

COLLEGE *of* CHARLESTON



2011-2012 Accountability Report

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Section I - Executive Summary

1. *Purpose, Mission, Vision, and Values*

Founded in 1770, the College of Charleston is a state-supported comprehensive institution that provides quality education in the arts and sciences, education and business. Located in the heart of historic Charleston, the College strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. Consistent with its heritage, a strong liberal arts undergraduate curriculum is central to the [mission](#) of the College. In addition to offering a broad range of baccalaureate degree programs, the College also provides a range of [master's degree programs](#) that are compatible with the needs of the community and the state.

The College of Charleston serves a student body from its geographical area and recruits students from national and international communities. Founded on the principles of the liberal arts tradition, this community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society. The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically.

College of Charleston [faculty members](#) are important sources of knowledge and expertise for the community, state, and nation. Emphasizing lifelong learning, the College provides a credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina. Faculty and staff strive to support the academic mission of the College; to create a community of scholars and an atmosphere of mutual trust and respect among all College constituents; and to encourage and support an active intellectual, cultural and social life on the campus beyond the classroom. To this end, all members of the College community are committed to a set of Core Values identified in the strategic plan, *Gateways to Greatness*.

2. *Major Achievements for 2011-2012*

- The class of 2015 was made up of 2,361 first year students and 978 transfer students hailing from 42 states and 13 countries. The average SAT score for the entering class was 1201. The Honors College admitted its highest ranking class of 198 first year students, with an average SAT of 1340.
- The College was recognized for its academic excellence in undergraduate education, affordability, highly engaged faculty, and prime location in several national publications including *Forbes*, *Parade*, *Fiske Guide to Colleges*, *The Princeton Review*, *U.S. News and World Report*, *Newsweek*, *Barron's*, and *Kiplinger's Personal Finance Magazine*.
- For the first time in its 242-year history, the College of Charleston adopted a Diversity Strategic Plan. The Plan is to increase the diversity of the campus community, infuse diversity into the curriculum, improve the quality of data used to measure diversity, and make the campus a more welcoming place for constituents.
- Addlestone Library created the Digital Scholarships and Services Department to enhance digital services and received a two-year grant which allows the Library to organize the Jewish Heritage Collection.
- The 2012 Campus Master Plan was approved by the Board of Trustees and is meant to articulate and prioritize campus space needs for the next two decades.

- The College was recognized as one of the top five universities in the U.S. sending Rotary Ambassadorial Scholars abroad for the 2012-2013 academic year. While abroad, the international scholarship recipients participate in community service projects and serve as “goodwill ambassadors” for their home countries.
- The first Bonner Leaders at the College graduated on May 12, 2012. The Bonner Leaders program offers students four-year scholarships that pair real-life work experiences in local nonprofit organizations with leadership development training.
- Two Honors College students were awarded a Fulbright Grant and the Lionel Pearson Fellowship.
- The Honors College obtained the commitment of \$2.2 million from Steven and Emily Swanson for Honors College scholarships.
- A gift of more than \$350,000 was given to the President’s Strategic Initiatives Fund and the Linder Family Scholarships for Communication from Craig and Frances Linder.
- The College of Charleston Foundation received \$1 million from the Spaulding-Paolozzi Foundation for two field research stations at Dixie Plantation. Designed to support environmental science research and instruction, the field research stations will accommodate students and faculty from the College’s undergraduate and graduate programs in Environmental Sciences, Biology and Archeology.
- The School of Business received a \$500,000 gift to advance its strategic plan of providing global learning, teaching, and research opportunities for its students and faculty.
- Members of the College’s Greek community raised \$35,000 dollars through Sigma Chi fraternity’s annual philanthropy tradition, Derby Days. The money was raised for the Children’s Miracle Network at MUSC and the fraternity was recognized with a lab dedicated in their name at the MUSC Darby Children’s Research Institute.
- The Graduate School celebrated the graduation of its largest class ever this year with a total of 160 students, an increase of 30-percent from the 2010-2011 class.
- Faculty in the School of Sciences and Mathematics were awarded more than \$3 million in NSF science grants, including \$2.2 million for a biology professor to study shark biting habits.
- A College of Charleston English professor won the prestigious 2011 Akron Poetry prize for her second book of poems.
- The Boeing Company has awarded two professors in the Department of Health and Human Performance a \$120,000 research grant for their 2012-2013 research.
- A College of Charleston geology professor and a group of students travelled off the coast of Oregon as part of a team of oceanographers and streamed the first live underwater video of a volcano that erupted in 2011.
- Members of the College of Charleston's faculty were honored with numerous distinctions, including Fulbright Fellowships, Guggenheim Fellowships, Ralph Brown Expedition Award, and CAREER Award from the National Science Foundation.
- A professor in the Mathematics department was named by the Princeton Review among the top 300 professors in the nation.

