ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2011-12

FRANCIS MARION UNIVERSITY

September 2012

FRANCIS MARION UNIVERSITY

Office of the President

September 12, 2012

Office of the State Budget
Attn: Karen Rhinehart
1201 Main Street, Suite 870
Columbia, SC 29201

Dear Ms. Rhinehart:

Francis Marion University is pleased to submit the attached accountability report for Fiscal Year 2011-12. The report includes an executive summary, a profile of the University, and response to the Baldridge Criteria, Categories 1-7. The appendices include the University mission statement and a sample administrative evaluation survey form.

We believe the enclosed report demonstrates that Francis Marion University serves the State of South Carolina extraordinarily well. We are proud of our institution's quality and would welcome any inquiries pursuant to this report.

Sincerely,

Luther F. Carter
President

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An Affirmative Action/Equal Opportunity Institution

TABLE OF CONTENTS

FRANCIS MARION UNIVERSITY

ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2011-12

Section 1 – Executive Summary 1

Section II – Organizational Profile 4

Section III – Baldridge Criteria..... 10

- **Category 1. Senior Leadership, Governance, and Social Responsibility 10**
- **Category 2. Strategic Planning..... 12**
- **Category 3. Student, Stakeholder, and Market Focus..... 14**
- **Category 4. Measurement, Analysis, and Knowledge Management..... 19**
- **Category 5. Workforce Focus..... 21**
- **Category 6. Process Management..... 27**
- **Category 7. Organizational Performance Results..... 28**

Appendices..... 46

Tables and Charts

Organizational Structure 7

Appropriations and Expenditures 8

Major Program Areas 9

Strategic Goals and Objectives 13

7.1-1: Praxis II Scores 29

7.1-2: Annual Pass Rate for Graduates of Registered Nursing Programs on the National Council of State Boards of Nursing Licensing Exam (NCLEX) 30

Chart 7.1-1 Student Evaluation of Preparation in Critical Abilities 31

7.1-3: NSSE: Level of Academic Challenge 32

7.1-4: NSSE: Active and Collaborative Learning 33

7.1-5: NSSE: Student-Faculty Interaction 34

7.1-6: NSSE: Enriching Educational Experiences 35

7.1-7: NSSE: Supportive Campus Environment 36

7.2-1: Plans for Employment and Further Education 36

7.2-2: Mean Ratings of Academic Programs by Graduating Seniors 37

7.2-3: Mean Ratings of Use of Student Support Services 37

7.3-1: Comparison of Tuition and Fees 39

Chart 7.3-2: Revenue Growth 40

7.3-3: Facility Development 41

7.4-1: Mean Ratings of Academic and Academic Support Services 41

7.4-2: Mean Ratings of University Faculty by Students 42

7.5-1: Academic Accreditation 44

SECTION I. EXECUTIVE SUMMARY

Vision, Mission, and Values

Summary of Institutional Vision and Mission[1]

The mission of Francis Marion University (FMU) is to make available excellent undergraduate education in the Liberal Arts and selected professional programs. The University offers bachelor's degrees in Liberal Arts disciplines, Business, Education, and Nursing; master's degrees in Business, Education, Nursing, and Psychology; and a specialist degree in School Psychology. In fulfilling its academic mission, the University promotes the economic, cultural, and educational development of the Pee Dee region and the state of South Carolina.

Values

- Academic and intellectual development of students
- Scholarly and professional development of faculty
- Educational and cultural enrichment of citizens of the Pee Dee
- Delivery of educational opportunities to a diverse population
- Preparation of South Carolina students to contribute to the growth and quality of life in South Carolina
- Development of professional programs and graduate programs in response to community needs
- Examination of a common body of knowledge which ensures that students have the necessary skills and information to function effectively and ethically in a rapidly changing world
- Recognition of increased interdependence in the world and awareness of other cultures

Major Achievements of the Past Year

- increased variety of activities supported by the Quality Enhancement Plan ("Broadening Student Horizons")
- continued the Pee Dee Health Education Partnership (a consortium of FMU, USC, McLeod Health, and Carolinas Hospital System) to deliver degree programs in the health care field
- began preparing the interim SACS report
- began a review and update of the University's Strategic Plan
- received approval for the MSN/Family Nurse Practitioner degree and submitted proposals for the MSN/Nurse Educator and BS in Pharmaceutical Studies degrees
- continued planning for a Physician Assistant Studies program and conducted a feasibility study for a Bachelor of Science in Industrial Engineering

[1] See Appendix A for the complete Mission Statement of Francis Marion University

- continued operation of the Robert E. McNair Center for Government and History and Center for Entrepreneurship; and continued the McNair Scholarship program
- The QEP funded "Tutoring and Mentoring in Literacy Instruction Project," was recognized as the top service learning project in South Carolina by CHE
- continued execution of recommendations from the "Creating Greater Opportunity in South Carolina's I-95 Corridor: A Human Needs Assessment," study
- The Rural Area Leadership Initiative (RALI) continues to focus on the 4 pilot counties of Dillon, Marion, Marlboro, and Williamsburg. Started the Rural Leadership Institute (RLI) in Fall 2011, which included Chesterfield, Clarendon, Lee, and Sumter counties. RLI will include Darlington County in year two.
- The Nonprofit Leadership Institute (NPLI) will embark on its 11th year. There have been 276 participants in this program over the last 10 years.
- held grand opening of the Francis Marion University Performing Arts Center
- completed construction of the west campus athletic complex and held first baseball game vs. USC Gamecocks
- improved network capabilities and access by expanding wireless footprint into the dormitories, implementing Virtual Desktop Infrastructure in academic labs, and establishing high availability through redundancy as well as upgrading software functionality by adding an IBM/SPSS site license and data integration into our learning management system.
- continued and expanded Leadership FMU activities
- held opening ceremony of the Wild Sumaco Biological Field Station in Ecuador
- began planning for new office services building and renovation of the Physics Nuclear Laboratory
- Teach for America began operations with FMU as the host university
- hosted the Rachel Hodges Leadership Institute for the American Red Cross
- maintained records of expenditures on the University website

Key Strategic Goals for Present and Future Years

- continued activities of the Pee Dee Health Education Partnership (a consortium of FMU, USC, McLeod Health, and Carolinas Hospital System) to deliver degree programs in the health care field and expand health care programs for the region and the state
- continue and enhance outreach programs (e.g., ARCH, NPLI, RALI, Center for Entrepreneurship, Center of Excellence to Prepare Teachers of Children of Poverty, McNair Center for Government and History) that serve the Pee Dee region and the state of South Carolina
- complete major physical plant projects: replace roof of Smith University Center; replace HVAC system in Rogers Library; begin construction of new University Office Services building; continue planning for construction of Center for Centers; and renovate the Hyman Fine Arts Center
- obtain approval for the MSN / Nurse Educator and BS in Pharmaceutical Studies
- continue the pursuit of alternative funding from public and private sources, with an emphasis on securing scholarships for students

- enhance technological capabilities for distance learning and distance education
- continue offering selected courses in Lake City and Marion
- continue planning a retention program that will combine and coordinate efforts by Academic Affairs and Student Affairs
- make plans to offer a joint Masters of Public Administration with Coastal Carolina University
- continue to work with the Governor's office on Accountability Based Funding
- continue to enhance technology capacity by providing increased Wi-Fi Internet access to entire campus
- continue to support Teach for America in South Carolina
- continue preparation for the SACS interim review
- continue to carry out the University's strategic planning process
- review and update the Facilities Master Plan
- continue preparation for the Bachelor of Science in Industrial Engineering
- increase and develop collaboration between alumni and students
- increase and develop collaborations between Alumni Affairs, Alumni Board and the student Leadership FMU program
- increase learning opportunities for students in the areas of professional development, citizenship education, and wellness

Key Strategic Challenges (i.e., educational, operational, human resource, financial, and community related strategic challenges

- Students use freshman and/or sophomore years to learn about college life and then transfer to a larger and/or more distant institution
- High percentage of first-generation college students
- Students vulnerable to economic downturns
- Maintaining and increasing student enrollment
- Alumni have positive attitudes toward FMU, but have a low rate of involvement in formal alumni groups and activities; number of contributors is relatively low
- Keeping tuition affordable in the face of reductions in state appropriations
- Percentage of citizens in the region who are college graduates is among the lowest in the state
- Unfavorable demographic characteristics when compared to other regions of SC
- Obtaining funding for the School of Business and the School of Education Building and for the renovation of Founders Hall
- Reviewing and updating the Facilities Master Plan; systematically implementing new building and renovation projects in a manner that is fiscally sound and least disruptive to the ongoing activities of the University.

Use of Accountability Report to Improve Organizational Performance

Information from this document, the strategic planning process, and other institutional assessments are used in decision-making.

SECTION II. ORGANIZATIONAL PROFILE

1. *Organization's main educational programs, offerings, and services and the primary methods by which these are delivered:*

   Founded as a state college in 1970, FMU adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, nursing, and psychology. FMU provides traditional classroom and laboratory instruction as well as access to an excellent library and electronic learning resources.

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

   - State of South Carolina - With its large in-state enrollment, FMU primarily benefits the people of the state of South Carolina
   - FMU Students
     - Students benefit from baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, nursing, and psychology.
     - Almost 95% of FMU students come from South Carolina with approximately 55% from the Pee Dee Region.
     - The University also provides student life services to FMU students with over 1,500 of its students residing in residence halls or apartments on campus.
     - Adult and nontraditional students benefit from an expanding array of continuing education opportunities that include off-campus courses, professional development courses, and non-degree credit courses.
   - The FMU Board of Trustees - The FMU Board of Trustees is charged with responsibility for overseeing the University.
   - FMU Faculty and Staff - The University provides employment to over 480 full-time employees with over $20 million paid out annually for personnel services.
   - Alumni - FMU graduates impact the South Carolina economy with over 79% of graduates residing in the State (approximately 56% residing in the Pee Dee Region). The total University alumni base is approximately 19,000.
   - The Pee Dee Region and the State of South Carolina - The University serves the Pee Dee Region and the State of South Carolina.
     - FMU is the largest supplier of classroom teachers in the Pee Dee Region.
     - FMU is working to provide additional nurses in the Pee Dee Region and in the State through the Bachelor of Science in Nursing.
     - The University provides opportunities for the community to appreciate the arts including student performances in music and theatre on campus and by hosting the annual Art's International Festival. The FMU Performing Arts

Center in down town Florence will further enhance these opportunities by hosting professional performances in numerous artistic genres.

3. *Operating location:*

   - Francis Marion University is situated adjacent to U.S. Highways 301/76, about seven miles east of Florence, South Carolina. This is the University's principal operating location.
   - Florence is the economic and cultural center of the Pee Dee region, an eight-county area located in the northeastern section of South Carolina.

4. *Number of employees, segmented by faculty and staff or other appropriate categories:*

Category	Number of Employees*
Faculty - Full-time	206
Faculty - Part-time	64
Administration - with faculty rank	12
Administration - without faculty rank	36
Staff - Full-time	234
Staff - Part-time	44
Total	596

** As of October 3, 2011*

5. *Regulatory environment under which FMU operates:*

   - The University falls under the designation of State Colleges and Universities as denoted in the Code of Laws of South Carolina, Section 59-101-10.
   - Francis Marion University is a public, co-educational institution accredited by the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's level degrees. The University is approved by the S. C. State Board of Education.

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

   - The governing body of Francis Marion University is the Board of Trustees, which is by statute constituted as a body corporate and politic as "The Board of Trustees for Francis Marion University" and is charged with responsibility for overseeing the University.
   - The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University. The President relies on a management team comprised of the senior administrative officials of the University. Governance of the faculty includes a Faculty Senate consisting of some senators elected at-large

and some elected from departments or schools. The General Faculty meets at least three times a year to vote on curriculum changes and other resolutions forwarded from the Senate. Much of the work of the faculty takes place in standing committees, for which the membership is elected.

7. *Key suppliers and partners:*

FMU Students

- Primarily from families in South Carolina and are the products of the state K-12 educational system.
  - Almost 95% of FMU students come from South Carolina. Of those, approximately 55% come from the Pee Dee Region. Top feeder counties providing new students for Fall 2010: Florence, Richland, and Marion.
  - Top counties for students graduating in Spring 2011: Florence, Darlington, and Horry.

