

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2008-09

FRANCIS MARION UNIVERSITY



September 2009



FRANCIS MARION UNIVERSITY

Office of the President

September 11, 2009

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 2008-09. The report includes an executive summary, a profile of the University, and response to the Baldrige 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

Vision, Mission, and Values

Summary of Institutional Vision and Mission¹

The mission of Francis Marion University (FMU) is to make available excellent undergraduate education in the Liberal Arts and selected professional programs (e.g., 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

- coped with severe cuts in state appropriations (\$4.7 million) without disruptions of educational programs and without furloughs or layoffs of personnel
- SACS accreditation reaffirmed
- Quality Enhancement Plan (“Broadening Student Horizons”) successfully implemented
- received CHE approval of Pee Dee Health Education Partnership (a consortium of FMU, USC, McLeod Health, and Carolinas Hospital System to deliver degree programs in the health care field)
- feasibility studies conducted for MSN/Nurse Practitioner and Physician Assistant Programs
- Robert E. McNair Center established with privately-donated funds and the McNair Scholarship program begun
- The Center for Entrepreneurship launched to promote economic development in the region and the state

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

- ARCH (Advancing Rural Community Health) program recognized as top service learning project in South Carolina by CHE
- Rural Area Leadership Initiative completes successful year of operation
- Five members of the campus technology unit received the Innovation in Technology Team Award presented by the South Carolina Information Technology Directors Association (SCITDA). Highlights of their accomplishments were: the creation of a storage area network which provides for centralized backup services and disaster recovery; establishment of a directory service for user authentication; and consolidation of multiple e-mail systems into either MS Outlook for PCs or MS Entourage for Macs.
- Richardson Center for the Child successfully completes its first year of operation
- Music Industry degree program launched
- Performing Arts Center construction begins
- new specialist degree program in Psychology approved by FMU faculty, administration, and Board of Trustees
- reorganization of administrative structure to achieve savings in administrative overhead expenses

Key Strategic Goals for Present and Future Years

- gain CHE and SACS approval of specialist degree in Psychology
- complete construction of Performing Arts Center
- continue planning for opening of Performing Arts Center
- continue planning for construction of west campus athletic complex and for transition to NCAA Division I status
- continue and enhance outreach programs (e.g., ARCH, NPLI, Center of Excellence)
- pursue AACSB-International reaccreditation for School of Business
- continue planning for health care degree programs under the aegis of the Pee Dee Health Education partnership
- use federal stimulus dollars to complete needed repair and renovation projects, such as renovation of Ervin Dining Hall
- complete AACSB reaccreditation of School of Business
- continue planning for the Master of Science in Nursing / Nurse Practitioner initiative
- continue the pursuit of alternative funding from public and private sources
- put into operation the Pee Dee Health Education Partnership, a joint collaboration with Florence hospitals and the USC Medical School, to explore expanded health care programs in the region
- enhance outreach and applied service activities in the Pee Dee Region, including RALI, ARCH, and the McNair Center for Government and History

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

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

Use of Accountability Report to Improve Organizational Performance

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

SECTION II. ORGANIZATIONAL PROFILE

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

Founded as a state college in 1970, FMU adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, 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 1,500 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.
- Alumni - FMU graduates impact the South Carolina economy with over 80% of graduates residing in the State (approximately 52% residing in the Pee Dee Region). The total University alumni base is approximately 17,000.
- The Pee Dee Region and the State of South Carolina - The University serves the Pee Dee Region and the State of South Carolina.
 - FMU is the largest supplier of classroom teachers in the Pee Dee Region.
 - FMU is working to provide additional nurses in the Pee Dee Region and in the State through the Bachelor of Science in Nursing Program located in the recently constructed Frank B. Lee Nursing Building.
 - The University provides opportunities for the community to appreciate the arts including student performances in music and theatre on campus and by hosting

the annual Art's Alive Festival. The completion of the Performing Arts Center in downtown Florence will further enhance these opportunities.

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 September 24, 2008:

<i>Category</i>	<i>Number of Employees</i>
<i>Faculty - Full-time</i>	<i>211</i>
<i>Faculty - Part-time</i>	<i>52</i>
<i>Administration - with faculty rank</i>	<i>13</i>
<i>Administration - without faculty rank</i>	<i>34</i>
<i>Staff - Full-time</i>	<i>229</i>
<i>Staff - Part-time</i>	<i>28</i>
 <i>Total</i>	 <i>567</i>

5. *Regulatory environment under which FMU operates:*

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

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

- The governing body of Francis Marion University is the Board of Trustees, which is by statute constituted as a body corporate and politic as "The Board of Trustees for Francis Marion University" and is charged with responsibility for overseeing the University.

- The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University. The President relies on a management team comprised of the senior administrative officials of the University. Governance of the faculty includes a Faculty Senate consisting of some senators elected at-large and some elected from departments or schools. The General Faculty meets at least three times a year to vote on curriculum changes and other resolutions forwarded from the Senate. Much of the work of the faculty takes place in standing committees, for which the membership is elected.

7. *Key suppliers and partners:*

FMU Students

- Primarily from families in South Carolina and are the products of the state K-12 educational system.
 - Almost 95% of FMU students come from South Carolina. Of those, approximately 55% come from the Pee Dee Region. Top feeder counties providing new students for Fall 2008: Florence, Richland, and Darlington.
 - Top counties for students graduating in Spring 2009: Florence, Darlington, and Horry.

FMU Faculty

- The University faculty provide instruction to students. Classes are taught by professors, not graduate students.
- The student to faculty ratio is 15:1 and the average class size is 20. 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 Comprehensive 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.
- FMU offers a generous array of financial assistance opportunities for students; specifically, the rate of institutional scholarship support for students has exceeded the rate of tuition increase for each of the past three years.
- Research indicates that students choose and remain at FMU due to the quality of the faculty, the student-faculty ratio, and the campus.

