ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2006-07

FRANCIS MARION UNIVERSITY

September 2007

FRANCIS MARION UNIVERSITY

September 10, 2007

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

Dear Ms. Rhinehart:

Francis Marion University is pleased to submit the attached accountability report for Fiscal Year 2006-07. The report includes an executive summary, a profile of the University, and response to the Baldridge Criteria, Categories 1-7. The appendices include the University mission statement and a sample administrative evaluation survey form.

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

Sincerely,

Luther F. Carter
President

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SECTION I. EXECUTIVE SUMMARY

Mission and Values

Summary of Mission Statement[1]

The mission of Francis Marion University (FMU) is to make available excellent undergraduate education in Liberal Arts disciplines, Business, Education, and Nursing, as well as Masters degrees in professional programs in Business, Education, and Psychology.   In fulfilling its academic mission, the University promotes the economic, cultural, and educational development of the Pee Dee region and the state of South Carolina.

Values

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

Major Achievements of the Past Year

- Realized 1.7% increase in total enrollment from Fall 2005 to Fall 2006 while continuing to have the highest percentage of in-state students (95%) of all four-year public universities and colleges in South Carolina
- Opened Frank B. Lee Nursing Building; made possible by a grant from the Drs. Bruce and Lee Foundation
- Graduated first class of students in the FMU Bachelor of Science in Nursing program; expanded number of seats in each nursing class from 32 to 48
- Opened The Grille, a new student dining and recreational facility
- Constructed Phase II of the Forest Villas to make available 190 extra beds for residential students
- Continued work of the Center of Excellence for Teachers of Children of Poverty and expanded number of partner districts among area schools

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

- Provided office space and support services to the Northeastern Strategic Alliance, the Francis Marion Trail Commission, and the Pee Dee Land Trust
- Recognized cost savings by combining the Office of Communication Services and the Office of Community Relations under one administrative division
- Initiated degree program in Middle Level Education at the request of the South Carolina Department of Education
- Established minor and collateral in Gender Studies and a collateral in Nonprofit Management
- Hired Chief Information Officer to oversee campus technology issues
- Engaged in extensive preparation in anticipation of a reaffirmation visit by the Southern Association of Colleges and Schools (SACS) in Spring 2008
- Completed architectural and engineering plans for FMU Center for the Child; hired contractor to build facility
- Reviewed plans for new FMU Performing Arts Center; hired managing director for facility
- Updated and revised FMU Mission Statement; approved by faculty on November 28, 2006, and by the Board of Trustees on February 2, 2007

Key Strategic Goals for Present and Future Years

- Continue delivery and development of the achievements indicated above
- Successfully complete SACS reaffirmation process and initiate Quality Enhancement Plan
- Address the state nursing shortage by increasing the number of seats in the FMU nursing program
- Consolidate Academic Computing Services, Administrative Computing Services, and Instructional Technology component of Media Center into a centralized Campus Technology Unit
- Implement Rural Assistance Initiative to enhance community outreach and provide students with off campus learning opportunities
- Increase student quality by elimination of provisional acceptance program

Opportunities (•) *and Barriers* (o)
Students
- Value faculty as advisors because they are their primary/only source of information about college and professional careers
- Consistently rate faculty effectiveness between good and excellent
- Express high satisfaction with the General Education Program
- Value degrees as avenues to intellectual development and long-term professional advancement
- Ethnic and cultural diversity among students reflects the increasingly diverse world in which people must function
- o Use freshman and/or sophomore years to learn about college life and then transfer to a larger and/or more distant institution

- o High percentage of first-generation-college students

Alumni
- Core of alumni who are very supportive with time and finances
- Encourage potential students to attend FMU
- o Despite positive attitudes, have a low rate of involvement in formal alumni groups and activities; number of contributors is low

Faculty and Administration
- Tuition costs among the lowest in the state
- Low student/teacher ratio
- Low administrative/academic cost ratio
- Faculty expertise used to accomplish administrative functions
- Collegial relationship between faculty and administrators
- Strong administrative support for instructional technology
- Quality teaching and direct interaction with students
- Strong administrative support for professional development

Geographical Region and Local Community
- Positive relationship with business and cultural community
- Good attendance rate at frequently-scheduled public recitals, lectures, and forums on civic issues
- Good financial support from the community
- Community service by the faculty is valued by the University
- o Percentage of citizens who are college graduates is among the lowest in the state
- o Demographic characteristics rank low when compared to other regions of SC

Facilities
- Completed Phase II of Forest Villas Apartments
- Completed major renovation of Chapman Auditorium and installed new carpet in Founders Hall and Cauthen Educational Media Center
- Continued planning for Center for the Child and Center for the Performing Arts
- A Facilities Master Plan provides for the systematic implementation of new building and renovation projects in a manner that is fiscally sound and least disruptive to the ongoing activities of the University.

Use of Accountability Report to Improve Performance

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

SECTION II. ORGANIZATIONAL PROFILE

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

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

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

- State of South Carolina - With its large in-state enrollment, FMU primarily benefits the people of the state of South Carolina.
- FMU Students
  - Students benefit from baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, and psychology.
  - Almost 95% of FMU students come from South Carolina with approximately 55% from the Pee Dee Region.
  - The University also provides student life services to FMU students with over 1,300 students in residence halls or apartments on campus.
  - FMU offers continuing educational opportunities for persons already employed in the Pee Dee Region
- The FMU Board of Trustees - The FMU Board of Trustees is charged with responsibility for overseeing the University.
- FMU Faculty and Staff - The University provides employment to over 400 full-time employees with over $20 million paid out annually for personnel services.
- The Pee Dee Region and the State of South Carolina - The University serves the Pee Dee Region and the State of South Carolina.
  - FMU graduates impact the South Carolina economy with over 75% of graduates residing in the State (over 50% residing in the Pee Dee Region). The total University alumni base is approximately 15,000.
  - FMU is the largest supplier of classroom teachers in the Pee Dee Region.

3. *Operating location:*

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

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

   As of October 16, 2006:

Category	Number of Employees
Faculty - Full-time	*198*
Faculty - Part-time	*48*
Administration - with faculty rank	*14*
Administration - without faculty rank	*28*
Staff - Full-time	*225*
Staff - Part-time	*28*
Total	*541*

5. *Regulatory environment under which FMU operates:*

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

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

> The governing body of Francis Marion University is the Board of Trustees, which is by statute constituted as a body corporate and politic under the name of the Board of Trustees for Francis Marion University and is charged with responsibility for overseeing the University.
> The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University. The President relies on a management team comprised of the senior administrative officials of the University. Governance of the faculty includes a

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

7. *Key suppliers and partners:*

FMU Students
- Primarily from families in South Carolina and are the products of the state K-12 educational system.
  - Almost 95% of FMU students come from South Carolina. Of those, approximately 55% come from the Pee Dee Region. Top feeder counties providing new students for Fall 2006: Florence, Richland, and Darlington.
  - Top counties for students graduating in Spring 2007: Florence, Darlington, and Richland.

FMU Faculty
- The University faculty provide instruction to students. Classes are taught by professors, not graduate students.
- The student to faculty ratio is 17:1 and the average class size is 21. Therefore, faculty have the opportunity to better know their students than in larger classroom settings.

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

- 4-Year South Carolina Public Teaching Colleges and Universities
- Coker College, a private college in Hartsville, SC.

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

- FMU offers one of the lowest tuitions in the state for a 4-year public institution.
- Research indicates that students choose and remain at FMU due to the quality of the faculty, the student-faculty ratio, and the campus.
- FMU is in the process of phasing out the Comprehensive Achievement Program; a program that allows students who failed to meet admissions standards but showed academic promise to enter the institution in a probationary status.
- A plan is being implemented to provide additional time for student-faculty interaction.
- FMU is planning for Fall 2008 to increase the minimum GPA of incoming freshmen from 2.0 to 2.4.

- FMU has taken steps to increase on-campus housing options for students; Phase II of the Forest Villas will open in Fall 2007 with an additional 190 beds
- Plans for construction of the Center for the Child and a Performing Arts Center downtown are underway.

