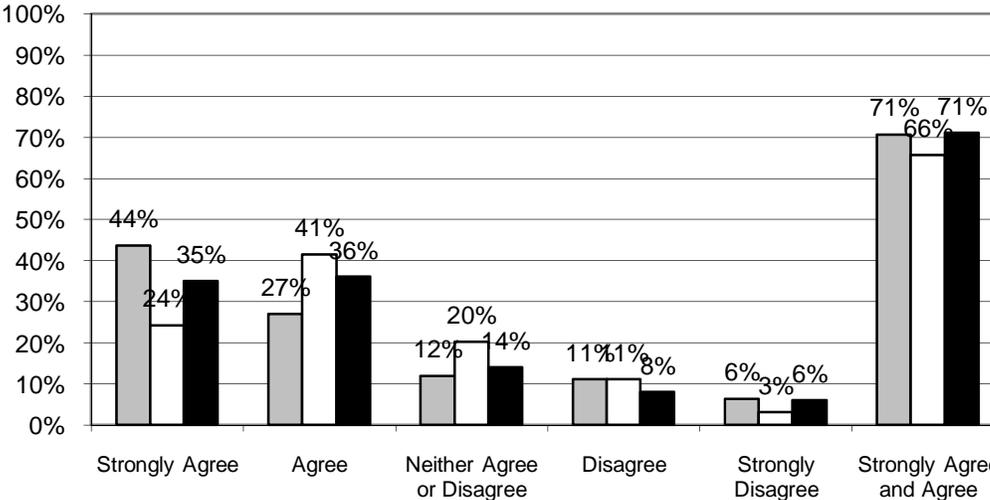


Chart 7.4.8: I have a safe workplace.

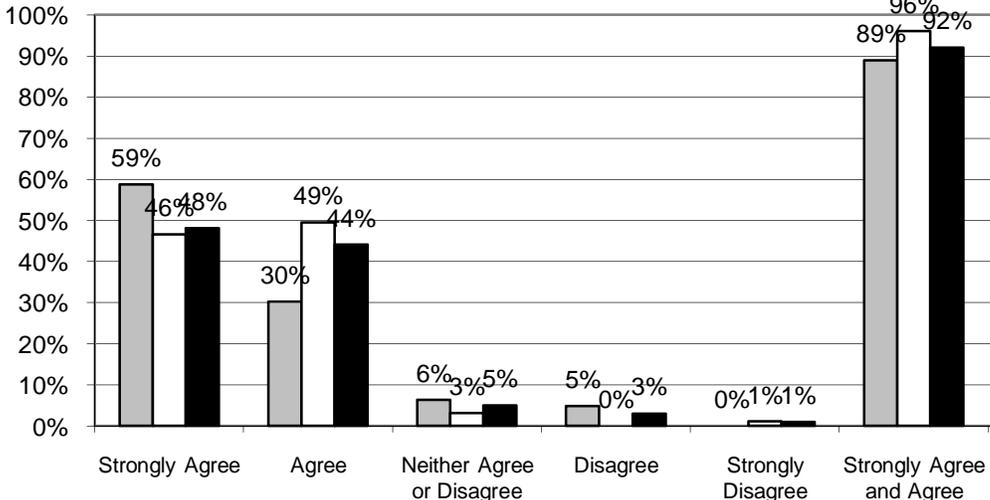


Chart 7.4.9: Lander University obeys laws and regulations.