- FMU continues to focus on student quality; the freshman admissions standard was raised for students seeking to enter the university in Fall 2009.
- Due to recent additions to campus housing, FMU now has enough beds to accommodate approximately half of the undergraduate student population.
- The Center for the Child, a combination day care and learning lab facility, opened in August 2008. This state of the art facility provides a child care option for students, faculty, and staff with small children.
- Construction began in the January 2009 on a new Performing Arts Center in downtown Florence.
- In addition to the range of typical degree programs, FMU offers programs of study that are either rare (Non-Profit Management) or nonexistent (Health Physics, Music Industry) at other state schools.

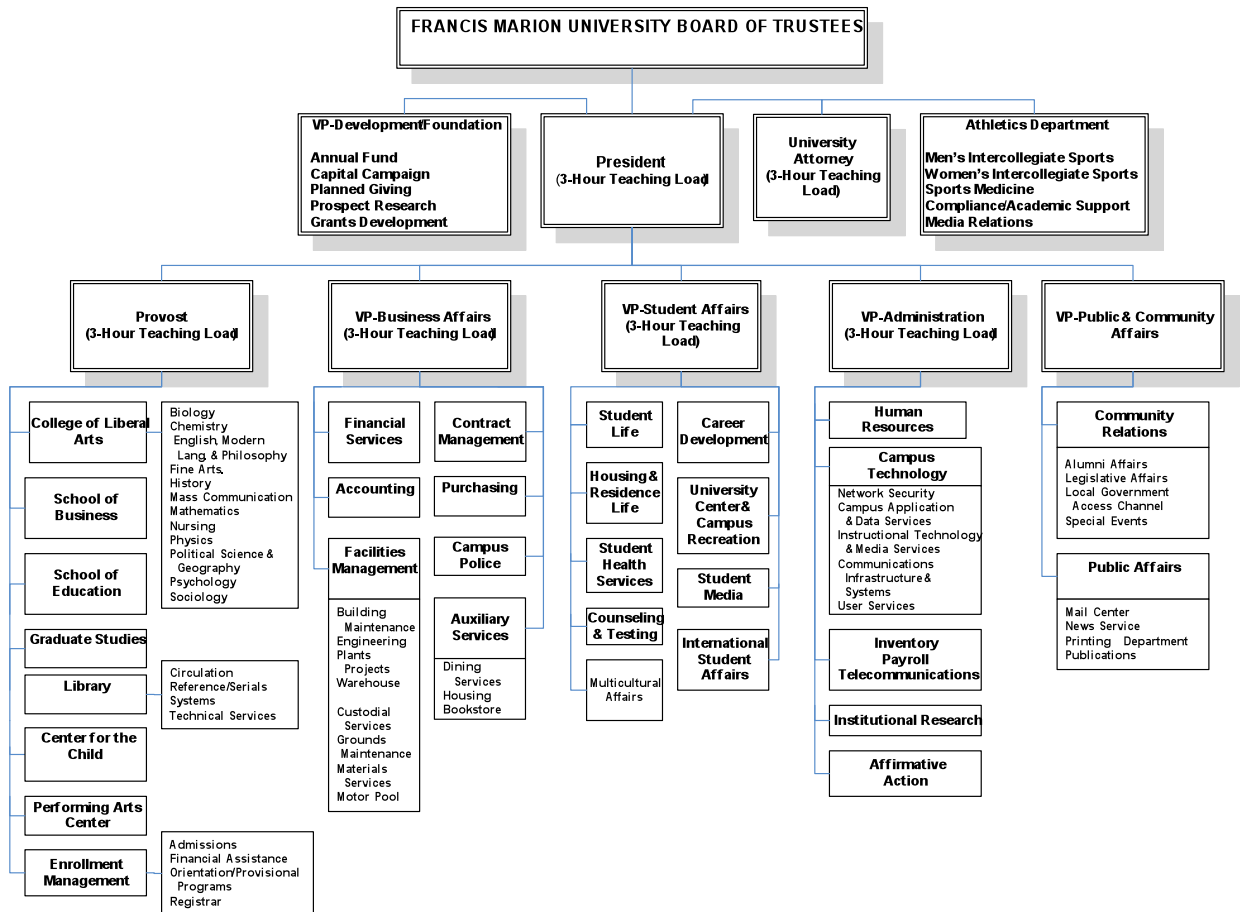
10. Performance improvement systems:

The University's Institutional Effectiveness system uses a multi-faceted approach to ensure input 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. The Office of Institutional Research compiles the information and data requested by the Commission on Higher Education to complete those reports needed to fulfill the requirements specified to be reported for the current academic year.
 - *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.

11. Organizational Structure - September 30, 2008 Organizational Chart:



12. Appropriations and Expenditures Chart:

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 26,352,029	\$ 11,416,642	\$ 27,962,124	\$ 12,140,451	\$ 27,210,467	\$ 12,140,451
Other Operating	\$ 14,949,286		\$ 16,357,479		\$ 17,910,649	
Special Items	\$ 4,448,031	\$ 4,448,031				
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 7,269,693	\$ 3,045,425	\$ 7,903,162	\$ 2,539,982	\$ 7,497,864	\$ 2,539,982
Non-recurring						
Total	\$ 53,019,039	\$ 18,910,098	\$ 52,222,765	\$ 14,680,433	\$ 52,618,980	\$ 14,680,433

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills	\$ 4,250,000	
Capital Reserve Funds		
Bonds		

13. Major Program Areas Chart:

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross References for Financial Results*
I. Educational & General	Instruction	State: 18,910,098 Federal: 0 Other: 1,869,445 Total: 20,779,543 % of Total Budget: 39%	State: 14,680,433 Federal: 0 Other: 6,270,744 Total: 20,951,177 % of Total Budget: 40%	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	Academic Support	State: 0 Federal: 0 Other: 4,934,366 Total: 4,934,366 % of Total Budget: 9%	State: 0 Federal: 0 Other: 4,179,581 Total: 4,179,581 % of Total Budget: 8%	7.2.4 7.4.1
I. Educational & General	Student Services	State: 0 Federal: 0 Other: 5,051,593 Total: 5,051,593 % of Total Budget: 10%	State: 0 Federal: 0 Other: 4,970,395 Total: 4,970,395 % of Total Budget: 10%	7.1.7 7.2.1; 7.2.4; 7.2.5
I. Educational & General	Institutional Support	State: 0 Federal: 0 Other: 5,147,841 Total: 5,147,841 % of Total Budget: 10%	State: 0 Federal: 0 Other: 5,292,918 Total: 5,292,918 % of Total Budget: 10%	7.2.4
I. Educational & General	Facilities Maintenance	State: 0 Federal: 0 Other: 8,912,763 Total: 8,912,763 % of Total Budget: 17%	State: 0 Federal: 0 Other: 7,882,716 Total: 7,882,716 % of Total Budget: 15%	7.3.4