10. *Key strategic challenges (could include operational, human resource, financial, and community-related strategic challenges):*

- Increase student enrollment.
- Increase external funding.
- Improve student academic success rates.
- Increase the emphasis of career planning and job placement for all students of the University.
- Increase opportunities for student involvement with local business, governmental, and non-profit organizations.
- Increase opportunities for all students and faculty of the University to be aware of global issues and have international study/employment opportunities.
- Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality.
- Continue to build an excellent faculty and continue efforts to diversify faculty.
- Raise the quality, diversity, and visibility of athletic programs supported by the community.
- Enhance the University's image through an aggressive, focused marketing campaign.
- Develop the physical facilities, natural resources and infrastructure of the campus.
- Develop the technology on campus to address future needs of students, faculty, staff, and administrators.

11. *Performance improvement systems:*

The University's Institutional Effectiveness system uses a multi-faceted approach to ensure input and evaluation of all segments of the University and to allow for provision of information and data needed for development and implementation of the University's Strategic Plan and adherence to the University's Mission Statement.

- *Institutional Effectiveness Committee:* The committee recommends criterion-referenced assessment instruments for the evaluation of academic programs, academic support programs, and other areas where assessment is deemed appropriate.
    - *Planning Process:* Institutional Effectiveness is a component of the University's planning process. The Faculty's Institutional Effectiveness Committee reviews IE reports each year, provides an evaluation of the quality of the report, and makes suggestions for improving the value of the studies. The Office of Institutional Research maintains the reports and provides support for data collection, analysis, and measurement by the authors of the reports.

- *Office of Institutional Research:* Research design and data analysis in support of strategic planning and institutional assessment of effectiveness, including:
  - *Program Effectiveness Studies*: Faculty's Institutional Effectiveness Committee and the Office of Institutional Research. Each academic program carries out an in-depth evaluation of its success in meeting program goals and mission. Plans for modifications and/or changes in the program's goals and mission are made based upon the yearly findings.
  - *Performance Funding Criteria:* The State General Assembly passed Act 359 which outlined 37 criteria for performance in higher education. Each year the Office of Institutional Research compiles the information and data needed to assess the University's performance on each year's required criteria reports.
  - *Institutional Effectiveness Reports:* Following Section 59-101-350 of the SC Code of Laws, 1976, as amended, the University provides the Commission of Higher Education with a summary of selected institutional effectiveness reports annually and results of an alumni survey every three years.

12. Organizational Structure

FRANCIS MARION UNIVERSITY BOARD OF TRUSTEES

VP-Development/Foundation

Annual Fund
Capital Campaign
Planned Giving
Prospect Research
Grants Development

President
(3-Hour Teaching Load)

University Attorney
(3-Hour Teaching Load)

Athletics Department

Men's Intercollegiate Sports
Women's Intercollegiate Sports
Sports Medicine
Compliance/Academic Support
Media Relations

Provost
(3-Hour Teaching Load)

VP-Business Affairs
(3-Hour Teaching Load)

VP-Student Affairs
(3-Hour Teaching Load)

VP-Administration
(3-Hour Teaching Load)

VP-Public & Community Affairs

College of Liberal Arts

Biology
Chemistry
Physics
English, Modern
 Lang. & Philosophy
Fine Arts
History
Mass Communication
Mathematics
Nursing
Political Science &
 Geography
Psychology
Sociology

School of Business

School of Education

Library

Circulation
Reference/Serials
Systems
Technical Services

Enrollment Management

Admissions
Financial Assistance
Orientation/Provisional
 Programs
Registrar

Financial Services

Accounting

Facilities Management

Building Maint.
Engineering
Plants Projects
Warehouse

Custodial Serv.
Grounds Maint.
Materials Serv.
Motor Pool

University Auditor

Contract Management

Purchasing

Campus Police

Auxiliary Services

Dining Services
Housing
Bookstore

Student Life

Housing & Residence Life

Student Health Services

Counseling & Testing

Multicultural Affairs

Career Development

University Center & Campus Recreation

Student Media

International Student Affairs

Human Resources

Computing Services

Academic Computing
Administrative Computing

Inventory
Payroll
Telecommunications

Institutional Research

Affirmative Action

Community Relations

Alumni Affairs
Legislative Affairs
Local Government
 Access Channel
Special Events

Public Affairs

Mail Center
News Service
Printing Department
Publications

13. *Appropriations and Expenditures Chart:*

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 22,057,041	$ 10,217,022	$ 25,447,674	$ 10,620,072	$ 25,820,788	$ 10,999,846
Other Operating	$ 14,457,883	$ -	$ 13,155,290		$ 14,715,097	
Special Items	$ 1,794,178	$ 1,794,178	$ 2,479,178	$ 2,479,178	$ 4,448,031	$ 4,448,031
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 5,799,121	$ 2,647,481	$ 6,709,173	$ 2,835,332	$ 6,653,491	$ 2,934,153
Non-recurring						
Total	$ 44,108,223	$ 14,658,681	$ 47,791,315	$ 15,934,582	$ 51,637,407	$ 18,382,030

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	$ 2,000,000	$ 7,000,000
Capital Reserve Funds	$ 1,500,000	
Bonds		

14. *Major Program Areas Chart*

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures		FY 06-07 Budget Expenditures		Key Cross References for Financial Results*
I. Educational & General	Instruction, Nursing, and Academic Support	**State:** 14,712,288.00 **Federal:** 0.00 **Other:** 6,320,877.00 **Total:** 21,033,165.00 **% of Total Budget:**		**State:** 15,934,582.00 **Federal:** 0.00 **Other:** 7,317,711.00 **Total:** 23,252,293.00 **% of Total Budget:**	48%	49%	7.1.1; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 7.1.6 7.2.2; 7.2.3; 7.2.4 7.3.1; 7.3.3 7.4.1; 7.4.2; 7.5.1
I. Educational & General	Student Services	**State:** 0.00 **Federal:** 0.00 **Other:** 4,185,520.00 **Total:** 4,185,520.00 **% of Total Budget:** 10%		**State:** 0.00 **Federal:** 0.00 **Other:** 4,631,541.00 **Total:** 4,631,541.00 **% of Total Budget:** 10%		7.1.7 7.2.1 7.2.5
I. Educational & General	Institutional Support & Facilities Maintenance	**State:** 0.00 **Federal:** 0.00 **Other:** 11,973,481.00 **Total:** 11,973,481.00 **% of Total Budget:** 27%		**State:** 0.00 **Federal:** 0.00 **Other:** 12,555,319.00 **Total:** 12,555,319.00 **% of Total Budget:** 26%		7.3.4
I. Educational & General	Scholarships	**State:** 0.00 **Federal:** 4,820,847.00 **Other:** 416,538.00 **Total:** 5,237,385.00 **% of Total Budget:** 12%		**State:** 0.00 **Federal:** 4,794,552.00 **Other:** 1,056,655.00 **Total:** 5,851,207.00 **% of Total Budget:** 12%		7.3.2
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**		**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**		

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

Remainder of Expenditures: Research, Public Service, Auxiliaries, Below the Line and Flow Through Funds. Construction projects are omitted.	**State:** 666,147.00 **Federal:** 109,764.00 **Other:** 902,761.00 **Total:** 1,678,672.00 **% of Total Budget:** 3%	**State:** 0.00 **Federal:** 128,739.00 **Other:** 1,372,216.00 **Total:** 1,500,955.00 **% of Total Budget:** 3%

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

SECTION III. BALDRIDGE CRITERIA

Category 1. Leadership

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

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

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

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

The Division of Administration, headed by the Vice President for Administration, comprises the Office of Human Resources, Academic and Administrative Computing Services, Institutional Research, planning, institutional effectiveness, instructional and information technology, payroll and inventory, and affirmative action.