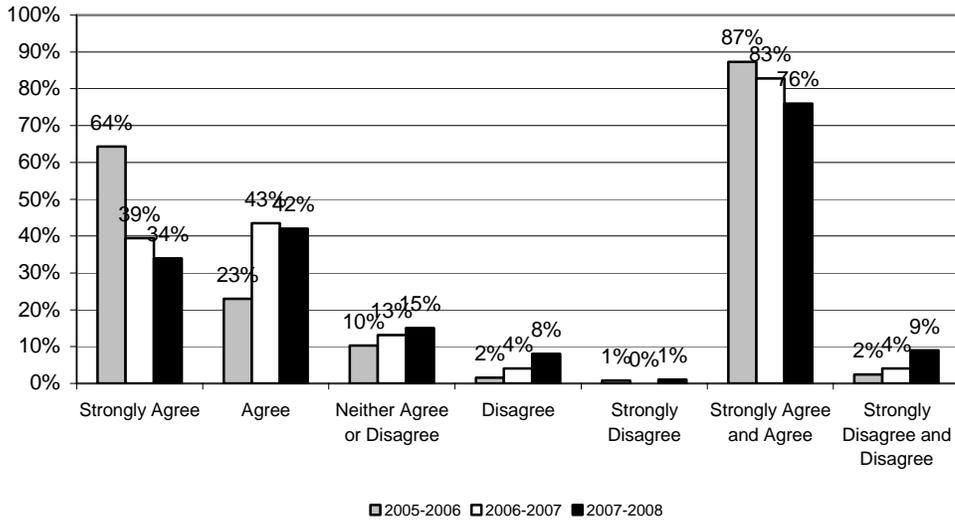
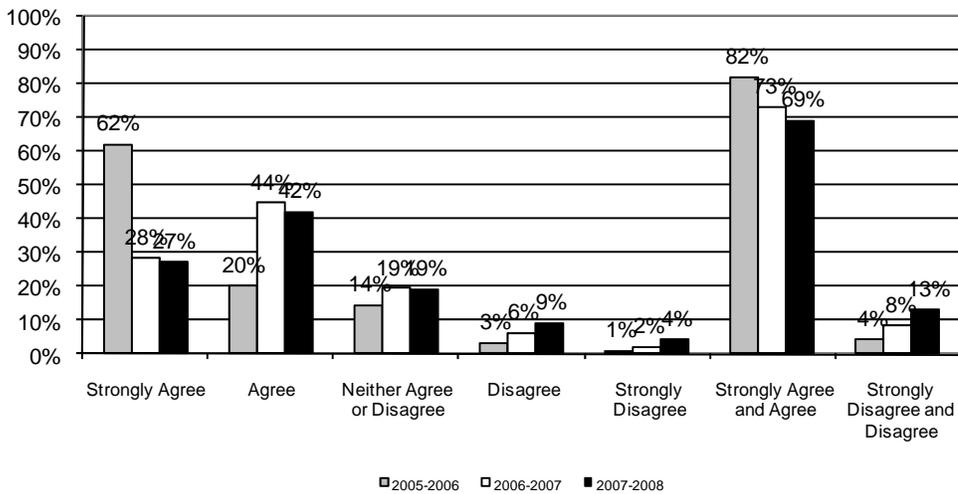


Chart 7.4.10: Lander University has high standards and ethics.



Workshops	Sessions	Faculty Attending	Staff Attending	Total Attending
0	0	0	0	0
3	11	137	362	499
3	15	315	388	724

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)?

Number of	2003-04	2004-05	2005-06	2006-07	2007-08

Online Degrees Offered	1	1	2	2	2
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**Table 7.5.2: On-line Sections Offered per Academic Year**

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

Academic Year	Number of On-line Sections	% of On-line Section Increase/Decrease
2000-2001	N/A	N/A
2001-2002	14	N/A
2002-2003	29	107%
2003-2004	37	28%
2004-2005	49	32%
2005-2006	55	12%
2006-2007	66	20%
2007-2008	83	26%

**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	Number of Hours Smart Classrooms Used Per Week
2002-2003	8% (4/50)	NA
2003-2004	45% (23/51)	6
2004-2005	68% (35/51)	18
2005-2006	82% (42/51)	20
2006-2007	84% (48/57)	22
2007-2008	86% (49/57)	21

**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	Number of Faculty Having Tablet Laptops or Mac/Dual Boot
2002-2003	7.5%	0
2003-2004	54%	0
2004-2005	78%	10
2005-2006	90%	10
2006-2007	94%	10
2007-2008	99%	25

**Table 7.5.5: Use of Blackboard (Course Management Software)**

Semester	Number of	% of Section	Number	Number of	Percent of
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	Sections	Increase/ Decrease	of Faculty	Faculty Using Blackboard	Faculty Use
2002-2003*	57	N/A		19	N/A
Fall 2003	88	54.4%	125	32	25.6%
Spring 2004	111	26.1%	125	41	32.8%
Fall 2004	125	12.6%	131	45	34.4%
Spring 2005	148	18.4%	131	57	43.5%
Fall 2005	266	79.7%	173**	114	65.9%
Spring 2006	266	0.0%	173**	114	65.9%
Fall 2006	736	176.69%	173**	173	100%
Spring 2007	742	.81%	173**	173	100%
◆Fall 2007	790	6.46%	173**	173	100%***
Spring 2008	791	.12%	173**	173	100%***