FMU Faculty

- The University faculty provides instruction to students. Classes are taught by professors, not graduate students.
- The student to faculty ratio is 16:1 and the average class size is 21.

8. *Key Competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)*

- 4-Year South Carolina Public Comprehensive Colleges and Universities
- Private colleges in the midlands and eastern half of South Carolina
- Online degree programs offered by various universities across the United States

9. *The principal factors that determine the University's competitive success. The key changes that are taking place that significantly impact the University's competitive situation:*

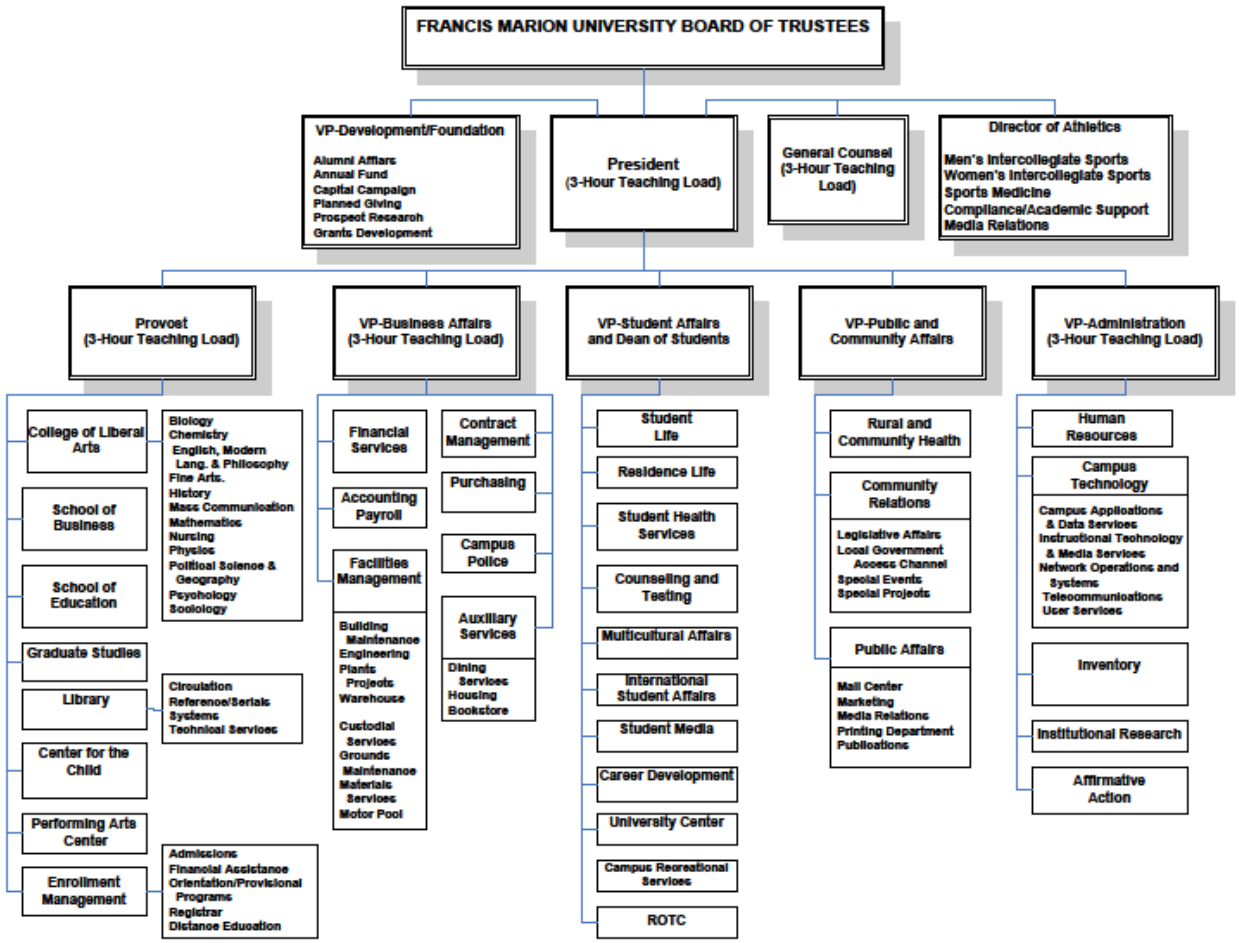
- FMU offers one of the lowest tuitions in the state for a 4-year public institution.
- FMU offers a generous array of financial assistance opportunities for students; which have increased annually for the past four years.
- Due to recent additions to campus housing, FMU now has enough beds to accommodate approximately half of the undergraduate student population.
- The Center for the Child, a combination day care and learning lab facility, is a state of the art facility that provides a child care option for students, faculty, and staff with small children.
- A new FMU Performing Arts Center in downtown Florence will open during the 2011-12 academic year.

- In addition to the range of typical degree programs, FMU offers programs of study that are either rare (Non-Profit Management) or nonexistent (Health Physics, Music Industry) at other state schools.

10. Performance improvement systems:

The University's Institutional Effectiveness system uses a multi-faceted approach to ensure input from and evaluation of all segments of the University. Each academic and administrative unit has clearly identified goals which are derived from the *Francis Marion University Mission Statement* and the eleven planning assumptions derived from the mission statement. These planning assumptions guided the development and implementation of the *Francis Marion University Strategic Plan* and the objectives and strategies contained in it.

11. Organizational Structure – July 25, 2012 Organizational Chart:



Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 28,191,604	$ 11,079,178	$ 28,246,943	$ 8,795,988	$ 27,636,807	$ 8,362,514
Other Operating	$ 17,459,466		$ 20,204,843		$ 14,924,985	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 7,961,426	$ 2,308,900	$ 8,191,977	$ 1,780,593	$ 7,812,127	$ 1,805,383
Non-recurring						
Total	$ 53,612,496	$ 13,388,078	$ 56,643,763	$ 10,576,581	$ 50,373,919	$ 10,167,897

Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-10 Budget Expenditures		FY 10-11 Budget Expenditures		Key Cross References for Financial Results*
I. Educational & General	Instruction	State: 13,388,078 Federal: 1,111,982 Other: 6,828,327 Total: 21,328,387 % of Total Budget: 40%		State: 10,576,581 Federal: 996,145 Other: 9,941,566 Total: 21,514,292 % of Total Budget: 38%		7.1.1; 7.1.2; 7.1.3; 7.1.4 7.1.5; 7.1.6 7.2.2; 7.2.3 7.4.1; 7.4.2; 7.5.1
I. Educational & General	Student Services	State: 0 Federal: 140,605 Other: 4,831,583 Total: 4,972,188 % of Total Budget: 9%		State: 0 Federal: 102,436 Other: 4,754,691 Total: 4,857,127 % of Total Budget: 9%		7.1.7 7.2.1; 7.2.3
I. Educational & General	Institutional Support	State: 0 Federal: 244,595 Other: 4,924,566 Total: 5,169,161 % of Total Budget: 10%		State: 0 Federal: 49,930 Other: 5,109,603 Total: 5,159,533 % of Total Budget: 9%		7.3.1; 7.3.2
I. Educational & General	Facilities Maintenance	State: 0 Federal: 426,851 Other: 7,507,784 Total: 7,934,635 % of Total Budget: 15%		State: 0 Federal: 867,171 Other: 9,010,290 Total: 9,877,461 % of Total Budget: 17%		7.3.3
		State: 0 Federal: 0 Other: 0 Total: 0 % of Total Budget: 0%		State: 0 Federal: 0 Other: 0 Total: 0 % of Total Budget: 0%		

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

Research, Public Service, Academic Support, Depreciation, Scholarships, and Auxiliaries.

Remainder of Expenditures:	State: 0 Federal: 10,930,724 Other: 3,277,401 Total: 14,208,125 % of Total Budget: 27%		State: 0 Federal: 12,765,162 Other: 2,470,188 Total: 15,235,350 % of Total Budget: 26%	

* 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. BALDRIDGE CRITERIA

Category 1. Senior Leadership, Governance, and Social Responsibility

Founded in 1970, Francis Marion University is one of South Carolina's public, coeducational institutions of higher education. The University offers baccalaureate, master's, and specialist degree programs. A 17-member Board of Trustees is charged by statute with oversight of the University. Most trustees are elected by the General Assembly and serve four-year terms. Other appointments to the Board of Trustees are made by the Governor of South Carolina. The Board of Trustees elects its own chair, vice-chair, and secretary, and is organized into the following Board committees: (1) Executive Affairs Committee; (2) Academic Affairs and Accreditation Committee; (3) Financial Affairs and Facilities Committee; (4) Student Affairs and Athletics Committee; (5) Development and Alumni Committee.

The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University, which is organized into the following divisions: (1) Academic Affairs; (2) Business Affairs; (3) Administration; (4) Student Affairs; (5) Public and Community Affairs; (6) Development; (7) University Outreach; (8) Intercollegiate Athletics. The President relies on a management team comprised of the senior administrative officials of the University: the Provost, the Vice President for Business Affairs, the Vice President for Administration, the Vice President for Student Affairs, the Vice President for Public and Community Affairs, the Vice President for Development, the Associate Provost for Enrollment Management, the Director of Intercollegiate Athletics, and the University Attorney. The President meets weekly with this senior management team, also known as the President's senior staff, who are responsible for the effective functioning of their respective divisions of the University.

As the chief academic officer of the University, the Provost oversees the Division of Academic Affairs, which includes all academic departments and programs, organized into the Francis Marion College of Liberal Arts (which includes the Department of Nursing) and two professional schools: the School of Business and the School of Education. Other areas within the Division of Academic Affairs are Enrollment Management (Admissions, Registrar, and Financial Assistance), the James A. Rogers Library, and graduate programs in Business, Education, and Applied Psychology.

The Vice President for Business Affairs is the University's chief financial officer. Under his direction, the Division of Business Affairs handles the University's fiscal and business functions. These include accounting services (tracking all revenues and expenditures), financial services (budget, grants, and space), facilities management, the maintenance and operation of the physical plant, campus police, purchasing, auxiliary services, and contract compliance.

The Division of Administration, headed by the Vice President for Administration, comprises the Office of Human Resources, Academic and Administrative Computing

Services, Institutional Research, planning, institutional effectiveness, instructional and information technology, payroll, inventory, and affirmative action.

The Vice President for Student Affairs and the staff of the Division of Student Affairs are responsible for the growth and development of students outside the classroom. Among the areas within this division of the University are Student Activities, Campus Recreation Services, Career Development, Counseling and Testing, Student Health Services, Multicultural Affairs, International Student Affairs, and Student Conduct.

The Vice President for Public and Community Affairs is in charge of community relations, which includes alumni affairs, the local government access channel, special events, and public affairs, which comprises communications services, the printing department, and publications.

The Vice President for Development is responsible for coordinating the University's efforts to secure support from the private sector. Fund raising is accomplished primarily through the Francis Marion University Foundation, the Annual Fund, the Swamp Fox Club, and similar arrangements.

The University is committed to the concept of shared governance among the Board of Trustees, the faculty, and the administration. Under the Faculty Constitution, the faculty and the Faculty Senate elect their own officers and committees. The officers and committees of the faculty work closely with the administrative leadership of the University.

Weekly senior staff meetings, annual senior staff retreats, and frequent meetings among the senior staff make possible the development and implementation of the University's vision, mission, values, and objectives. Senior staff members meet regularly with faculty and staff in order to focus on short range and long range objectives. The University makes available ample opportunities for the professional development of faculty and staff.

Performance of senior staff is evaluated annually by the University President. In addition, the President, Provost, Deans, and Chairs are evaluated annually by the University faculty. The Board of Trustees conducts an annual evaluation of the President of the University.

Senior staff regularly examines a wide range of performance measures—including admissions data, enrollments, budget data, feasibility studies, strategic planning documents, capital improvement plans, accreditations reports, etc. – in order to make decisions and to take appropriate actions for the good of the University.