3. Key Strategic Goals for Present and Future Years (this supports the organization's budget request)

The College of Charleston identifies five key strategic goals in *Gateways to Greatness*:

- Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the area.
- Achieve financial security by creating a new financial model for the College of Charleston.
- Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
- Provide students with an education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

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

Key strategic challenges include the following:

- The College continues to balance its role as the largest comprehensive university in the state with its liberal arts emphasis on personalized education.
- Developing and revising both policy and administrative structure to modernize and support the larger institution of the College is not yet complete.
- The College must begin to implement its newly approved Diversity Strategic Plan, with the goal of increasing and sustaining diversity in its student, administrative, staff, and faculty populations.
- As state appropriations continue to decline (as seen in 7.3.a), the College's current funding is inadequate to provide scholarships and financial aid to all deserving students, to maintain competitive salaries and benefits for faculty and staff, and to support appropriate physical and technological infrastructure. In moving forward, the challenge will be to develop new financial models that yield adequate resources for the institution.

5. Use of the Accountability Report to Improve Organizational Performance

The Accountability Report's focus on institutional effectiveness serves to highlight both strengths and weaknesses in institutional planning and operations and thus provides an annual "gap analysis" between institutional goals and achievements. This report will be shared broadly and provide a base for ongoing conversations about continuous improvement.

Section II - Organizational Profile

- 1. *Educational programs, offerings, and services and the primary methods by which these are delivered;***
The College of Charleston's main educational programs and services are listed and described in the Academic Subject Areas Chart in Appendix C. The primary methods by which the College of Charleston provides educational instruction include classroom and laboratory instruction, internships, independent studies, tutorials, and collaborative student/faculty research. A modest number of online courses is offered, primarily during summer sessions. The College also offers students the opportunity to study elsewhere through College of Charleston programs abroad in Buenos Aires, Argentina; Santiago, Chile; La Rochelle, France; Trujillo, Spain; and Havana, Cuba. Exchange and Affiliate programs expand learning opportunities even further.
- 2. *Key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations;***
Students are the prominent group of stakeholders in that they derive the direct benefits from the educational experience provided by the College of Charleston. Students come from 50 states, U.S. territories, the District of Columbia, and 61 countries. Nearly 64% of undergraduate and graduate students attending the College of Charleston are from South Carolina. The College actively seeks to foster a positive, collaborative relationship with its internal and external stakeholders. The members of the Charleston community together with College of Charleston key stakeholders work together to understand and satisfy needs and expectations. Figure (7.6.a) identifies these important stakeholders and their requirements and expectations.
- 3. *Operating locations;***
The core campus of the College of Charleston is located in the historic district of Charleston, SC. Undergraduate courses are offered on the College of Charleston North Campus. Graduate courses, programs, and certificates are offered through the Lowcountry Graduate Center, a consortium that also includes the Citadel and the Medical University of South Carolina. The Grice Marine Laboratory, located on James Island, houses academic courses and the graduate program in Marine Biology. Courses in historic preservation are offered at the Charleston Center located in the historic district. Field instruction in Archeology takes place at Dixie Plantation, located in Hollywood, SC. Courses and recreational activities are also offered at the J. Stewart Walker Sailing Complex, Patriots Point, and the Links at Stono Ferry.
- 4. *The number of employees, segmented by faculty and staff or other appropriate categories;***
As shown in Table 7.4.a, the College of Charleston employed 639 FTE faculty and 1026 staff during FY2011-12.
- 5. *Regulatory environment under which the organization operates;***
The regulatory environment includes the following:

 - The College of Charleston is a public institution governed by The Board of Trustees consisting of 18 members; two members from each of the South Carolina congressional districts, three at-large members elected by the General Assembly, one member who shall be the Governor or his designee, one member appointed from the State at-large by the Governor, and one member appointed by the Governor upon the recommendation of the College of Charleston Alumni Association. The final authority and responsibility for the governance of the College of Charleston is vested in the Board in accordance with the statutes of the State of South Carolina.
 - The College of Charleston's for-credit programs are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - In the School of the Arts, the Music program is accredited by the National Association of Schools of Music (NASM), and the program in Theatre is accredited by the National Association of Schools of Theatre (NAST).
 - In the School of Business, programs in Accounting and Business Administration are accredited by the Association to Advance Collegiate Schools of Business (AACSB).

- In the School of Education, Health and Human Performance, the program in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The undergraduate and graduate programs in Early Childhood Education are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the National Association for the Education of Young Children (NAEYC). The undergraduate and graduate programs in Elementary Education are accredited by NCATE and the Association for Childhood Education International (ACEI). Middle Grades Education is accredited by NCATE and the National Middle School Association (NMSA). The undergraduate program in Physical Education is accredited by NCATE and the National Association for Sport and Physical Education (NASPE). The program in Secondary Education is accredited by NCATE and each of the cognates are accredited as follows: The American Council on the Teaching of Foreign Languages (ACTFL) accredits the Foreign Language program. The National Science Teachers Association (NSTA) accredits the programs in Biology, Chemistry, and Physics. The undergraduate program in English Language Arts is accredited by the National Council of Teachers of English (NCTE). The National Council of Teachers of Mathematics (NCTM) accredits the undergraduate secondary education cognate in Mathematics. The social studies cognate is accredited by the National Council for Social Studies (NCSS). Finally, the undergraduate program in Special Education is accredited by NCATE and the National Association of Gifted Children/Council for Exceptional Children (CEC).
- In the School of Humanities and Social Sciences, the Master's in Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).
- In the School of Sciences and Mathematics, Computer Science programs are accredited by the Computer Accreditation Commission of ABET. The American Chemical Society accredits the programs in Chemistry, Biochemistry, and Environmental Chemistry.

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

An organizational chart showing the reporting relationships between the Board of Trustees and senior leadership is found in Appendix A.

7. Key suppliers and partners;

As an institution of higher education, the key "supplier" for the College of Charleston is the secondary educational system, particularly the South Carolina educational system.

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

The College of Charleston competes nationally with a broad spectrum of colleges and universities for its students, faculty, administrative leadership, and research grants. Competitive institutions include national universities, major research universities, comprehensive masters', and liberal arts colleges, both public and private.

9. Principal factors that determine competitive success. The key changes that are taking place that significantly impact the organization's competitive situation;

- Central to the College's competitive success are well-prepared students who are highly engaged with a dedicated teaching faculty and staff who are recognized for their extraordinary potential and achievement.
- The College of Charleston benchmarks against various university peers and aspirant institutions in order to evaluate its success and competitive position. Some of the annual studies include: *Top 30 competitors based on application overlap; Delaware Study; and internal Salary Studies*. Categories of key performance indicators include enrollment/retention, educational quality, financial performance, student outcomes.

10. Performance improvement systems;

- Accreditation reports, self-studies, and site visits
- Institutional Effectiveness System (Annual Assessment Plans and Reports, reports to CHE, Accountability Reports)

- Institutional Research (Planning and Reference Guide)
- Research Compliance Reports
- Faculty and Staff Evaluations (Employee Performance Management System)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Course-Instructor Evaluations
- Campus Master Plan
- Annual Departmental Reports

11. *Organizational Structure*

The organization of the College of Charleston is shown at the following link: <http://president.cofc.edu/administration/orgchart/index18.php>. Briefly, the President reports to the Board of Trustees, and the Leadership Team listed below reports directly to the President:

- Provost and Executive Vice President, Academic Affairs
- Executive Vice President, Business Affairs
- Executive Vice President, External Relations
- Executive Vice President, Institutional Advancement
- Executive Vice President, Student Affairs
- Senior Vice President, Legal Affairs
- Secretary to the Board of Trustees, Vice President for College Projects
- Director, Athletics
- Chief of Staff & Senior Policy Advisor

1. *Expenditures/Appropriations Chart*

The Chart is found in Appendix B.