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

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

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

Category 2. Strategic Planning

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

Strategic planning at Francis Marion University is a multi-faceted process. Individual offices and departments are encouraged to create and maintain unit-level strategic plans while also participating in the development of the university-wide strategic plan. Within the academic affairs division, strategic plans exist for the College of Liberal Arts, the School of Education, and the School of Business. Individual departments are also active in the strategic planning process. As a case in point, the newly created FMU Department of Nursing is now in the input phase of the planning process with the goal of producing a completed plan by the end of the year.

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

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

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

Strategic Goals and Objectives

#	Supported Agency Strategic Planning Goal/Objective	Related FY 06-07 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
1	Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality	• Continue all program effectiveness reports • Establish new Bachelor of Science in Nursing program • Task University Accreditation Committee with coordinating accreditation efforts	7.1.3 (30) 7.1.4 (31) 7.2.3 (34) 7.2.2 (34) 7.5.1 (43)
2	Improve student academic success rates.	• Raise admission standards for students entering Fall 2006	7.1.1 (28) 7.1.3 (30)
3	Continue to build an excellent faculty.	• Continue mentoring system for new faculty • Continue to address salary compression and related issues	7.1.5 (31) 7.4.2 (42)
4	Increase opportunities for students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.	• Develop Quality Enhancement Plan (QEP) that focuses on nontraditional learning opportunities for students	7.1.6 (32)
5	Develop the technology on campus to address future needs of students, faculty, staff and administrators.	• Follow priorities identified by Information Technology Committee	7.1.7 (32) 7.4.1 (41)
6	Maintain investment in information resources and educational support services.	• Update resources of Rogers Library, Media Center, Writing Center, and Tutoring Center	7.1.7 (32) 7.4.1 (41)
7	Increase student enrollment and retention	• Develop plan to get alumni more actively involved in recruitment activities	7.2.3 (34) 7.2.4 (35)
8	Increase external funding.	• Continue to support Capital Campaign (2001 to present)	7.3.3 (39)
9	Increase opportunities for student involvement within the business, governmental, and public organizations within the local community.	• Develop QEP that focuses on nontraditional learning opportunities for students	7.1.6 (32) 7.2.1 (33)
10	Emphasize career planning and job placement for all students.	• Continue to support efforts by Office of Career Development • Use QEP to help students clarify educational and career goals	7.2.1 (33) 7.2.5 (36)
11	Raise the quality, diversity and visibility of athletic programs supported by the community.	• Review the appropriateness of divisional classifications	
12	Develop the physical facilities, natural resources and infrastructure of the campus.	• Complete construction of Phase II Forest Villas (to be opened in Fall 2007) • Plan for construction of Center for the Child and Performing Arts Center	7.1.7 (32) 7.3.4 (40)
13	Enhance the University's image through an aggressive, focused marketing campaign.	• Promote success of graduates and faculty achievements • Market campus activities to the public	7.2.2 (34) 7.2.3 (34) 7.2.4 (35)

Category 3. Student, Stakeholder, and Market Focus

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

Almost 95% of FMU students are from South Carolina and approximately 55% come from the Pee Dee region. Recruiting efforts are conducted throughout the state with admissions counselors attending college fairs both high school and two-year colleges across South Carolina as well as select fairs in North Carolina and Georgia. Based on past out-of-state enrollment, the Admissions staff travels to larger comprehensive fairs in Ohio, Maryland, Virginia, and New York. Private visits to high schools are also made where admissions counselors meet with guidance counselors and students with attention given to historically top feeder high schools.

Plans for new academic programs are driven by a combination of formal needs assessments, student surveys, faculty knowledge of trends in education and business, and advisory groups that include community stakeholders. In 2006-07, a degree program in Middle Level Education was approved by the faculty and authorized by the Commission on Higher Education. A minor and collateral in Gender Studies was also added to the catalog, as was an interdisciplinary collateral in Nonprofit Management.

The FMU Department of Nursing continues to receive requests for more baccalaureate trained nurses for the Pee Dee region. In response to these calls from area hospitals and members of the Health Sciences Advisory Committee, the department expanded the number of seats in each entering nursing class from 32 to 48. Additional expansion is possible in coming years. In addition, the department is currently reviewing plans for an RN to BSN track that would help increase the supply of baccalaureate trained nurses in the Pee Dee region and in the state of South Carolina.

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

Survey instruments used by the University include the Student Rating Form which affords students of each course the opportunity to evaluate their instructor, instructor availability, the academic course, and the grading for the course. An Exit Survey is given to students in each graduating class. The Alumni Survey is on a three year cycle; every three years students who graduated the previous year and those who graduated three years prior are surveyed. The University has begun use of the National Survey for Student Engagement to provide detailed information on all aspects of student educational experiences and university life. These data allow for comparison with peer, group and national norms.

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

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

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

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

Results of the Student Rating form are shared with the instructor and chair of the academic department. Aggregate data is forwarded to the University Provost. This information can be used as part of the annual evaluation of the faculty member. An Exit Survey is given to students in each graduating class.

The Alumni Survey is also on a three year cycle; every three years students who graduated the previous year and those who graduated three years prior are surveyed. The summary results from this survey are sent to the Commission on Higher Education and made available to the senior staff and academic chairs.

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

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

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

Prospective students and their guests who visit Francis Marion University are provided Open House and Campus Tour Evaluations. The Admissions staff reviews the evaluations and the programs and if warranted makes changes to the programs based on student and family feedback. New students and their guests can evaluate the Orientation program through Orientation Evaluations. These evaluations are reviewed by the Orientation Committee and if necessary, changes are made to improve the program.

The Student Rating form is a primary tool in evaluating student satisfaction regarding their instructors, the availability of instructors, the academic course, and the grading for the course. With a faculty-student ratio of approximately 1 to 17 and average class size of approximately 21, students have access to their professors to raise concerns. Academic advising is performed primarily by faculty members which provides another opportunity for students to communicate questions and concerns.

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

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

The University Admissions Office seeks to build positive relationships with potential students, their parents, two-year college advisors, and high school guidance counselors. Various means of recruiting include College Fairs, local Getting Ready for College Presentations, and private visits to high schools and two-year colleges. Seven guidance counselor breakfasts are held throughout the state in an attempt to build relationships with high school guidance counselors. Four open houses are held during the year to provide information to prospective students and their parents. Campus tours are available daily Monday-Friday and some Saturdays. To provide ongoing contact with prospective students, specialized recruiting software provides guidance for timing of mailings and contacts. The University's Financial Assistance office provides Financial Assistance workshops at various schools upon request.

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

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

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

The Office of Alumni Affairs seeks to build relationships with alumni and serves as the liaison among graduates and the University community. The Alumni Office strives to involve alumni in the promotion, advancement and support of the University's mission by providing opportunities for service and fellowship through a variety of activities, correspondence and publications. Alumni events include Homecoming, the Alumni Member Appreciation Dinner, and the FMU Foundation/Alumni Golf Tournament, regional alumni gatherings throughout the state, and departmental alumni receptions. The Outstanding Alumni Award is given annually. The School of Business has an annual Alumni Breakfast and the School of Education has an Alumni Reception during which outstanding graduates are recognized. In 2006-07, two new alumni events were organized for Biology and Psychology alumni. All Alumni receive a quarterly newsletter/magazine which provides updates regarding University developments and allows alumni to provide small updates about themselves within the publication. An alumni directory is accessible on the University website. An online community has also been established.

The Office of Community Relations seeks to build relationships with the community and our external constituencies: friends, parents, donors, prospective donors, community leaders, business and industry, local and state government, non-profit groups, etc. The campus has hosted the annual Art's Alive festival for 30 years, and has been home for the community's International Festival for the last 9 years. The University also provides art exhibits, Artist Series, Lecture Series, planetarium and observatory shows, and student performances in music and theatre, all of which are open to the public. In 2006, the first annual Pee Dee Fiction Festival was organized and hosted on the campus.