The key compliance measures for the University are found in their most comprehensive form in the Francis Marion University Compliance Report prepared for the Commission on Colleges of the Southern Association of Colleges and Schools.

Community outreach and social responsibility take many forms at Francis Marion University: Arts International, the FMU Center of Excellence, the Gail and Terry Richardson Center for the Child, the ARCH program, RALI program, Non-Profit Leadership Institute, and a host of other initiatives have the support of the University's senior staff and are intended to improve community education and strengthen local community services throughout the Pee Dee region of South Carolina.

Category 2. Strategic Planning

Strategic planning plays an important role in decision-making at Francis Marion University. The process is patterned on the model set forth in Dr. Fred David's Strategic Management: Concepts and Cases (2001).[2] Dr. David is a Professor of Business at FMU and a nationally renowned expert on strategic planning. His model emphasizes a reflective, collaborative process in which stakeholders have an opportunity to chart a course for the University's future through systematic assessment of organizational resources and needs.

Strategic planning at Francis Marion University is a multi-faceted process. Individual offices and departments are encouraged to create and maintain unit-level strategic plans while also participating in the development of the university-wide strategic plan. Within the academic affairs division, strategic plans exist for the College of Liberal Arts, the School of Education, and the School of Business. Individual departments are also active in the strategic planning process. As a case in point, the FMU Nursing Department's five-year strategic plan is now being evaluated annually, and the department is on schedule with meeting plan objectives.

At the institutional level, the University's Strategic Plan is one of five planning processes that address the eleven Planning Assumptions developed in May, 2000. Taken together these processes comprise the major planning activities of the University. In addition to the Strategic Plan, the other major plans include the Facilities Master Plan, the Accreditation Plan, the Development Plan (Capital Campaign), and the Technology Enhancement Plan.

The University's Strategic Plan was developed collaboratively with significant input from the community, administrative officers, and the faculties of the School of Business, the School of Education, and the College of Liberal Arts. The plan is overseen by a Strategic Planning Workgroup that is composed of the Vice President of Administration (chair), Provost, Associate Provost, Director of Institutional Research, and Chair of the Faculty. The plan culminates with the articulation of objectives and strategies that are aligned with performance results and planning assumptions.

[2] Fred R. David, *Strategic Management: Concepts and Cases*, 10th ed. New York: Prentice Hall, 2004.

Strategic Planning			
#	**Supported Agency Strategic Planning Goal/Objective**	**<u>Related FY 12-13 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)**	**Key Cross References for Performance Measures***
1	Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality	• Continue all program effectiveness reports • Plan for new health care degree programs through Pee Dee Health Education partners • Task University Accreditation Committee with coordinating accreditation efforts	7.1-3 (32) 7.1-4 (33) 7.2-2 (37) 7.5-1 (44)
2	Continue to build an excellent faculty.	• Continue mentoring system for new faculty • Continue to address salary compression and related issues	7.1-5 (34) 7.4-2 (42)
3	Increase opportunities for students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.	• Continue Quality Enhancement Plan (QEP) that focuses on nontraditional learning opportunities for students • Support study abroad opportunities via international exchange program	7.1-6 (35)
4	Develop the technology on campus to address future needs of students, faculty, staff and administrators.	• Follow priorities identified by Information Technology Committee	7.1-7 (36) 7.4-1 (41)
5	Maintain investment in information resources and educational support services.	• Update resources of Rogers Library, Media Center, Writing Center, and Tutoring Center	7.1-7 (36) 7.4-1 (41)
6	Increase student enrollment and retention	• Implement plan to get alumni more actively involved in recruitment activities	7.2-2 (37)
7	Increase external funding.	• Continue to seek funds for outreach activities (ARCH, Center for Entrepreneurship, etc.)	7.3-2 (40)
8	Increase opportunities for student involvement within the business, governmental, and public organizations within the local community.	• Continue and increase support for QEP that focuses on nontraditional learning opportunities for students	7.1-6 (35) 7.2-1 (36)
9	Emphasize career planning and job placement for all students.	• Continue to support efforts by Office of Career Development • Use QEP to help students clarify educational and career goals	7.2-1 (36) 7.2-3 (37)
10	Raise the quality, diversity and visibility of athletic programs supported by the community.	• Continue to develop a plan for moving all athletic programs to NCAA Division I status	
11	Develop the physical facilities, natural resources and infrastructure of the campus.	• Complete construction of the Athletic Complex and renovation of main student dining facility	7.1-7 (36) 7.3-3 (41)
12	Enhance the University's image through an aggressive, focused marketing campaign.	• Promote success of graduates and faculty achievements • Market campus activities to the public	7.2-2 (37)

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?*

   FMU serves the state of South Carolina very well. Approximately 95% of FMU students are from South Carolina, with a slight majority coming from the Pee Dee counties that constitute the university's immediate service area. Counselors from the Office of Admissions attend a range of college fairs and educational opportunity ("Ed Ops") events at high schools in South Carolina and neighboring states. Counselors make private visits to top feeder high schools to meet with guidance counselors and prospective students. Members of the travel staff also travel to larger comprehensive fairs at selected locations outside of South Carolina. In addition, FMU operates Bridge Programs with area technical colleges to facilitate transfer options for those students who wish to transition to baccalaureate level work

   Plans for new academic programs are driven by a combination of formal needs assessments, student surveys, and faculty knowledge of trends in education and business, and advisory groups that include community stakeholders.

   Ongoing plans to assess and meet the health care needs of the region have resulted in the formation of the Pee Dee Health Education Partnership, a collaboration between FMU, the University of South Carolina, Carolinas Hospital and McLeod Health. This partnership positions us well to explore expanded programs and degrees in the health care professions, at such time as funding opportunities allow.

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

   Survey instruments used by the University to determine students' expectancies and level of satisfaction include: the *Student Rating Form* which affords students of each course the opportunity to evaluate their instructor, instructor availability, the academic course, and the grading for the course; an *Exit Survey* given to students in each graduating class; and the National Survey for Student Engagement (NSSE) which is administered to freshmen and seniors annually to provide detailed information on all aspects of student educational experiences and university life. The NSSE data allow for comparison with peer group and national norms.

   Students' academic competencies, which are an indirect measure of learning methods, are measured by the Measure of Academic Proficiency and Progress (MAPP) which is provided and scored by the Educational Testing Service.

The Student Government Association (SGA), an elected, representative body comprised of FMU students, provides input regarding student concerns. A Student Affairs Advisory Board to the Vice President for Student Affairs meets three to four times annually while the Provost's Student Advisory Committee meets once per semester.

Accreditation efforts provide the University with the opportunity for self-study and a national comparison to other institutions. FMU is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's level degrees. Our last SACS reaccreditation was completed during 2008-2009.

In addition, several individual academic programs have been accredited by specialized accreditation organizations. The business programs are accredited by the AACSB International - the Association to Advance Collegiate Schools of Business. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina Board of Education under standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The graduate psychology program is accredited by the Master's in Psychology Accreditation Council (MPAC) and meets the standards of training approved by the Council of Applied Master's Programs in Psychology (CAMPP). The graduate program in school psychology is accredited by the National Association of School Psychologists (NASP). The theatre arts program is accredited by the National Association of Schools of Theatre (NAST). The visual arts and art education programs are accredited by the National Association of Schools of Art and Design (NASAD). The nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The Department of Chemistry is accredited by the American Chemical Society (ACS). These accrediting bodies provide information on offerings of other schools and common standards and practices.

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

Results of the *Student Rating Form* are shared with the instructor and chair of the academic department. Aggregate data is forwarded to the University Provost. This information is used as part of the annual evaluation of the faculty member. Each year an *FMU General Education Report (GER)* is written and submitted to the Academic Affairs Committee for review. Statistical analyses conducted with the data collected from the survey instruments described in Section III.2 of this report are presented in the GER. If problems or deficiencies are noted, the committee makes recommendations for amelioration.

All data and statistical analyses are available to any faculty or staff through the Institutional Research office.

Various accreditation efforts, as noted in the response to the previous question, also provide the opportunity for self-study and comparisons to other institutions.

A representative of the Student Government Association regularly attends and reports to the Board of Trustees Student Affairs and Athletics Committee. The SGA can also make official recommendations to the University in the form of SGA resolutions. Student representation can express concerns through the Student Affairs Advisory Board to the Vice President for Student Affairs and the Provost's Student Advisory Committee.

4. *How do you determine student and stakeholder satisfaction and dissatisfaction?*

Prospective students and guests who visit Francis Marion University are provided Open House and Campus Tour Evaluations. The Admissions staff reviews the evaluations and, if warranted, makes changes to the programs based on student and family feedback. New students and their guests evaluate the Orientation program through Orientation Evaluations. The staff of the Registrar's Office collects survey data on students transferring from FMU in an effort to identify reasons for out-migration of students. Finally, the Director of Enrollment Management monitors retention data to track changes in student persistence.

The *Student Rating Form* is a primary tool in evaluating student satisfaction regarding their instructors, the availability of instructors, the academic course, and the grading for the course. With a faculty-student ratio of approximately 1 to 16 and average class size of approximately 21, students have access to their professors to raise concerns. Academic advising is performed primarily by faculty members which provides another opportunity for students to communicate questions and concerns. The other survey instruments described in Section III.2 are also used.

Student Affairs Offices utilize various methods to measure effectiveness and satisfaction, including survey tools, attendance records, office/service utilization records, focus groups, and student planning groups like the University Programming Board and Student Government Association.

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

The FMU Admissions staff strives to build positive relationships with potential students, their parents, two-year college advisors, and high school guidance counselors. Various means of recruiting include college fairs, local "Getting Ready for College" presentations, and private visits to top feeder high schools. Guidance counselor breakfasts are held throughout the state in an attempt to build and maintain good relationships with high school guidance counselors. Four open houses are held

during the year to provide information to prospective students and their parents. Campus tours are available daily Monday-Friday and some Saturdays. To provide ongoing contact with prospective students, specialized recruiting software provides guidance for timing of mailings. Prospects are also engaged through web-based interaction. The staff is also involved with recruitment of students seeking to transfer to FMU from area technical colleges. The University's Financial Assistance office provides Financial Assistance workshops at various schools upon request.

A low student-faculty ratio provides students with the opportunity to form relationships with their professors. The Division of Student Affairs is committed to enhancing the student experience at FMU by providing services and support for students as they engage in their learning experience and connect with the University community. The Division of Student Affairs provides opportunities for students to engage in service learning, reinforcing their academic experiences.

Instructional resources available to support student academic performance include the Writing Center and the Tutoring Center. The Writing Center is available to help students improve their current writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. The Tutoring Center provides students the opportunity to seek academic assistance from peer tutors.

Nontraditional learning at Francis Marion University may be credit or no-credit and fall into four categories all of which involve university direction and student reflection: internships, faculty-mentored research, service learning, and travel study. The University's Quality Enhancement Plan (QEP), *Expanding Student Horizons Through Real World Connections*, operational since Spring 2008, provides enhanced, ongoing support for nontraditional learning.

The Office of Career Development assists in the continued professional development of students and alumni by assisting with career planning. The Office fosters relationships with business and industry and promotes students and alumni to recruiters from these agencies.

The Office of Alumni Affairs seeks to build relationships with alumni and serves as the liaison among graduates and the University community. The Director of Alumni Affairs is supported by the Alumni Association Board of Directors comprised of alumni from various class years. The board meets quarterly throughout the academic year and offers mentoring to Student Alumni Association members, assists incoming freshmen and their parents on Move-In Day in the fall, and raises funds for the Alumni Association and unrestricted funds for the Annual Fund.

The Alumni Office strives to involve alumni in the promotion, advancement and support of the University's mission by providing opportunities for service and fellowship through a variety of activities, correspondence and publications. Alumni events include Homecoming, the Alumni Member Appreciation Dinner, FMU

Foundation/Alumni Golf Tournament, regional alumni gatherings throughout the state, and departmental alumni receptions. The Outstanding Alumni Award, Benjamin Wall Ingram III Young Alumnus Award, and the Alumni Volunteer of the Year Award are selected and awarded annually. The School of Business has an annual Alumni Breakfast during Homecoming Week and the School of Education hosts an Alumni Reception during Homecoming Week, as well. The Department of Biology and Psychology have Alumni Receptions during the fall where outstanding graduates are recognized. All FMU Alumni receive a biannual newsletter/magazine called the View which provides updates on University developments and highlights alumni updates and achievements. An alumni directory is accessible on the University website through approved access to the FMU Online Community. Periodic alumni updates and additional alumni association news will be provided through the use of emails and other social networking technology.

