

Accountability Report Transmittal Form

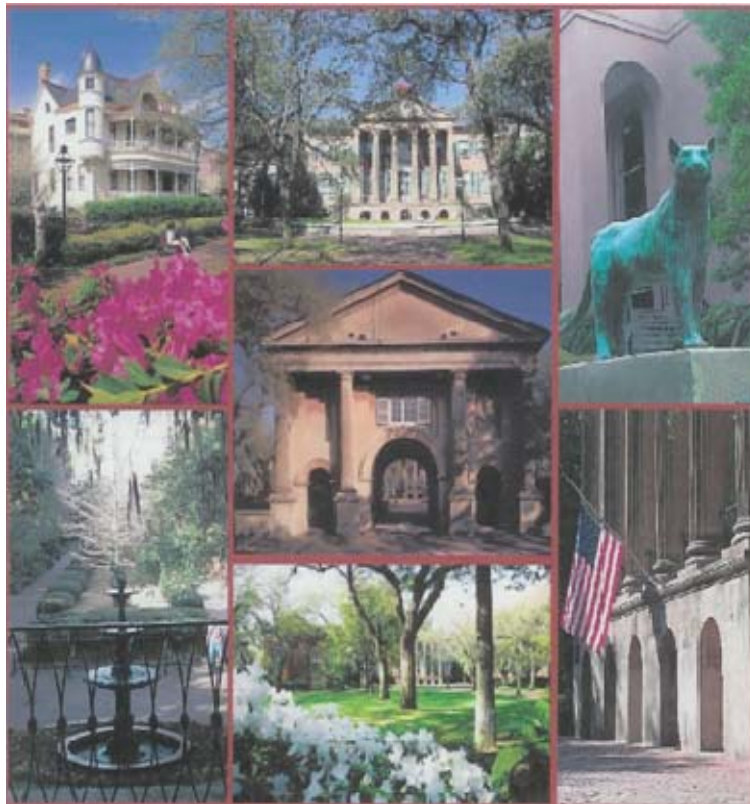
Agency Name _____ College of Charleston _____

Date of Submission _____ September 9, 2009 _____

Agency Director _____ Dr. P. George Benson _____

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COLLEGE OF CHARLESTON

2008-2009 ACCOUNTABILITY REPORT

SUBMITTED BY THE
OFFICE OF ACCOUNTABILITY, ACCREDITATION,
PLANNING AND ASSESSMENT

SEPTEMBER 15, 2009

The College of Charleston is committed to “providing a high quality education in the arts and sciences, education and business,” as declared in the institution’s mission statement:

The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Low country and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and attracts students from national and international communities. The College provides students a community

in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters’ degree programs, which are compatible with the community and the state. As a prominent component of the state’s higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Low country of South Carolina.

Faculty and staff strive to support the academic mission of the College; to create a community of scholars and an atmosphere of mutual trust and respect among all College constituents; and to encourage and support an active intellectual, cultural and social life on the campus beyond the classroom. To this end, all members of the College community are committed to the following Core Values from *Building Bridges to the Future: Interim Report, Summer 2008* by the Strategic Planning Committee of the College of Charleston, which may be found at

<http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf>. These Core Values are:

- **Educational Excellence** that furthers intellectual, creative, ethical, and social development through a broad range of programs centered on the liberal arts and sciences
- **Student-Focused Community** that embraces mutual respect, collaboration, and diversity for the welfare of the individual and the institution
- **History, Traditions, and Environment of Charleston and the Lowcountry** that foster distinctive opportunities and relationships that advance our public mission in the city of Charleston, the state of South Carolina, and the world

In the past year, the College has made great strides in the pursuit of improvement of programs and services. The following outlines many of these achievements:

Financial:

- The most recent audit (FY08) confirms the College’s financial strength with net assets of \$186.7 million which is an increase of \$22.9 million over the previous year.
- Clean audit by Elliott Davis

Organizational Changes

- Bobbie Marlowe, Chairman of the Board of Trustees stepped down
- Marie Land became the new Chairman of the Board of Trustees
- G. Lee Mikel became the Vice Chair of the Board of Trustees

Faculty

- Tenure, Promotion and Post-Tenure Reviews were conducted for 57 faculty members
- Recruitment of new and replacement faculty members during the year resulted in 28 new tenure-track and 22 new visiting faculty members joining the College in fall 2009.
- 34 faculty members retired or resigned.

Senior Personnel New to the College of Charleston

- George P. Watt, Jr. is the new Executive Vice President, Institutional Advancement and the Executive Director, College of Charleston Foundation
- Ron Menchaca is the new Director of Executive Communication

Changes to Existing Personnel

- David Cohen is the Dean of Languages, Cultures, and World Affairs
- Beverly Diamond became the Interim Provost
- Elise B. Jorgens retired as Provost
- George Pothering is the Interim Dean of the School of Sciences and Mathematics
- Alan Shao is the new Dean of the School of Business and Economics
- Sue Sommer-Kresse is the Sr. Vice President for Strategic Planning

Programs

- This year approximately 1000 first-year students will participate in the First-Year Experience Program.
- Third year of the Keystone program, an articulated bridge program for first generation, low-income students sponsored jointly with Trident Technical College. Students in the program cross register for one course at College of Charleston while taking a full course at Trident. Support services are provided through a once-a-week “Synthesis Seminar” facilitated by an upper level peer leader.

Accreditations

- The Commission on Colleges Southern Association of Colleges and Schools (SACS) reaffirmed the College of Charleston accreditation through 2017.
- Department of Theatre was accredited by the National Association of Schools of Theatre.
- The Master’s of Public Administration (MPA) was re-accredited by the National Association of Schools of Public Administration (NASPA)

Facilities

- Completion of athletic center
- Near completion of renovations to the Center for the Arts
- Work underway for a new science center, addition to the arts center, and renovation to Craig Cafeteria
- Work to begin soon on the restoration of Randolph Hall, Porter’s Lodge and Towell Library, and phase one of Dixie Plantation
- Plans underway for a new marine science building at Fort Johnson

Students

- SAT range for entering freshmen 1140-1290 (average 1221)
- Record number of applications for new first-time freshmen, 9,964
- 2,287 undergraduate degrees awarded
- 193 graduate degrees awarded

Marketing and Communications

- Published the first edition of the *College of Charleston Brand Manual — Visual Identity and Style Guide*.
- Planned, created and launched the College’s first statewide advertising campaign.
- Completed the redesign and redevelopment of the College website
- Overhauled all admissions and academic print materials
- Created all-new Orientation and First Year Experience marketing materials.
- Created a family of publications covering every academic major
- Completely redesigned the Residence Life materials
- Creating the “First” book for new students (National CASE Award of Excellence)
- Published the first edition of the *College of Charleston Fact Book*
- Created and launched College of Charleston YouTube and Facebook websites

Technology

- BATTERY Project (ERP System) contract awarded to Sungard
- Implementation of the financial and HR systems within Banner (student system in progress)
- Purchase and implementation of Cougar Alert to communicate with the campus community in case of an emergency

Examining the College's accomplishments forms a "big picture" point of view which reveals that the institution is in the process of completing the Institutional Strategic Plan (the umbrella plan) begun in January 2008. Subsequent to conducting the various analyses in 2008-2009, the Strategic Planning Committee began to focus on the key strategic goals that will guide the institution for the next ten years. The umbrella plan was written, revised and disseminated to core internal constituencies between May 2008 and January 2009. Beginning in February 2009, workshops and retreats were scheduled for the academic schools and a cadre of administrative offices (i.e., IT, enrollment services, and the academic experience). These sessions generated draft division/ school plans that would support the College's umbrella plan.

In order to adequately assess the strategic planning goals, a new assessment system is being developed that responds to tracking over the next decade. This assessment piece, along with a strategic planning budget cycle will be added as the cycle progresses. An annual strategic planning report will track progress toward achievement of goals.

Engaging in the Accountability Report process has allowed the College to establish a baseline of performance excellence. The team who works on preparing the report has been stable from 2005 through 2009. Team meetings begin in April of each year to discuss the upcoming report and changes that have occurred across the past year. The work progresses through the summer, culminating in August with completion of the final draft report, which is then prepared by the Office of Accountability, Accreditation, Planning, and Assessment (AAPA) for submission. From September through March of each year, the team tracks changes that should be included in the upcoming report. This annual reporting process has allowed the College to analyze goals, plans, and measurements, and to document the institution's strengths and challenges that emerge through this process. In that way they become visible to the team and to the College. The Accountability Report provides an opportunity to examine the priorities of the College, and is one step of many in the College's continuing commitment to and quest for excellence in programs and services. The Accountability Report helps to shape the College's focus on quality enhancement and on generating future goals, plans, and measurements.

The following College of Charleston programs and services are offered on campus in a traditional college setting:

**EDUCATIONAL PROGRAMS
(UNDERGRADUATE)**

Accounting
 Anthropology
 Art History
 Arts Management
 Astronomy
 Astrophysics
 Athletic Training
 Biochemistry
 Biology
 Business Administration
 Chemistry
 Classics
 Communication
 Computer Information Systems
 Computer Science
 Discovery Informatics
 Early Childhood Education
 Economics
 Elementary Education
 English
 French
 Geology
 German
 Historic Preservation and
 Community Planning
 History
 Hospitality & Tourism
 International Business
 Latin American and Caribbean
 Studies
 Marine Biology
 Mathematics
 Middle Level Education
 Music

Philosophy
 Physical Education
 Physics
 Political Science
 Psychology
 Religious Studies
 Sociology
 Spanish
 Special Education
 Studio Art
 Theatre
 Urban Studies

**EDUCATIONAL PROGRAMS
(GRADUATE)**

Accountancy, M.S.
 Bilingual Interpreting, M.A.
 Communication, M.A.
 Computer and Information
 Sciences, M.S.
 English, M.A.
 Environmental Studies, M.S.
 Historic Preservation, M.S.
 History, M.A.
 Languages, M.Ed.
 Marine Biology, M.S.
 Mathematics, M.S.
 Middle Level Education, M.Ed.
 Performing Arts, M.A.T.
 Public Administration, M.P.A.
 Science and Mathematics for
 Teachers, M.Ed.
 Special Education, M.A.T.
 Teaching, Learning, and
 Advocacy, M.Ed.

Graduate Certificates in:

Arts Management
 Bilingual Legal Interpreting
 Bilingual Medical and Health Car
 Interpreting
 Organizational & Corporate
 Communication
 English Speakers of Other
 Languages
 Statistics
 Special Education
 Urban & Regional Planning
 Service-Oriented Computing

OFFERINGS AND SERVICES

Academic Advising and Planning
 Center
 Campus Recreation Services
 Career Services
 Center for Disability Services
 Center for Student Learning
 College of Charleston Libraries
 Counseling and Substance Abuse
 Services
 Honors College
 Information Technology Literacy
 Assessment
 Intercultural Programs
 Learning Communities
 New Student Programs
 Residence Life and Housing
 Service Learning
 Student Health Services
 Technology Support
 Writer's Group

The College's key student segments:

High school students, transfer students, adult students, visiting students and international students

Stakeholder groups fall into two categories:

- **External**—freshmen and transfer students from both in-state and out-of-state, working adults and professionals seeking graduate degrees and professional development, parents, high school and community college guidance personnel, state legislators, and donors. These groups expect access to a high quality undergraduate educational experience.
- **Internal**—faculty, administrators, board of trustees and currently enrolled students. These groups expect delivery of high quality services, expertise of personnel, student retention, and assessment of the undergraduate student experience.

Market segments:

The College has a presence in 49 states, D.C., Virgin Islands and Puerto Rico in addition to 69 foreign countries. Primary markets (defined by greater than 450 applicants) include: South Carolina, North Carolina, Georgia, Virginia, Maryland and New Jersey, and Ohio. Secondary markets (defined as greater than 200 applicants) include: Pennsylvania, New York, Massachusetts, and Florida.

The College has three operating locations:

- College of Charleston: Charleston, South Carolina
- College of Charleston North: North Charleston, South Carolina
- Grice Marine Laboratory: Charleston, South Carolina (James Island)

Number of employees segmented by faculty, staff, full-time, part-time

Supporting the student body are over 824 executive, administrative and professional full-time permanent staff, approximately 177 temporary staff, and 857 full- and part-time faculty. In addition, the College employs over 1,903 students in work-study and non-work-study positions and graduate assistantships, giving a total working population of approximately 3,761 employees per semester.

The College follows policies set forth by the following regulatory authorities:

- South Carolina state agencies, such as the Office of Human Resources and the Budget and Control Board
- South Carolina Commission on Higher Education (CHE)
- Commission on Colleges Southern Association of Colleges and Schools (SACS)
- Discipline-specific accrediting bodies (i.e., AACSB, NCATE)

Three systems of governance exist at the College:

- Board of Trustees → President → Senior Leaders
- Faculty Senate → Standing Senate Committees and Faculty Committees
- Student Government Association (graduate and undergraduate)

The Board of Trustees is charged with setting policy for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. Although the Board delegates the administration of the campus under its authority to the President of the College, its right to intervene in all matters pertaining to the College is not abrogated by this delegation of authority. The President serves as the official medium of communications between the Board of Trustees and the College faculty, administrative officers, individual members of the staff, college organizations, student organizations, and students. The senior administrators as well as the academic deans are appointed by the President in accordance with the Board of Trustees By-laws. Senior administrators and academic deans are responsible for the administrative and policy-making functions for their division, school, department, or office. Other responsibilities for policy-making are laid out in the College of Charleston Faculty/Administration Manual and are approved through the Faculty Senate. The Student Government Association (SGA) is the governing force for the student body; every enrolled College of Charleston student is automatically a member. Elected by the student body each year, SGA officers provide a strong voice in articulating students concerns and take an active role in improving student life at the College.