Category 4. Measurement, Analysis, and Knowledge Management

4. 1. Determination of measures

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

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

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

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

4.2. Key measures

The University measures program effectiveness with a variety of methods consistent with best practices for assessment in higher education. The primary measures are demographic characteristics of the student body, student performance, and program evaluation by students, internal and external measures of learning, and student and alumni surveys on the major factors dealing with faculty and program efficacy, and data from comparable academic institutions. All of these measures ensure that the faculty and administration offer valid instruction in majors and programs offered by the University. Students respond to a Course Evaluation survey in each of their courses. The survey evaluates the efficacy of the course instructor, appropriateness of the stated goals of the course, assigned textbook, grading and availability of faculty. In order to expand assessment of the University's general education goals the faculty adopted internal and

external measures. The external measures are the Measure of Academic Proficiency and Progress (MAPP) from ETS and the National Survey of Student Involvement (NSSE). These measures provide a way to compare our student performance and experience with representative normative samples. The faculty developed measures to assess skills in scientific thinking, public speaking, writing, computer literacy, and mathematical thinking. These measures are discipline specific and provide an in-house means of assessing progress toward general education goals involving specific knowledge and skills. Finally, graduating seniors are surveyed on the adequacy of their education in the eleven general education goal areas and the faculty rated readiness for upper-level courses in attitudes and understanding specified in five of the general education goals.

4.3. Data quality, reliability, availability

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

4.4. Using data/information in decision making

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

4.5. Comparative data use

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

4.6. Management organizational knowledge/best practices

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

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

Category 5. Faculty and Staff Focus

1. *How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?*

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

> Academic Affairs
>   Registrar, *ex officio*
> Academic Support
>   Director of the Media Center & Director of Facilities Management, *ex officio*
> Admissions, Advising, and Retention
>   Associate Provost for Enrollment Management; Director of Admissions;
>   Registrar
> Budget Review and Planning

Provost; Vice-President for Administration; Vice President for Business Affairs (chair); Vice-President for Student Affairs

Information Technology

Director of the Academic Computer Center; Director of Administrative Computing Services, *ex officio*

The Chair of the Faculty is a member of the senior staff who meet weekly, as a group, with the President. Senior administrative officers encourage communication within and between their areas. Increasingly there are opportunities for faculty, staff, and members of the University Board of Trustees to interact socially (e.g., cookouts; awards events; annual Christmas Party).

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

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

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

The governance process at FMU is designed to facilitate interaction between administrative and academic units (see attachment 1). The Faculty Senate Executive Committee, the President, and the Provost meet monthly. Faculty participate in department/school meetings, faculty senate meetings, and general faculty meetings. Senior staff members meet with supervisors within their departments.

4. *How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?*

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

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

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

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

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

Each newly-hired faculty member, regardless of years of experience, is assigned a faculty mentor and attends a New-Faculty Orientation Session at the beginning of their first year at FMU.

Faculty consult with their mentors and deans/chairs concerning professional development on a continuing basis. The needs of the school or department are also considered in these consultations.

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

A Human Resources staff member coordinates the professional development program for staff. Each staff member may take three days of professional leave annually. Development opportunities are posted on the FMU website and distributed to supervisors. Particularly relevant opportunities are also sent by e-mail. The Vice President for Administration, who reviews the EPMS evaluation for each staff member, notes any training or development needs cited by a rater and takes appropriate action to address the need.

Each year faculty and/or staff attend the *Executive Institute Training Program* sponsored by the SC Budget and Control Board. Female faculty and staff participate in the *SC Women in Higher Education* which promotes leadership and professional development.

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

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

FMU acknowledges as its primary purpose: "to make available excellent undergraduate education in the liberal arts and selected professional program.**"** Additionally, "the University also attempts to serve the needs of Florence and the surrounding area in ways beyond formal education." (*FMU Mission Statement*)

This commitment to excellence in education and service is transmitted in many public mediums by various members of the University, and it serves to motivate faculty and staff to reach their full potential. The mission statement reflects input from members of the staff, faculty, and Board of Trustees and was approved by the faculty and Board of Trustees. All groups are vested in accomplishing the mission and strive to do their best.

Excellence in service is publicly rewarded for faculty and staff. The following recognitions are given annually with cash awards:
  o Faculty: Distinguished Professor
  o Faculty: Outstanding Service
  o Faculty: Outstanding Scholarship/Research
  o Faculty: Outstanding Teaching
  o Staff: Outstanding Service (Facilities, Grounds, and Custodial)
  o Staff: Outstanding Service (Academic Administration and Support)

Faculty with outstanding records of scholarship and research may be recognized as a Board of Trustees Research Scholar. Recipients receive a research stipend and reassigned time for a portion of their teaching load.

Portraits of the Distinguished Professors and picture plaques of the Trustees Scholars hang in two halls of the administration building. Name plates of the recipients of the staff Outstanding Service Award are placed on a plaque which hangs in the administration building. The pictures of the current recipients are placed on the plaque.

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

The governance structure provides for extensive interaction between the faculty and administration. Each year all faculty are given the opportunity to complete an anonymous evaluation of their chair/dean, the Provost, and the President. The evaluation process and the statistical analyses are supervised by the Faculty Senate Executive Committee. Each administrator receives his/her evaluation summary data. The person to

whom the administrator reports also receives a copy of the summary data (i.e., chairs/deans to the Provost; Provost to the President; President to the Chair of the Board of Trustees).

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

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

9. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement? (see also the response to Question 6).

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

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

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

The university safety coordinator works closely with all supervisors to ensure that safety standards are known and followed. Safety audits are conducted by an external investigator who is invited by the university; the Campus Police Department; and federal and state inspectors. Cardiac defibrillators are located at seven sites on campus. Florence County EMS has a 24 hour ambulance substation located in the campus housing area.

An *Emergency Preparedness Plan* is reviewed and distributed annually.

A smoking policy which substantially limits the area on campus where smoking is allowed was implemented in August 2006. The Benefits Coordinator in Human Resources arranges for workshops to occur on campus which deal with health issues. The coordinator also announces health-related events occurring within the community.

Category 6. Process Management

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

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

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

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

Organizational knowledge, new technology and cost controls (as they pertain to curriculum and educational programs) are the responsibility of faculty working within discipline-related units. Cycle time is largely determined by demands of the annual calendar. The faculty committee on Instructional Technology is responsible for helping the faculty as a whole remain current in its use of technology. The Chief Information Officer (CIO) coordinates all campus computer operations. Academic uses of computing are the responsibility of the Office of Academic Computing under the supervision of the CIO. Increasingly, individual schools and departments take some responsibility for their computer labs and facilities. Academic Computing and Administrative Computing come under the purview of the Vice President for Administration and the CIO.

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

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

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

Category 7. Organizational Performance Results

7.1 Student Learning Results

The University has several ways to assess student learning in addition to the required in-class measures of academic achievement. First, students enrolled in our teaching training programs are required to take both the Principles of Learning and Teaching and Specialty Area sections of the PRAXIS II Examination. These scores are required for state teacher certification and by Title II of the Higher Education Reauthorization Act. As shown in Table 7.1.1, our education majors continued to have the expected pass rate on all levels of the Principles of Learning and Teaching and Specialty Area Sections of the PRAXIS II.

Table 7.1.1
Praxis II Scores

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	4/1/2006-3/31/2007	85	69	81
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	4/1/2006-3/31/2007	3	3	100
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	4/1/2006-3/31/2007	26	23	88
PRAXIS SERIES II: SPECIALTY AREA TESTS	4/1/2006-3/31/2007	118	101	86

Those students seeking admission to law schools, medical schools, master's programs in business or graduate programs in other disciplines are required to take admission tests. The four major exams used for admission are the Law School Admission Test (LSAT), the Medical College Admissions Test (MCAT), the Graduate Management Admissions Test (GMAT), and the Graduate Record Exam (GRE). The GRE also measures skills in Analytical Writing (AW). In order to compare our students with the national averages and compare performance across areas, a percent of national mean was computed (FMU mean divided by national mean). With this measure a score of 1.0 indicates our mean was identical to the national mean, a score of .85 suggests our mean was within 85 percent of the national average. As seen in Figure 7.1.2 our students are within 80 percent or more of the national average on the common admissions tests. In light of the inclusive admissions policy of the University, scoring at this level is strong evidence for the soundness of our students' learning. Given industry's concerns over the ability of college graduates to write, it is of particular interest that our students perform at the national average on the GRE's Analytical Writing section.