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

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

Remainder of Expenditures:	State: 0 Federal: 6,155,043 Other: 2,037,890 Total: 8,192,933 % of Total Budget: 15%	State: 0 Federal: 6,736,522 Other: 2,209,456 Total: 8,945,978 % of Total Budget: 17%
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* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

SECTION III. BALDRIDGE CRITERIA

Category 1. Senior Leadership, Governance, and Social Responsibility

Founded in 1970, Francis Marion University is one of South Carolina's public, coeducational institutions of higher education. The University offers baccalaureate 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 Vice President for Development is responsible for coordinating the University's efforts to secure support from the private sector. Fund raising is accomplished primarily through the Francis Marion University Foundation, the Annual Fund, the Swamp Fox Club, and similar arrangements.

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

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

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

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

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

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

Category 2. Strategic Planning

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

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

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

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

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

Strategic Goals and Objectives

#	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 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	<ul style="list-style-type: none"> • Continue all program effectiveness reports • Plan for new health care degree programs through Pee Dee Health Education partners • Task University Accreditation Committee with coordinating accreditation efforts 	7.1.3 (32) 7.1.4 (33) 7.2.2 (37) 7.2.3 (37) 7.5.1 (45)
2	Improve student academic success rates.	<ul style="list-style-type: none"> • Raise admission standards for students entering Fall 2008 	7.1.1 (30) 7.1.3 (32)
3	Continue to build an excellent faculty.	<ul style="list-style-type: none"> • Continue mentoring system for new faculty • Continue to address salary compression and related issues 	7.1.5 (34) 7.4.2 (43)
4	Increase opportunities for students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.	<ul style="list-style-type: none"> • Continue Quality Enhancement Plan (QEP) that focuses on nontraditional learning opportunities for students • Support study abroad opportunities via international exchange program 	7.1.6 (35)
5	Develop the technology on campus to address future needs of students, faculty, staff and administrators.	<ul style="list-style-type: none"> • Follow priorities identified by Information Technology Committee 	7.1.7 (35) 7.4.1 (43)
6	Maintain investment in information resources and educational support services.	<ul style="list-style-type: none"> • Update resources of Rogers Library, Media Center, Writing Center, and Tutoring Center 	7.1.7 (35) 7.4.1 (43)
7	Increase student enrollment and retention	<ul style="list-style-type: none"> • Implement plan to get alumni more actively involved in recruitment activities 	7.2.3 (37)
8	Increase external funding.	<ul style="list-style-type: none"> • Continue to seek funds for outreach activities (ARCH, Center for Entrepreneurship, etc.) 	7.3.3 (41)
9	Increase opportunities for student involvement within the business, governmental, and public organizations within the local community.	<ul style="list-style-type: none"> • Continue and increase support for QEP that focuses on nontraditional learning opportunities for students 	7.1.6 (35) 7.2.1 (36)
10	Emphasize career planning and job placement for all students.	<ul style="list-style-type: none"> • Continue to support efforts by Office of Career Development • Use QEP to help students clarify educational and career goals 	7.2.1 (36) 7.2.4 (38)
11	Raise the quality, diversity and visibility of athletic programs supported by the community.	<ul style="list-style-type: none"> • Continue to develop a plan for new athletic facilities and moving all athletic programs to NCAA Division I status 	
12	Develop the physical facilities, natural resources and infrastructure of the campus.	<ul style="list-style-type: none"> • Complete construction of the Performing Arts Center 	7.1.7 (35) 7.3.4 (42)
13	Enhance the University's image through an aggressive, focused marketing campaign.	<ul style="list-style-type: none"> • Promote success of graduates and faculty achievements • Market campus activities to the public 	7.2.2 (37) 7.2.3 (37)

Category 3. Student, Stakeholder, and Market Focus

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

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

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

The FMU Department of Nursing continues to receive requests for more baccalaureate trained nurses for the Pee Dee region. In response to these calls, the Department has implemented a new RN to BSN track program that will help increase the supply of baccalaureate trained nurses in the region and state. Its RN to BSN coordinator visits agencies and ADN programs to provide information and assess their programmatic needs. The Department of Nursing also keeps abreast of changes in medical specialty services to assure that its programs adequately address community needs.

- 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 and feedback from current, former, and future students and stakeholders to keep services and programs relevant and to provide for continuous improvement?*

Results of the Student Rating form are shared with the instructor and chair of the academic department. Aggregate data is forwarded to the University Provost. This information 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. This year the survey has been delayed by the Commission on Higher Education.

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

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

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

Prospective students and guests who visit Francis Marion University are provided Open House and Campus Tour Evaluations. The Admissions staff reviews the evaluations and, if warranted, makes changes to the programs based on student and family feedback. New students and their guests evaluate the Orientation program through Orientation Evaluations. These evaluations are reviewed at the end of each summer by the Orientation Committee and are instrumental in helping to identify changes necessary for program improvement. The staff of the Registrar's Office collects survey data on students transferring from FMU in an effort to identify reasons for out-migration of students.