The College's key suppliers and partners include:

- All secondary schools within South Carolina
- Approximately 770 per semester out-of-state secondary schools
- Approximately 200 four-year public and private colleges
- Seventeen community colleges or two year colleges within South Carolina
- Approximately 40 out-of-state community colleges

Key competitors of the College:

| | | |
|------------------------------|------------------------|------------------------------|
| Appalachian State University | New York University | University of North Carolina |
| Boston University | Penn State University | Wilmington |
| Clemson University | College Park | University of Richmond |
| Coastal Carolina University | Presbyterian College | University of South Carolina |
| Davidson College | Tulane University | University of Virginia |
| Elon University | University of Delaware | Vanderbilt University |
| Emory University | University of Georgia | Virginia Tech |
| Furman University | University of Maryland | Villanova University |
| George Washington University | University of Miami | Wake Forest University |
| James Madison University | University of North | Winthrop University |
| Miami University Oxford | Carolina Chapel Hill | |

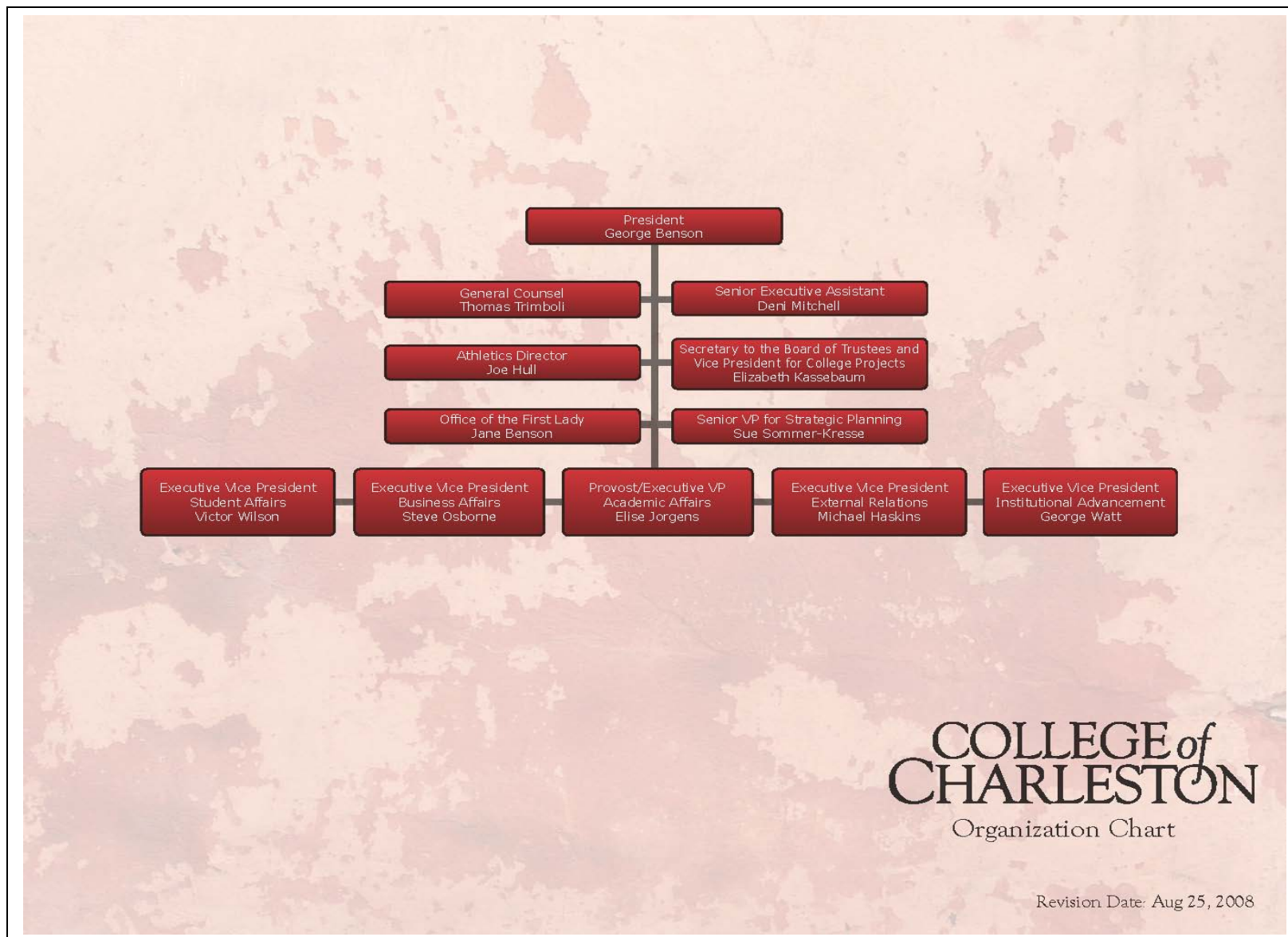
Factors influencing success:

- Public institution with the feel, classroom sizes, and faculty-student interaction more typically associated with private colleges and universities
- Academic programs and research opportunities of a mid-size university within a small college atmosphere
- Outstanding coastal, cosmopolitan city which serves as a laboratory for our students
- Opportunities for students to customize their educations by combining majors, minors, and concentrations with overseas study, research and job-related opportunities
- Affordability
- Excellent enrollments that have resulted in increase academic standards for admissions and increases in retention
- Solvent financial situation with excellent bond ratings

Changes impacting on competitive situation:

- State appropriations
- Potential decline in federal student financial aid
- Limited human and financial capital to support the increasing demands to fund technology, address issues of security, and institutionally supported research and development

The organizational structure of the College's senior staff is as follows:



**College of Charleston Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations**

| Major Budget Categories | FY 07-08 Actual Expenditures | | FY 08-09 Actual Expenditures | | FY 09-10 Appropriations Act | |
|-------------------------------|------------------------------|---------------|------------------------------|---------------|-----------------------------|-------------------------------------|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$ 83,802,219 | \$ 26,320,770 | \$ 86,845,852 | \$ 22,341,110 | \$ 90,978,030 | \$ 22,050,728 |
| Other Operating | \$ 71,185,122 | | \$ 72,685,808 | | \$ 89,694,384 | |
| Special Items | \$ 4,192,131 | \$ 4,192,131 | | | | |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | \$ 21,269,026 | \$ 4,082,003 | \$ 22,541,306 | \$ 3,713,427 | \$ 23,263,665 | \$ 4,003,809 |
| Non-recurring | | | | | \$ 4,692,447 | A.R.R.A. Budget Stabilization Funds |
| Total | \$ 180,448,498 | \$ 34,594,904 | \$ 182,072,966 | \$ 26,054,537 | \$ 208,628,526 | \$ 26,054,537 |

Other Expenditures

| Sources of Funds | FY 07-08 Actual Expenditures | FY 08-09 Actual Expenditures |
|-----------------------|------------------------------|------------------------------|
| Supplemental Bills | | |
| Capital Reserve Funds | \$ 3,700,000 | |
| Bonds | | |

College of Charleston Major Program Areas

| Program Number and Title | Major Program Area Purpose (Brief) | FY 07-08 Budget Expenditures | FY 08-09 Budget Expenditures | Key Cross References for Financial Results* |
|------------------------------------|--|---|---|--|
| 367-372 & 1694 Instruction | To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston. | State: 14,871,169.00 Federal: 359,575.00 Other: 51,795,087.00 Total: 67,025,831.00 % of Total Budget: 35.13% | State: 14,871,169.00 Federal: 359,575.00 Other: 56,353,054.00 Total: 71,583,798.00 % of Total Budget: 36.17% | |
| 378 Institutional Support | To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations and development. | State: 3,852,810.00 Federal: 0.00 Other: 12,496,821.00 Total: 16,349,631.00 % of Total Budget: 8.57% | State: 3,639,031.00 Federal: 0.00 Other: 13,596,541.00 Total: 17,235,572.00 % of Total Budget: 8.71% | |
| 379 Operation/Maintenance of Plant | To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution | State: 4,781,040.00 Federal: 0.00 Other: 15,475,233.00 Total: 20,256,273.00 % of Total Budget: 10.62% | State: 4,781,040.00 Federal: 0.00 Other: 16,791,408.00 Total: 21,572,448.00 % of Total Budget: 10.90% | |
| 380 Scholarships and Fellowships | To provide financial assistance to those students demonstrating exceptional abilities (merit) and/or financial inability to bear the cost of their education (need). | State: 0.00 Federal: 5,250,000.00 Other: 10,827,089.00 Total: 16,077,089.00 % of Total Budget: 8.43% | State: 0.00 Federal: 5,250,000.00 Other: 11,779,873.00 Total: 17,029,873.00 % of Total Budget: 8.61% | |
| 384-391 Auxiliary Enterprises | Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking, and Athletics | State: 0.00 Federal: 0.00 Other: 32,000,000.00 Total: 32,000,000.00 % of Total Budget: 16.77% | State: 0.00 Federal: 0.00 Other: 33,250,000.00 Total: 33,250,000.00 % of Total Budget: 16.80% | |

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

373 Research; 374 Public Service; 375 Acad Support-Other; 376 Acad Support-Libraries; 377 Student Services; 381-383;1549-1551;1696-1697; 1801....Special Items

| | | |
|-----------------------------------|---|--|
| Remainder of Expenditures: | State: 13,661,067.00 Federal: 4,390,425.00 Other: 21,011,939.00 Total: 39,063,431.00 % of Total Budget: 20.48% | State: 9,961,067.00 Federal: 4,390,425.00 Other: 22,860,991.00 Total: 37,212,483.00 % of Total Budget: 18.81% |
|-----------------------------------|---|--|

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

190,772,255.00

197,884,174.00

1.1 How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

- Dr. P. George Benson, President of the College of Charleston, appointed a Strategic Planning Committee that began its work in January 2008. The committee accomplished the following by July, 2008:
 - Developed draft statement of core purpose and values.
 - Conducted focus groups with 289 individuals including students, faculty, staff, alumni, administrators, business and community leaders and legislators.
 - Asked 123 administrative and academic units to determine strengths, weaknesses, opportunities and threats (SWOT analysis).
 - Examined competing institutions.
- An Interim Report has been distributed to the College community: <http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf>.
- The Strategic Planning Committee drafted the College's Envisioned Future for 2020 and established goals to realize this future. Schools and Divisions developed their strategic plans in alignment with the College of Charleston Strategic Plan. The Board of Trustees will review and approve the final documents at their October, 2009 meeting. The current plans and values are published on the College's website and serve the campus until the new plan is approved.
- Senior leaders continually assess programs and study multiple educational models to ensure that the College's core values promote collegiality and embrace cultural, geographical and intellectual diversity.
- Senior leaders continuously assess goals and evaluate budget issues that impact their areas of governance.
- The President holds weekly meetings with members of senior administration to discuss any major operations and/or initiatives occurring, to review current issues and priorities, and/or to gauge the direction in which the College is going.
- Members of senior administration hold meetings with their staff regularly.

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

- Senior leaders assess their respective departments to ensure that their department's performance reflects the College's goals and objectives.
- Senior leaders submit annual reports, in which they identify what goals have been successfully achieved and what goals still need to be attained. Goals are added and deleted, as appropriate.
- Senior leaders adhere to the SACS accreditation process which requires each unit to assess their performance and to devise a plan for areas of improvement.
- Senior leaders administer annual performance evaluations of their staff to assess performance and recommend ways to improve performance.
- Senior leaders are in the process of implementing a new campus-wide information technology system to improve the efficiency of all major operations within the College and improve the quality of services, communication, instruction, operations and outputs for the campus community.

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

- Senior leaders ensure that all College employees adhere to all state and federal regulations that apply to higher education institutions.
- Senior leaders have revised and implemented internal policies and procedures, which are expected to be followed by all employees and/or students (i.e., Faculty/Administration Manual, Student Handbook; Student Code of Conduct, Alcohol/Drug Abuse Policy; Hazard Communication Policy; General Safety Policy; Sexual Harassment Policy). Policies are generally distributed to employees and students and/or are made accessible on the College's website.
- The College has offices to monitor compliance with state and federal laws (i.e., Legal Affairs; Human Resources; Human Relations and Minority Affairs Office; Center for Disability Services.)
- The College has an internal auditor (reporting to the Board of Trustees) and a Board of Trustees' Audit Committee to review financial records and issue reports as appropriate in both fiscal and program areas. The College is also reviewed by the State Auditor's Office.
- Senior leaders prepare an annual operating budget that aligns with the goals of the institution and submit it to the Board for approval.
- The College's Board of Trustees receives quarterly updates of year-to-date actual revenue and expenditures and a comparison to budget.
- The College is audited on a periodic basis by the Division of General Services to ensure compliance with the provisions of the South Carolina Procurement Code.
- The College prepares annual reports of financial and operational data which are available to the General Assembly of South Carolina and the public for review.