2. *Major Program Areas Chart;*

The Chart is found in Appendix B.

Section III - Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

The College’s current strategic plan, *Gateways to Greatness*, is the most complete statement of the College’s vision and values. The strategic plan was adopted following an extensive process of consultation with representatives for all the College’s stakeholders and with the full participation of a diverse planning committee. The strategic plan was approved by the Board of Trustees and is regularly discussed by members of the Board, the President, the senior leaders, and various campus stakeholders, including faculty, staff, and students. Over 110 specific tactics identify specific outcomes to be achieved.

Regular updates on the strategic plan are included in meetings of the Board of Trustees and the College’s senior leadership. The strategic plan is a discussion point in almost every significant speaking engagement of the President. The alignment of the strategic plan with division and departmental plans and mission statements is a goal of the College.

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

The President works with senior leaders to align the values, goals, strategies, and actions of the current strategic plan with the realities of a challenging economic environment. A strategic plan is a living document, and the current economic climate will require plan adjustments over time. The College’s annual budget-development cycle is specifically linked to the tactics identified in the strategic plan, so that a direct connection is made between the strategic plan and the budget decisions made by management and the Board of Trustees.

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

Multiple offices on campus are responsible for monitoring or ensuring compliance with federal and/or state laws (e.g., Office of Human Resources). The College has developed and maintains policies designed to promote legal and ethical behavior and to provide for appropriate organizational accountability. These policies are revised and improved over time and are updated to comply with applicable laws (see policy.cofc.edu). Employees are encouraged at all levels to seek advice on legal and ethical behavior, including advice from the College’s Office of Legal Affairs. Faculty/Staff and Student Resource Coordinators are available to assist those individuals who have ethical concerns and are uncomfortable approaching their immediate supervisors.

Senior leaders are accountable to the Board of Trustees for the financial wellbeing of the College. The Board receives quarterly budget updates and budget adjustments, as actual revenues and expenditures require quarterly budget adjustments. The President regularly discusses accountability and related issues with senior leaders, including academic leaders and the Director of Athletics.

The College prepares a Comprehensive Annual Financial Report for each fiscal year. From 2002 to the present, each version of the CAFR is available on the College’s website at <http://controller.cofc.edu/comprehensive-annual-financial-reports/index.php>, along with select NCAA reports. The College employs an Internal Auditor, and the Board of Trustees includes its own Audit Committee.

Faculty are provided with guidance specific to their responsibilities in the *Faculty/Administration Manual*, which is updated annually. Students find guidance relevant to several specific concerns in the Student Handbook which includes material on the Code of Conduct and the Honor Code. (<http://deanofstudents.cofc.edu/policies-and-procedures/student-handbook.php>),

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

As a teaching and learning organization, the College of Charleston provides an array of opportunities for faculty and staff development. The College employs multiple training professionals who offer non-credit-bearing courses and training programs for faculty and staff. Some departments and divisions offer training specific to their areas (e.g., library technology, diversity, information technology, human resources). Individualized

instruction can be arranged for faculty and staff who have particular development needs, especially in information technology. Staff are eligible under certain conditions to take credit-bearing academic courses for purposes of professional development.

Academic and administrative departments have professional development budgets to support on-site development programs or travel for development purposes. Tenured faculty have access to a sabbatical program designed to allow faculty to pursue research projects or acquire new skills. Faculty and students have access to a variety of resources for completing academic research projects. Innovative Teaching and Learning in the Liberal arts is supported by competitive small grant awards. A staff professional development incentive program provides supplemental funding for some staff professional development activities.

New employees of the College are required to complete orientation programs. Annual evaluations for employees allow employees and their supervisors to plan for appropriate professional development.

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

President Benson has emphasized the importance of succession planning and development of current employees in his communication with the College's Executive Team. All departments and divisions are encouraged to engage in suitable professional development for employees and to identify individuals who should be cultivated for more senior administrative and leadership positions. Departmental and divisional budgets support professional development for these purposes.

In the academic departments and schools, the current academic leaders are encouraged to identify prospective future leaders and to encourage them to consider pursuit of leadership positions. Many of the College's academic departments and schools have designated associate department chairs and associate deans. One of the advantages of such appointments is the creation of a greater reservoir of administrative talent and more opportunities for planned leadership succession.