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 15 and average class size of approximately 22, 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 staff of the Office of Admissions seek to build positive relationships with potential students, their parents, two-year college advisors, and high school guidance counselors. Various means of recruiting include college fairs, local "Getting Ready for College" presentations, and private visits to top feeder high schools. Seven guidance counselor breakfasts are held throughout the state in an attempt to build and maintain good relationships with high school guidance counselors. Four open houses are held during the year to provide information to prospective students and their parents. Campus tours are available daily Monday-Friday and some Saturdays. To provide ongoing contact with prospective students, specialized recruiting software provides guidance for

timing of mailings and other contacts. The staff is also involved with recruitment of students seeking to transfer to FMU from area technical colleges. The University's Financial Assistance office provides Financial Assistance workshops at various schools upon request.

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

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

Nontraditional Learning at Francis Marion University may be credit or no-credit and fall into four categories all of which involve university direction and student reflection: internships, faculty-mentored research, service learning, and travel study.

The 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. Events were organized for Biology and Psychology alumni. In 2007-08, Nursing Alumni were recognized with an annual reception and a bi-annual newsletter. All FMU Alumni receive a biannual newsletter/magazine called the View which provides updates on University developments and highlights alumni updates. An alumni directory is accessible on the University website through approved access to the FMU Online Community. Periodic alumni updates and additional alumni association news will be provided through the use of emails and other social networking technology.

The Office of Public and Community Affairs 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 31 years, and has been home for the community's International Festival for the last 10 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. The annual Pee Dee Fiction & Poetry Festival, organized and hosted by FMU, has been held since 2006.

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

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

Furthermore, several policies exist that include a process by which specific concerns or requests are addressed, including the FMU code of student conduct, refund appeal policies, the grade appeal policy, the sexual harassment policy, and the traffic appeal policy. Procedures for the implementation of these policies include steps to ensure that fair and due process are included in decision-making, such as committee based decisions, the opportunity to present information or appear before the decision-maker(s), and senior administrative oversight.

Category 4. Measurement, Analysis, and Knowledge Management

4. 1. Determination of measures

The University has a complex system used to evaluate our effectiveness as an institution of higher learning. The key measures required by any institution of higher learning are detailed records of student performance in course work. These records ensure that students fulfill the published requirements for academic programs approved by the University. The University has developed this system using the best practices recommended by the South Carolina Commission of Higher Education, 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: Workforce Focus

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

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

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

The Chair of the Faculty is a member of the Senior Staff. The Senior Staff meet weekly as a group with the President. Senior administrative officers encourage communication within and between their areas. The Senior Staff, Faculty Executive Committee, and the Board of Trustees meet annually at the summer retreat of the FMU Board of Trustees. The Senior Staff hold an annual retreat immediately prior to or after the Board retreat which includes the Faculty Executive Committee. Other members of the University community are also included at various times (e.g., chairs and deans; academic program directors; marketing and alumni affairs staff).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

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

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

A Human Resources staff member coordinates the professional development program for staff. Each staff member may take three days of professional leave annually.

Development opportunities are posted on the FMU website and distributed to supervisors. Particularly relevant opportunities are also sent by e-mail.

The Vice President for Administration, who reviews the EPMS evaluation for each staff member, notes any training or development needs cited by a rater and takes appropriate action to address the need. In Spring 2008 a supervision and management workshop was presented on campus for Campus Technology and Facilities Management supervisors by a professional trainer.

In 2007-'08 one member from the faculty and the staff, respectively, attended 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.

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

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

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

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

10. How do you motivate your workforce 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:

- Faculty: Distinguished Professor
- Faculty: Scholarship/Research
- Faculty: Service
- Faculty: Teaching
- Staff: Outstanding Service—Facilities, Grounds, Custodial
- Staff: Outstanding Service—Administration and Academic 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.

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

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

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

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

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

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

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

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

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

An *Emergency Preparedness Plan* (2008) is published and distributed. It is reviewed annually. In the case of emergencies, students, faculty, and staff would be notified via the FMU e-mail, telephone voice mail, and text message systems; the University website; and the campus siren. All students are required to provide a preferred, active e-mail account each time they register for classes. All students, faculty, and staff have the option to subscribe without cost to the Swamp Fox Alert text message system provided e2Campus™ mass notification system. Voicemail call groups would be activated to transmit information to campus telephones with voice mail capabilities. Each call group would receive different information depending upon the actions they are expected to take.

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

The Benefits Coordinator in Human Resources arranges for workshops to occur on campus which deal with health issues. The coordinator also announces health-related events occurring within the community. No smoking is allowed in buildings in order to minimize health risks associated with second hand smoke. The smoking policy also substantially limits the outside areas where smoking is allowed.

Category 6. Process Management

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

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

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

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

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

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

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

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

Category 7. Organizational Performance Results

7.1 Student Learning Results

Teacher Preparation.

One criterion of success of teacher preparation programs is the passage rate of students in the professional exam for certification as new teachers. Our teacher preparation program fully meets federal standards. Note that in the majority of the areas assessed the percent passing the exam was 100%. No area of weakness was found in this year's cohort. We are pleased with the validation of the success of programs designed to provide teachers for South Carolina's educational systems.

*Table 7.1.1
First Attempt Praxis II Results Initial Certification
Programs in the School of Education for 2008-2009*