Figure 7.1.2
Graduate Admission Scores
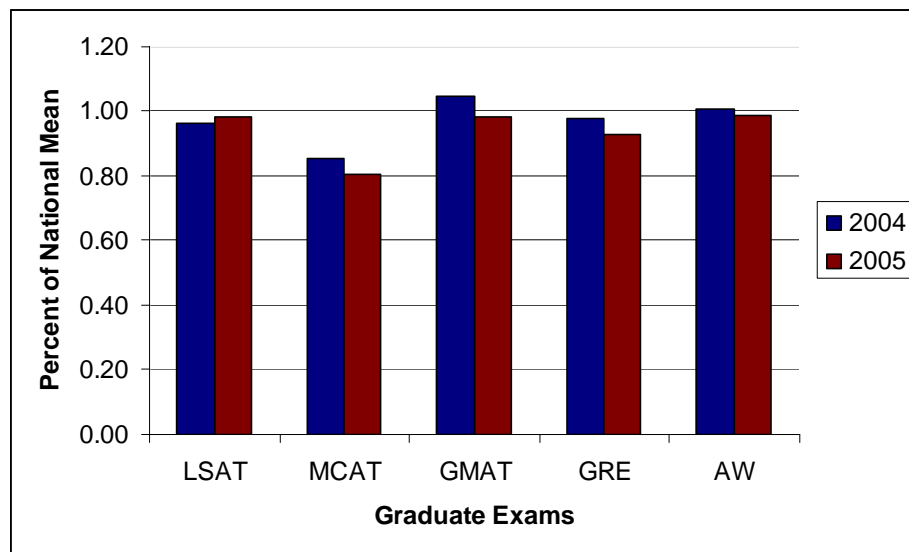
National Survey of Student Engagement

The University began participation in the National Survey of Student Engagement (NSSE) program which is intended to provide information for planning by all segments of the university and to provide benchmark comparisons with representative samples from academic peer institutions. Responses of our students are compared with peer groups that are composed of three distinct samples of colleges. The selected peer group consisted of 12 colleges from the southeast that were most comparable to our demographics and detailed Carnegie classification. The Carnegie comparison peers

consisted of those colleges in the entire NSSE sample for 2006 which belonged to our major Carnegie groupings. Finally, comparisons were made with the entire NSSE sample. A stratified random sample of freshmen and seniors was constructed by NSSE and used in the survey of our students. The findings for each of the major areas covered by NSSE are detailed below.   The recently received results from the NSSE 2007 study are under review, but initial analysis shows no negative changes from the data presented below.

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

There were no significant differences in the perceived degree of Academic Challenge between FMU and any of the comparison peers with one exception. The degree of Academic Challenge for the freshmen was slightly lower than the full NSSE sample (49.2 versus 51.8, $p<.05$, $d = -.19$). We can say with some confidence that our students do not view our programs as any less demanding than those of other colleges. It is pleasing to see the perceived academic demands do increase from the freshmen to senior samples (49.2 versus 53.9). Summary statistics:

Table 7.1.3
NSSE: Degree of Academic Challenge

Francis Marion University compared with:

	FMU	Selected			Carnegie			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	49.2	50.6			51.0			51.8	*	-.19
Senior	53.9	55.2			55.6			55.8		

* p<.05

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

Our seniors do not differ in the perceived amount of active and collaborative learning from those of any of our comparison peer groups. Essentially, our seniors see themselves as being as actively involved within, and outside of the classroom, in their learning as do those at comparable colleges. However, our freshmen do not see themselves as being as actively involved as do those students in our three comparison groups. Thus, we see a

meaningful shift from a more passive form of learning from the freshmen to senior year that might merit further investigation. One hypothesis relates to our general education requirements. Our peers may not require as many basic level skill courses as FMU, especially in mathematics and science. Such courses typically do require less active questioning and "exploration" than courses with more latitude for opinion and individual conclusions.

Table 7.1.4
NSSE: Perceptions of Learning

	FMU	Selected			Carnegie			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	35.9	42.9	***	-.42	41.6	***	-.35	41.3	***	-.34
Senior	50.9	53.4			51.4			50.4		

*** $p < .001$

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

These findings reflect what has long been one of the trademarks for the University: faculty-student involvement. One would not expect freshmen to become heavily involved in active relationships with their professor and that is not found. Nor are our freshmen less involved than any of our peer groups. Our seniors are significantly more involved with their faculty than our Carnegie and NSSE comparison groups and almost significantly higher than our selected peers. This is an important finding that validates one of characteristics of the University that we claim. In fact, when you examine the individual item evaluating quality of academic advising, our mean (3.17) is significantly higher than that of our selected (2.82), Carnegie (2.83), and NSSE (2.82) peers, *p's* < .001, *d's* >.36.

Table 7.1.5
NSSE: Student-Faculty Interaction

	FMU	Selected			Carnegie			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	31.1	33.0			32.2			32.1		
Senior	45.9	42.3			41.2	*	.23	41.3	*	.22

* $p < .05$

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

As shown in this body of data our seniors experience the same level of extra-curricular experiences as all of our comparison groups; however, the actual level is obviously very low. Yet, our freshmen do show a significant deficit in these areas compared to all three of our comparison groups with a moderately strong effect size. This finding for freshmen, and the low level for seniors, is supportive of our tentative Quality Enhancement Plan.

Table 7.1.6
NSSE: Complementary Learning Experiences

	FMU	Selected			Carnegie			NSSE 2006		
Class	*Mean*[a]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]
First-Year	22.6	27.2	***	.35	25.8	**	-.25	26.7	***	-.32
Senior	37.7	38.6			38.2			39.9		

p < .001

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

Our freshmen's perception of the quality of support the University provides is no different from that experienced by other students in our comparison groups. Our seniors, however, see our University as far more supportive of their academic and non-academic efforts than all of our comparison groups. This is another finding in which we can take pride and use to build upon in our future planning and development.

Table 7.1.7
NSSE: Campus Environment

	FMU	Selected			Carnegie			NSSE 2006		
Class	*Mean*[a]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]	*Mean*[a]	*Sig*[b]	*Effect Size*[c]
First-Year	59.1	58.5			59.3			59.1		
Senior	63.1	57.5	**	29	57.3	**	.31	56.4	***	.35

**p<.01; ***p<.001

7.2 Student and Stakeholder Focused Results

Student enrollment in post-graduate study provides a measure of the added value of a degree from the University and of the future value of a graduate to the state. In the 2006-2007 graduating classes a majority were planning on seeking additional education at the master's or doctoral level. Eight percent of all graduates seeking a master's degree had already been accepted into master's degree programs and of those seeking a doctoral degree almost two percent had already been accepted into doctoral programs. Additionally, we found that over 35 percent of our graduates already had full-time employment at the time of graduation and of those, over 80 percent had jobs that were related to their academic major. The strong linkage of major to employment is evidence of the focused nature of the University's programs.

Table 7.2.1
Plans at Time of Graduation for Employment and Further Education

	Percent
Seeking Master's Degree	43.1
Seeking Doctoral, LLD, MD, etc.	11.5
Seeking Additional Undergraduate Courses	10.5
Offered Full-time Employment Prior to Graduation	36.8
Anticipating Employment within 6 months	30.9

The University carries out an alumni survey every three years which allows the University to assess alumni evaluations of their experiences and allows for comparisons with results from our peer institutes. As can be seen in Figure 7.2.2, our alumni rate the overall value of their experiences, the quality of their major, the instruction in their major, the quality of the general education curriculum, and instruction in the general education curriculum very highly and in all cases our ratings were as high as, or higher, than those of our peers. As shown in Table 7.2.3, these same questions are asked of our graduating seniors and the results are as high as those of our alumni.