1.4 How do senior leaders create an environment for organizational and workforce learning?

- The College offers faculty and staff the following learning opportunities:
 - Continuing education and skill enhancement courses
 - Credit courses
 - New-hire Faculty and Staff Orientation
 - Various training and personal and professional development courses are offered through Human Resources, the Library, Information Technology, Institutional Advancement and Career Services.
 - One-on-one instruction (i.e., technology)
 - Faculty sabbaticals
 - Faculty and faculty/student research initiatives
 - Professional development funding is provided for staff.
 - Annual Staff evaluations include professional development planning

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

- Senior leaders promote and participate in succession planning within each of their respective departments by working one-on-one or offering staff cross training opportunities.
- Senior leaders encourage staff to seek specialized and/or enhancement training seminars and/or workshops to further develop their knowledge and skills.
- Employees are encouraged to apply for available positions, which are circulated via e-mail and posted on the Office of Human Resources' website.
- The reclassification system is used extensively to assess positions and responsibilities and band/classification changes are made as appropriate.
- Succession planning is inherent in the faculty tenure and promotion process.
- The TERI Plan provides faculty and staff the opportunity to transition to retirement and/or a planned transition to redefined positions within the context of the organization.

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

- President Benson initiated a merit pay system for faculty and staff in 2007-08 and salary increases above those required by State law were awarded on a merit basis.
- The College celebrates faculty and staff service awards.
- The College developed mechanisms to foster career advancement for faculty through the faculty tenure and promotion process.
- The College encourages faculty participation in peer reviews and competitions for state, national, and international recognition.
- The College rewards and publicly recognizes distinguished faculty for teaching, researching, and advising.
- Senior leaders reward staff in their respective departments for performance.

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

- Senior leaders undergo annual evaluations by the President, which are based upon the key performance measures assigned in their respective departments to determine if the performance measures reflect the College’s vision and overall strategic plan. Senior leaders use these performance reviews to determine what goals and objectives need to be set forth for the next year to accomplish the College’s vision in their respective fields of expertise.
- The College’s Board of Trustees is charged with evaluating the President of the College annually.
- Senior leaders also seek employee feedback through periodic employee surveys and routine staff meetings.
- Consultants are asked to evaluate programs or offices periodically to assist the institutions evaluation of performance.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

- Reports, measures, and data that are regularly reviewed by senior leaders include:
 - Admissions, retention, and graduation data
 - Fund raising reports on annual fund and major gifts totals
 - Enrollment data
 - Faculty workload
 - Student-faculty ratio and average class size
 - Public safety reports
 - BATTERY and technological updates
 - Ad hoc reports from departmental and/or divisions
 - Marketing and communication reports
 - Orientation and Residence Life Reports
 - Budget Analyses and Updates

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

- Each senior leader must present new initiatives, programs, and/or services his/her department wants to implement for review by senior staff.
- Senior leaders engage in a rigorous review process and are expected to provide input before implementation so that all potential outcomes and/or consequences are discussed.
- Internal and external advisory committees and boards serve as review bodies and "sounding" boards for new programs and initiatives.
- Program modeling is used prior to implementation as appropriate.

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

- The College actively supports the community and encourages its employees and students to participate in and promote various local and state community programs and professional organizations such as the Chamber of Commerce, state, city and county boards, and service organizations.
- The College provides educational and cultural opportunities (i.e., credit courses, continuing education, musical events, plays, dance performances, lectures, poetry readings, and gallery exhibits). The College also sponsors and supports Division I and club sport athletic programs.
- The College collaborates and engages in partnerships with PK-12 schools, government, business and industry, community agencies, and post-secondary schools to further develop the academic and student learning experience.
- The College encourages employees to become involved with neighborhood associations and historic preservation groups to demonstrate its commitment to surrounding neighborhoods, as well as the city and state.
- Through payroll deduction and direct contributions, the College encourages employees to support the United Way, the College of Charleston Foundation and other community non-profit groups.
- The Office of Service Learning coordinates opportunities for students to serve the community within the Academic structure.
- Student organizations and individual students volunteer thousands of hours in the community each year encouraged by a campus-wide volunteer fair to which community organizations are invited.
- Graduate and undergraduate students and faculty conduct research that addresses community issues.

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

- a. your organizations' strengths, weaknesses, opportunities and threats*
- b. financial, regulatory, and other potential risks*
- c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition*
- d. human resource capabilities and needs;*
- e. long-term organizational sustainability and organizational continuity in emergencies;*
- f. your ability to execute the strategic plan.*

- The College initiated a strategic planning process in 2008. President Benson appointed a 19 member Strategic Planning Committee (SPC) to lead the College through this process. The Co-Chairs of the Committee are: P. George Benson (College President), James Deavor (Chair, Chemistry and Biochemistry Department), Amy Thompson McCandless (Dean of the Graduate School), and Sue Sommer-Kresse (Sr. Vice President for Strategic Planning). The Office of Accountability, Accreditation, Planning, and Assessment (AAPA) was charged with the administrative systems for the strategic planning process.
- Five subcommittees were formed: Environmental Analysis, Competitive Analysis, Focus Groups, SWOT Analysis, and Assessment. In February 2008, the Dixie Plantation Subcommittee was added.
- In August 2008, the SPC published *Bridges to the Future: Interim Report 2008* which provide the results and conclusions of the of the subcommittees and may be found at <http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf>
- The Draft Umbrella Strategic Plan was developed by the Strategic Planning Committee and distributed to the campus community in December 2008.
- Deans developed individual School Strategic Plans in alignment with the institution's umbrella plan and presented these plans to the campus in April/May 2009.
- The Draft Umbrella Strategic Plan was revised based on the campus feedback. Supporting Goals from campus administrative units were added. A Strategic Planning and Budgeting Calendar for 2009-2010 was distributed to the campus in July 2009. The Board of Trustees is scheduled to review the final version of the Strategic Plan at its October 2009 meeting.
- The three Academic Goals of the College of Charleston are outlined on the website.
- The Supporting Goals outline the infrastructure, technology, facilities and support areas required to successfully achieve the Academic Goals
- Through the planning and budgeting process all campus units are required to develop goals and strategies that align with and support the Institution's Strategic Plan.
- The current fiscal realities in the state and in the nation, present unique strategic challenges, as at its heart our mission is to provide quality education that is not economically beyond the reach of students in the State of South Carolina.
- The goal of improving institutional effectiveness requires continuous assessment to ensure high quality student learning outcomes. The Assessment Subcommittee of the SPC, AAPA Office, and Office of Institutional Research will play a key role in this assessment.
- State and Federal grants and private philanthropy must increase to meet the financial needs of the College without increased state support. A capital campaign will be launched in conjunction of the new strategic plan to address College priorities.
- The College will be poised to meet strategic challenges and to address the important goal of educational affordability for all South Carolina students through careful and prudent planning for the future.

2.2 How do you evaluate and improve your strategic planning process?

- An annual strategic planning report outlines accomplishments and identifies areas of concerns. Assessment reports identified as part of the initial planning will be completed and analyzed to determine progress made and effectiveness of the plan.
- The new strategic planning process will incorporate elements of past planning.
- An assessment and evaluation process will be built into the strategic planning process.

2.3 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

- Annual plans by all campus units will outline strategies to address the Academic Goals of the College. These strategies will be tracked and assessed to determine the effectiveness of the plans. An annual report will be prepared outlining the accomplishments and areas of concern.
- The regular planning and assessment process in place at the College of Charleston also provides a tracking mechanism for key strategic objectives as administrative and academic departments must tie their goals to the overarching goals of the College

and to the strategic planning goals once they are developed.

- Resources are allocated through the strategic planning process by associating each allocation with a specific planning initiative. Resource allocations are reviewed annually through the departmental planning and budget cycle.

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

- The objectives, action plans and performance measures are deployed to the campus in a variety of ways including publications such as the campus newsletter, *The Portico*, public forums, committee and subcommittee reports, the College website and the Strategic Planning website, general emails to the campus, and through the regular planning and assessment cycle meetings conducted annually with all Schools and Departments.
- All reports are available online.

2.5 How do you measure progress on your action plans?

- Progress is measured via achievement of outcome measures.

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

- *Bridges to the Future: Interim Report 2008* which provides greater detail on the results and conclusions of the of the subcommittees and may be found at <http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf>

CATEGORY 2: STRATEGIC PLANNING

College of Charleston Goals and Objectives [Note: New Strategic Planning Goals will be drafted as a part of the second year of our strategic planning process and will be provided in the 2008-2009 Accountability Report]. The goals and objectives below are those previously established at the College.

| Program Number and Title | Supported Agency Goal/Objective | Related Key Agency Action Plan/Initiative(s): FY 08-09 | Key Cross Reference for Performance Measures* |
|--------------------------|---|---|---|
| | Goal 1: Strengthen Student Learning | <ul style="list-style-type: none"> · Promote the value of a Liberal Arts & Sciences education and its place at the College to ensure all students understand the value of a liberal arts experience. · Ensure high quality of all undergraduate disciplinary programs. · Improve the quality of instruction at all levels in all disciplines. · Support and nurture interdisciplinary and international programs. · Ensure high quality of graduate programs. | PI 4, 5, 6 PI 2, 3, 4, 6 PI 1, 2, 6 PI 5, 6, 7 PI 3 |
| | Goal 2: Assure a high quality, diverse, and engaged student body. | <ul style="list-style-type: none"> · Strengthen programs to recruit a high quality and diverse student body. · Strengthen programs to retain and graduate a high quality and diverse student body. · Increase student participation in co-curricular and extra-curricular activities. · Increase the number and quality of post-graduate scholarships and fellowships awarded to our students. · Promote the values of integrity, diversity, civility, and collegiality as integral to curricular, co-curricular, and extracurricular programs. | PI 6, 7 PI 1, 2, 4, 5, 8 PI 1, 3 PI 9 PI 1, 3 |
| | Goal 3: Assure high quality and diverse faculty and staff | <ul style="list-style-type: none"> · Recruit high quality and diverse faculty and staff. · Retain high quality and diverse faculty and staff. | PI 1, 2, 4, 6 PI 3, 4, 5, 6, 7 |
| | Goal 4: Enhance relationships with constituents | <ul style="list-style-type: none"> · Strengthen appropriate collaborations and partnerships with other educational institutions (including K-12 as well as post-secondary schools), government, business and industry, community agencies, and friends of the College such as parents and neighbor · Expand graduate and professional programs identified as needed in the region and of strategic importance to the College of Charleston. · Promote College cultural and athletic programs that enrich the quality of life for external and internal constituents. · Strengthen the Alumni Association, engaging alumni in the life of the College and promoting the importance of lifelong connections with the College. | PI 1 PI 2 PI 2, 3, 5 PI 4, 5 |
| | Goal 5: Enhance campus environment and technology infrastructure | <ul style="list-style-type: none"> · Provide and maintain physical facilities appropriate for a preeminent liberal arts and sciences university and address space needs of faculty, staff, and programs in developing and implementing the campus master plan. · Assure state of the art technology for faculty, staff, and students. · Provide and maintain physical facilities that promote civility, collegiality, and diversity. · Strengthen student information technology competency. | PI 1 PI 2, 3 (PI 1, 3) (PI 4) |
| | Goal 6: Improve institutional effectiveness | <ul style="list-style-type: none"> · Increase financial resources to support the institutional mission and goals. · Link the assessment, planning, and budgeting processes to ensure that results will be used for improvement of services or programs. | PI 3 PI 1, 2 |

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

CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

3.1 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?

- The Offices of Enrollment Planning and Admissions utilize Recruitment Plus, a software program that has student demographics for the entire country, allowing for the creation of an annual recruitment/marketing plan. Focus is on South Carolina and the southeast region as primary markets but new markets are emerging as the College of Charleston gains greater national prominence.
- Admissions staff visits high schools and 2-year institutions, uses direct mail campaigns, and offers features on its web site which focus on the academic programs of distinction offered at College of Charleston.
- The Office of Admissions uses a variety of Student Search programs available for the purchase of prospective students whose academic and personal interests match with offerings at the College of Charleston.
- The Office of Admissions has an Associate Director of Admissions and several counselors charged with Diversity recruiting who concentrate on both in-state and regional recruiting. These individuals work in team with members from the Multicultural Student Center, Upward Bound and the Center for Cultural Diversity to offer both on-campus as well as state-wide receptions for underrepresented students who wish to stay within the State of South Carolina. Out-of-state/national visibility is achieved in a variety of ways including rankings and ratings in college guides; cities and locations with concentrations of alumni; outreach to national media including the experts' guide; and professional memberships and attendance and presentations at conferences.
- Out-of-state/national visibility is also achieved through the dissemination of high-quality admissions publications (such as the Viewbook and Honors College brochure).
- All segments and programs are limited to policies applied to South Carolina public institutions, the College of Charleston Board of Trustees and CHE. The College's educational offerings must demonstrate their relationships to the local, regional, and national portions of the master plan.
- Interdisciplinary programs are developed in several ways including national trends, those unique to the South Carolina Lowcountry, and the institutional mission.