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

The College of Charleston publishes an employee newsletter and a magazine for which employees are one audience. Senior leaders use a variety of communication channels, including email newsletters and bulletins, individual meetings, and department and divisional meetings. Such communication efforts are especially important when making critical decisions about the future of the College. For example, extensive focus group research was essential to the development of the last two strategic plans at the College.

Senior leaders consult with the elected leaders of student and faculty organizations, such as the Faculty Senate. Beginning in 2011, President Benson has created a similar staff organization to facilitate better communication and similar communication opportunities among all campus constituencies. In each semester, President Benson leads town hall meetings with faculty, staff, and students.

Faculty and staff performance is assessed through annual evaluations and, in the case of faculty, a merit evaluation system. Employees with superior performance ratings are recognized through compensation enhancements and, in exceptional cases, award programs for such activities as teaching and advising. Employees are nominated by supervisors and/or senior leaders for local, state, national, and international awards, as appropriate.

The tenured faculty play an important role and are empowered in the evaluation and recommendation of the roster faculty for tenure and promotion, with the President making tenure and promotion decisions following his review of such recommendations. Through the Faculty Senate, the faculty are instrumental in reviewing and approving academic courses and degree programs, consistent with the expectations of our regional accreditor.

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

The Board of Trustees completes an annual evaluation each year for the President of the College. The senior leadership of the College is evaluated annually by the President. These evaluations are both summative and formative. The Board of Trustees has a system of self-evaluation, which is intended to improve the organization and decision making of the Board.

Review processes are in place for Deans and Department Chairs in the academic units. For example, Department Chairs receive a major evaluation at the conclusion of five years of service.

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

The College's Executive Team meets regularly and reviews data relevant to institutional effectiveness and performance. Other senior leaders regularly review data relevant to their functional areas. Examples of the data reviewed by appropriate senior leaders include student admissions and retention reports; financial aid applications and student-need data; employee compensation and retention data; performance of student athletes; annual and quarterly financial statements; crime statistics; summaries of media reports relevant to the College; and Delaware and IPEDS data on state, regional, and national peers and competitors of the College. The President and the Executive Team seek out new data or reports of existing data as needed, in cooperation with the Office of Institutional Research and the Office of Institutional Effectiveness.

1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

The College's Executive Team meets regularly and discusses emerging threats to the health of the institution, including fluctuations in enrollment, new initiatives by our competitor institutions, changes in the legal or regulatory environment, and challenges in the retention of key employees. The development of the College's current strategic plan included a review of potential adverse impacts, complete with a discussion of local, state, national, and internal threats.

An emergency management and preparedness plan is maintained by the College, with appropriate supervision by a designated Executive Policy Group and an Emergency Management Team. With a location in a low-lying coastal city, the College must plan for severe weather events and, in particular, hurricanes, tropical storms, and earthquakes (see emergency.cofc.edu). Preparation for severe weather, earthquakes, and episodes of campus violence is the subject of emergency management meetings, tabletop exercises, and other emergency management drills.

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

The College's strategic plan emphasizes the connection of the institution to "the history, traditions, culture and environment of Charleston and the Lowcountry." Multiple academic programs at the College are strongly linked to Charleston and the region (e.g., marine biology, Southern Jewish Studies, historic preservation). Other academic programs encourage students to complete internships, provide community service, or complete service learning projects that, collectively, provide thousands of hours of support for local governmental agencies and non-profit organizations. Volunteer and service projects are regular features of campus life and involve diverse campus organizations. College-sponsored research projects also provide support for various community groups or in service to the community (e.g., tourism impact studies, archaeological investigations at Dixie Plantation). The College has multiple initiatives in K-12 education in the Charleston region.

The College provides many educational and cultural opportunities for community members, often at little or no charge (e.g., academic course enrollments for senior citizens, lectures and guest speakers, theatrical and musical events). With over 20 NCAA Division I sports, the College sponsors numerous sporting events throughout the year in the Charleston region. The College's Office of Economic Development facilitates institutional collaboration on local and regional economic initiatives, in close cooperation with business, non-profit, and

political leaders.