Figure 7.2.2
Comparison of Alumni Survey Ratings for
FMU and State Teaching Colleges
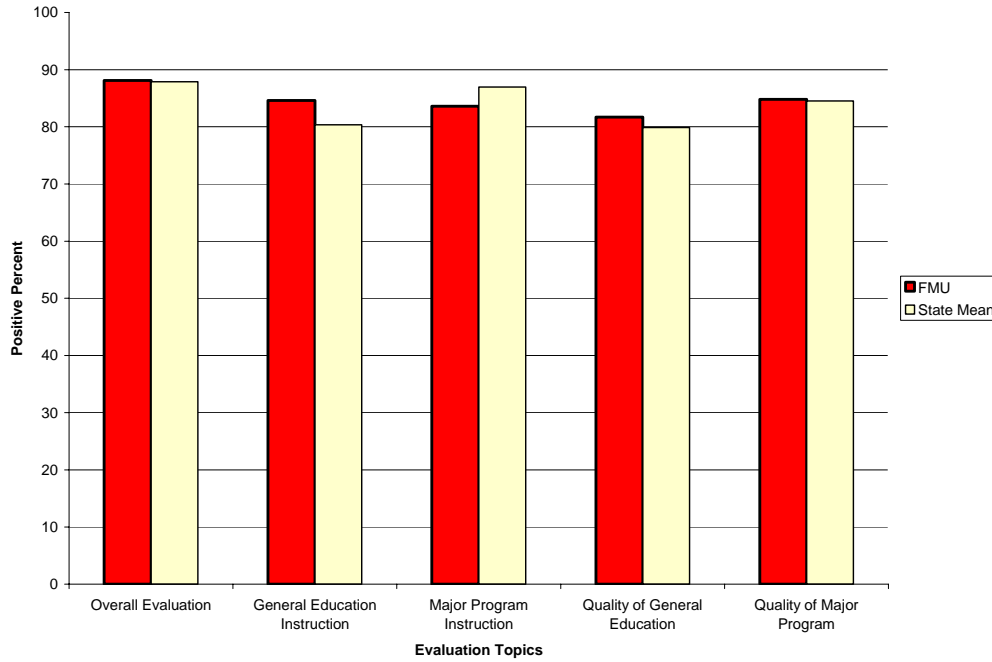
Table 7.2.3
Mean Ratings of Academic Programs by Graduating Seniors

Question	2005	2006	2007
Major Program	5.54	5.40	5.53
Major Instruction	5.50	5.36	5.43
General Education	5.19	5.09	5.20
Gen Ed Instruction	5.24	5.14	5.24
Overall Academics	5.44	5.35	5.48
Overall Experience	5.48	5.35	5.50

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

All academic areas are rated significantly higher than the preset benchmark of 4.0. (all *t's* > 20, *p's* <.001). As is shown in Figure 7.2.4, our students are more than satisfied with their experiences at the University. Results from the 2003-2005 alumni surveys from other colleges will not be available for comparison until next spring. Given our findings, we do not anticipate any change in our standing among teaching colleges.

Figure 7.2.4
Student Satisfaction
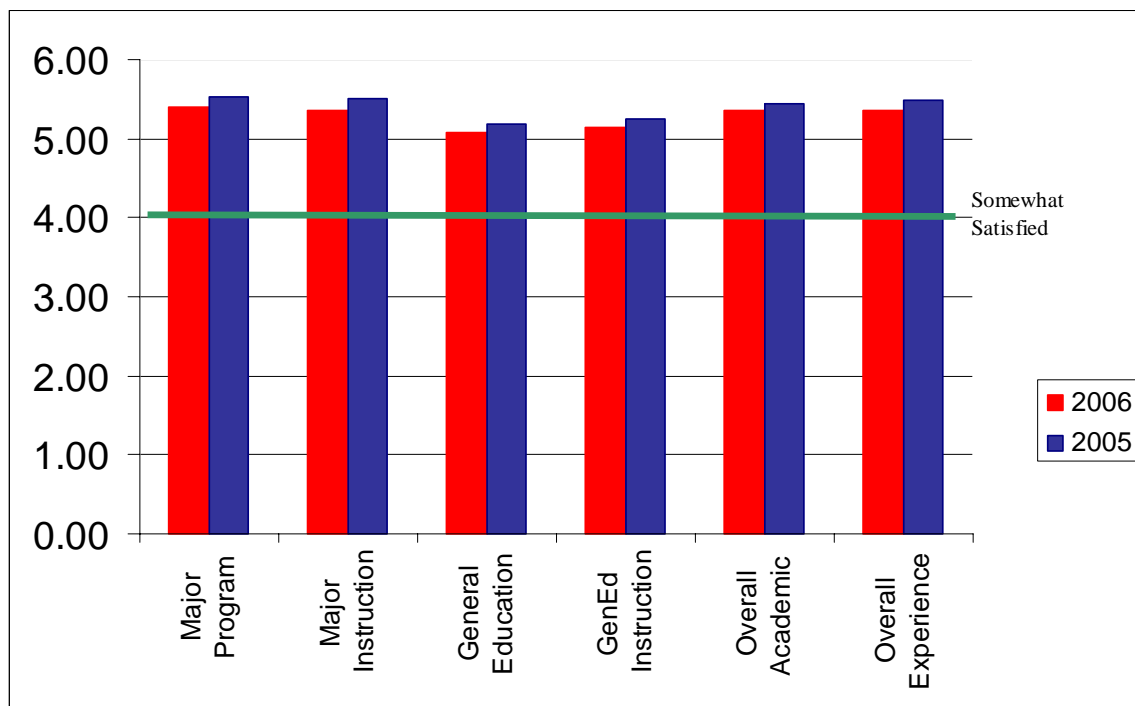
The University evaluates the quality and use of all services provided to our students. Table 7.2.5 indicates that the use of services is as high as one expects for each area, e.g. over 72 percent make use of the Writing Center while services germane to smaller groups of students are used less frequently.

Table 7.2.5
Mean Ratings of Use of Student Support Services

Service	2005			2006			2007		
	Percent Using Service	Rating	SD	Percent Using Service	Rating	SD	Percent Using Service	Rating	SD
Counseling	39.13%	4.09	0.82	59.2	4.08	.80	48.2	4.03	.94
Career Development	40.00%	4.07	0.82	62.2	4.09	.88	54.7	3.87	.97
Math Lab	33.04%	4.13	0.79	49.5	4.25	.78	32.9	3.81	.97
Study Hall	32.61%	4.11	0.75	47.4	4.08	.83	34.8	3.96	.94
Tutoring Center	29.13%	4.18	0.78	47.7	4.19	.83	37.9	4.08	.94
Writing Center	60.00%	4.35	0.77	72.7	4.4	.75	63.2	4.21	.94
Student Life	66.96%	4.29	0.71	78.2	4.27	.81	66.3	4.20	.88
Residence Life	*Not included*			64.7	4.25	.82	54.3	4.14	.97
Financial Assistance	81.30%	4.59	0.74	84.5	4.59	.70	83.3	4.13	.97
Campus Police	66.09%	3.80	1.21	47.8	3.82	1.18	71.7	4.39	1.35
Business Office	61.30%	4.46	0.82	31.8	4.46	.79	60.5	4.34	.83
Multicultural Affairs	32.17%	4.14	0.83	47.8	4.16	.80	38.6	4.21	.95
Registrar	89.57%	4.58	0.70	94.8	4.58	.68	92.4	4.48	.78
Student Health Services	50.00%	4.39	0.81	62.5	4.40	.78	56.8	4.37	.81
Media Center	76.52%	4.43	0.83	86.7	4.43	.79	76.3	4.34	.82

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

7.3 Budgetary, Financial, and Market Results

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

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

During the period from 2003 through 2007, teaching sector institutions averaged an increase to student fees of 61.1%. During this period Francis Marion's fees increased by only 50.0%, the lowest increase rate of any public institution in the state. Excluding the special case of USC-Beaufort, some universities in the teaching sector posted five year increases as high as 76.2% Table 7.3.1, which summarizes these comparisons.