The Office of Public and Community Affairs builds relationships with the community and external constituencies: friends, parents, donors, prospective donors, community leaders, business and industry, local and state government, non-profit groups, etc. The campus has hosted an annual art festival since 1978 and provides art exhibits, artist series, lecture series, planetarium and observatory shows, and student performances in music and theatre, all of which are open to the public. The annual Pee Dee Fiction & Poetry Festival, organized and hosted by FMU, has been held since 2006. The University is represented by individual and organizational membership in various boards and groups throughout the community. The University hosts a variety of community events on campus, including educational forums, public meetings and hearings, institutes, training seminars, debates, and symposia, many of which are held in collaboration with community organizations. The FMU Performing Arts Center provides theatrical performances, concerts, dance, and variety shows, and serves as the host venue for the local dance company and orchestra. More than 25,000 people attended events at the PAC during the 2011-12 season.

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

Guidelines for Student Concerns or Complaints can be found in the FMU Course Catalog, and provides an overview of the general process by which students may bring concerns, complaints, or suggestions to the attention of the administration. Assurance that the issue will be addressed promptly and professionally is found in the fact that complaints are initially directed to senior members of the administration, including department directors, department chairs, deans, and vice presidents.

Furthermore, several policies exist that include a process by which specific concerns or requests are addressed, including the FMU Honor code, refund appeal policies, the grade appeal policy, the sexual harassment policy, and the traffic appeal policy. Procedures for the implementation of these policies include steps to ensure that fair and due processes are included in decision-making, such as committee based

decisions, the opportunity to present information or appear before the decision-maker(s), and senior administrative oversight.

Category 4. Measurement, Analysis, and Knowledge Management

4. 1. Determination of measures

The University has a complex system used to evaluate our effectiveness as an institution of higher learning. The key measures required by any institution of higher learning are detailed records of student performance in course work. These records ensure that students fulfill the published requirements for academic programs approved by the University. The University has developed this system using the best practices recommended by the South Carolina Commission of Higher Education, Southern Association of Colleges and Schools, the Association of Institutional Research, and the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics. These data are used to assess obtainment of the University's mission goals.

Data from a wide range of external and internal tests, performance measures, and surveys are used on a yearly basis in strategic planning. In addition, these measures are used to ensure that the quality of academic programs is maintained.

The University prepares reports using student data for the South Carolina Commission on Higher Education and for the federal government. The University provides data for a number of external organizations and agencies that enable the public to obtain an accurate picture of the University's programs, student body, faculty and financial costs. All of this information is available for use by the senior leadership of the University for planning, budgeting, etc. The Office of Institutional Research supervises program effectiveness evaluations and provides summaries of these reports to the senior leadership. In addition, periodic analyses of student data are carried out for use in decision making.

Basic data on the characteristics of the faculty, student body, financial status, and resources are made available to the general public through postings of a Fact Book on the University's internet site (http://www.fmarion.edu/about/FactBook).

4.2. Key measures

The University measures program effectiveness with a variety of methods consistent with best practices for assessment in higher education. The primary measures are demographic characteristics of the student body, student performance, and program evaluation by students, internal and external measures of learning, and student and alumni surveys on the major factors dealing with faculty and program efficacy, and data from comparable academic institutions. All of these measures ensure that the faculty and administration offer valid instruction in majors and programs offered by the University.

Students respond to a Course Evaluation survey in each of their courses. The survey evaluates the efficacy of the course instructor, appropriateness of the stated goals of the course, assigned textbook, grading and availability of faculty. In order to expand assessment of the University's general education goals the faculty adopted internal and external measures. The external measures are the Measure of Academic Proficiency and Progress (MAPP) from ETS and the National Survey of Student Involvement (NSSE). These measures provide a way to compare our student performance and experience with representative normative samples. The faculty developed measures to assess skills in scientific thinking, public speaking, writing, computer literacy, and mathematical thinking. These measures are discipline specific and provide an in-house means of assessing progress toward general education goals involving specific knowledge and skills. Finally, graduating seniors are surveyed on the adequacy of their education in the eleven general education goal areas and the faculty rated readiness for upper-level courses in attitudes and understanding specified in five of the general education goals.

4.3. Data quality, reliability, availability

The University maintains a group of data bases that allow information to be extracted for use in planning and evaluation at program specific, office and University levels. The student records data base contains detailed information on the demographic characteristics of all students, their performance in each course, their current academic status, nature of admissions, etc. In addition, specific populations are flagged to facilitate assessment group performance. For example, students who participate in one or more of the University's inter-collegiate athletic programs are flagged to facilitate preparation of the annual academic report to the NCAA. Other data dealing with the University's finances, student scholarships and loans, etc. are also maintained and can be merged when needed for planning and evaluation. The University carries out a nightly backup of its data bases. These backups are maintained in a separate building on campus. Monthly backups are maintained in an off-campus building and a detailed disaster recovery system is fully operational. The academic programs and offices of support services maintain specific assessment data and the Office of Institutional Research maintains copies of the annual Institutional Effectiveness reports and University-wide assessment data.

4.4. Using data/information in decision making

The University uses the data and reports in annual budget decision making, development of new programs, the modification/change in existing programs, recruitment of students, and community involvement. All data and all reports are made available to the senior leadership for their use. For example, a department chair and the Provost can draw upon program effectiveness data in developing plans dealing with staffing, curriculum changes and additions, etc. The enrollment office uses demographic data on entering students, national enrollment data, applicant performance measures and enrollment trends to make recommendations for enrollment strategies and yearly goals. The University uses these data to identify emerging trends, potential shortages in resources, need for new faculty, etc.

4.5. Comparative data use

The University compares its data with that of sister colleges within the state and with more comparable public four-year colleges in evaluating its effectiveness. The University participates in the National Survey of Student Engagement which constructs a stratified random sample of newly enrolled freshmen and graduating seniors. This survey measures the perceptions and evaluative opinions of all aspects of their university experiences and the changes in such perceptions over the course of their tenure as students of the University. These data also provide the University with a detailed report comparing the experiences of our students with an appropriate national sample.

4.6. Management organizational knowledge/best practices

To ensure continuity in assessment and data collection, the University has an Institutional Effectiveness Committee which works closely with the Office of Institutional Research and with individual academic programs on evaluation and measurement. The University's Accreditation Committee monitors maintenance and use of data required for University and program specific accreditations.

The University's shared governance structure ensures that all members of the faculty are made aware of the information and best practices in higher education. For example, all new faculty take part in a mentoring program which ensures the learning of the University's mission, goals and expected best practices.

Category 5: Workforce Focus

1. How do you organize and manage work to motivate and 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?

FMU strives for an organizational model which promotes harmonious and productive relationships between faculty and staff. Five committees within the faculty governance system include members of the staff:

1. Academic Affairs (Registrar, *ex officio*)
2. Academic Support (Director of the Media Center & Director of the Physical Plant, *ex officio*)
3. Admissions, Advising, and Retention (Associate Provost for Enrollment Management; Director of Admissions; Registrar)
4. Budget Review and Planning (Vice President for Business Affairs (chair); Provost; Vice-President for Administration; Vice-President for Student Affairs)
5. Information Technology (Chief Information Officer, *ex officio*)

The Chair of the Faculty is a member of the Senior Staff. The Senior Staff meet weekly as a group with the President. Senior administrative officers encourage communication within and between their areas. The Senior Staff, Faculty Executive Committee, and the

Board of Trustees meet annually at the summer retreat of the FMU Board of Trustees. The Senior Staff hold an annual retreat immediately prior to or after the Board retreat which includes the Faculty Executive Committee. Other members of the University community are also included at various times (e.g., chairs and deans; academic program directors; marketing and alumni affairs staff).

The faculty, staff, and members of the University Board of Trustees interact socially at cookouts, awards events, and the annual Christmas Party.

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

The governance process at FMU is designed to facilitate interaction between administrative and academic units (see Appendix C). The Faculty Senate Executive Committee, the President, and the Provost meet monthly. Faculty participate in department/school meetings, faculty senate meetings, and general faculty meetings. Senior staff members meet with supervisors within their departments.

At retreats involving various combinations of faculty, staff, administrators, and trustees, the goals of the University and progress toward reaching them are considered. These discussions provide an opportunity to modify the organization and realign human resources as needed. Whenever a major administrative position is vacated, the President and his senior staff review the existing organizational structure to determine if modifications would be advantageous for the University.

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

The planning and evaluation stages of the EPMS for staff allow the supervisor and employee to discuss the extent to which the employee is performing his or her duties effectively. This discussion also allows for a consideration of the extent to which the current position description is still the most effective way to accomplish the desired outcomes. Review of the evaluations by the reviewing officer and the Vice-President for Administration calls to their attention the need for specific training opportunities. Directors emphasize to supervisors the importance of continuous feedback to employees throughout the year.

Faculty have the opportunity to consult with their chairs/deans, individual mentor, and other colleagues as they engage in their teaching, research, and service responsibilities. The annual report, and subsequent consultation with the chair/dean, is the formal opportunity for faculty to set goals and discuss resources needed to maintain productivity.

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

Deans and chairs of the academic areas and supervisors of staff use the *Annual Report* and the planning and evaluation stages of the *Employee Performance Management System*, respectively, to identify faculty and staff who have the desire and potential to move into other positions. Vice-Presidents become engaged in the succession process as they, and supervisors who report to them, consider the personnel needs in an area. Succession plans are also discussed each year at the *Senior Staff Planning Retreat.*

5. How does your development and learning system for leaders address the following: a. development of personal leadership attributes; b. development of organizational knowledge; c. ethical practices; d. your core competencies, strategic challenges, and accomplishment of action plans?

Each year academic administrators—the President, Provost, chairs and deans—are evaluated by faculty. Each officer receives a summary analysis of his/her results. Copies of the results are also distributed as indicated in the following table:

Officer	Reviewer(s)
President	SC Agency Head Evaluation Commission; Chair, FMU Board of Trustees
Provost	President
Chairs/Deans	Provost

Senior administrative officers are evaluated by the President using the Employee Performance Management System (EPMS) of the SC Office of Human Resources which includes: Position Description—a list of the major functions for the position weighted in terms of the percentage of total time devoted to them; Evaluation Stage—performance of each function is rated on a 4-point scale; and a Planning Stage—the rater and the employee discuss the evaluation and plans for the next year. Deans and Department Chairs submit an annual report and are evaluated annually by the Provost.

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

In October 1999, a Future Studies Committee was created which consisted of a group of members of the FMU Board of Trustees. The Vice President for Student Affairs, the Associate Provost and Dean of Graduate Studies, and the Chair of the Council of Chairs and Deans attended the committee meetings. In November 1999, the President held a retreat which included vice presidents, faculty leadership, and the Chair of the Council of Chairs and Deans. The group began the development of a set of planning assumptions which would ultimately guide the formation of the *FMU Strategic Plan*. The Future

Studies Committee, University administrators, and faculty leaders collaborated intensively to formulate a set of eleven planning assumptions.

The planning assumptions serve as the mechanism which guides planning processes of the University. Through retreats, the faculty governance structure, and routine administrative-faculty interactions (e.g. monthly meetings of the President, Provost, and Faculty Executive Committee) the goals of the University as presented in the *FMU Mission Statement* and the *FMU Strategic Plan* are monitored, achieved, and revised. See the Overview of the Governance Process at FMU in Appendix C.

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

All positions are posted on the FMU website. Faculty positions are listed in the appropriate scholarly publications and websites. Faculty positions are also listed on website of the National Minority Faculty ID Program. Staff positions are advertised in trade journals and regional or local news publications depending on the nature of, and salary for, the position.