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

- The primary goal of The Office of Accountability, Accreditation, Planning and Assessment (AAPA) is to provide campus-wide coordination of a multitude of surveys and other assessment measures. These measures may be native to a particular division or may inform the quality and delivery of education by the institution as a whole. A component to the coordination is to minimize duplication of assessment measure and to provide resources and results analysis for those measure that can be correlated in and among institutional programs and divisions.
- AAPA cooperates with the faculty General Education committee to ensure that general education competencies as proscribed by the College are delivered and reinforced to students in their core and major courses. AAPA maps these competencies to all courses offered at the College of Charleston.
- In concurrence with institutional strategic plans, AAPA is working with divisions and schools in articulating and tracking the learning outcomes identified to emerge with each division and programs' respective strategic plans.
- The College participates in a direct assessment measure to identify the general education competency of our graduates. The measure is the Measure of Academic Progress and Proficiency (MAPP) as developed by the Education Testing Service.
- The College participates in the comprehensive National Students' Voice survey every other year; the results are made available to all on campus. The survey covers issues such as student affairs, student satisfaction, and student expectations. The College also administers the NSSE (National Survey of Student Engagement) every other year. Information gained from the 2005 NSSE results were used extensively in planning our new First Year Experience. In addition, all incoming students fill out the CIRP (Combined Institutional Research Project – sponsored by UCLA). The CIRP provides both demographic information and insights into the expectations of our new students. Both the NSSE and the CIRP data were used in creating the current proposal for a new general education curriculum at the College.

CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

- Many departments on campus conduct surveys to gain more information about stakeholder needs. These surveys include: transfer students (transfer-in and transfer-out), high school guidance counselors, and departmental evaluations/exit interviews with graduates for information and/or accreditation requirements.
- AAPA conducts an annual survey of graduates (six months and two years after graduation). The alumni survey provides details on paths taken by College of Charleston graduates and their assessment of their experiences at the College.
- The Office of Admissions also administers an Admitted Student Questionnaire (ASQ) each year to determine how potential students assess the College of Charleston strengths and weaknesses relative to its competitors.
- The Offices of Admissions, Institutional Research, Academic Experience, Business Affairs and the Division of Marketing and Communications jointly collaborate on research projects and statistical modeling that inform our strategic decision making regarding issues affecting recruitment, retention and enrollment management planning.

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

- The College of Charleston monitors through its Admissions Office (and elsewhere), information provided on its newly launched YouTube and Facebook sites.
- Information is gathered from transfer students during New Student Orientation. Many Schools conduct exit interviews. The School of Education conducts a survey of new graduates in teaching positions that is required by NCATE.
- Professional growth and development is encouraged for both faculty and staff at the College. Ideas from professional organizations and conferences to develop or improve programs and services are shared within and among departments.
- Students routinely share needs with various offices/staff/faculty. This information is often “pulled together” in consideration of new programs and services to meet the needs identified by students.
- Through AAPA, there is a commitment to both identify and use information gathered for the overall improvement of the College.
- The Retention Committee developed out of the Office of Academic Experience focuses on retention efforts and uses information from students withdrawing from the College and “not yet registered” to assess programs aimed at enriching the undergraduate experience.
- The NSSE and CIRP surveys, both of which provide information on student expectation and satisfaction, are regularly administered and used in proposing, evaluating and changing programs.

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

- For students, the National Students’ Voice survey provides valuable information regarding student satisfaction and student expectations.
- Retention statistics are analyzed by various departments across campus and are used to gauge satisfaction and dissatisfaction.
- Satisfaction with Alumni Services is measured by funds donated to the College’s Foundation.
- Students partake in class evaluations each semester. Information gleaned from this process is included in faculty tenure and promotion reviews as well as in the Student-Produced Course Information Publication (SCIP) available to students when they register for classes.
- AAPA routinely conducts surveys of faculty and staff. These surveys cover topics from student satisfaction to advisor course recommendations to students.
- The College has a number of advisory groups that provide feedback on the usefulness and effectiveness of programs and services. Advisory groups across campus include the Board of Trustees, the Parent Advisory Council, the Foundation Board, the Alumni Association Board, the Student Government Association and other student organizations, local schools, Lowcountry Graduate School, and employers.

CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

3.5 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 First Year Experience has gained focus and is currently the subject of the College's Quality Enhancement Plan for the SACS reaffirmation of accreditation. The First Year Experience is designed both to challenge and support students as they enter the institution. Faculty participating in the program go through a week-long training program, and students who work in the program as peer facilitators take a half-semester long course to develop skills in helping students meet and exceed their expectations for learning. One goal of the FYE is to develop relationships at all levels; among entering students, between students and faculty, and among upper-level and lower-level students.
- In 2008, approximately 40 first-year seminars or learning communities were offered as part of the First-Year Experience. That number has increased for 2009 to approximately 60. Initial reaction from students and faculty has been positive and the program is on course to become a general education requirement for all students by 2011.

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

- Student learning outcomes and organizational performance goals are laid out by academic departments, administrative offices, the examination of General Education, and the First Year Experience. These outcomes and goals are defined and measured through the annual planning and assessment process, Program Reviews (reinstated by the Graduate School after the Commission on Higher Education ceased such reviews), and special initiative assessment plans.
- Ultimately, institutional effectiveness informs the selection process. Thus, the operations and measures used to determine student learning and to track organizational performance and progress are geared to meet the institutional mission and goals. The Faculty Senate has revised the general education competencies statements clarifying the skills and knowledge set which College of Charleston graduates will have developed.
- AAPA has implemented assessment measures (including the MAPP, Measures of Academic Progress and Proficiency) which are specifically designed to capture a comprehensive “picture” of student learning outcomes. These are then mapped back to the departmental and institutional goals and assessment measures.
- Academic departments and administrative offices participate in the planning and assessment process. Departments and offices are to consult the AAPA and their respective divisions to ensure that their plans align with institutional goals. They then submit annual and three-year plans that outline their overarching goals and their 1- 3 year plans for reaching those goals. Student learning outcomes are a constitutional component of every division at the College of Charleston, thus they are declared and incorporated in each divisions goals, strategies, and assessment measures.

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

- Each year, Institutional Research and Enrollment Planning join forces to create a projection system that includes “what if” scenarios. The system allows senior administrators to determine, for example, what the fiscal impact would be if 30% of College of Charleston students were out-of-state, and how that would change if that percentage increased or decreased.
- Financial estimates, based on the projection system and “what if” scenarios, lead to the budget put forth by senior administration in the Business Affairs division. In the 2008-2009 fiscal year, departmental and office annual planning will also be

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

incorporated into the College of Charleston operating budget. The perceived budgetary needs outlined in departmental and office annual planning will allow for focused budget practice as opposed to general budgeting.

- External accreditation reports, done by the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), the National Association of Schools of Music (NASM), the National College Athletic Association (NCAA), and other national organizations, potentially offer recommendations for programmatic improvement. Such recommendations, when given, are incorporated into departmental and program goals, plans, and student learning outcomes.
- Data collected through the assessment process from national surveys, local surveys, focus groups, exit exams, exit interviews, and other measurements is summarized and analyzed in departmental and office Assessment Reports. Each Assessment Report contains a section on use of findings and recommended actions, which explains how the department or office will utilize the findings to improve student learning.
- Improvement of physical facilities is an additional key measure. The Campus Master Plan, which has four phases, focuses on both the immediate spatial needs of the campus as well as looking at the needs of the campus with a 20-30 year lens. In addition to the major renovation and construction projects outlined in the Campus Master Plan, ongoing work includes projects related to campus beautification, deferred maintenance, and parking and transit.
- Our financial stability is another key measure. The College had approximately \$295.8 million invested in capital assets, net of accumulated depreciation of \$88.0 million at the end of June 30, 2008. Total capital assets in 2008 increased by \$98.5 million or 50% in comparison to 2007. Accumulated depreciation for the year ended June 2008 was \$88.0 million compared to \$80.3 million in 2007.

4.3 How do you keep your measures current with educational service needs and directions?

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

- The College participates in several national surveys. This past year we participated in a series of surveys that can stand alone but can also be used longitudinally in partnership with the Cooperative Institutional Research Program (CIRP): The Freshman Survey, Your First College Year, and The College Senior Survey. These allow the College to gather benchmarking information to determine our strengths and challenges. Areas that are defined as challenges are then addressed through departmental, office, and campus-wide planning.
- The Office of AAPA creates internal surveys that further help us meet our goals assessing student learning and satisfaction as well as program evaluation. Survey data (both internal and external) are used to in various assessment initiatives including but not limited to the First Year Experience, general education, and retention. Examples of some of our internal surveys include our alumni surveys, retention based surveys, and the FYE outcomes survey.
- The alumni are surveyed one year and two years post-graduation. This information helps us to track graduates status regarding employment and graduate school as well as assessing their satisfaction with their academic experience, including their general education and use of support services.
- To assist in our retention studies, we conduct two surveys: the Transfer-In Survey and the Departure Survey. This year we have been piloting a modified version of our transfer-out survey (now named the departure survey), that expands our capacity to gather information from students exiting for various reasons to provide more comprehensive information to that initiative.
- The FYE outcomes survey is given to all students participating in a FYE course(s) and was designed to gather programmatic assessment data.

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

4.5 How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

- The College of Charleston has extensive processes in place for deployment of data, both on our web sites (Institutional Research, Marketing, OIT, Records/Registration, Athletics, and AAPA) and available through our online request processes found on our OIR website. Further, information made available adheres to Student Right to Know, Title II, Higher Education Opportunity Act, FERPA, and other federal and state requirements.
- The Registrar's Office uses several methods depending on the data and the intended recipients. The Registrar's Office website is used for communication with all of the above, individualized email communications with faculty, staff and students, as well as distribution list emails, online reports are made available to the appropriate faculty and staff that are access secured, and an interactive website (Sharepoint) for workforce groups contributing to projects.

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

- Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards provides principles for professional development, guidelines and voluntary standards to be used by higher education officials regarding the best practices in records management, enrollment management, student services and administrative technology to ensure data integrity, timeliness, accuracy, security and availability for decision making.
- The College of Charleston's Office of Institutional Research (OIR) is the area responsible for all state and federally-mandated data and reporting. Several times each year, the OIR reports unit-record and summary data from the College's mainframe system in order to meet the reporting requirements set by the governing entities. The data extracts are reviewed, audited, cleansed, summarized and submitted. Upon receipt, the files are again run through an auditing process by the recipient and if discrepancies are found, the OIR is notified, makes needed corrections, and re-submits. Upon final receipt of a set of clean, processed data, the files are stored in the College's mainframe environment permanently and are then used as the primary source for all data and reporting by the OIR. Data files are extracted on or around the College's official census dates so that consistency in reporting and timeliness is maintained from year to year. All access to the College's mainframe system is scrutinized by the IT division and access is only added on a per-user request basis. Access to data files are only allowed after written justification is reviewed by IT and the OIR.
- Functional areas such as the Registrar's Office have a data steward assigned whose responsibility is to provide accurate and timely reporting to constituents. These positions are supported by IT professionals committed to maintaining secure platforms for data retrieval. The Registrar's Office has adopted and follows the principles set forth by The American Association of Collegiate Registrars and closely adheres to FERPA guidelines.
- The College Of Charleston's Information Technology Division pursues excellence in online data protection through continually evaluated and updated security practices and policies. The data in the administrative system is protected by username/password pairs and central authentication. Servers housing institutional data are in physically secured areas and restricted to essential users only. All data is backed up regularly to secure offsite tape libraries and copies sent to a remote secured site. Network design includes firewalls, intrusion protection, and many security features. Campus maintains enterprise anti-virus protection. Data accuracy is maintained by responsible users; data are available via online systems and reporting tools.

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

- The College of Charleston engages in ongoing, integrated, and institution-wide research-based planning and assessment of its programs and services. In short, the College demonstrates its commitment to continuous improvement by systematically outlining and evaluating future outcomes and measuring whether or not those outcomes have been met.
- Academic departments and administrative offices participate in the planning and assessment process. Departments and offices are to consult the AAPA and their respective divisions to ensure that their plans align with institutional goals. They then submit annual and three-year plans that outline their overarching goals and their 1-3 year plans for reaching those goals. Student learning outcomes are a constitutional component of every division at the College of Charleston, thus they are declared and incorporated in each divisions goals, strategies, and assessment measures.

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

- Upon hiring, all employees participate in an orientation. Staff orientations are conducted twice a month and a faculty orientation is conducted prior to the beginning of the academic year. A deans and chairs retreat and individual staff department/division retreats are held annually, and workshops are held for new academic chairs to assist them in administrative duties.
- Academic and administrative departments conduct monthly departmental meetings to transfer employee knowledge and to keep all department members “in the loop.” Information about new policies, procedures, and other news is broadcast through campus email, in a variety of places in the College of Charleston website, and in the above-mentioned departmental meetings.
- Employees—both faculty and staff—have the opportunity to take part in workshops, lectures, and classes that highlight best practices in higher education. The Center for Faculty Development promotes and coordinates faculty development. Learning and development opportunities are available through Human Resources, the Career Center, and the Libraries. Human Resources has a full-time training position, and offers motivational, supervisory, personal development, computer, and life-long learning opportunities. Academic Computing offers several intensive technology institutes per year to educate faculty in technology learning techniques. Employees who attend professional development workshops are encouraged to share information with their colleagues.