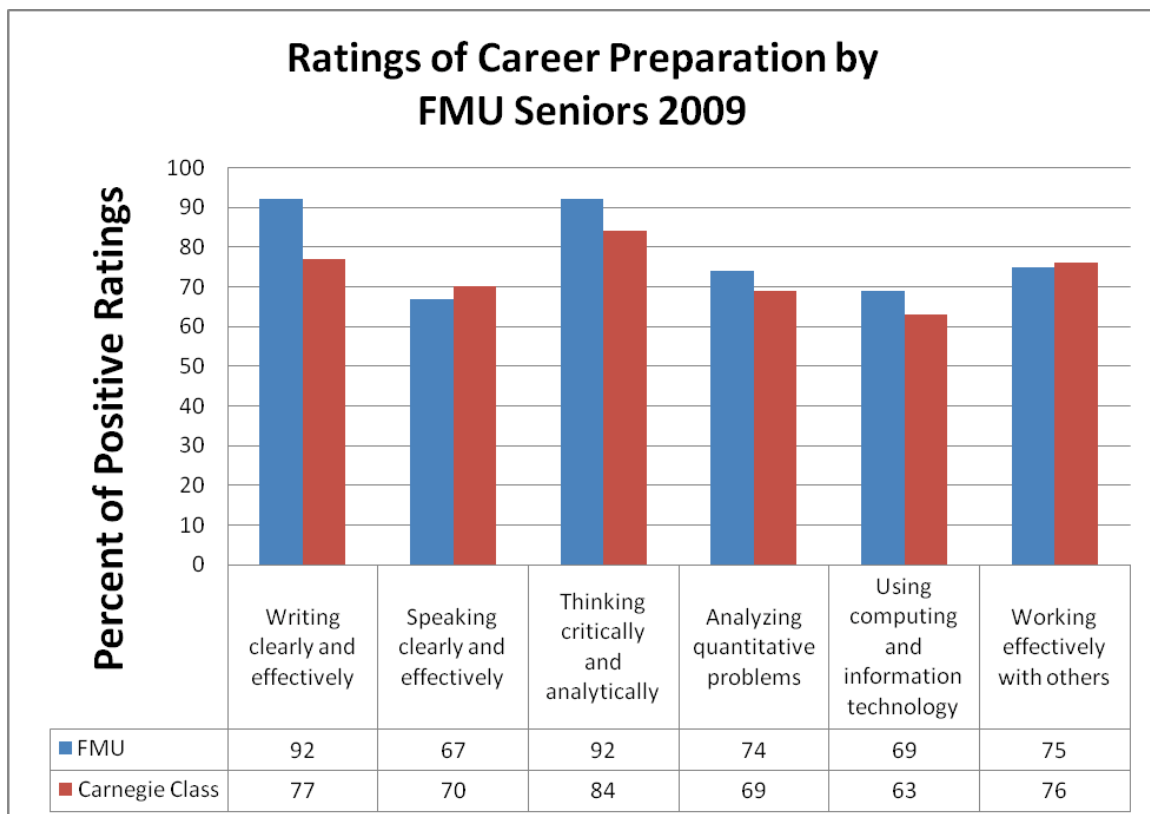
Results based on ACT 255 and Performance Funding Criteria			
Exam	Number of program enrollees taking exam	Number of program enrollees passed exam	% of examinees passing exam
<i>Principles of Learning and Teaching, K-6</i>	87	78	90%
<i>Principles of Learning and Teaching, 5-9</i>	4	4	100%
<i>Principles of Learning and Teaching, 7-12</i>	13	11	85%
Specialty Areas:			
Elementary Education: Curr Instruc Assessment	44	35	80%
Elementary Education: Content Area Exercises	36	34	94%
Education of the Young Child	31	31	100%
Eng Language, Content Knowledge	7	6	86%
Eng Language Lit Comp.: Essays	7	6	86%
Art: Content Knowledge	2	2	100%
Art: Art Making	4	4	100%
Education of Exceptional Students-Content Know	7	7	100%

Education of Exceptional Students-Learn Disab	7	7	100%
Social Studies: Content Knowledge	5	4	80%
Social Studies: Interpretation of Materials	4	4	100%
Math:Content Knowledge	3	3	100%
Math:Proof, Models & Problems,Part 1	2	2	100%
Middle School Mathematics	1	1	100%
Middle School Science	1	1	100%
<i>Speciality Area Total</i>	<i>161</i>	<i>147</i>	<i>91%</i>
Total All Tests	265	240	91%

Student Evaluations of Preparation for Careers and Graduate Schools Skills

The National Survey of Student Engagement (NSSE) assesses student perceptions of the extent to which their experience has contributed to their knowledge, skills, and personal development in the major areas that graduate programs and businesses rate as critical. The results of this assessment of career preparation are found in Figure 7.1.2.

*Figure 7.1.2
Student Evaluation of Preparation in Career Skills*



National Survey of Student Engagement

The University began participation in the 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 results from 2007 and 2008 demonstrate that our students rate their academic experiences in a very positive light. Of particular importance is the frequency with which our seniors exceed the levels of satisfaction of Selected/SE Public Universities, Carnegie Classification or entire NSSE population. It is also important to note the consistency with which we have maintained these high ratings across the three years of our participation in this national survey.

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, $p < .05$, $d = -.19$) in the 2006 cycle but not in the 2007 or 2008 or 2009 cycles. 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 that the perceived academic demands do increase from the freshmen to senior samples in each sample. Of particular value is that for the first time our seniors found our curriculum more demanding than those of our peers, Carnegie group and the national NSSE sample.

*Table 7.1.3
NSSE: Degree of Academic Challenge*

		FMU	Francis Marion University compared with:								
			Selected/SE Public			Carnegie			NSSE		
Year	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
2006	Freshmen	49.2	50.6			51.0			51.8	*	-.19
	Senior	53.9	55.2			55.6			55.8		
2007	Freshmen	49.1	50.6			53.1			51.7		
	Senior	54.7	55.0			57.4			55.6		

2008	Freshmen	53.7	51.8			53.1			52.9		
	Seniors	59.0	55.6	*	.23	58.0			56.5		
2009	Freshmen	53.0	53.6		-	53.8		-.05	53.7		-.05
	Seniors	60.9	56.6	*	.30	57.7		.23	57.0	*	.27

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 in their learning as do those at comparable colleges (both within and outside of the classroom). The same pattern of results is seen for the past four years. Of most importance was that our seniors were significantly higher than our peers and the national NSSE sample for the 2008 and 2009 cycles. Overall 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: Active and Collaborative Learning*

		Francis Marion University compared with:									
		FMU	Selected			Carnegie			NSSE		
Year	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
2006	Freshmen	35.9	42.9	*	-.42	41.6	*	-.35	41.3	*	-.34
	Senior	50.9	53.4			51.4			50.4		
2007	Freshman	38.1	40.8			44.6	*	-.39	41.2		
	Senior	50.5	50.1			52.4			50.1		
2008	Freshmen	39.7	43.0			45.8	*	-.34	42.5		
	Senior	56.4	51.5	*	.27	52.7			50.8	**	.32
2009	Freshmen	44.9	42.4		.15	45.1		-.01	43.2		.11
	Senior	55.4	50.3	*	.29	53.7		.09	51.0	*	.25

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

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. In addition, this year our seniors report a higher degree of faculty-student interaction than all three comparison groups. This is an important finding which validates one of the characteristics of the University in which we take great pride. In fact, when you examine the individual item evaluating quality of academic advising, our mean continues to be significantly higher than that of our selected, Carnegie, and NSSE peers.