\* Used Clemson University server

\*\* Fulltime and part-time faculty

\*\*\* Mid-term grades posted in Blackboard

◆ Upgraded to Blackboard Learning System CE6 6

COUNTY	2003	2004	2005	2006	2007	Percentage
<b>Greenwood</b>	<b>705</b>	<b>620</b>	<b>566</b>	<b>679</b>	<b>604</b>	25.1%
Greenville	314	312	279	284	241	10.0%
Anderson	196	210	225	230	188	7.8%
<b>Laurens</b>	<b>222</b>	<b>225</b>	<b>188</b>	<b>163</b>	<b>156</b>	6.5%
Lexington	166	161	148	139	121	5.0%
<b>Abbeville</b>	<b>167</b>	<b>159</b>	<b>116</b>	<b>128</b>	<b>120</b>	5.0%
Richland	104	123	113	95	112	4.7%
Spartanburg	89	97	87	86	80	3.3%
<b>Newberry</b>	<b>59</b>	<b>74</b>	<b>75</b>	<b>64</b>	<b>60</b>	2.5%
Charleston	37	53	57	60	47	2.0%
<b>Saluda</b>	<b>67</b>	<b>70</b>	<b>61</b>	<b>51</b>	<b>44</b>	1.8%
Aiken	55	55	51	35	41	1.7%
Pickens	42	48	44	42	40	1.7%
Berkeley	30	29	32	26	33	1.4%
York	67	71	55	46	33	1.4%
<b>Edgefield</b>	<b>29</b>	<b>24</b>	<b>24</b>	<b>23</b>	<b>26</b>	1.1%
<b>McCormick</b>	<b>38</b>	<b>36</b>	<b>38</b>	<b>29</b>	<b>25</b>	1.0%
Oconee	31	25	20	25	23	1.0%

Institution	2007	2006	2005	2004	2003
The Citadel	18.34	18.63	20.35	21.53	22.18

Coastal Carolina University	27.19	28.23	28.22	28.30	28.27
College of Charleston	19.85	19.53	20.99	21.61	21.96
Francis Marion University	16.60	17.59	19.09	18.82	18.91
<b>Lander University</b>	<b>16.49</b>	<b>17.52</b>	<b>20.39</b>	<b>21.57</b>	<b>19.96</b>
SC State University	20.64	19.36	21.76	19.03	20.18
USC Aiken	18.07	18.70	19.19	19.73	19.69
USC Beaufort	22.94	21.67	20.82	20.27	19.54
USC Upstate	21.71	21.42	22.43	21.31	22.27
Winthrop University	19.01	19.84	20.68	21.41	20.82

Table 7.5.8 Faculty With Tenure and Terminal Degree

Academic Year	Total Faculty	Number With Tenure	Number With Terminal Degree
2001-2002	106	80	78
2002-2003	116	74	75
2003-2004	124	69	89
2004-2005	121	65	86
2005-2006	127	72	87
2006-2007	138	57	92
2007-2008	129	48	78

Table 7.5.9: Bearcat Shop Performance

Academic Year	Revenue	Expenditures	Excess	Excess as % of Revenue
2002-2003	\$1,644,883.87	\$1,442,103.57	\$202,780.30	12.33%
2003-2004	\$1,684,658.64	\$1,467,727.50	\$216,931.14	12.88%
2004-2005	\$1,699,815.92	\$1,531,655.82	\$168,160.10	9.89%
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%