5.1 How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organizations' objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

- Three-Year Plans, Strategic Plans, and Core Purpose and Values anchor and focus faculty and staff workload. Results are reviewed and updates completed annually.
- Faculty workload is carefully monitored and regularly assessed.
- The President's staff has been reorganized to more closely align with institutional needs and strategies. Key administrative positions have been upgraded and recruited.
- The six academic deans along with deans of honors, graduate school, libraries, and North Campus meet twice monthly to plan, coordinate, and address issues that have surfaced. Ideas and action plans are disseminated to respective departments.
- Open forums are held for issues that are particularly important and relevant to faculty and staff.
- The campus has a master plan to build, remodel and shift physical locations to be more conducive to coordinating student-centered needs and activities.
- Cooperation is seen across campus. Steering committees and focus groups are utilized for brainstorming and implementing cross-departmental issues. Faculty are encouraged to develop interdisciplinary teaching (internally and with other schools). Faculty and faculty/student teams are supported in research activities. The College's new assessment process will encourage inter-departmental collaboration when examining the effectiveness of common issues such as diversity, alumni, student satisfaction, etc.
- Technology assists faculty and staff workload management through the availability of email, calendaring, shared drives, and Web CT. Software has been standardized in offices and classrooms. Faculty and staff are able to "work smarter" through self-service (i.e., address change on-line, student self registering, book ordering on-line, on-line forms and digital signatures and electronic time entry system) New ERP, Web CT, and Content Management system will significantly impact efficiency.

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

- Staff orientations are conducted twice a month and a Faculty Orientation is conducted prior to the fall semester.
- Human Resources has a full-time training position, who offers motivational, supervisory, personal development, computer, and life-long learning opportunities through on and off campus speakers and content experts. Learning and development opportunities are available through Human Resources, Career Services, and the Addlestone Library. Academic Computing offers several intensive technology institutes per year to educate faculty in technology learning techniques.
- A deans and chairs retreat and individual department/division retreats are held annually. Workshops are held for new academic chairs to assist them in administrative duties. New Board of Trustees members also participate in an orientation workshop to become familiarized with the College's policies and procedures.
- A Faculty Activity System (FAS) allowing faculty members to enter their accomplishments and curriculum vita in an electronic system has been implemented.

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

- Faculty receive Annual Reviews, Student Evaluations, Tenure and Post-Tenure Reviews. Staff receive an annual evaluation structured by the Employee Performance Management System.
- Both faculty and staff receive verbal and written evaluations.
- Every level in the organization has the opportunity to integrate institution/unit goals into individual performance evaluations.
- Staff is encouraged to become an integral component of the evaluation process. “Managing Your Own Performance” workshops are conducted, and employees are encouraged to complete candid self-evaluations.
- Supervisors have the opportunity to attend HR-sponsored workshops such as “Employee Performance Management System - A Motivational Approach.” This two-part workshop can assist them in writing (part one) and delivering (part two) performance evaluations that encourage employees to develop skills and accomplish goals.

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

- Succession planning is inherent in the faculty tenure system.
- Staff succession planning is done informally by the vice presidents for their areas.
- The Classification system is used extensively to assess positions and responsibilities and band/classification changes are made as necessary.
- Staff is encouraged to apply for open positions, which are posted on e-mail and through the HR website.

*5.5 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?*

- Faculty and staff are encouraged to attend workshops and conferences to build leadership qualities.
- President chairs senior staff meetings and invites key guest stakeholders for pertinent topics.
- Annual performance evaluation has specific categories designated to assess and encourage leadership qualities, employee evaluation accuracy and effectiveness, learning environment encouragement, and diversity support.
- Strategic Planning committee is currently engaged in a planning process to articulate an envisioned future for the institution. Department and individual plans and actions will align with the overall institution goals.
- Core values are posted on websites and in Human Resources Office. These will be updated as the Strategic Planning process is finalized.
- Leadership workshops are offered through Human Resources.

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

- Strategic plan committee is incorporating capability and capacity action points.
- Annually department staffs are analyzed, voids and excesses are identified and a hiring plan implemented.
- Academic departments are reviewed annually to determine growth objectives and needs. Evolving departments, such as Communication, are planned with additional faculty and expansion of physical locations.

5.7 How do you recruit, hire, and retain new employees?

- Search committees with a chair person are formed to recruit key administrative and academic positions. Final candidates are invited to campus to meet with key constituents.
- Faculty are recruited through networking, referrals, graduate schools and publications.
- New faculty attend a three day orientation, which includes meeting key administration and academic personnel, introducing classroom and campus technology, attending an all campus picnic, and other instructional and inclusive events.
- Academic departments hold retreats or meetings prior to the start of the school year and new faculty are able to quickly assimilate with their peers.
- Teaching workshops are available for new faculty to share ideas and instructional methods.
- Staff are recruited using state of South Carolina employment posting regulations.
- New staff are welcomed with a four hour orientation and they are encouraged to take advantage of available learning opportunities.
- To assist supervisors in orienting and developing new administrative assistants, an Administrative Assistant Competency Matrix has been created
- PeopleAdmin has been purchased and will be implemented in 2009 to make recruitment effective and efficient

5.8 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?

- Individual performance evaluation goals are to be consistent with department goals and the College's Strategic Plan goals. Supervisors are trained to write performance evaluation goals that are developmental and motivational for employees.
- The ERP conversion has provided leadership, time management, and teambuilding workshops to facilitate cooperation between departments during the conversion.
- Professional development opportunities are offered through HR, Career Services, the Addlestone Library, Academic Computing, among others. Workshop evaluations are completed and analyzed to improve content and presentation. The IT Helpdesk allows for employees to learn new skills and to share the new skills. Physical Plant and Residence Life have embarked on Life-Long Learning initiatives including computer training, Supervisory Practices, Job Skills, etc. The College's Staff Development Program encourages staff to take for-credit courses.
- Departments/divisions are encouraged to hold department meetings to share skills, and knowledge.
- New campus-wide projects have stakeholder representatives who report back to their departments.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

- The organizational structure is reviewed by a Sr. Vice President, HR, and Human Relations for every open position.
- HR Director is frequently a guest/consultant at Senior Management meetings to discuss significant key topics, (i.e. compensation, hours of work).
- A reporting system for performance evaluations is utilized to analyze key performance evaluation characteristics for any employee segment of the institution. This aids in evaluation consistency and action plan development.

5.10 How do you motivate workforce to develop and utilize their full potential?

- Salary Analyses are conducted with subsequent adjustments for faculty and staff.
- Strategic Plans assist in setting directions for performance evaluation goals.
- The Center for Faculty Development provides orientation for new faculty and faculty workshops throughout the year. The Center also provides assistance to faculty members with teaching and sends electronic “tips and ideas”.
- Staff Development supports and encourages employees to take college courses. Training and Development is offered through Human Resources, the Library, Academic Computing and Career Services. A 2007 informal survey indicated that 52% of staff employed within the past year and 72% of their supervisors had attended an HR development workshop during the year. The same survey indicated 99% of supervisors of new employees felt that the College was either very or somewhat supportive of employee development.
- Academic schools and departments have Research and Development accounts to fund professional development for faculty, staff and students. Many staff departments have small professional development accounts.
- Many departments send staff to off-site professional conferences.
- Faculty/student research initiatives are supported and funding is made available.
- Research and Grants Office conducts workshops and assists in Grant fund searches.
- Faculty sabbaticals are supported.
- Faculty and staff celebrate service awards at a Back-to-School picnic for all faculty and staff.
- Faculty have monetary awards for: Teaching, Research, Teaching/Scholar, Service, and Advising Excellence.
- Honorary Chairs are supported by endowments.
- Individual departments (i.e., Physical Plant and Residence Life) have employee awards.
- Many life-balancing benefits are offered to faculty and staff including:
 - S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents who want assistance in dealing with the stress caused by life changes. An ombudsman position has been established within S.A.V.E..
 - Discounts are offered by the College Bookstore
 - A benefits fair is conducted annually with door prizes and gifts.
 - Cultural events are offered almost daily and most are free.
- State Employee Appreciation month is celebrated and special discounts are communicated.

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

- A Faculty Senate and Faculty Committees discuss and resolve or advise on issues.
- The Open-Discussion list-serve is an informal method to gauge morale and discuss campus issues.
- Professional Development surveys are conducted.
- Departments conduct independent satisfaction surveys (i.e., Public Safety, Help Desk).
- Open forums for campus issues (i.e., parking, new buildings, strategic plans) welcome faculty and staff input.
- Exit interviews attempt to analyze turnover issues and trends.

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

- The satisfaction assessment findings are used through the College’s planning and assessment cycle to determine areas for improvement that are then prioritized by academic and administrative department heads in discussions with other personnel in their area.

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

- The College has an up to date Emergency Management and Preparedness Plan, with a very active Emergency Management Team whose members comprise a cross-section of the campus community.
- A new emergency alert system has been implemented and is routinely tested. Workforce and students are immediately notified of a campus emergency and given directives or instructions for safety.
- Campus police have an active community oriented policing program Fire & EMS and Campus Police meet with all new employees during New Employee Orientation and all new faculty in Faculty Orientation.
- A whistle defense program has is used to alert officers of dangerous situations.
- Campus Police offer on-campus safety escorts during evening hours.
- Campus Police have crime prevention officers who are responsible for the presentation of Crime Prevention Programs.
- Public Safety uses modern safety technology (i.e., emergency call boxes and closed circuit television, a graphic communication fire alarm monitoring system, and panic alarms) to assist in keeping the community safe.
- Human Resources conducts a “Health Month” including a benefits fair, six health related workshops, and worksite screening in the month of April.
- S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents who want assistance in dealing with the stress caused by life changes.
- The college pool, gymnasium and weight room, yoga classes are available to assist our employees in their exercise regimes.

6.1 How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

- The College of Charleston embraces its identity as a liberal arts and sciences institution that offers students a strong common core of knowledge paired with their choice of over 46 major programs of study.
- The initial year of the College of Charleston's strategic planning process allowed the College to undertake a comprehensive scan of the competitive environment, to conduct an environmental scan, as well as a SWOT analysis in which 93% of the current academic and administrative departments participated. As a result of the College's second year of planning, a draft Umbrella Strategic Plan was created which shows the core competencies of the institution. Schools and Divisions drafted theirs in alignment with the institution's umbrella plan. Planning, budgeting and assessment flows from this document.
- The strategic planning process will also allow for the development of fully actualized action plans for the College.

6.2 What are your organization's key work processes?

- As an institution of higher learning, our "key work processes" may be defined as those learning-centered processes that have at their heart the institutional mission and goals, the College's core values, and the strategic planning process. Among these processes, which add value for our students (customers), are:
 - The College is a unique amalgam of a mid-size institution with a low student-to-faculty ratio (16:1). This low ratio allows faculty to provide in-depth, individualized learning opportunities for each student.
 - Technology is used to enhance instruction both in and out of the classroom. The College is truly cutting edge, with a high-speed wireless network, lab and "smart" classrooms, an online course management system (WebCT), remote access to library resources, virtual reference services, and electronic course reserves.
 - Recent initiatives—such as the development of the Academic Advising and Planning Center to staff professional advisors, the First-Year Experience Quality Enhancement Plan (QEP), and currently-debated proposals to change its general education curriculum—have sought to highlight the relationship between general education and major disciplines of study.
 - Professional academic advisors in the Academic Advising and Planning Center are responsible for providing counsel on academic matters for all first-year students, first-semester transfer students, and undeclared students. Our primary charge is to assist students with all aspects of academic planning and to guide them through the general education requirements of the liberal arts curriculum as well as the academic policies and procedures of the College. To this end, we hold mandatory advising sessions with students in which we explore students' interests, discuss course options, consider majors, plan for the future, and address any academic concerns. By taking a developmental approach with our students, we provide them with the tools necessary to make sound decisions and take ownership of their academic experiences.
 - The First-Year Experience is structured to support entering students' learning environment through participation in either a Learning Community or a First Year Seminar. Peer facilitators will cover topics such as the importance of a liberal arts and sciences education and the role of general education in the total college experience. First Year Seminars will be academic in nature and will provide early exposure to academic rigor.
- As stated above, the College's second year of planning will highlight the core competencies of the institution that will make apparent their relationship to our key learning-centered processes.

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

- The strategic planning process garnered broad-based participation from students, faculty, staff, stakeholders, suppliers, and partners in order to facilitate determination of current key work process requirements.
- The initial year of the College of Charleston's strategic planning process allowed the College to undertake a comprehensive scan of the competitive environment, to conduct an environmental scan, as well as a SWOT analysis in which 93% of the current academic and administrative departments participated. As a result of the College's second year of planning, a draft Umbrella Strategic Plan was created which shows the core competencies of the institution. Schools and Divisions drafted theirs in alignment with the institution's umbrella plan. Planning, budgeting and assessment flows from this document.