*Table 7.1.5
NSSE: Student-Faculty Interaction*

		FMU	Francis Marion University compared with:								
			Selected			Carnegie			NSSE		
Year	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
2006	Freshmen	31.1	33.0			32.2			32.1		
	Senior	45.9	42.3			41.2	*	.23	41.3	*	.22
2007	Freshmen	32.8	33.4			36.6			32.8		
	Senior	44.4	42.0			42.9			41.2		
2008	Freshmen	31.4	35.1			38.2	*	-.34	34.6		
	Seniors	50.1	43.3	**	.32	45.8			42.3	**	.37
2009	Freshmen	34.6	34.3		.02	36.7		-.11	34.7		.00
	Seniors	50.5	40.6	***	.48	45.1	*	.26	42.0	***	.41

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

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. 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 in the 2006 and 2009 samples; however, these differences were not

found for the 2007 and 2008 samples. Thus, there is no consistent deficit. These findings are supportive of the Quality Enhancement Plan we have initiated as part of our SACS accreditation.

*Table 7.1.6
NSSE: Enriching Educational Experiences*

		Francis Marion University compared with:									
		FMU	Selected			Carnegie			NSSE		
Year	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
2006	Freshmen	22.6	27.2	*	.35	25.8	**	-.25	26.7	*	-.32
	Senior	37.7	38.6			38.2			39.9		
2007	Freshmen	24.1	27.0			27.1			27.1		
	Senior	38.2	39.2			40.1			39.9		
2008	Freshmen	24.6	28.0			28.3			27.5		
	Senior	42.9	40.3			41.5			40.4		
2009	Freshmen	23.6	27.8	*	-.31	27.4		-.28	28.0	*	-.33
	Senior	44.1	40.1		.22	41.0		.16	40.8		.18

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

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

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 for 2006, but was lower than our Carnegie peers for 2007. Our seniors, however, see our University as far more supportive of their academic and non-academic efforts than all of our comparison groups in 2006, 2007, 2008 and 2009. 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*

		Francis Marion University compared with:									
		FMU	Selected			Carnegie			NSSE		
Year	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
2006	First-Year	59.1	58.5			59.3			59.1		
	Senior	63.1	57.5	*	.29	57.3	*	.31	56.4	*	.35
2007	Freshmen	54.3	59.6			64.1	*	-.52	59.8		
	Senior	63.3	56.9	*	.34	61.1			56.9	*	.33
2008	Freshmen	62.4	60.7			62.9			61.1		

	Senior	63.4	58.5	*	.25	31.3			58.0	**	.28
2009	Freshmen	58.9	60.2		-.07	63.9		-.27	61.6		-.14
	Senior	65.9	56.2	***	.50	62.8		.16	58.2	***	.40

* $p < .05$ ** $p < .01$

7.2 Student and Stakeholder Focused Results

In keeping with our joining the Voluntary System of Accountability we began using the required measurement for future plans by our students. This assessment requires measurement of primary choice for immediate activities after graduation. In the 2007-2008 graduating classes 12 percent were planning on enrolling in master's and doctoral programs upon graduation; this increased to 16% for the 2008-2009 graduating classes. This increase might be due to changes in the state's economic status this year. The 2007-2008 classes had 77 percent of our graduating seniors immediately joining the work force; this percent was 70 for the 2008-2009 classes. 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*

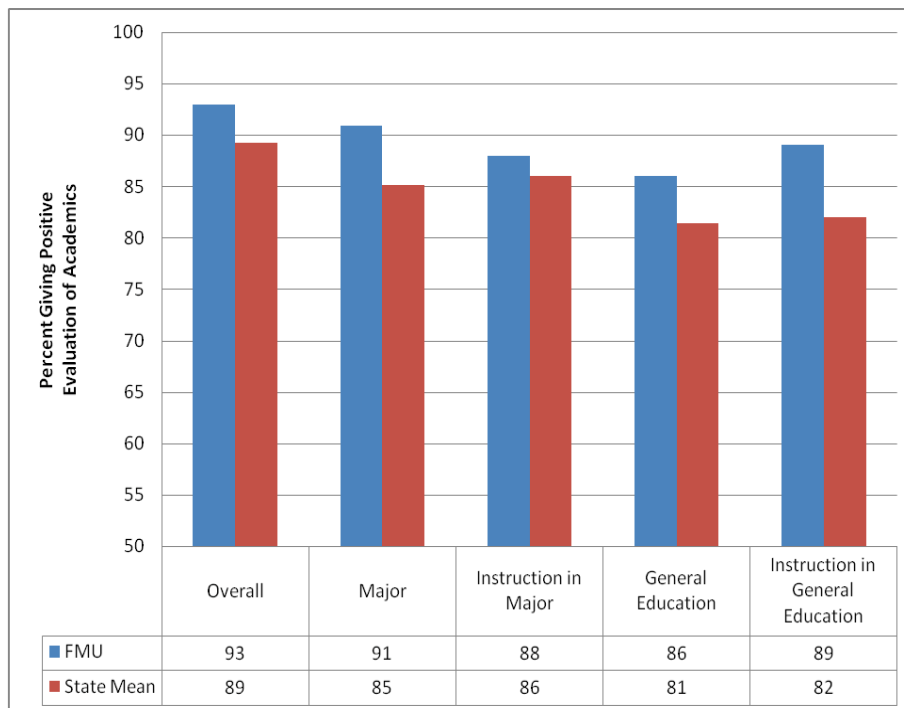
Graduating Senior Plans	2007-2008	2008-2009
Employment	77%	70%
Starting or Raising a Family	1%	<1%
Military	0%	<1%
Volunteer Service	0%	0%
Undergrad Study	1%	1%
Graduate Study	12%	16%
Other	9%	7%%

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. The data for

graduating seniors in Table 7.2.3 illustrate the consistency in our students' very high satisfaction with all aspects of their educational experiences over the past five years.