Academic departments and schools recommend an applicant to the Provost. Upon approval by the Provost, the candidate is brought to campus for interviews with faculty, the Provost, and the President. If the departmental/school faculty recommend that the candidate be hired and the Provost approves, an offer is made to the candidate.

Typically the three most qualified applicants for staff positions are brought in for interviews by supervisors in an area. The supervisors may include other staff in the interview process.

The staff retention rate at FMU is high and reflects many factors. As indicated in the answer to Question 10, the University is committed to excellence in education and service. This commitment extends to faculty and staff as well as students and the community. The system of shared governance at FMU is designed to give faculty and administrative/academic support staff a sense of ownership in the University which supports strong and enduring commitment to the goals of the University. Facilities Management staff are encouraged to create a physical campus and exhibit a work ethic which facilitates the accomplishment of the academic and service goals of the University.

Training opportunities which are described in the answer to Question 8 are equally accessible to all staff.

The campus culture is one which emphasizes the value of each person's effort to the University. Several times each year social events are held for the entire workforce including the Board of Trustees. Each year several faculty and staff recognition awards for extraordinary service are given.

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?

Each newly-hired faculty member, regardless of years of experience, is assigned a faculty mentor and attends a New-Faculty Orientation Session at the beginning of their first year at FMU. Faculty consult with their mentors and deans/chairs concerning professional development on a continuing basis. The needs of the school or department are also considered in these consultations.

Each year a fixed amount of funds are set aside for use by the Professional Development Committee of the faculty. Faculty members apply to the committee for funds to support activities that will enhance their professional development. The committee evaluates the merit of the activity and advises the Provost concerning funding. In addition to the evaluation during the application process, some awards (e.g. research grants, sabbaticals) require a report to be submitted when the project is completed.

A Human Resources staff member coordinates the professional development program for staff. Each staff member may take three days of professional leave annually. Development opportunities are posted on the FMU website and distributed to supervisors. Particularly relevant opportunities are also sent by e-mail.

The Vice President for Administration, who reviews the EPMS evaluation for each staff member, notes any training or development needs cited by a rater and takes appropriate action to address the need.

Female faculty and staff participate in the *SC Women in Higher Education* which promotes leadership and professional development.

The effect of professional development activities is monitored during the annual evaluation of faculty and staff.

9. How do you evaluate the effectiveness of your workforce and leader trainer and development systems?

Annual performance evaluations allow deans/chairs and supervisors to discuss professional growth with faculty and staff, respectively.

The responses of freshmen and seniors who complete the annual National Survey of Student Engagement (NSSE) are very important in the institutional effectiveness program of the University. The extensive nature of the survey allows for the examination of the effectiveness of most areas within the University.

Data such as those presented in Category 7 of this document are monitored annually to determine if performance results improve significantly or are maintained at high levels. The results of user surveys cited in Question 11 measure the effectiveness of area leaders.

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

The governance structure provides for extensive interaction between the faculty and administration. Each year all faculty are given the opportunity to complete an anonymous evaluation of their chair/dean, the Provost, and the President. The evaluation process and the statistical analyses are supervised by the Faculty Senate Executive Committee. Each administrator receives his/her evaluation summary data. The person to whom the administrator reports also receives a copy of the summary data (i.e., chairs/deans to the Provost; Provost to the President; President to the Chair of the Board of Trustees).

A staff advisory committee meets monthly. The chair of the committee communicates often with the President and the Vice President for Administration. Some offices conduct surveys to determine user satisfaction:

- Accounting: Cashier's Office—during each Fall semester survey cards are available to all users
- Library—biennial survey distributed to all faculty and staff and approximately 500 randomly-selected students
- Media Center—annual survey of students who pick up form from the User's Service Desk; biennial survey distributed to all faculty and staff
- Facilities Management—annual survey mailed to all faculty and staff

11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Statistical analyses are performed with all data. The descriptive statistics are used to determine the strengths and weaknesses of the unit which are then addressed by the rated person or unit. The data are used in *Annual Reports* of faculty; the annual *Agency Head Evaluation Form*; Tenure and Promotion reviews; and in the *Institutional Effectiveness Reports* of the respective units.

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

The campus community and visitors to the campus receive 24-hour protection from officers of the Campus Police Department who are class 1-LE State Constables with full arrest authority. The department enforces all statutes and university regulations. The campus is equipped with 20 push button emergency call boxes with eight located in elevators of major buildings. The remaining 12 are placed throughout campus along sidewalks and in parking lots. Push button telephone keypad phones are positioned in the student housing area, the outdoor pool, and the athletics fields.

The university safety coordinator works closely with all supervisors to ensure that safety standards are known and followed. Safety audits are conducted by an external

investigator who is invited by the university; the Campus Police Department; and federal and state inspectors. Cardiac defibrillators are located at seven sites on campus. Florence County EMS has a 24 hour ambulance substation located in the campus housing area.

An *Emergency Preparedness Plan* (2011) is published and distributed. It is reviewed annually. In the case of emergencies, students, faculty, and staff would be notified via the FMU e-mail, telephone voice mail, and text message systems; the University website; and the campus siren. All students are required to provide a preferred, active e-mail account each time they register for classes. All students, faculty, and staff have the option to subscribe without cost to the Swamp Fox Alert text message system provided e2Campus™ mass notification system. Voicemail call groups would be activated to transmit information to campus telephones with voice mail capabilities. Each call group would receive different information depending upon the actions they are expected to take.

A Federal Signal siren notification system provides a means of notifying persons who are outside and/or do not have access to the technologies described above. The system has seven pre-recorded signal messages. There is a public address capability in the FMU Police Department office that allows for voice input.

The Benefits Coordinator in Human Resources arranges for workshops to occur on campus which deal with health issues. The coordinator also announces health-related events occurring within the community. The Francis Marion campus is smoke-free.

Category 6. Process Management

Governance of the faculty includes a Faculty Senate consisting of some senators elected at-large and some elected from departments or schools. The General Faculty meets at least three times a year to vote on curriculum changes and other resolutions forwarded from the Senate. Much of the work of the faculty takes place in standing committees, for which the membership is elected.

All educational programs are initiated by the faculty and are subject to approval by the University Provost, President, and Board of Trustees. Within the College of Liberal Arts, curriculum initiatives begin at the level of the department. Within the Schools of Business and Education, they begin at the level of the school. Curriculum changes must then be approved by the faculty Academic Affairs Committee or (in the case of graduate program changes) the Graduate Council. All curriculum proposals must then be approved by the Senate and General Faculty in turn. Academic programs are administered by the Office of the Provost in cooperation with individual academic units.

The educational process is supported by the library, media center, and Center for Academic Computing. The Vice President for Student Affairs and the Dean of Students coordinate student services such as Health Services and the Center for Counseling and Testing.

The Student Government Association provides input to the administration on topics relating to students. The Staff Advisory Committee gives a voice to staff concerns, expressing these to the Vice President for Administration.

Organizational knowledge, new technology and cost controls (as they pertain to curriculum and educational programs) are the responsibility of faculty working within discipline-related units. Cycle time is largely determined by demands of the annual calendar. The faculty committee on Instructional Technology is responsible for helping the faculty as a whole remain current in its use of technology. The Chief Information Officer (CIO) reports to the Vice President for Administration and coordinates all campus computer operations. Individual schools and departments take substantial responsibility for their computer labs and facilities, with assistance from Campus Technology staff as needed. Administrative computing comes under the purview of the Vice President for Administration and the CIO.

The Vice President for Business Affairs oversees efficiency and effectiveness factors as they pertain to facilities maintenance and construction, dining services, the bookstore, purchasing, and other business matters. He chairs the Budget Committee, which has representation from administration, faculty, and staff. The Vice President for Development serves on this committee and is responsible for fundraising in the private sector. The budget itself is prepared through consultation with the President.

Learning-centered processes are monitored through a system of institutional effectiveness, with each academic unit submitting an annual report. The faculty Institutional Effectiveness Committee is responsible for overseeing and assessing this system in close cooperation with the Director of Institutional Research.

Key units in support of the curriculum include the Office of Academic Computing, the Rogers Library, and the Media Center. These units measure effectiveness and responsiveness through surveys and advisory committees.

Category 7. Organizational Performance Results

7.1 Student Learning Results

Teacher Preparation.

Our teacher preparation program fully meets federal standards. One criterion of success of teacher preparation programs is the pass rate of students on the professional exam for certification as new teachers. As indicated in Table 7.1-1, the pass rate for all exams included in the Praxis II was 85%. For five of the exams the percentage of students passing the exam was 100%. For 80% of the exams, the percentage of students passing was above 80%. We are pleased with the success of programs designed to provide teachers for South Carolina's educational systems.

Nurse Preparation

For 2009, 2010, and 2011, the pass rates of graduates from the Francis Marion Nursing Program on the National Council of State Boards of Nursing Licensing Exam (NCLEX) have exceeded the national and state averages (see Table 7.1-2). The pass rate for the examination within two attempts was 100%.

Table 7.1-1
First Attempt Praxis II Results Initial Certification
Programs in the School of Education for 2011-2012

Exams	Number of program enrollees taking exam	Number of program enrollees passed exam	% of examinees passing exam
Principles of Learning and Teaching, K-6 (0522)	56	48	86%
Principles of Learning and Teaching, 5-9 (0523)	14	11	79%
Principles of Learning and Teaching, 7-12 (0524)	21	17	81%
Principles of Learning and Teaching: Early Childhood (0621)	18	15	83%
Total, Principles of Learning and Teaching	**109**	**91**	**84%**
Specialty Areas			
Art: Art Making	5	4	80%
Art: Content Knowledge	5	5	100%
Art: Content and Analysis	1	1	100%
Education of Exceptional Students: Content Knowledge	1	1	100%
Education of Exceptional Students: Learning Disabilities	11	9	82%
Education of the Young Child	28	24	86%
Elementary Education: Content Area Exercises	17	14	82%
Elementary Education: Curriculum Instruction Assessment	7	6	86%
Elementary Education: Curriculum Instruction Assessment (Computer)	11	9	82%
Elementary Education: Instructional Practices and Applications	12	11	92%
English Language: Content Knowledge	9	8	89%
English Language Literary Composition: Essays	7	6	86%
English Language Literary Composition: Content and Analysis	3	3	100%
Middle School: Mathematics	8	7	88%
Social Studies: Content and Interpretation	4	3	75%
Special Education: Core Knowledge & Application	13	11	85%
Special Education: Core Knowledge & Application (Computer)	4	3	75%
Special Education: Core Knowledge & Mild to Moderate	1	1	100%
Total, Specialty Areas	**147**	**126**	**86%**
TOTAL, ALL EXAMS	**256**	**217**	**85%**

Table 7.1-2
Annual Pass Rates for Graduates of Registered Nursing Programs on the National Council of State Boards of Nursing Licensing Exam (NCLEX)

Average	2009	2010	2011	2012
National	88.42 %	87.42%	87.90%	Not Yet Available
South Carolina	88.37%	89.53%	89.66%	
Francis Marion	94.12%	90.00%	93.33%	97.00%

Student Evaluations of Preparation for Careers and Graduate Schools Skills

The *National Survey of Student Engagement* (NSSE) assesses students' perceptions of the extent to which their collegiate experiences have contributed to their knowledge, skills, and personal development. FMU began participation in the *NSSE* program in 2006 in order to provide (a) information for planning by all segments of the university and (b) benchmark comparisons with representative samples from academic peer institutions. Responses of our students are compared with three peer groups that are composed of three distinct samples of colleges: (a) institutions with student bodies of less than 10,000 which have programs that emphasize writing, (b) institutions which are in our Carnegie classification category, and (c) the entire *NSSE* sample. A stratified random sample of freshmen and seniors was constructed by *NSSE* and used in the survey of our students.

Critical abilities. Seniors were asked "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas" with 1=very little and 4=very much. Those "areas," which are considered to be critical characteristics of well-educated and productive individuals, are listed in Chart 7.1-1 on the next page. The percentage of Francis Marion University students who gave a rating of 3 or 4 for the indicated characteristics are compared to the percentage for students at institutions which are in the same Carnegie classification. Francis Marion students reported significantly higher contributions for speaking ($p<.01$) and thinking ($p<.05$) abilities than their Carnegie-classification peers. On all other measures the two groups were comparable.