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

- In spring 2009, 193 instructional areas (or 76% of instructional space) on campus were equipped with technology. This includes: 113 smart classrooms (containing a teacher station with computer, VCR, and/or digital presenter unit attached to a digital or LCD projection unit), 25 computer classrooms (accommodating the instructor and every student access to an individual computer), 23 department/student labs, and 32 specialized spaces
- The wireless network on campus has been in existence since 2002 and has grown continually. Faculty, staff, and students are able to connect to the Internet everywhere from the library stacks to the Cistern yard.
- The Addlestone Library offers remote access to its more than 255 resource databases and 41,835 electronic journals so that College community members can search for, view, download, and print citations and articles from any Internet connections. Additionally, the library has over 86 libguides which is a new tool that librarians have developed to consolidate information from a variety of sources so patrons can hone in on an academic subject and specific topic. As a member of PASCAL (Partnership Among SC Academic Libraries) as well as other national Consortia, the library has negotiated a number of cost-saving cooperative licensing agreements for electronic resources. The library continues to cancel print subscriptions in favor of electronic subscriptions, providing users with simultaneous access while decreasing binding and shelving costs. The library also installed a self-check kiosk to increase circulation efficiency and a color copier/printer in response to patrons' requesting this equipment.
- Since fall 2000, WebCT has been used to enhance the learning experience by providing students with online content such as class notes, Power Point presentations, links to other resources, chat rooms, discussion boards, and even quizzes. During the spring 2009 semester, 338 faculty members utilized WebCT in 990 course sections (out of approximately 2129 total course sections)—roughly 47% of all classes are enhanced using this technology.
- The College employs five full-time Instructional Technologists whose mission is to support the faculty and the institution's core values by integrating educational technology with pedagogy and assessment. The goal of this collaboration is to promote effective and innovative instructional practices and enhanced student learning. This includes (but is not limited to) training, assisting in the creation of WebCT classes, building learning modules, digitizing video, and consulting on effective and pedagogical uses of technology in teaching.

6.5 How do you systematically evaluate and improve your work processes?

- Student Learning Outcomes are determined by faculty and are communicated through the course syllabi. Assessment of goals and expected outcomes takes form from the departmental assessment process to national surveys to local, campus-wide assessment endeavors. Assessment measures are continually analyzed and improvements of programs and services are based on this analysis.
- In conjunction with an institution-wide Strategic Planning process, an assessment plan has been developed to capture evidence of work processes for the purpose of evaluation and improvement, as needed. The assessment methodology follows a tiered-approach of compiling division and program-specific goals, the strategies to meet those goal, the assessment measures to confirm they have been met, a time line for each strategy implementation, and the role or title of the those who are responsible for seeing each strategy through. This plan incorporates in the timeline and agenda the assessment and reporting projects that are required for institutional and program accreditations.
- The College offers a number of support services in academic and student affairs. The Academic Advising and Planning Center, Campus Recreation Services, Career Center, Center for Disability Services, Center for Student Learning (which includes the math, writing, speaking, and information technology fluency labs), Counseling and Substance Abuse Services, Crisis Assistance Response and Education, New Student Programs, Residence Life and Housing, Student Health Services, and Undergraduate Academic Services are but some of the support systems available to students to enhance their learning experience.
- Faculty and staff benefit through access to all Addlestone Library resources, Human Resources training opportunities, the S.A.V.E. short-term counseling service, bookstore discounts, and free classes.
- In 2006, the College initiated the BATTERY Project. The BATTERY teams will collate requirements for the new system, procure new software and hardware within College and State guidelines, and implement the new system. This multi-year, multi-million dollar effort involves many College constituents working collaboratively to select a suite of integrated computer programs and an institutional database to support many administrative functions such as admissions, financial aid, student records, finance, advancement, etc. This will replace multiple, obsolete, legacy application programs and multiple, separate databases currently used to conduct the administrative business of the College.

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

- The College offers a number of support services in academic and student affairs. The Academic Advising and Planning Center, Campus Recreation Services, Career Center, Center for Disability Services, Center for Student Learning (which includes the math, writing, speaking, and information technology fluency labs), Counseling and Substance Abuse Services, Crisis Assistance Response and Education, New Student Programs, Residence Life and Housing, Student Health Services, and Undergraduate Academic Services are but some of the support systems available to students to enhance their learning experience.
- Faculty and staff benefit through access to all Addlestone Library resources, Human Resources training opportunities, the S.A.V.E. short-term counseling service, bookstore discounts, and free classes.

6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

- As a state-supported institution, the South Carolina Legislature approves the institution's budget and regulatory agencies monitor it for legal compliance. The College adopts, on an annual basis, a budget that provides reasonable estimates of revenues and expenditures including all funds, educational and general activities, auxiliary enterprises, all sponsored program activities and all capital projects. This participatory process involves the executive management, academic and administrative heads.
- The responsibility of budgetary control rests at the departmental chairperson level with appropriate oversight provided by the executive management of the College. Each budget manager receives electronic monthly financial reports that show the budget allocation (original and revised), the actual expenditures (current month and fiscal year) the open commitments (summarized and detailed) and the available balance.
- For budgetary control and accountability on a broader scale, the College prepares both interim monthly and annual budgetary statements. The staff of the Budget Office of the Business Affairs Division analyzes and reviews selected financial data at least quarterly comparing actual revenue and expenditures to approved budget. They provide significant information of any budget adjustments or revisions to executive management and the board of trustees as well as to the respective budget managers.
- The Annual Operating Budget is informed by Planning Assumptions that summarize the "environmental scan" of the institution and its place in, among other factors, the South Carolina State Budget. These Planning Assumptions are also taken under advisement when academic and administrative departments create their Plans. These plans draw departmental goals directly from the College of Charleston Mission and Strategic Plan

CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

- The College routinely follows a set of key measures to monitor student success outcomes: retention rates (graph 7.1-1), graduation rates (graph 7.1-2), average cumulative GPA (table 7.1-3), and minority student retention rates (graph 7.1-4). The College participates in the Consortium for Student Retention Data Exchange (CSRDE) in order to report and receive comparative retention and graduation information with peer institutions. In all cases and subcategories, the College's retention and graduation rates far exceed the rates of our peer institutions (graphs 7.1-5, 7.1-6).
- As the College's academic reputation continues to be enhanced by the publication and broadcast of the successes of our key measures, the College's applicant pool has continued to reflect that the College continues to be the choice for top college-bound seniors. The College has thus become more selective and continues to reap the benefits from our increasing applicant yield rates. The students that are choosing to attend the College are therefore increasingly more highly qualified (graph 7.1-7) with higher high school credentials than previous classes (graph 7.1-8). The College's SAT average is the second highest of all the S.C. public institutions in Fall 2008.
- The College collects and reports pass rates of students taking the Praxis II examinations for students seeking certification to teach in South Carolina. The pass rates are reported both to the state government and the federal government each year. The College ranks third among the S.C. public institutions (table 7.1-10).

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

- Every year, the College solicits alumni for their responses on their satisfaction with their academic experience at the College. Every two years, these data are submitted to the CHE for the annual Institutional Effectiveness reporting. The survey includes a question about general satisfaction with the College: would you choose the College of Charleston again? Data showing responses to this question can be seen in table 7.2-1. Alumni are also asked to rate their level of satisfaction with their major program of study, instruction in the major, general education program, instruction in general education, and their overall academic experience. Comparative data showing our alumni responses as compared with other S.C. public institutions is shown in table 7.2-2.

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

- The College measures and reports the percentage of alumni giving each year. When U.S. News and World Report rankings are released, we compare our alumni giving rates with the segment of institutions with whom we are ranked (table 7.3-1).
- The College Senior Staff and Board of Trustees evaluate our state appropriations per FTE as compared with other institutions within South Carolina (table 7.3-2).

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

- As reported in 5.4, the College's faculty receive Annual Reviews, Student Evaluations, Tenure and Post Tenure Reviews and staff receive an annual Performance Evaluation. Data for the results of these instruments and reviews are part of an employees' private employment record and are therefore not available for summarizing or comparative purposes.
- The College evaluates faculty and staff salaries and conducts statistical salary analyses, using peer institutions and other state agencies as the comparison groups where appropriate. Results of the studies are shared with the Senior Staff and Provost to determine what action to take regarding inequities, subject to available funding. Because of the private nature of the individual's salaries, results cannot be published outside the senior administration.
- Aggregate faculty salary data published by rank and/or discipline by the CHE are referenced, however, are used cautiously as the data are not represented by years in rank, level of terminal degree, etc. (table 7.4-1).

CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

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

- The College of Charleston has a rich history of self-examination, planning, assessment, and assessment-based improvement. Goals and expected outcomes for educational programs and administrative and education support services are identified and published in several areas: departmental goals and objectives; departmental three-year and annual action plans; Strategic Planning initiatives; and the Undergraduate and Graduate Catalogs. Student Learning Outcomes are also communicated in course syllabi. Assessment of these goals and expected outcomes comes in many forms, from the College of Charleston assessment process, which is followed by all academic departments and administrative and student support offices, to national surveys, such as the Cooperative Institutional Research Program and the National Survey of Student Engagement. Assessment measures are continually analyzed and improvements of programs and services are based on this analysis.

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

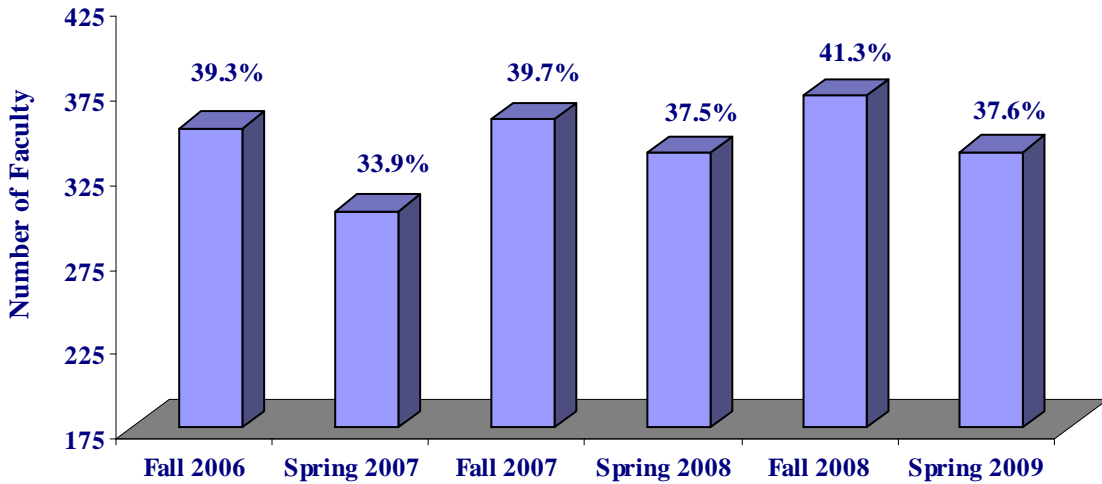
- a.) *accomplishment of your organizational strategy and action plans;*
- b.) *stakeholder trust in your senior leaders and the governance of your organization;*
- c.) *fiscal accountability; and regulatory, safety, accreditation, and legal compliance.*

- A. As referenced in 1.1, due to the Presidential transition year, senior leaders continued to implement and monitor progress on the existing strategic plan to ensure a solid foundation for the next phase of planning which will begin August 2007.
- B. As referenced in 1.7, senior leaders undergo annual evaluations by the President, which are based upon the key performance measures assigned in their respective departments to determine if the performance measures reflect the College's vision and overall strategic plan. Senior leaders use these performance reviews to determine what goals and objectives need to be set forth for the next year to accomplish the College's vision in their respective fields of expertise. An example of one of the senior leader's set of goals is shown in table 7.6-1. The College's Board of Trustees is charged with evaluating the President of the College annually. The effectiveness of the President's leadership is demonstrated by the Board's on-going support of the new initiatives and of the College's strategic planning process led by the President.
- C. The Office of the Controller at the College produces an annual Comprehensive Annual Financial Report (CAFR) which is available at <http://controller.cofc.edu/pdf/CAFR-2008.pdf>. The material is audited by a contract auditor, under the auspices of the State Auditors Office, and is also reviewed and approved by the State Comptroller General's Office before being included in the State of SC CAFR. The College has not had any material weaknesses cited in more than 5 years. Within the CAFR, the Management Discussion and Analysis (MD&A) presents an overview of its financial condition and guides the reader toward significant financial matters for the year ended June 30th.
- C. The College reports to the CHE the number of our academic programs that are eligible to be accredited and those of that group that are accredited. The information is shown in table 7.6-2.