*Figure 7.2.2
Comparison of Alumni Survey Ratings for
FMU and State Teaching Colleges for Last Cycle (2008 CHE Report)*

This cycle survey was postponed by CHE



*Table 7.2.3
Mean Ratings of Academic Programs by Graduating Seniors*

Question	2005	2006	2007	2008	2009
Major Program	5.54	5.40	5.53	5.54	5.48
Major Instruction	5.50	5.36	5.43	5.48	5.34
General Education	5.19	5.09	5.20	5.07	5.11
Gen Ed Instruction	5.24	5.14	5.24	5.14	5.15
Overall Academics	5.44	5.35	5.48	5.40	5.37
Overall Experience	5.48	5.35	5.50	5.44	5.41

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

As is shown in Figure 7.2.2, our students (85 percent or more) are more than satisfied with their experiences at the University. Results from the CHE mandated alumni surveys from other colleges are used for comparison. Again in all our percent of satisfied ratings by alumni are higher than the state average for South Carolina four-year teaching colleges.

Evaluation of Student Services

The University evaluates the quality and use of all services provided to our students. Table 7.2.4 indicates that the use of services is as high as one expects for each area; e.g., over 65 percent make use of the Writing Center while services germane to smaller groups of students are used less frequently. The results have remained consistent from 2005 through 2009 (the 2005 data were deleted due to page width limitations). It is noteworthy that the services provided by all support areas are so highly evaluated by our students. Note that even the Campus Police—one of whose frequent contacts with students involves issuing parking tickets—are still highly valued by our students.

*Table 7.2.4
Mean Ratings of Use of Student Support Services*

Service	2005-2006	2006-2007	2007-2008	2008-2009
Counseling				
Percent Using	59	48	52	46
Ratings of Helpfulness	4.08	4.03	4.53	4.10
SD	.80	.94	.81	.84
Career Development				
Percent Using	62	54	56	57
Ratings of Helpfulness	4.09	3.87	4.38	4.02
SD	.88	.97	.81	.87
Math Lab				
Percent Using	49	33	36	35
Ratings of Helpfulness	4.25	3.81	4.59	4.09
SD	.78	.97	.76	.98
Study Hall				
Percent Using	47	34	36	31
Ratings of Helpfulness	4.08	3.96	36.7	4.01
SD	.83	.94	.74	.97
Tutoring Center				
Percent Using	48	38	38	35
Ratings of Helpfulness	4.19	4.08	4.65	4.05
SD	.83	.94	.70	.933
Writing Center				
Percent Using	72	63	66	68
Ratings of Helpfulness	4.40	4.21	4.49	4.31
SD	.75	.94	.82	.81

Student Life				
Percent Using	78	66	69	71
Ratings of Helpfulness	4.27	4.20	4.46	4.18
SD	.81	.88	.79	.86
Residence Life				
Percent Using	64	54	55	54
Ratings of Helpfulness	4.25	4.14	4.53	4.13
SD	.82	.97	.84	.96
Financial Assistance				
Percent Using	84	83	89	84
Ratings of Helpfulness	4.59	4.13	4.46	4.47
SD	.70	.97	.91	.78
Campus Police				
Percent Using	47	71	77	66
Ratings of Helpfulness	3.82	4.39	4.11	3.73
SD	1.18	1.35	1.06	1.24
Business Office				
Percent Using	31	60	60	54
Ratings of Helpfulness	4.46	4.34	4.60	4.37
SD	.79	.83	.72	.76
Multicultural Affairs				
Percent Using	47	38	38	36
Ratings of Helpfulness	4.16	4.21	4.71	4.13
SD	.80	.95	.62	.87
Registrar				
Percent Using	94	92	96	91
Ratings of Helpfulness	4.58	4.48	4.52	4.54
SD	.68	.78	.72	.66
Health Services				
Percent Using	62.	56	58	55
Ratings of Helpfulness	4.40	4.37	4.69	4.40
SD	.78	.81	.61	.80
Media Center				
Percent Using	86	76	81	83
Ratings of Helpfulness	4.43	4.34	4.49	4.51
SD	.79	.82	.74	.68

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

7.3 Budgetary, Financial, and Market Results

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

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

For 2008-2009, teaching sector institutions had an average tuition of \$8,473. Of most interest is that the University demonstrated its commitment to provide service to one of the most economically disadvantaged regions in the state, by showing its tuition continues to be one of the lowest in the state and falls below the state average as seen in Table 7.3.1.

*Table 7.3.1
Comparison of Tuition and Fees*

Teaching Colleges	2007-2008	2008-2009
The Citadel	\$7,735	\$8,428
Coastal Carolina University	\$7,600	\$8,650
College of Charleston	\$7,778	\$8,400
Francis Marion University	\$7,038	\$7,657
Lander University	\$7,728	\$8,380
SC State University	\$7,318	\$7,806
USC Aiken	\$7,006	\$7,532
USC Upstate	\$7,760	\$8,342
Winthrop University	\$10,210	\$11,060
Average	\$7,797	\$8,473

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. Table 7.3.2 provides the distribution of scholarships for our students for 2008. These figures are comparable with other South Carolina teaching colleges of approximately the same size (exact comparisons are not possible given differences in nature of total enrollments).