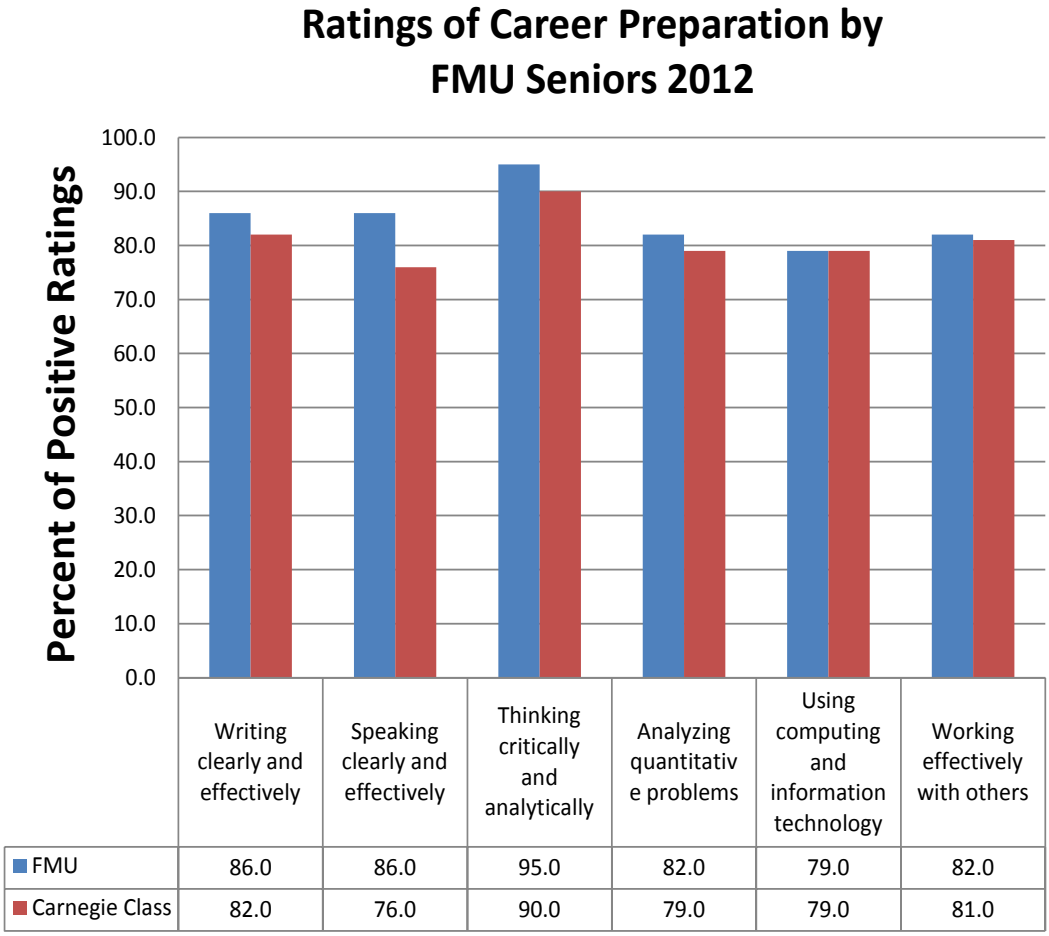
Academic rigor and student enrichment. Francis Marion faculty and staff strive to provide the following for our students:

- **academic challenge**
- **assignments which require active and collaborative learning**
- **student-faculty interaction**
- **enriching educational experiences**
- **a supportive campus environment**

The *NSSE* provides data concerning our accomplishments relative to these areas. Tables 7.1-3 – 7.1-7 provide results which demonstrate that Francis Marion students rate their academic experiences in a very positive light. Of particular importance is the frequency with which our students significantly rate Francis Marion higher than students at peer institutions rate their institutions. The peer institutions are those (a) with an enrollment

<10,000 which emphasize writing, (b) in our Carnegie Classification, (c) which completed the NSSE.

Chart 7.1-1
Student Evaluation of Preparation in Critical Abilities
National Survey of Student Engagement



Level of Academic Challenge (LAC): *Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.* (Table 7.1-3)

As can be seen in Table 7.1-3, FMU students typically judge the University to be equally, or more, demanding than students at the peer institutions judge their institutions to be. Seniors judged Francis Marion to be significantly more demanding on 33% of the eighteen comparisons (*all p's < .05 or .01*) and significantly less demanding on one comparison (*p<.05*). For the remainder of the comparisons there were no significant differences between the ratings of FMU seniors and seniors at the peer institutions (*all p's>.05*). Francis Marion freshmen never differed from students at peer institutions when rating the LAC of their home institutions (*all p's>.05*).

Table 7.1-3
NSSE: Level of Academic Challenge

			Francis Marion University compared with:								
		FMU	**Schools with Emphasis on Writing (enrollment<10,000)**			**Carnegie Classification**			**NSSE**		
Year	*Class*	***Mean***	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*
2007	Freshmen	**49.1**	50.6			53.1			51.7		
	Seniors	**54.7**	55.0			57.4			55.6		
2008	Freshmen	**53.7**	51.8			53.1			52.9		
	Seniors	**59.0**	55.6	*	.23	58.0			56.5		
2009	Freshmen	**53.0**	53.6			53.8			53.7		
	Seniors	**60.9**	56.6	*	.30	57.7		.23	57.0	*	.27
2010	Freshmen	**55.5**	53.7			55.4			54.1		
	Seniors	**54.7**	58.1			59.1	*	-.31	57.6		
2011	Freshmen	**57.1**	53.0			52.8			54.1		
	Seniors	**61.4**	56.1	**	.37	58.4			57.4		
2012	Freshmen	**55.2**	54.2			54.4			54.5		
	Seniors	**61.2**	58.3	*	.20	59.5			58.4	*	.20

*p<.05, **p<.01

Active and Collaborative Learning (ACL): *Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.* (Table 7.1-4)

Data in Table 7.1-4 indicate that FMU seniors viewed themselves to be more actively involved in their learning when compared to students in their peer groups for 55.6% of the eighteen comparisons made during 2007-2012 (all *p's <.001, .01 or .05*). For the remaining comparisons there were no significant differences between the groups of seniors. Our freshmen do not see themselves as being more actively involved than students in the peer groups reported (no *p's <.05*). In 2007 and 2008, Francis Marion freshmen reported to be less involved than their counterparts in the Carnegie classification group (p's<0.5). In subsequent years they have been equally engaged in ACL as students in their peer groups.

It is worthy to note that for the past two years, Francis Marion seniors have reported that they are more actively and collaboratively engaged in their learning than all of the students at peer institutions.

Table 7.1-4
NSSE: Active and Collaborative Learning

			Francis Marion University compared with:								
			Schools with Emphasis on Writing (enrollment<10,000)			**Carnegie Classification**			**NSSE**		
Year	*Class*	**FMU** ***Mean***	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*
2007	Freshman	**38.1**	40.8			44.6	*	-.39	41.2		
	Seniors	**50.5**	50.1			52.4			50.1		
2008	Freshmen	**39.7**	43.0			45.8	*	-.34	42.5		
	Seniors	**56.4**	51.5	*	.27	52.7			50.8	**	.32
2009	Freshmen	**44.9**	42.4		.15	45.1			43.2		
	Seniors	**55.4**	50.3	*	.29	53.7			51.0	*	.25
2010	Freshmen	**45.3**	44.2			46.3			43.7		
	Seniors	**51.4**	52.7			53.9			51.4		
2011	Freshmen	**43.0**	41.8			44.4			43.1		
	Seniors	**58.4**	49.2	***	.52	53.6	*	.27	51.3	**	.4
2012	Freshmen	**43.2**	45.2			45.1			44.2		
	Seniors	**57.0**	52.8	*	.24	53.6	*	.18	52.1	**	.27

*p<.05, **p < .01, ***p<0.001

Student-Faculty Interaction (SFI): *Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.* (Table 7.1-5)

These findings reflect what has long been one of the trademarks for the University: faculty-student involvement. Our seniors are significantly more involved with their faculty than our comparison groups on 44.4% of the comparisons (see Table 7.1-5). For the remaining comparisons they are not significantly different. The freshmen were significantly lower (*p<.05*) on one comparison. On all other comparisons the level of interaction between Francis Marion students and faculty was comparable to the level at other institutions.

Table 7.1-5
NSSE: Student-Faculty Interaction

			Francis Marion University compared with:								
		FMU	**Schools with Emphasis on Writing (enrollment<10,000)**			**Carnegie Classification**			**NSSE**		
Year	*Class*	***Mean***	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*
2007	Freshmen	**32.8**	33.4			36.6			32.8		
	Seniors	**44.4**	42.0			42.9			41.2		
2008	Freshmen	**31.4**	35.1			38.2	*	-.34	34.6		
	Seniors	**50.1**	43.3	**	.32	45.8			42.3	**	.37
2009	Freshmen	**34.6**	34.3			36.7			34.7		
	Seniors	**50.5**	40.6	***	.48	45.1	*	.26	42.0	***	.41
2010	Freshmen	**39.6**	37.6			38.3			35.2		
	Seniors	**45.6**	45.9			46.5			42.4		
2011	Freshmen	**36.4**	34.1			36.2			35.2		
	Seniors	**48.9**	40.9	**	.38	44.6			41.9	**	.33
2012	Freshmen	**38.7**	38.5			37.9			35.9		
	Seniors	**50.6**	48.3			46.7			42.9	***	.36

*p< .05, **p<.01, ***p<.001

Enriching Educational Experiences (EEE): *Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.*

For the past two years, seniors have reported significantly more positive ratings (*p*'s *<.01* or *.05*) than their peer groups on 50% of the comparisons (see Table 7.1-6). The Quality Enhancement Plan which we initiated as part of our SACS reaccreditation program is focused on providing more educationally enriching experiences. The increased positive rating for seniors suggests that the plan has had a positive effect.

In general, the ratings of our freshmen are comparable to their peers. It is troubling, however, that there are instances (22%) in which Francis Marion freshmen reported significantly fewer enriching experiences than their comparison groups (all *p's<.05 or .01*). We will focus on this issue during the coming academic year.

Table 7.1-6
NSSE: Enriching Educational Experiences

			Francis Marion University compared with:								
		FMU	**Schools with Emphasis on Writing (enrollment<10,000)**			**Carnegie Classification**			**NSSE**		
Year	*Class*	***Mean***	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*
2007	Freshmen	**24.1**	27.0			27.1			27.1		
	Seniors	**38.2**	39.2			40.1			39.9		
2008	Freshmen	**24.6**	28.0			28.3			27.5		
	Seniors	**42.9**	40.3			41.5			40.4		
2009	Freshmen	**23.6**	27.8	*	-.31	27.4		-.28	28.0	*	-.33
	Seniors	**44.1**	40.1		.22	41.0		.16	40.8		.18
2010	Freshmen	**25.4**	27.9			28.6			27.9		
	Seniors	**39.9**	40.9			43.6			40.5		
2011	Freshmen	**25.7**	25.7			27.0			27.8		
	Seniors	**43.4**	37.3	**	.34	41.9			40.4		
2012	Freshmen	**25.3**	29.2	**	-.29	28.4	*	-.22	28.4	*	-.23
	Seniors	**45.4**	45.2			42.2	*	.16	40.4	**	.27

*p<.05, **p<.01

Supportive Campus Environment (SCE): *Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.*

These results are similar to those observed for EEE. Seniors are much more favorable in their ratings than are the freshmen. In 44.4% of the comparisons, seniors rated Francis Marion more positively than their peers rated their home institutions (*p's = .05, .01, or .001*); whereas freshmen rated Francis Marion more negatively 16.7% of the time (p's = *.05 or .001*). We will focus on this issue during the coming academic year.