Table 7.5.10: Freshmen Application History: Percent Enrolled of Accepted

Institution	2007	2006	2005	2004	2003
The Citadel	38.1%	36.1%	39.0%	33.1%	43.0%
Coastal Carolina University	36.5%	34.8%	37.3%	36.0%	37.0%
College of Charleston	35.7%	36.9%	36.6%	37.1%	41.3%
Francis Marion University	44.3%	44.3%	44.5%	45.0%	49.1%
<b>Lander University</b>	<b>45.8%</b>	<b>48.9%</b>	<b>47.0%</b>	<b>44.1%</b>	<b>40.5%</b>
SC State University	38.7%	43.0%	36.7%	41.6%	39.6%
USC Aiken	49.8%	50.7%	49.0%	63.3%	53.1%
USC Beaufort	50.0%	57.2%	60.9%	61.8%	60.1%
USC Upstate	47.0%	50.0%	46.7%	44.3%	50.8%
Winthrop University	38.6%	31.9%	34.1%	40.8%	40.8%

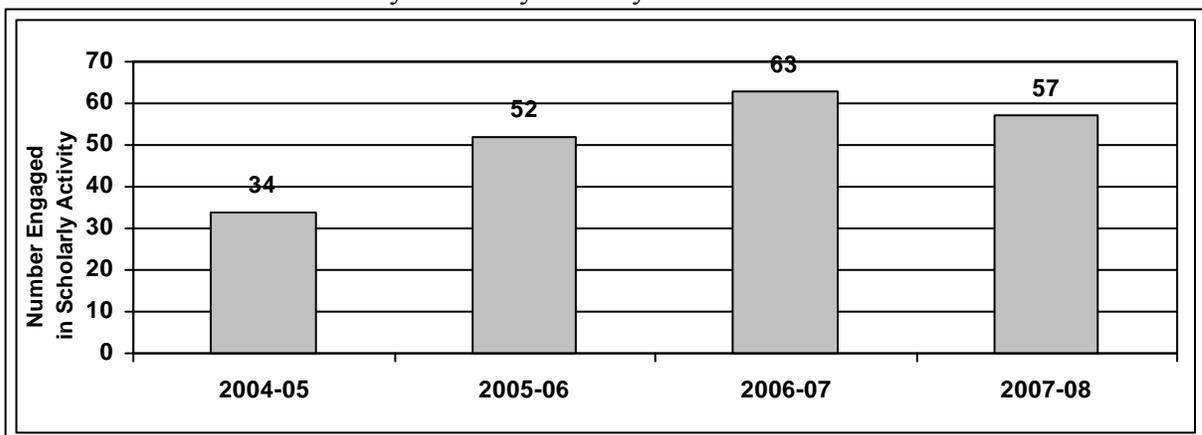
Committee	Function
Bloodborne Pathogens Committee	Focuses on eliminating or minimizing exposure to blood or other potentially infectious materials
Committee on the Disabled	Reviews issues related to access and reasonable accommodations for faculty, staff, and students
Ethics in Research Committee	Assures 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	Declined	Forwarded to Physical Plant	Voided	Duplicates
2005-2006	1,255	1,111	1	107	27	9
2006-2007	1,199	1,035	0	86	32	2
2007-2008*	1,443	1,378	N/A	N/A	65	N/A

\* Implemented new TrackIT work order system in 2007-2008

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
1,650	1,376	1,789	1,307	1,465	1,433

Chart 7.5.14: Profile of Faculty Scholarly Activity



Institution	2007	2006	2005	2004	2003
The Citadel	N/A	88.8%	87.9%	100.0%	100.0%
Coastal Carolina University	N/A	94.5%	86.1%	90.0%	91.2%
College of Charleston	N/A	99.2%	97.4%	97.6%	97.2%
Francis Marion University	N/A	94.7%	94.6%	94.6%	93.0%
<b>Lander University</b>	<b>91.9%</b>	<b>80.7%</b>	<b>82.5%</b>	<b>92.8%</b>	<b>90.3%</b>
SC State University	N/A	82.5%	87.7%	100.0%	100.0%
USC Aiken	N/A	89.6%	84.0%	80.0%	83.3%
USC Beaufort	N/A	81.7%	68.9%	57.9%	97.6%
USC Upstate	N/A	87.4%	87.3%	88.5%	89.7%
Winthrop University	N/A	93.4%	91.0%	94.4%	92.3%

Program	Measure	1999-2003 Rolling Average	2000-2004 Rolling Average	2001-2005 Rolling Average	2002-2006 Rolling Average	2003-2007 Rolling Average
Sociology*	Degrees Conferred	1.2	1.4	2.2	2.2	2.0
	Major Headcount	2.6	3.0	3.6	4.6	5.4
Spanish	Degrees Conferred	1.6	2.6	2.6	3.6	3.6
	Major Headcount	10.4	11.4	12.2	11.8	11.8
Visual Arts*	Degrees Conferred	0.0	0.0	0.0	0.0	0.0
	Major Headcount	0.2	0.2	0.0	0.0	0.0

\* Program at the University Center (these programs are shown separately here although for CHE purposes these figures are rolled up into figures for both University Center and Main Campus programs).