Table 7.3.1
*Comparison of Tuition and Fees*

Required Tuition & Fees - In-State, Undergraduate Students at Public Institutions
Academic Years 2002-03 through 2006-07 and Percent Change over 5 Years

	2002-03	2003-04	2004-05	2005-06	2006-07	% Change Over Five Years
Research, excl MUSC Avg	**$5,429**	**$6,356**	**$7,128**	**$8,100**	**$8,604**	**58.5%**
Comprehensive Teaching Colleges and Universities						
Citadel	$4,067	$4,999	$5,900	$6,522	$7,168	**76.2%**
Coastal Carolina	$4,350	$5,190	$6,100	$6,860	$7,500	**72.4%**
College of Charleston	$4,858	$5,770	$6,202	$6,668	$7,234	**48.9%**
Francis Marion	*$4,340*	*$5,082*	*$5,540*	*$5,984*	*$6,512*	**50.0%**
Lander	$4,704	$5,400	$5,866	$6,668	$7,162	**52.3%**
SC State	$4,556	$5,570	$6,170	$6,480	$7,278	**59.7%**
USC Aiken	$4,374	$5,084	$5,622	$6,128	$6,670	**52.5%**
USC Beaufort	$3,080	$4,208	$4,670	$5,214	$5,724	**85.8%**
USC Upstate	$4,748	$5,460	$6,060	$6,636	$7,218	**52.0%**
Winthrop	$5,600	$6,652	$7,816	$8,756	$9,500	**69.6%**
Teaching Average	**$4,468**	**$5,342**	**$5,995**	**$6,592**	**$7,197**	**61.1%**
2-Yr Regionals Average	**$3,080**	**$3,656**	**$4,058**	**$4,324**	**$4,652**	**51.0%**
Technical College Average	**$2,113**	**$2,537**	**$2,708**	**$2,834**	**$2,956**	**39.9%**
Statewide Average (all)	**$3,269**	**$3,908**	**$4,307**	**$4,668**	**$5,011**	**53.3%**

Source: South Carolina Commission on Higher Education Website as of 7/16/07

Francis Marion University's fee structure combined with the availability of state funded scholarships has offered our students an excellent education at an affordable price. This is especially significant since 82% of our students receive some form of financial assistance and many of our students are the first in their families to attend college. Figure 7.3.2 demonstrates the increase in state financial assistance awarded to our students. The

state's LIFE, HOPE, South Carolina Need Based Grants, and Palmetto Fellow scholarship programs awarded our students almost $6 million in the past year. Totals awarded to FMU students between 2001 and 2006 show Life and Hope increasing from $1 million in FY01 to $4.8 million in FY07. The availability of state scholarship funds has been a significant factor in enrollment growth at the University with a 24.5% increase in undergraduate enrollment between fall 2001 and 2006.

Figure 7.3.2
State Financial Assistance at FMU
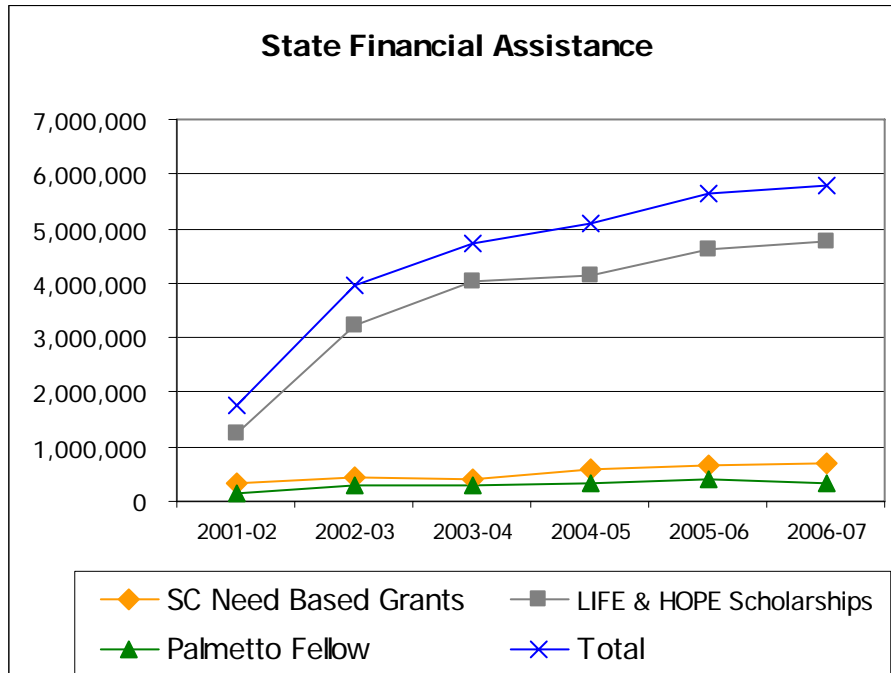
Overall the University has remained on a sound financial footing through creative solutions to operating budget restrictions, careful revenue management, and steady enrollment growth. The University's operating revenue for 2006-07 shows a substantial increase over the previous year and continues an established upward trend. One additional benefit has been the availability of technology funds through the South Carolina Lottery Act which have added a cumulative total of $3,083,475 in the last five years.

Figure 7.3.3 shows both the overall growth in revenue during the last five years and the significance of the decrease in state appropriated funds compensated for by the rise in student fee revenues.

Figure 7.3.3
Revenue Growth
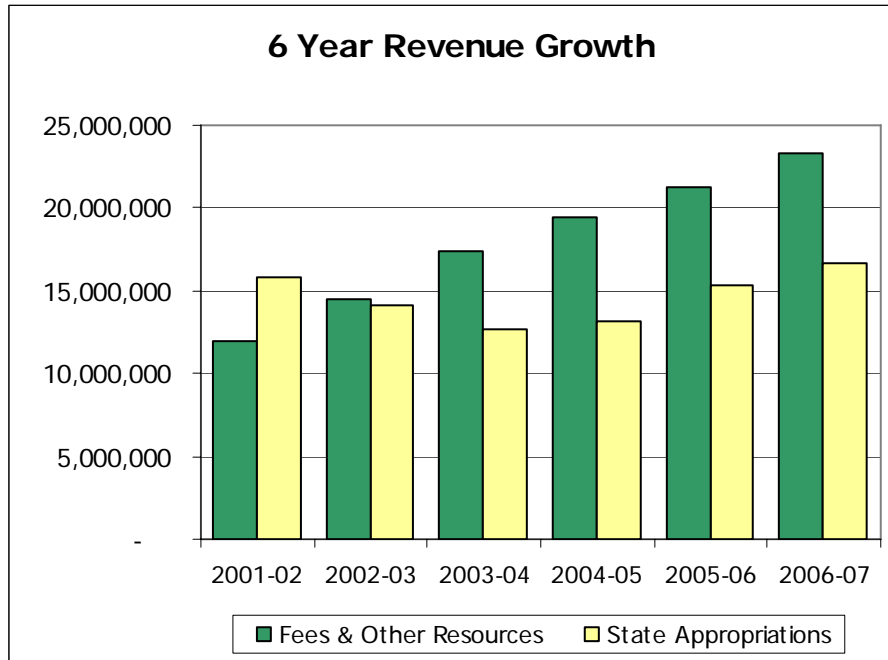
As evidenced by Table 7.3.4, several of the University's strategic and long term goals have been addressed with new construction on campus. This construction has been made possible in part by the receipt of major philanthropic gifts and state appropriations, which have added significantly to the University's physical facilities and infrastructure needs. In addition, these projects directly affect goals for the expansion of quality academic programs, improvement of student academic success rates, and increased enrollment and retention.