College of Charleston 2008-2009 Accountability Report

Graph 6.3-1

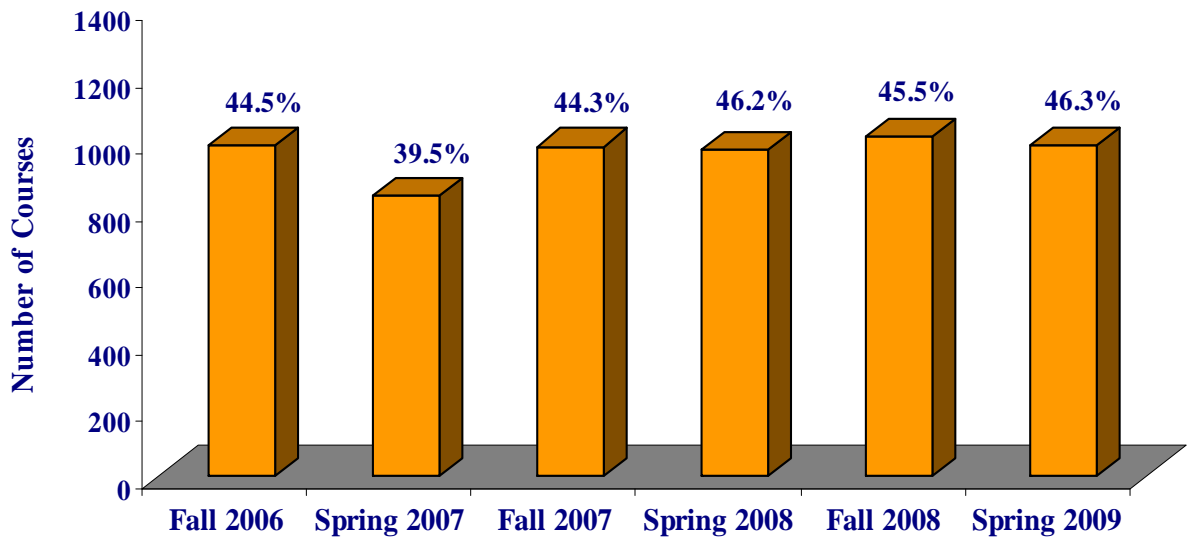
WebCT Usage by Faculty



College of Charleston 2008-2009 Accountability Report

Graph 6.3-2

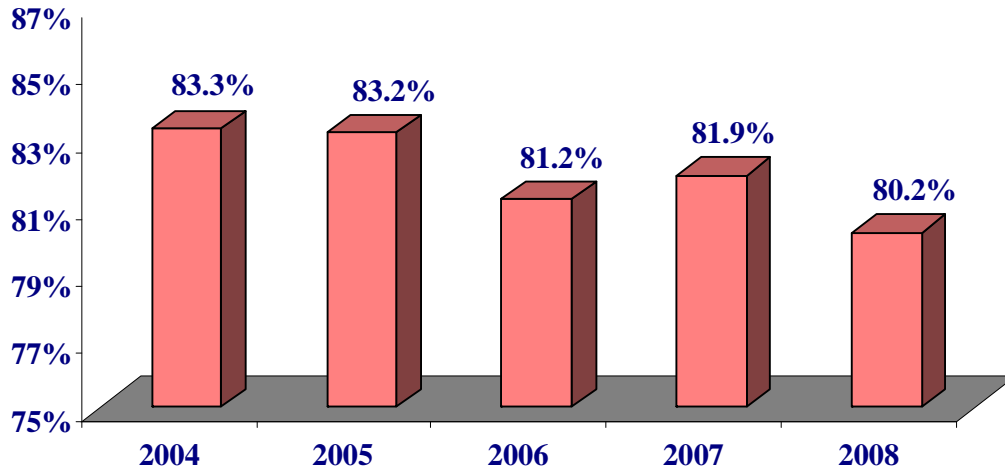
WebCT Usage by Courses



College of Charleston 2008-2009 Accountability Report

Graph 7.1-1

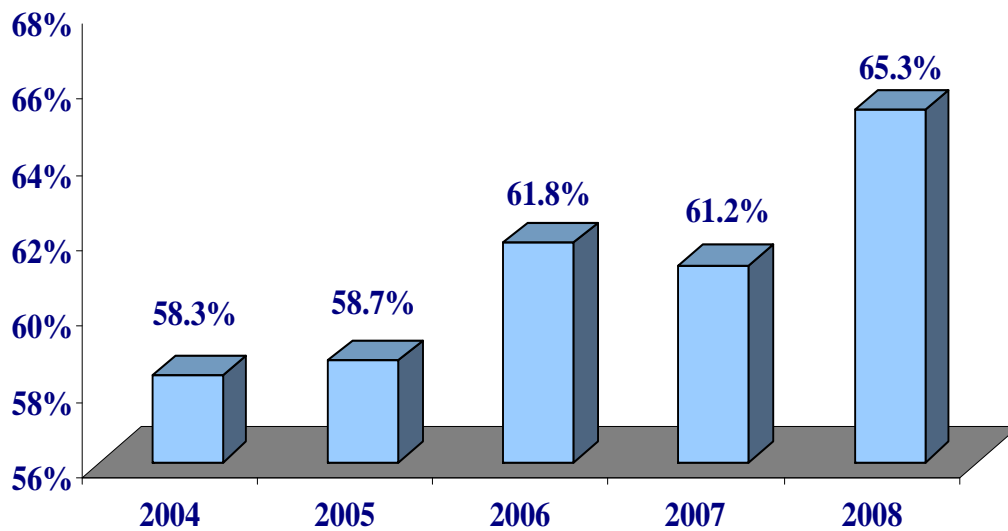
Freshmen One-Year Retention Rate



College of Charleston 2008-2009 Accountability Report

Graph 7.1-2

Freshmen Six-Year Graduation Rate



College of Charleston 2008-2009 Accountability Report

Table 7.1-3

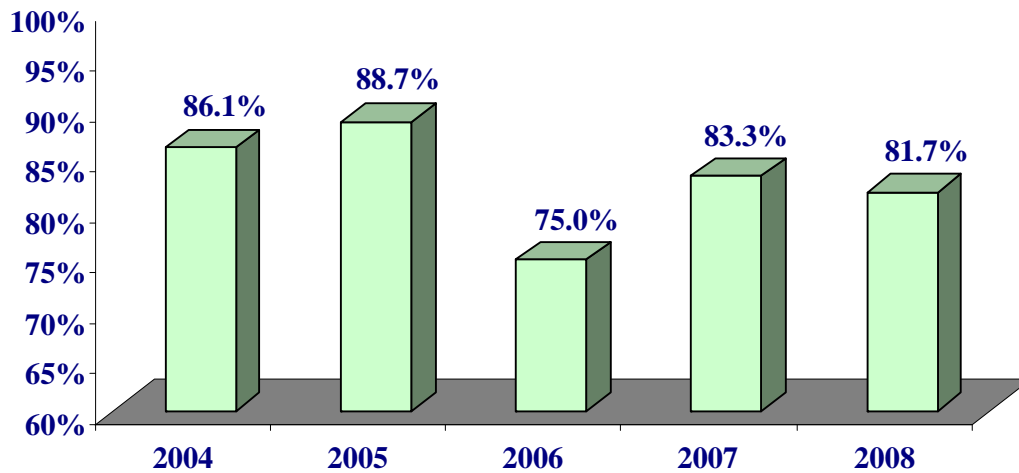
Average Cumulative GPA of Degree-Seeking Undergraduates

| | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| Freshmen | 2.83 | 2.83 | 2.90 | 2.84 | 2.90 |
| Sophomores | 2.88 | 2.87 | 2.85 | 2.88 | 2.89 |
| Juniors | 2.92 | 2.95 | 2.93 | 2.94 | 2.96 |
| Seniors | 2.98 | 3.03 | 3.04 | 3.01 | 3.02 |
| All Undergraduates | 2.90 | 2.92 | 2.93 | 2.92 | 2.94 |

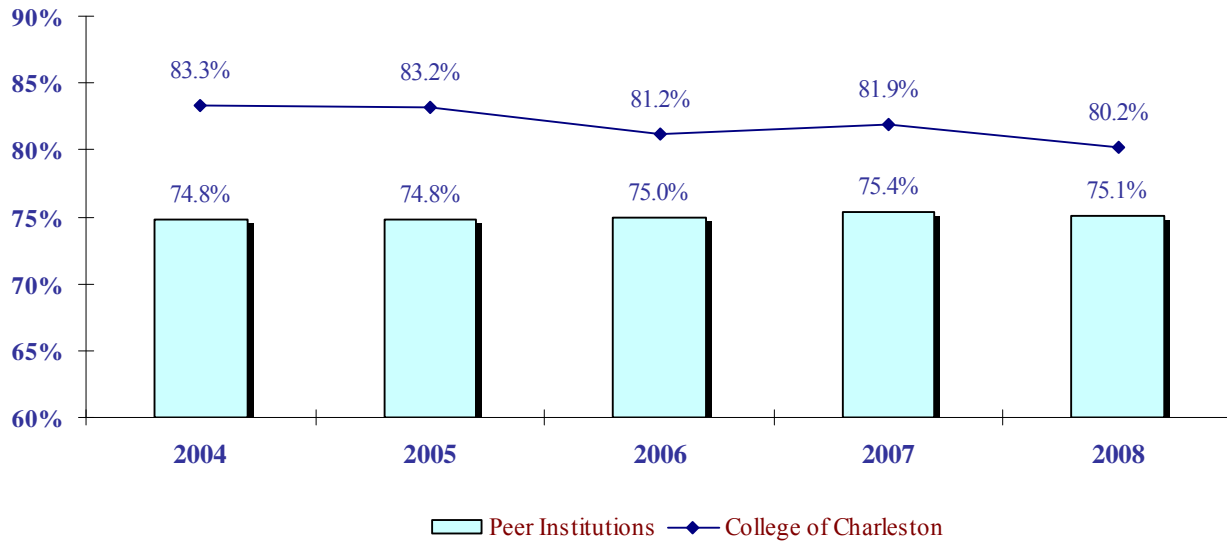
College of Charleston 2008-2009 Accountability Report

Graph 7.1-4

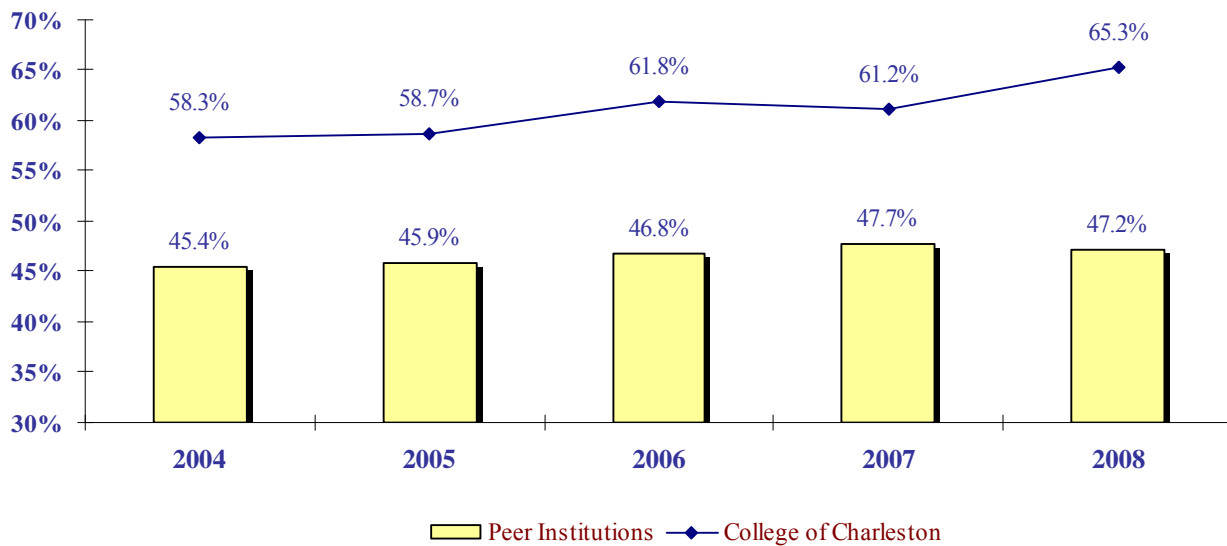
Minority Freshmen One-Year Retention Rate



College of Charleston 2008-2009 Accountability Report
Graph 7.1-5
Freshmen One-Year Retention Rate Comparison



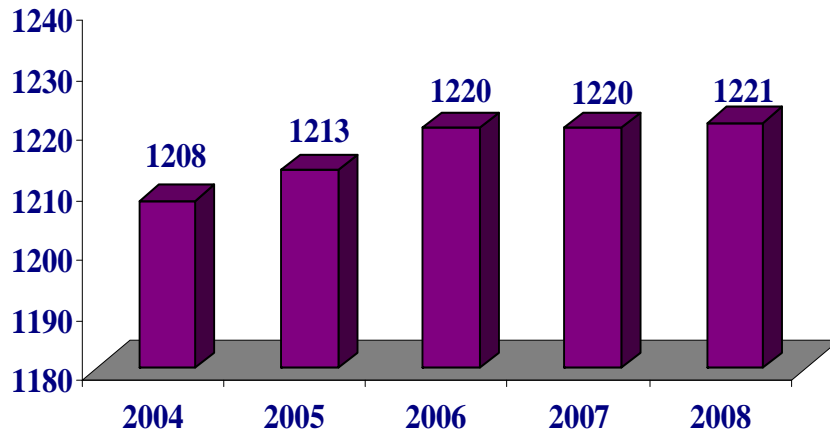
College of Charleston 2008-2009 Accountability Report
Graph 7.1-6
Freshmen Six-Year Graduation Rate Comparison



College of Charleston 2008-2009 Accountability Report

Graph 7.1-7

Average SAT Score of Entering Freshmen

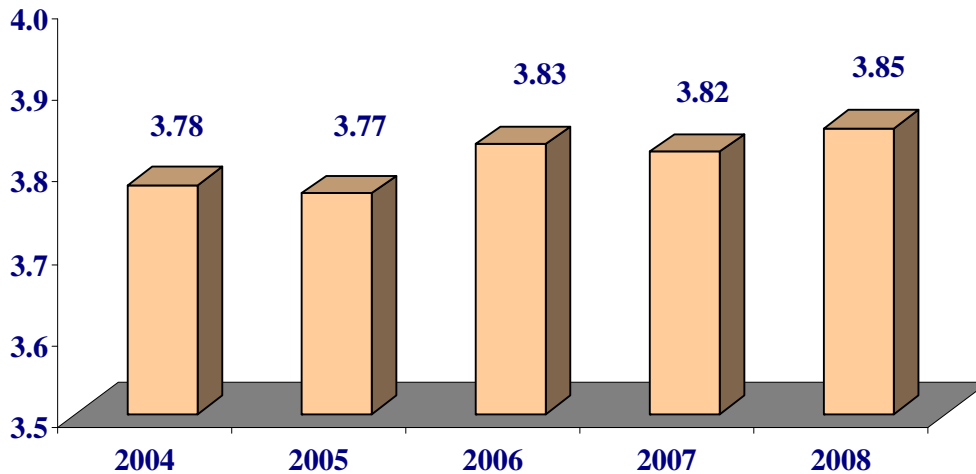


SAT Scores as reported to the SC CHE; does not include provisionally admitted freshmen.