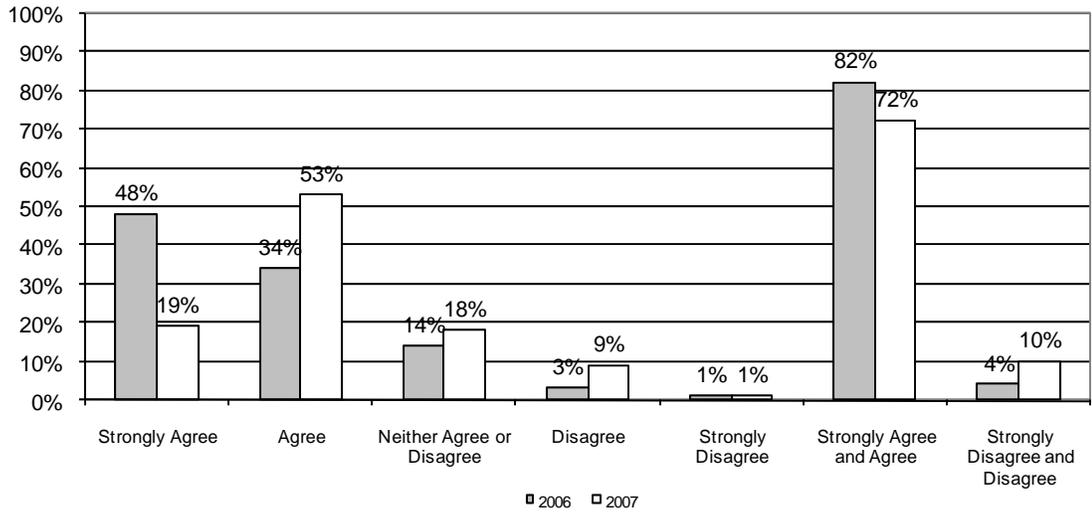
Academic Year	Total Work Requests	Completed	Declined	Forwarded	Voided	Duplicates
2006-2007	3,419	3,154	17	1	27	25
2007-2008	4037	3850	15	6	3	5

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. From the 2007-2008 Annual Survey of Faculty Satisfaction:

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 2007-2008 Annual Survey of Faculty Satisfaction:

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

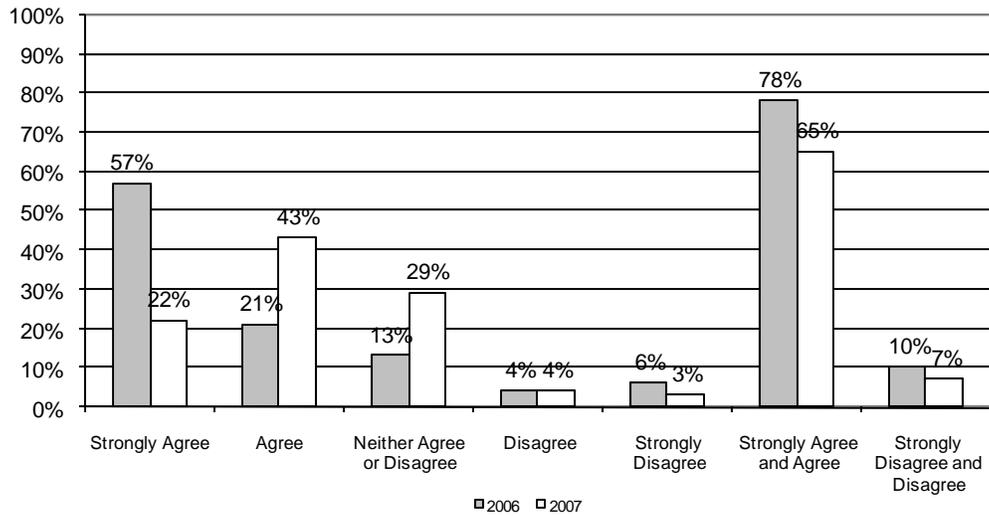


Chart 7.6.b.2: Lander University has high standards and ethics.