*T*able 7.3.4
Facility Development

Construction and Maintenance at FMU		
Facility	**Construction Status**	**Funding**
Forest Villas Apartments and Community Center	Phase I - 237 beds occupied in August 2004; Phase II – 190 additional beds available for August 2007	Provided through FMU Real Estate Foundation.
Lee Nursing Building	Constructed 2004-06; opened in August 2006	$5,500,000 given in 2005-06 by the Drs. Bruce and Lee Foundation; $1,500,000 appropriated in 2005-06.
Student Activities Center (the Grille)	Constructed 2005-06; opened in August 2006	$1,550,000 in institutional bonds in 2005-06.
Center for the Child	Planned in 2005-07; construction to begin in Fall 2007	$2,000,000 appropriated in 2005-06; remainder University funded.
Center for the Performing Arts	Planned in 2005-07; construction to begin in 2008	Grant of $10,000,000 awarded in 2006-07 by the Drs. Bruce and Lee Foundation along with $1,000,000 additional grant from the City of Florence; $7,000,000 appropriated in 2006-07; $4,000,000 appropriated in 2007-08.
Deferred Maintenance	Projects cover 2005-06 and 2006-07	$1,395,594 appropriated in 2005-06 for deferred maintenance through the Life Sciences Bill.
McNair Science Building Auditorium Renovation	Major renovation of McNair (Chapman) Auditorium	University funded.
Founders Hall/CEMC Renovation	Cosmetic renovations including carpet replacement and ceiling tiles in some areas.	University funded.
Smith University Center Pool Renovation	Renovation of indoor pool	University funded.

7.4 Faculty and Staff Focus Results

The value to students of their academic advisors and the accessibility of their classroom instructors are critical measures of the role the faculty plays in the education of our students. As seen in Table 7.4.1 over 90 percent of our graduating seniors use their academic advisors and find their instructors available outside of the classroom. In addition, they rate their advisors and instructors very positively. Two critical areas of academic support are provided by the Library and Academic Computer Center. As seen in Table 7.4.1, these services are also used by over 80 percent of our students and are both rated highly. This pattern is consistent in both the 2005-2006 and 2006-2007 academic years.

Table 7.4.1
Mean Ratings of Academic and Academic Support Services

Service	2005-2006			2006-2007		
	Percent Using Service	Rating of Helpfulness of Service	SD	Percent Using Service	Rating of Helpfulness of Service	SD
Academic Advisor	91.6	4.31	.98	91.2	4.22	1.03
Classroom Instructor	95.6	4.65	.65	92.2	4.43	.85
Computer Services	87.0	4.59	.65	82.9	4.43	.85
Library	94.4	4.64	.62	93.0	4.48	.81

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

All instructors are evaluated by their enrolled students during the Fall and Spring terms. The mean evaluations are found in Table 7.4.2. As can be seen students rate the overall quality of their instructors as very good and give high marks to the overall quality of the course. In addition, the students feel the management of their classes is excellent. These results are remarkably consistent across years. (Note the Spring 2007 data will not be available until later this fall.)

Table 7.4.2
Mean Ratings of University Faculty by Students

Item	Mean	
Rating of the Instructor	2005-2006	Fall 2006
Presentation of material	1.67	1.66
Ability to stimulate interest in subject matter	1.79	1.79
Ability to improve understanding of subject matter	1.73	1.68
Knowledge of subject	1.33	1.32
Ability to encourage critical thinking	1.70	1.70
Explanation of course assignments	1.64	1.64
Overall quality of instruction	1.65	1.64
Availability of instructor outside of classroom	1.51	1.52
Rating of the Course	2005-2006	Fall 2006
Overall quality of the course	1.70	1.69
Relevance of assignments to course descriptions	1.58	1.58
Value of textbook and other course materials	1.78	1.74
Timeliness of returned graded material	1.59	1.55
Fairness of grading policy	1.63	1.59

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

Category 7.5 Organizational Effectiveness Results

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

- A highly affordable South Carolina public university: 7.3.1 (p. 37)
- High rate of student satisfaction: 7.2.4 (p. 35) 7.1.4 (p. 31)
- High rate of alumni satisfaction: 7.2.2 (p. 34)
- High percentage of in-state students: *Organizational Profile* (p. 4)
- Demonstrated quality of faculty: 7.1.2 (p. 29); 7.1.4 (p. 31); 7.4.2 (p. 42)
- Demonstrated quality of academic support services: 7.1.6 (p. 32); 7.2.5 (p. 36)
- Outstanding Facility Development and Technological Upgrades: 7.3.4 (p. 40)
- Excellence in Preparation of Graduates: 7.1.1 (p. 28); 7.1.2 (p. 29); 7.2.1 (p. 33)

The University's academic programs provide additional evidence of the organization's effectiveness. As shown in Table 7.5.1, eight programs are accredited nationally and the

University as a whole is accredited by the Southern Association of Colleges and Schools. These accreditations attest to program rigor, faculty quality, and excellence in instruction.

Table 7.5.1
Academic Accreditation at Francis Marion University

Academic Unit	Accrediting Body	Year of Last Accreditation or Reaffirmation
University	**SACS** (Southern Association of Colleges and Schools)	1997 *10 year cycle*
School of Education	**NCATE** (National Council for Accreditation of Teacher Education)	2005 *7 year cycle*
School of Business	**AACSB** (Association to Advance Collegiate Schools of Business)	2005 *10 year cycle*
Department of Psychology	**MPAC** (Master's in Psychology Accrediting Council)	1997 *10 year cycle*
Department of Psychology	**NASP** (National Association of School Psychologists)	2006 *5 year cycle*
Department of Fine Arts	**NASAD** (National Association of Schools of Art and Design)	2005 *5 year cycle*
Department of Fine Arts	**NAST** (National Association of Schools of Theater)	2005 *10 year cycle*
Department of Chemistry	**ACS** (American Chemical Society)	2007 *5 year cycle*
Department of Nursing	**NLN** (National League of Nursing)	2006 *5 year cycle*

Category 7.6 Leadership and Social Responsibility Results

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

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

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

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

Appendix A

University Mission Statement

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has approximately 4000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. The university now offers Bachelors degrees in Liberal Arts disciplines, Business, Education, and Nursing, as well as Masters degrees in professional programs in Business, Education, and Psychology. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of our students. To achieve its educational goals, the university has outstanding faculty members distinguished by high achievement and diverse academic background. We provide traditional classroom and laboratory instruction, access to an excellent library as well as electronic resources, and staff members committed to the success of the individual student. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goal. In addition, the university provides students with special learning opportunities, such as an honors program, internships, study abroad, and cooperative degree programs.

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

The university also attempts to serve the needs of Florence and the surrounding area in ways beyond formal education. Our numerous cultural activities and athletic programs benefit not only students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a great variety of community

activities.

Francis Marion is a unique university. It focuses on traditional liberal arts
education, but provides new technology and new academic programs. It is small enough
to provide individualized attention to each student, but large enough to offer much variety
in academic and cultural resources. It thus combines the advantages of a small liberal
arts college with the resources of a public university.

Approved by FMU General Faculty on November 28, 2006
Approved by FMU Board of Trustees on February 2, 2007

Appendix B

Items for Evaluation of the Chair/Dean

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

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

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

Leadership Style

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

Performance of Duties

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

Interpersonal Skills

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

Status and Progress of My Department/School

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

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

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

Appendix C

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

Academic Units

Academic Department

Presidential Task Forces

Provost

Individual Faculty Members

Academic Support Services

Administration

Other Sources

Executive Committe

Committees Reporting to the Senate

Academic Affairs
Academic Freedom & Tenure Grievance
Academic Support
Faculty Life
Information Technology
Institutional Effectiveness
Nominating

Committees Reporting to the Provost

Academic Support
Information Technology

Committees Reporting to the President

Academic Freedom & Tenure Grievance
Budget Review & Planning
Distinguished Professor Selection
Faculty Grievance

Committees Reporting to Committees

Admissions, Advising & Retention → Academic Affairs

Honors Program → Academic Affairs

→ Academic Freedom & Tenure Grievance

Mediation → Faculty Grievance

Distinguished Professor Selection → Faculty Life

Action Committees

Grade Appeals   (decide a case)
Faculty Life   (announce awards)
Nominating   (conduct elections)

Ad hoc Comm.

Ad hoc Comm.

Faculty Senate

Voting Faculty

Provost

President

Board of Trustees

Implementation

update: 8-23-01

Last