*Table 7.3.2
State Financial Assistance at FMU*

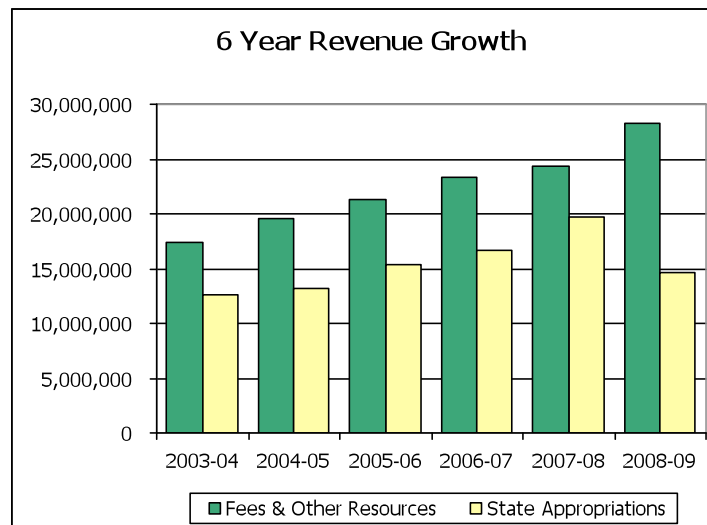
		Francis Marion University
LIFE	Number	901
	Amount	\$4,270,273
Palmetto Fellows	Number	52
	Amount	\$341,700
Need Based Grants	Number	689
	Amount	\$700,733
HOPE	Number	197
	Amount	\$477,915
Total	Number	1,839
	Amount	\$5,790,621

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

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.

Category 7. Organizational Performance Results

*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.

*Table 7.3.4
Facility Development*

Construction and Maintenance at FMU		
Facility	Construction Status	Funding
Center for the Child	Completed August 2008.	\$2,000,000 appropriated in 2005-06; remainder University funded.
Center for the Performing Arts	Construction began in January 2009.	Grant of \$15,000,000 awarded in 2006-08 by the Drs. Bruce and Lee Foundation along with \$4,000,000 additional grant from the City of Florence; \$7,000,000 appropriated 2006-07; \$4,000,000 appropriated in 2007-08.

7.4 Workforce Focus Results

The value to students of their academic advisors and the accessibility of their classroom instructors are critical measures of the role the faculty plays in the education of our students. As seen in Table 7.4.1 over 85 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 from the 2005-2006 through the 2008-2009 academic years.

Table 7.4.1

Mean Ratings of Academic and Academic Support Services

Service	2005-2006	2006-2007	2007-2008	2008-2009
Academic Advisor				
Percent Using	92	91	94	87
Ratings of Helpfulness	4.31	4.22	4.52	4.30
SD	.98	1.03	1.02	.95
Classroom Instructor				
Percent Using	96	92	97	92
Ratings of Helpfulness	4.65	4.43	4.52	4.30
SD	.65	.85	.74	.95
Computer Services				
Percent Using	87	82	86	84
Ratings of Helpfulness	4.59	4.43	4.50	4.49
SD	.65	.85	.83	.76
Library				
Percent Using	94	93	95	91
Ratings of Helpfulness	4.64	4.43	4.50	4.60
SD	.62	.81	.74	.69

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. The student ratings of their professors and the courses have remained remarkably consistent across the past four years. The same positive evaluations are also seen in the NSSE surveys of freshmen and seniors.

Table 7.4.2

Mean Ratings of University Faculty by Students

Item	Mean			
	2005-2006	2006-2007	2007-2008	2008-2009
Rating of the Instructor				
Presentation of material	1.67	1.66	1.70	1.69
Ability to stimulate interest in subject matter	1.79	1.79	1.82	1.81
Ability to improve understanding of subject matter	1.73	1.68	1.71	1.70

Knowledge of subject	1.33	1.32	1.35	1.35
Ability to encourage critical thinking	1.70	1.70	1.72	1.69
Explanation of course assignments	1.64	1.64	1.67	1.67
Overall quality of instruction	1.65	1.64	1.67	1.67
Availability of instructor outside of classroom	1.51	1.52	1.51	1.52
Rating of the Course	2005-2006	2006-2007	2007-2008	2008-2009
Overall quality of the course	1.70	1.69	1.74	1.73
Relevance of assignments to course descriptions	1.58	1.58	1.62	1.60
Value of textbook and other course materials	1.78	1.74	1.87	1.77
Timeliness of returned graded material	1.59	1.55	1.65	1.61
Fairness of grading policy	1.63	1.59	1.68	1.65

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

Category 7.5 Organizational Effectiveness and Work System Performance Results

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

- A highly affordable South Carolina public university: 7.3.1 (p. 40)
- High rate of student satisfaction: 7.1.4 (p. 33); 7.2.4 (p. 38)
- High rate of alumni satisfaction: 7.2.2 (p. 37)
- High percentage of in-state students: *Organizational Profile* (p. 4)
- Demonstrated quality of faculty: 7.1.4 (p. 33); 7.4.2 (p. 44)
- Demonstrated quality of academic support services: 7.1.7 (p. 35); 7.2.4 (p. 38)
- Outstanding Facility Development and Technological Upgrades: 7.3.4 (p. 42)
- Excellence in Preparation of Graduates: 7.1.1 (p. 30); 7.2.1 (p. 36)

The University's academic programs provide additional evidence of the organization's effectiveness. As shown in Table 7.5.1, 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) (Completed off-campus evaluation and on-site review in Spring 2008)	2008 <i>10 year cycle</i>
School of Education	NCATE (National Council for Accreditation of Teacher Education)	2005 <i>7 year cycle</i>
School of Business	AACSB (Association to Advance Collegiate Schools of Business)	2005 <i>10 year cycle</i>
Department of Psychology	MPAC (Master's in Psychology Accrediting Council)	2008 <i>10 year cycle</i>
Department of Psychology	NASP (National Association of School Psychologists)	2006 <i>5 year cycle</i>
Department of Fine Arts	NASAD (National Association of Schools of Art and Design)	2005 <i>5 year cycle</i>
Department of Fine Arts	NAST (National Association of Schools of Theater)	2005 <i>10 year cycle</i>
Department of Chemistry	ACS (American Chemical Society)	2007 <i>5 year cycle</i>
Department of Nursing	NLN (National League of Nursing)	2006 <i>5 year cycle</i>

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.

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.