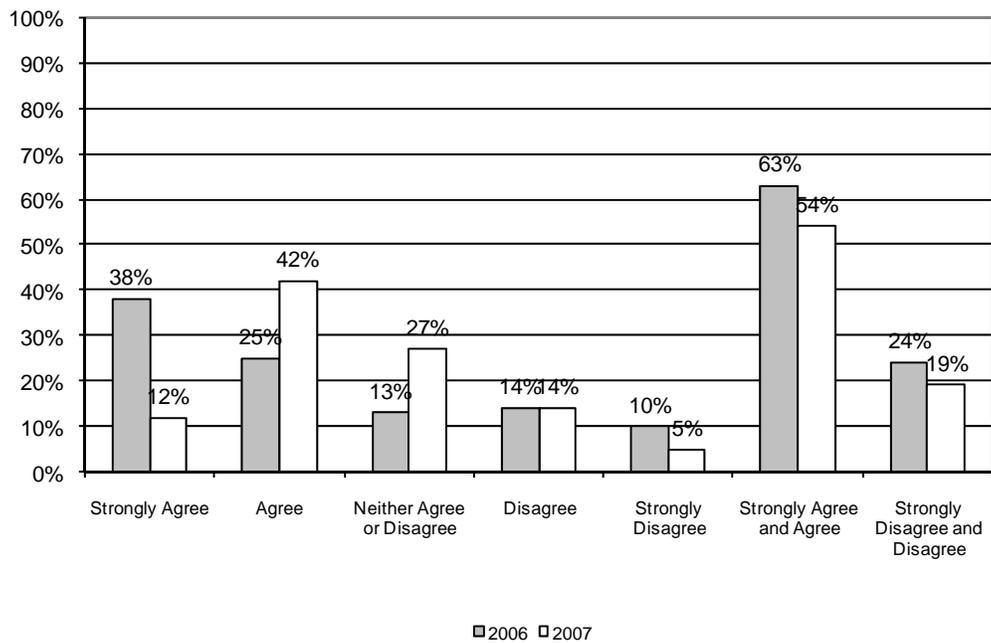
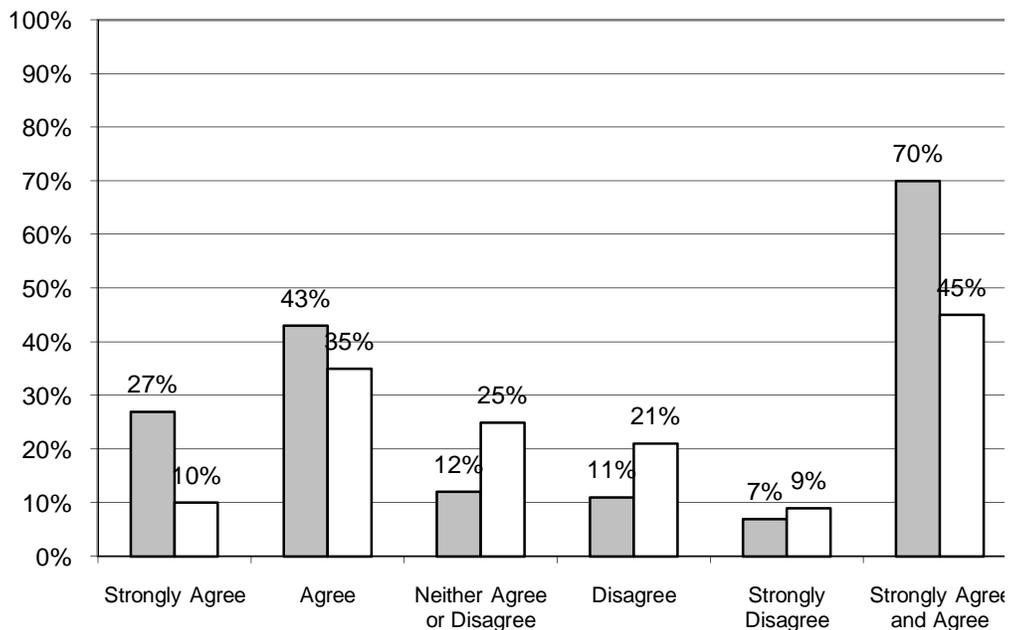


Chart 7.6.b.3: Lander University's senior leaders share information about the organization.