Table 7.1-7
NSSE: Supportive Campus Environment

			Francis Marion University compared with:								
		FMU	**Schools with Emphasis on Writing (enrollment<10,000)**			**Carnegie Classification**			**NSSE**		
Year	*Class*	***Mean***	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*	*Mean*	*Sig*	*Effect Size*
2007	Freshmen	**54.3**	59.6			64.1	*	-.52	59.8		
	Seniors	**63.3**	56.9	*	.34	61.1			56.9	*	.33
2008	Freshmen	**62.4**	60.7			62.9			61.1		
	Seniors	**63.4**	58.5	*	.25	31.3			58.0	**	.28
2009	Freshmen	**58.9**	60.2			63.9			61.6		
	Seniors	**65.9**	56.2	***	.50	62.8		.16	58.2	***	.40
2010	Freshmen	**66.8**	63.9			64.5			62.5		
	Seniors	**59.3**	61.1			62.3			59.6		
2011	Freshmen	**63.3**	62.4			63.8			62.7		
	Seniors	**60.5**	58.0			60.9			59.1		
2012	Freshmen	**60.2**	67.0	***	-.39	64.5	*	-.23	63.4		
	Seniors	**66.7**	63.5			63.1	*	.18	60.5	***	.31

*p< .05, **p<.01, ***p<.001

7.2 Student and Stakeholder Focused Results

Each graduating senior who goes through graduation ceremonies completes a survey referred to as the *Senior Exit Exam*. Data from the Fall 2011 graduating class year are presented in Tables 7.2-1 – 7.2-3. Despite the high rate of unemployment in SC, the percentage of graduates who were employed at, or immediately after, graduation remains high.

Table 7.2-1
Plans at Time of Graduation for Employment and Further Education

Graduating Senior Plans	2008-2009	2009-2010	2010-2011	2011-2012
Employment	70%	70%	81.5%	82.2%
Starting or Raising a Family	<1%	<1%	<1%	<1%
Military	<1%	1.5%	2.1%	1.1%
Volunteer Service	0%	1.1%	<1%	0%
Undergrad Study	1%	1.1%	1.6%	1.6%
Graduate Study	16%	16.4%	13.0%	9.1%
Other	7%	3.8%	1.1%	7.5%

Table 7.2-2
Mean Ratings of Academic Programs by Graduating Seniors

Question	2007	2008	2009	2010	2011	2012
Major Program	5.53	5.54	5.48	5.48	5.44	5.48
Major Instruction	5.43	5.48	5.34	5.43	5.36	5.37
General Education	5.20	5.07	5.11	5.06	5.01	5.15
Gen Ed Instruction	5.24	5.14	5.15	5.18	5.06	5.27
Overall Academics	5.48	5.40	5.37	5.40	5.33	5.40
Overall Experience	5.50	5.44	5.41	5.45	5.34	5.42

1=very dissatisfied 2=dissatisfied 3=somewhat dissatisfied 4=somewhat satisfied 5=satisfied 6=very satisfied

As is shown in Table 7.2-2, FMU students who completed the *Senior Exit Exam* are more than satisfied with their experiences at the University. For Fall 2011 all mean ratings were equal to or greater than 5.15.

Evaluation of Student Services

Table 7.2-3 lists the University services in decreasing order according to percentage of use by students who graduated in Spring 2012. The three most frequently used services were the Registrar, Financial Services, and the Media Center. The average rating for each of them was 4.4 or higher. All ratings were 4.00 or higher except for the Campus Police which was 3.76. The variability of ratings was also highest for the Campus Police with a standard deviation of 1.17. This large variability may reflect the fact that interactions between students and police are more frequently adversarial than the interactions between students and other service providers.

Table 7.2-3
Mean Ratings of Use of Student Support Services

Service	2008-2009	2009-2010	2010-2011	2011-2012
Registrar				
Percent Using	91	95	96	89
Ratings of Helpfulness	4.54	4.46	4.49	4.49
SD	.66	.80	.73	.74
Financial Assistance				
Percent Using	84	84	92	82
Ratings of Helpfulness	4.47	4.49	4.40	4.47
SD	.78	.82	.84	.81
Media Center				
Percent Using	83	88	90	78
Ratings of Helpfulness	4.51	4.45	4.48	4.46
SD	.68	.76	.71	.76

Writing Center				
Percent Using	68	66	73	67
Ratings of Helpfulness	4.31	4.16	4.22	4.15
SD	.81	1.05	.85	.94
Student Life				
Percent Using	71	73	70	64
Ratings of Helpfulness	4.18	4.20	4.17	4.15
SD	.86	.90	.83	.94
Campus Police				
Percent Using	66	75	69	63
Ratings of Helpfulness	3.73	3.58	3.70	3.76
SD	1.24	1.29	1.17	1.2
Health Services				
Percent Using	55	58	56	62
Ratings of Helpfulness	4.40	4.21	4.28	4.31
SD	.80	1.02	.83	.82
Residence Life				
Percent Using	54	63	55	58
Ratings of Helpfulness	4.13	4.11	4.21	4.00
SD	.96	.98	.84	.93
Business Office				
Percent Using	54	53	56	51
Ratings of Helpfulness	4.37	4.46	4.44	4.31
SD	.76	.80	.72	.82
Career Development				
Percent Using	57	61	55	48
Ratings of Helpfulness	4.02	4.11	4.18	4.08
SD	.87	.82	.92	.86
Counseling				
Percent Using	46	47	38	38
Ratings of Helpfulness	4.10	4.14	4.16	4.11
SD	.84	.83	.84	.80
Tutoring Center				
Percent Using	35	37	32	37
Ratings of Helpfulness	4.05	4.01	4.19	4.15
SD	.93	1.00	.77	.85
Study Hall				
Percent Using	31	31	28	37
Ratings of Helpfulness	4.01	3.88	4.05	4.01
SD	.97	1.06	.85	.95
Math Lab				
Percent Using	35	33	31	32
Ratings of Helpfulness	4.09	3.86	4.07	4.06
SD	.98	1.01	.82	.96
Multicultural Affairs				

Percent Using	36	38	34	31
Ratings of Helpfulness	4.13	4.13	4.16	4.16
SD	.87	.91	.85	.88

1=Very unhelpful 2=unhelpful 3=somewhat helpful 4=helpful 5=very helpful

7.3 Budgetary, Financial, and Market Results

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

During the recent period of fluctuations in the availability of state appropriations, Francis Marion University has maintained fiscal stability while remaining true to a long term goal which defines Francis Marion University: keeping student fees affordable to our constituency.

For 2011-12, teaching sector institutions had an average tuition of $9,605. FMU's tuition is the third lowest in the state and considerably below the SC average (see Table 7.3-1).

Table 7.3-1
Comparison of Tuition and Fees

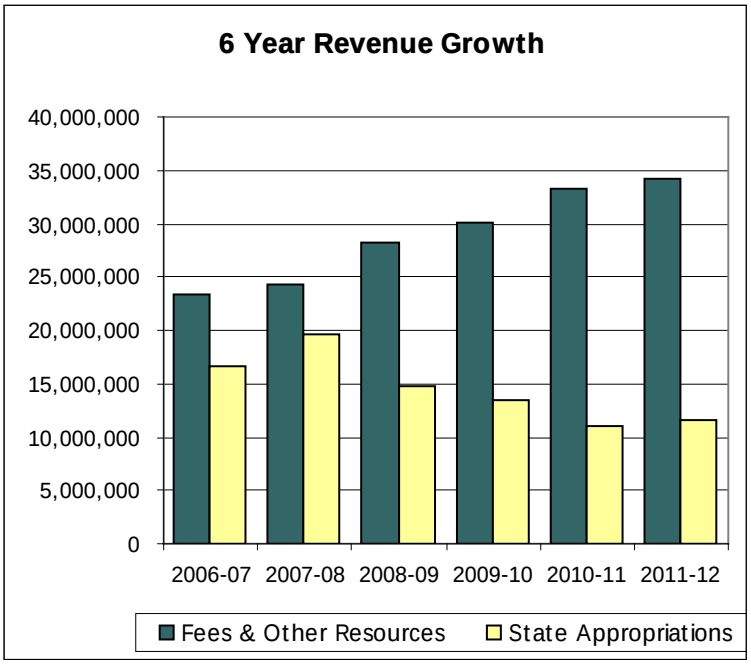
Teaching Colleges	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
The Citadel	$8,428	$8,735	$9,871	$10,216
Coastal Carolina University	$8,650	$8,950	$9,390	$9,760
College of Charleston	$8,400	$8,988	$9,616	$9,616
Francis Marion University	$7,657	$7,960	$8,480	$8,802
Lander University	$8,380	$8,760	$9,144	$9,504
SC State University	$7,806	$8,462	$8,898	$9,258
USC Aiken	$7,532	$7,900	$8,374	$8,700
USC Beaufort	$7,000	$7,250	$7,756	$8,108
USC Upstate	$8,342	$8,642	$9,072	$9,426
Winthrop University	$11,060	$11,606	$12,176	$12,656
Average	$8,473	$8,889	$9,278	$9,605

Francis Marion University's fee structure combined with the availability of state funded scholarships has offered our students an excellent education at an affordable price. This is especially significant since 83% of our students receive some form of financial assistance and many of our students are the first in their families to attend college.

Overall the University has remained on a sound financial footing through creative solutions to operating budget restrictions, careful revenue management, and steady enrollment growth.

Chart 7.3-2 shows both the overall growth in revenue during the last six years and the significance of the decrease in state appropriated funds compensated for by the rise in student fee revenues.

Chart 7.3-2
Revenue Growth



As evidenced by Table 7.3-3, several of the University's strategic and long term goals have been addressed with new construction on campus. This construction has been made possible in part by the receipt of major philanthropic gifts and state appropriations, which have added significantly to the University's physical facilities and infrastructure needs. In addition, these projects directly affect goals for the expansion of quality academic programs, improvement of student academic success rates, and increased enrollment and retention.

Figure 7.3-3
Facility Development

Construction and Maintenance at FMU		
Facility	**Construction Status**	**Funding**
Athletic Complex	Construction completed Spring 2012.	Athletic Revenue Bond of $8,500,000; Foundation and private donations $1,800,000; remainder FMU funded.
Office Services Building	Planning, construction slated to begin Fall 2012.	FMU Capital Maintenance Reserve of $710,000.
University Center Fitness Center	Renovation slated for completion August 2012.	Foundation donations of $150,000.
Hyman Fine Arts Building (Renovation)	Renovation slated to begin Fall 2012.	Capital Reserve Fund Deferred Maintenance of $250,000.
Library HVAC replacement	Replacement slated to begin Fall 2012.	Capital Reserve Fund Deferred Maintenance of $550,000.
University Center Commons (Renovation) and roof replacement	Commons renovation slated to be completed August 2012 ($89,000). Roof replacement slated to begin Fall 2012 ($200,000).	Capital Reserve Fund Deferred Maintenance of $289,000.

7.4 Workforce Focus Results

The value to students of their academic advisors and the accessibility of their classroom instructors are critical measures of the role the faculty plays in the education of our students. As seen in Table 7.4-1, 94% of our graduating seniors use their academic advisors and find their instructors available outside of the classroom. In addition, they rate their advisors and instructors very positively. Two critical areas of academic support are provided by the Library and Academic Computer Center. As seen in Table 7.4-1, these services are also used by over 80 percent of our students and are both rated highly.

Table 7.4-1
Mean Ratings of Academic and Academic Support Services

Service	2008-2009	2009-2010	2010-2011	2011-2012
Academic Advisor				
Percent Using	87	90	94	88
Ratings of Helpfulness	4.30	4.27	4.27	4.35
SD	.95	1.01	.98	.92

Classroom Instructor				
Percent Using	92	94	97	91
Ratings of Helpfulness	4.30	4.5	4.5	4.46
SD	.95	.76	.71	.74
Computer Services				
Percent Using	84	84	84	80
Ratings of Helpfulness	4.49	4.33	4.41	4.28
SD	.76	.86	.80	.90
Library				
Percent Using	91	95	95	93
Ratings of Helpfulness	4.60	4.44	4.54	4.45
SD	.69	.80	.66	.78

1=Very unhelpful 2=unhelpful 3=somewhat helpful 4=helpful 5=very helpful

All instructors are evaluated by their enrolled students during the Fall and Spring terms. The mean evaluations are found in Table 7.4-2. As can be seen students rate the overall quality of their instructors as very good and give high marks to the overall quality of the course. In addition, the students feel the professors' knowledge of subject matter is excellent. The student ratings of their professors and the courses are remarkably consistent across the years. The same positive evaluations are also seen in the NSSE surveys completed by freshmen and seniors.