College of Charleston 2008-2009 Accountability Report

Graph 7.1-8

Average High School GPA of Entering Freshmen



College of Charleston 2008-2009 Accountability Report

Table 7.1-10

Percent of Students Passing Praxis II Examinations

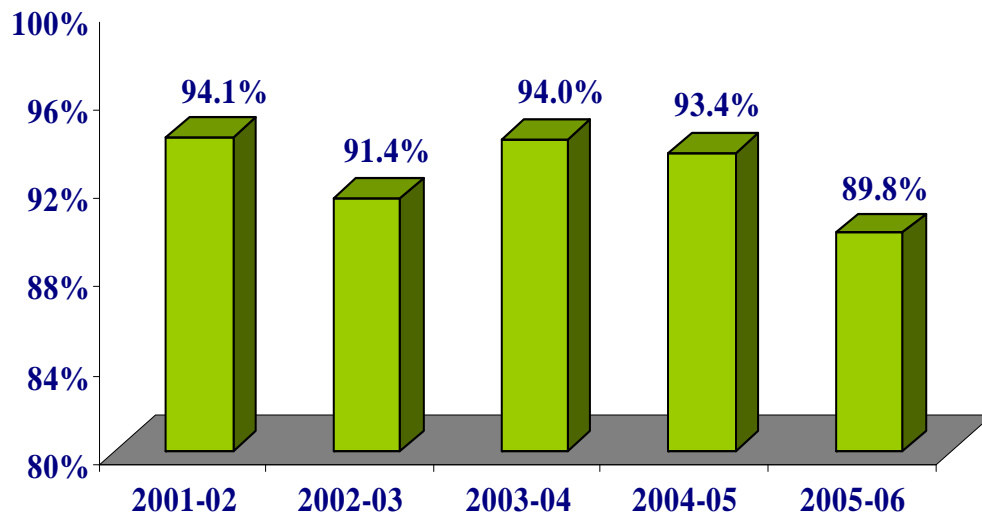
| | 2004-05 | 2005-06 | 2006-07 |
|-----------------------|----------------|----------------|----------------|
| SC State | 100.0% | 100.0% | 100.0% |
| Winthrop | 95.5% | 93.8% | 93.0% |
| College of Charleston | 94.2% | 94.1% | 92.9% |
| USC Upstate | 85.2% | 87.2% | 92.3% |
| USC Aiken | 92.6% | 79.5% | 89.5% |
| Fran Marion | 64.1% | 89.4% | 85.6% |
| Citadel | 80.2% | 85.8% | 85.4% |
| Coastal | 86.0% | 87.0% | 83.1% |
| Lander | 63.6% | 75.0% | 82.8% |

Source: S.C. Commission on Higher Education

College of Charleston 2008-2009 Accountability Report

Graph 7.2-1

Would choose the College of Charleston again: 1-Year Alumni Survey



College of Charleston 2008-2009 Accountability Report

Table 7.2-2

Alumni Satisfaction with Overall Academic Experience

| | Survey Response Rate | Number of Responses | Very Satisfied | Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Dissatisfied | Very Dissatisfied | Overall % Satisfied |
|-----------------------|----------------------|---------------------|----------------|-----------|--------------------|-----------------------|--------------|-------------------|---------------------|
| USC Beaufort | 8.0% | 6 | 66.7% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| USC Aiken | 24.0% | 132 | 37.0% | 48.8% | 10.2% | 2.4% | 0.0% | 1.6% | 96.0% |
| CofC | 13.0% | 252 | 46.7% | 46.7% | 5.4% | 0.8% | 0.4% | 0.0% | 98.8% |
| SC State | 27.0% | 151 | 26.5% | 66.2% | 5.3% | 1.3% | 0.7% | 0.0% | 98.0% |
| USC Columbia | 8.0% | 112 | 32.7% | 55.5% | 8.2% | 1.8% | 1.8% | 0.0% | 96.4% |
| Coastal | 13.0% | 91 | 45.1% | 46.2% | 7.7% | 0.0% | 1.1% | 0.0% | 99.0% |
| Citadel | 14.0% | 84 | 46.3% | 46.3% | 2.5% | 3.8% | 0.0% | 1.3% | 95.1% |
| Winthrop | 22.0% | 223 | 53.3% | 41.5% | 5.2% | 0.0% | 0.0% | 0.0% | 100.0% |
| Clemson | 9.0% | 169 | 43.8% | 48.5% | 6.5% | 0.0% | 0.0% | 1.2% | 98.8% |
| Lander Francis Marion | 11.0% | 47 | 47.2% | 43.5% | 6.5% | 2.2% | 2.2% | 0.6% | 97.2% |
| USC Upstate | 15.0% | 154 | 42.9% | 50.6% | 5.8% | 0.6% | 0.0% | 0.0% | 99.3% |
| USC Upstate | 14.0% | 99 | 44.4% | 38.4% | 13.1% | 3.0% | 0.0% | 1.0% | 95.9% |

Source: S.C. Commission on Higher Education

College of Charleston 2008-2009 Accountability Report

Table 7.3-1

Alumni Giving Rate of Top U.S. News Ranked Master's Institutions

| U.S. News Rank | Institution | 2007 Alumni Giving Percent | 2008 Alumni Giving Percent |
|----------------|--------------------------------------|----------------------------|----------------------------|
| 1 | Rollins College (FL) | 23% | 21% |
| 2 | Elon University (NC) | 25% | 22% |
| 2 | Stetson University (FL) | 24% | 21% |
| 4 | James Madison University (VA) * | 9% | 10% |
| 5 | The Citadel (SC) * | 28% | 28% |
| 5 | Loyola University New Orleans | 13% | 10% |
| | University of Mary Washington (VA) * | 24% | 22% |
| 7 | Mercer University (GA) | 10% | 9% |
| 8 | College of Charleston (SC) * | 16% | 11% |
| 9 | Appalachian State (NC)* | 12% | 11% |
| 9 | Belmont University (TN) | 9% | 26% |

* Denotes public institutions.

Source: U.S. News and World Report

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Table 7.3-2

State Appropriations per FTE

| | 2007-08 | Fall | 2007 | 2008-09 | Fall | 2008 |
|-----------------------|---------------|--------|----------|---------------|--------|----------|
| | Appropriation | FTE | Appr/FTE | Appropriation | FTE | Appr/FTE |
| Coastal | \$16,808,315 | 7,177 | \$2,342 | \$12,675,241 | 7,609 | \$1,666 |
| USC Beaufort | \$2,875,328 | 1,101 | \$2,611 | \$2,012,013 | 1,193 | \$1,687 |
| USC Upstate | \$14,558,165 | 4,451 | \$3,271 | \$44,187,479 | 4,546 | \$9,720 |
| College of Charleston | \$34,594,904 | 9,903 | \$3,493 | \$26,054,537 | 9,806 | \$2,657 |
| USC Aiken | \$11,196,080 | 2,711 | \$4,130 | \$8,513,797 | 2,730 | \$3,119 |
| Winthrop | \$23,480,584 | 5,360 | \$4,380 | \$17,838,919 | 5,363 | \$3,326 |
| Lander | \$10,937,937 | 2,177 | \$5,024 | \$8,310,088 | 2,377 | \$3,496 |
| Francis Marion | \$19,397,460 | 3,319 | \$5,845 | \$14,680,433 | 3,358 | \$4,372 |
| Citadel | \$16,287,740 | 3,063 | \$5,317 | \$12,347,148 | 3,107 | \$3,974 |
| SC State | \$24,386,739 | 4,644 | \$5,251 | \$18,065,137 | 4,358 | \$4,145 |
| Clemson | \$112,858,871 | 16,250 | \$6,945 | \$86,028,361 | 17,367 | \$4,954 |
| USC Columbia | \$183,772,439 | 23,991 | \$7,660 | \$140,045,699 | 25,077 | \$5,585 |

*Excludes MUSC and USC School of Medicine.

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Table 7.4-1

Average Faculty Salaries, 2008-09

| | Full Professors | | Assoc. Professors | | Asst. Professors | | Instructors | | All Faculty | |
|-----------------------|-----------------|------------|-------------------|------------|------------------|------------|-------------|------------|-------------|------------|
| | Number | Avg Salary | Number | Avg Salary | Number | Avg Salary | Number | Avg Salary | Number | Avg Salary |
| Clemson | 349 | \$105,954 | 249 | \$75,613 | 297 | \$67,717 | 3 | \$52,632 | 898 | \$84,716 |
| USC Columbia | 362 | \$115,338 | 371 | \$81,666 | 470 | \$72,105 | 162 | \$44,726 | 1365 | \$82,920 |
| MUSC | 82 | \$116,267 | 78 | \$88,572 | 59 | \$84,041 | 23 | \$62,856 | 242 | \$94,407 |
| Citadel | 59 | \$79,907 | 52 | \$67,693 | 62 | \$54,035 | 0 | \$0 | 173 | \$66,964 |
| Coastal | 48 | \$82,159 | 65 | \$67,679 | 117 | \$58,005 | 21 | \$44,910 | 251 | \$64,034 |
| College of Charleston | 124 | \$80,548 | 150 | \$65,407 | 164 | \$59,008 | 63 | \$47,792 | 501 | \$64,845 |
| Francis Marion | 61 | \$76,302 | 37 | \$60,470 | 86 | \$51,834 | 15 | \$46,744 | 199 | \$60,556 |
| Lander | 25 | \$53,330 | 28 | \$49,484 | 49 | \$34,919 | 24 | \$34,134 | 126 | \$41,659 |
| SC State | 39 | \$74,043 | 62 | \$64,714 | 91 | \$57,785 | 32 | \$43,715 | 224 | \$60,512 |
| USC Aiken | 30 | \$74,435 | 37 | \$59,896 | 42 | \$49,249 | 42 | \$42,440 | 151 | \$54,968 |
| USC Beaufort | 9 | \$69,571 | 15 | \$61,916 | 14 | \$51,807 | 15 | \$45,592 | 53 | \$55,926 |
| USC Upstate | 38 | \$74,038 | 38 | \$60,334 | 66 | \$52,181 | 72 | \$45,883 | 214 | \$55,391 |
| Winthrop University | 63 | \$75,968 | 100 | \$65,780 | 83 | \$53,895 | 46 | \$43,364 | 292 | \$61,068 |

Source: S.C. Commission on Higher Education

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Table 7.6-2

Duplication of Accreditation Table Submitted to the CHE

| ACCREDITING AGENCIES AND AREAS | Accreditable Program | Fully Accredited Program | Details on Program (if program not fully accredited-do not complete if fully accredited) | | | Date agency/area added to CHE List |
|---|--|---|---|---|-----------------------------------|------------------------------------|
| | | | Year program added at institution | Institution has chosen NOT to seek accreditation for this program | Accreditation Expected (if known) | |
| American Assembly of Collegiate Schools of Business - International Association for Management Education | | <i>An institution may be accredited by the AACSB or the ACBSP</i> | | | | |
| | Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management | 1 | 1 | | | |
| | Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting | 1 | 1 | | | |
| COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS | | | | | | |
| | Joint Review Committee - Athletic Training (JRC-AT) | 1 | 1 | | | 11/1999 |
| COMPUTING SCIENCE ACCREDITATION BOARD, INC. | | | | | | |
| | Computer Science (COMP) - Baccalaureate programs in computer science | 1 | 1 | | | |
| NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC | | | | | | |
| | Music (MUS) - Baccalaureate and graduate degree programs | 1 | 1 | | | |
| NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION | | | | | | |
| | Masters of Public Administration (MPA) | 1 | 1 | | | 7/2002 |
| NATIONAL ASSOCIATION OF SCHOOLS OF THEATER | | | | | | |
| | Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs | 1 | 0 | 1990 | | |
| NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION | | | | | | |
| | Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools | 1 | 1 | | | |