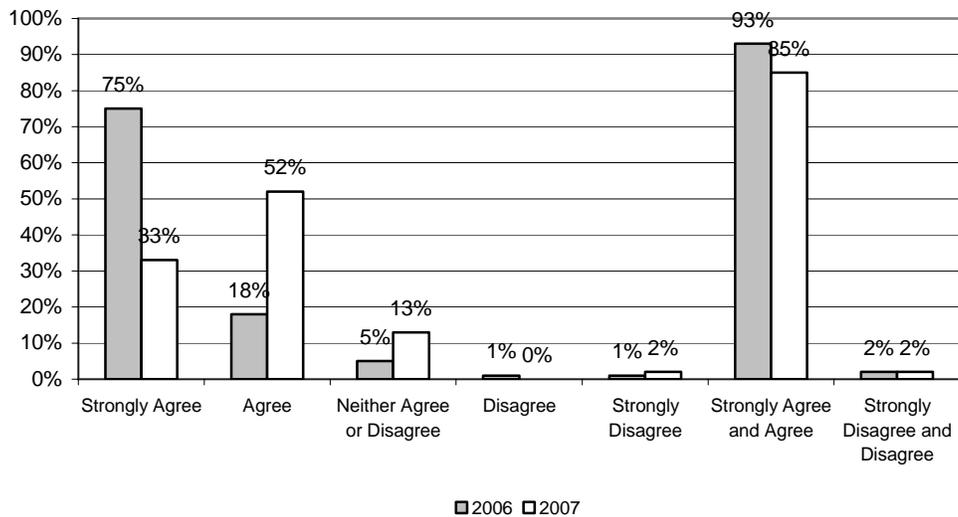
c. *fiscal accountability; and, regulatory, safety, accreditation, and legal compliance*

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
AACSB	2003	2008
SACS	1996	2007
NASAD	2005	2010
NASM	2003	2013
NCATE	2005	2011
NLNAC	2003	2011

From the 2007-2008 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

Type of Incident	2004	2005	2006	2007
Alcohol	36	49	35	20
Aggravated Assault	0	0	1	1
Arson	0	0	0	1
Auto Theft	2	0	1	0

Burglary	5	8	9	14
Criminal Sexual Conduct	0	0	0	0
Drugs	10	11	5	8
Hate Crime	2	1	1	1
Murder	0	0	0	0
Robbery	0	0	2	0
Weapons Law Violation	0	2	1	0
Total Incidents	55	71	55	45

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

Academic Year	# Summer Study Tours Offered	# Students in Summer Study Tours	# Students at English University During Spring and Fall Semesters	# Students in Other Experiences Abroad
2004-2005	5	26	4	0
2005-2006	4	28	4	1
2006-2007	1	8	11	11

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

Academic Year	New Students & Alumni Registered	New Jobs Posted	New Employers Registered
2005-2006	443	125	143
2006-2007	406	264	142

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

Academic Year	Sections	Students	Majors/Areas
2003-2004	61	289	15
2004-2005	52	282	15
2005-2006	65	475	18
2006-2007	63	309	16
2007-2008	47	310	17

Academic Year	Number of School Districts	Number of Schools	Number of Students	Number of Performances
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2002-2003	1	2	300	1
2003-2004	1	3	320	1
2004-2005	2	9	543	2
2005-2006	3	21	4,783	9
2006-2007	6	31	6,482	12
2007-2008	6	33	8,740	14

Table 7.6.d.7: Number of Scholarships Due to Comprehensive Campaign							
Number of Scholarships	2001-02	2002-01	2003-04	2004-05	2005-06	2006-07	2007-08
	11	19	22	18	25	25	11

## Accountability Report Transmittal Form

Organization Name: Lander University  
Date of Submission: September 12, 2008  
Organization Director: Daniel W. Ball  
Organization Contact Person: Tom Nelson  
Organization Contact's Telephone Number: 864.388.8914