Table 7.4-2
Mean Ratings of University Faculty by Students

Rating of the Instructor	2006-2007	2007-2008	2008-2009	2010-2011	2011-2012
Presentation of material	1.66	1.70	1.69	1.66	1.69
Ability to stimulate interest in subject matter	1.79	1.82	1.81	1.77	1.80
Ability to improve understanding of subject matter	1.68	1.71	1.70	1.68	1.72
Knowledge of subject	1.32	1.35	1.35	1.35	1.36
Ability to encourage critical thinking	1.70	1.72	1.69	1.68	1.70
Explanation of course assignments	1.64	1.67	1.67	1.65	1.67

Overall quality of instruction	1.64	1.67	1.67	1.65	1.66
Availability of instructor outside of classroom	1.52	1.51	1.52	1.50	1.50
Overall quality of the course	1.69	1.74	1.73	1.70	1.71
Relevance of assignments to course descriptions	1.58	1.62	1.60	1.59	1.60
Value of textbook and other course materials	1.74	1.87	1.77	1.82	1.85
Timeliness of returned graded material	1.55	1.65	1.61	1.61	1.63
Fairness of grading policy	1.59	1.68	1.65	1.64	1.65

1=Excellent, 2=Good, 3=Fair, 4=Poor

7.5 Organizational Effectiveness and Work System Performance Results

Evidence of FMU's organizational effectiveness is found throughout this document. By any objective measure, it is clear that the University operates with efficiency, economy, and clarity of purpose. The most compelling indicators of this success include the following:

- A highly affordable South Carolina public university: 7.3-1 (p. 39)
- High rate of student satisfaction: 7.1-4 (p. 33); 7.2-3 (p. 37)
- High rate of alumni satisfaction: 7.2-2 (p. 37)
- High percentage of in-state students: *Organizational Profile* (p. 4)
- Demonstrated quality of faculty: 7.1.4 (p. 33); 7.4-2 (p. 42)
- Demonstrated quality of academic support services: 7.1-7 (p. 36); 7.2-3 (p. 37)
- Outstanding Facility Development and Technological Upgrades: 7.3-3 (p. 41)
- Excellence in Preparation of Graduates: 7.1-1 (p. 29); 7.1-2 (p. 30); 7.2-1 (p. 36)

The University's academic programs provide additional evidence of the organization's effectiveness. As shown in Table 7.5-1, nine programs are accredited nationally, and the University is accredited by the Southern Association of Colleges and Schools. These accreditations attest to program rigor, faculty quality, and excellence in instruction.

Table 7.5-1
Academic Accreditation at Francis Marion University

Academic Unit	Accrediting Body	Year of Last Accreditation or Reaffirmation
University	SACS (Southern Association of Colleges and Schools) (Completed off-campus evaluation and on-site review in Spring 2008)	2008 10 year cycle
School of Education	NCATE (National Council for Accreditation of Teacher Education)	2005 7 year cycle
School of Business	AACSB (Association to Advance Collegiate Schools of Business)	2010 5 year cycle
Department of Psychology	MPAC (Master's in Psychology Accrediting Council)	2008 10 year cycle
Department of Psychology	NASP (National Association of School Psychologists)	2011 5 year cycle
Department of Fine Arts	NASAD (National Association of Schools of Art and Design)	2005 5 year cycle
Department of Fine Arts	NAST (National Association of Schools of Theater)	2005 10 year cycle
Department of Chemistry	ACS (American Chemical Society)	2007 5 year cycle
Department of Nursing	NLN (National League of Nursing)	2011 8 year cycle

7.6 Leadership and Social Responsibility Results

An annually administered evaluation instrument contains statements about administrators to which faculty indicate the degree of their agreement on a five-point scale from "strongly disagree" to "strongly agree."[3] A sixth category offers a "no response" option. Items represent an administrator's leadership style, interpersonal skills, and performance of duties, as well as the status of the unit.

[3] See Appendix B for the Evaluation Form for Deans and Chairs. A modified version of the same instrument is used to evaluate the President and Provost.

Faculty members are given space to provide additional evaluative comments and recommendations. These subjective responses are given only to the person evaluated. Ratings are made on an op-scan sheet to facilitate scoring and data management. The data are tabulated at the Academic Computing Center, and the Faculty Executive Committee produces a summary report for each administrator.

The Executive Committee of the Faculty Senate is responsible for conducting the evaluation. Summary statistics from each year may be used to judge change in the views of the academic administrators and effectiveness of their leadership. A data summary work group of faculty members, including some trained in data analysis, is annually appointed by the Executive Committee of the Faculty Senate to prepare final analyses and summaries. Ratings are made at approximately the middle of each spring semester. The Executive Committee and work group maintain the confidentiality of the data summaries. The Provost's office makes the data summaries available for review by full-time faculty who are eligible to participate in the evaluation of a chair/dean, the Provost, or the President. The data summaries are not to be copied or removed. In the case of chairs/deans, a majority vote of faculty eligible to participate in the evaluative process may request a meeting with the chair/dean to discuss strengths/weaknesses and/or recommendations.

Appendix A

University Mission Statement

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has more than 4,000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Francis Marion University adheres to the primary purpose for which it was established as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of all students. To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-classroom experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations, and cooperative degree programs.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The University also serves the needs of Florence and the surrounding area in ways beyond formal education. Numerous artistic and cultural activities, athletic programs, health initiatives, and outreach efforts benefit not only our students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area

schools is basic to our endeavors. Faculty and staff members participate in and contribute to a wide range of community activities.

Francis Marion emphasizes liberal arts education while offering new academic programs with innovative technology. It is small enough to provide attention to each student, but large enough to offer a variety of academic and cultural resources. It thus combines the advantages of a liberal arts college with the resources and programs of a public university.

Approved by FMU General Faculty on April 10, 2012
Approved by FMU Board of Trustees on June 15, 2012

Appendix B

Items for Evaluation of the Chair/Dean

Consider each of these statements concerning your chair/dean, and use the following scale to indicate the extent to which you agree that the statements are accurate descriptions of him:

1=Strongly Disagree 3=Neutral 5=Strongly Agree
2=Disagree 4=Agree 6=I choose not to rate this item.

Darken the circle on the NCS General Purpose Answer Sheet that corresponds to your choice for a given item. Be sure to use a #2 lead pencil.

Leadership Style

My chair/dean …

1. Recognizes and rewards faculty fairly.
2. Holds effective and timely department/school meetings.
3. Includes faculty in decision-making process.
4. Exercises fairness in making course assignments during Fall, Spring, and Summer sessions.
5. I rate the administrator's overall performance in this section as good.

Performance of Duties

My chair/dean …

6. Develops departmental/school budget with appropriate faculty input.
7. Handles the budget fairly and wisely.
8. Supports curriculum changes when needed.
9. Evaluates faculty fairly including annual merit ratings.
10. Encourages and supports faculty research and scholarship.
11. Assesses department/school needs and sets goals.
12. Provides encouragement to the faculty members of the department.
13. Facilitates obtaining grants and contracts.
14. I rate the administrator's overall performance in this section as good.

Interpersonal Skills

My chair/dean …

15. Fosters positive faculty morale as a priority.
16. Uses discretion in handling confidential matters.
17. Communicates readily and easily with individuals.
18. Keeps abreast of ideas and new developments in discipline and profession that affect department/school.
19. Acknowledges own mistakes.
20. Leads department/school with input from the faculty and staff.
21. I rate the administrator's overall performance in this section as good.

Status and Progress of My Department/School

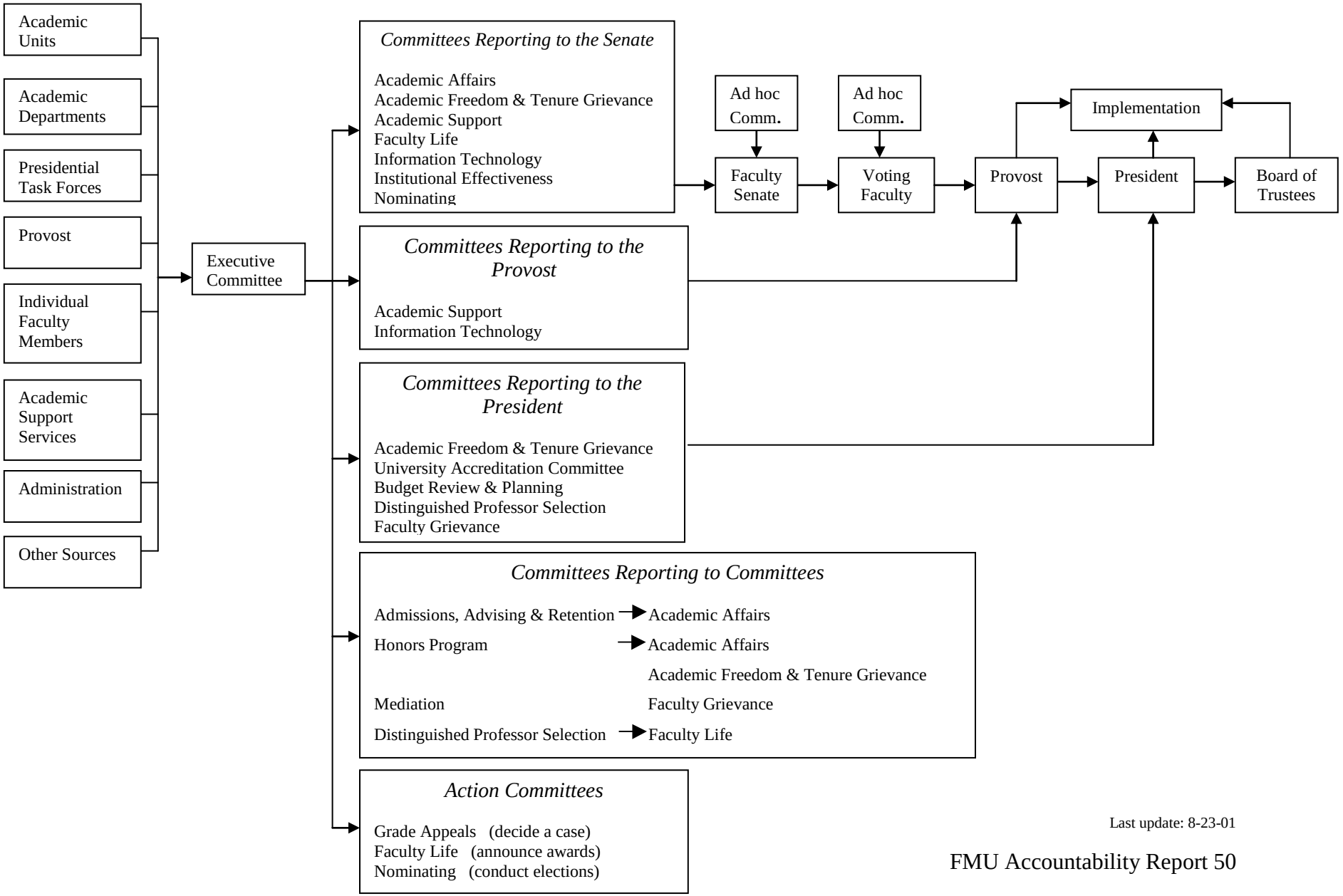
My chair/dean …

22. Possesses skills and knowledge necessary to evaluate teaching.
23. Effectively represents departmental/school needs to the university.

24. Supports faculty community involvement.
25. Exercises leadership in the development of a long-term plan for program enhancement.
26. I rate the administrator's overall performance in this section as good.

Comments: Use the back of this sheet or attach another sheet.

Appendix C: An Overview of the Governance Process at FMU:
The Movement of a Proposal from Initiation to Implementation



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