Through payroll deduction and direct contributions, the College encourages employees to provide financial support for the United Way, the American Heart Association, the College of Charleston Foundation, and other community non-profit groups. College of Charleston faculty and staff are essential unpaid volunteers in numerous regional non-profits.

Category 2 – Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address: a. your organizations' strengths, weaknesses, opportunities and threats; b. financial, regulatory, and other potential risks; c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition; d. workforce capabilities and needs; e. long-term organizational sustainability and organizational continuity in emergencies; f. your ability to execute the strategic plan.

Gateways to Greatness, the College of Charleston's strategic plan, was developed under the leadership of the current President. This plan was completed following a year of preparation and includes more than 30 diverse focus group discussions, a competitive analysis comparing the College of Charleston to peer institutions on factors of importance, an environmental scan and trend analysis, and an analysis of strengths, weaknesses, opportunities and threats conducted by every unit of the College.

The decreasing state support for higher education presents a significant financial challenge for the College of Charleston. The strategic plan acknowledges this and emphasizes the need to achieve financial security by creating a new financial model for the College. Discussions for a comprehensive fund-raising campaign are ongoing; deans and academic units discuss the possibility of revenue-generating programs; and effective enrollment planning management of instructional resources are underway.

The College recently approved an updated campus master plan and also has taken steps to address possible future shifts in key areas such as technology and student demographics. In addition, the institution has an emergency management plan to provide for business continuity in the event of a crisis, and health and safety plans and procedures are in place.

Faculty and staff needs are assessed regularly through both comparative data and functional performance reporting. Deans provide one-year hiring plans as well as one-to-three year staffing needs assessments each year.

The ability to execute the strategic plan relies upon investment in strong student support services, technology infrastructure, and faculty in strategic areas. Resources adequate to support this investment will be required.

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

As stated in *Gateways to Greatness*, the strategic objectives are specifically intended to enable the College to continue to offer students the personal services of a small teaching College combined with the curricular, co-curricular and extracurricular opportunities emphasized at a research institution. The first three goals specifically focus on 1) the student-centered liberal arts and sciences education enhanced by high impact experiences; 2) opportunities for academic programs that speak to the uniqueness of Charleston's geographical and cultural position; and 3) the expansion of the student's world view beyond the local and regional context. Goal 4 addresses the student's co-curricular and extracurricular opportunities, while Goal 5 addresses financial stability.

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

As stated above in Section 1.2, the President works with the senior leadership to align values, goals, strategies, and actions of the current strategic plan with the realities of a challenging economic environment. In addition, unit heads regularly report to supervisors on progress toward meeting planned goals. Deans report annually to the Provost on school progress on past goals and the setting of future goals. The planning structure and

associated processes were revised in 2011 and 2012 to require annual updating of the strategic plan and to create the strongest possible linkage between the strategic plan, budget development, and resource allocation.

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

Action plans and related assessments are developed by academic and administrative units at all levels and aligned with the College mission, vision, and goals. Progress is monitored through annual reviews. The College continually strives to generate additional resources at the school and department level to provide additional support for the implementation of strategic goals. Deans reallocate resources in order to address changes in curricular programs as needed.

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

Internal communication of strategic objectives takes place through departmental and school retreats and annual meetings, presentation of dean priorities to the Executive Team, and regular meetings of the Provost with the Academic Affairs Planning and Priorities Committee, consisting of the deans, academic associate vice presidents, senior vice and associate provosts, and faculty from the Faculty Budget Committee, and the Academic Planning Committee. Strategic objectives and action plans are communicated externally through senior leadership presentations at various community and social events.

2.6 *How do you measure progress on your action plans?*

Unit heads and deans submit annual reports that document progress on strategic goals. The reports include such measures as department costs relative to peers, faculty workload, and the development of majors, minors, and new initiatives. The Provost and other members of the Executive Team review the progress of the functional units. Performance indicators related to the student body are made available to the Board of Trustees routinely.

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

The College's strategic plan includes the five goals listed below. A copy of the Strategic Planning Chart is found in Appendix D. A complete copy of *Gateways to Greatness* may be found here: <http://www.cofc.edu/strategicplan/>

- Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
- Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
- Achieve financial security by creating a new financial model for the College of Charleston.

Category 3 – Student, Stakeholder, and Market Focus

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

Market focus at the College of Charleston is guided by its overall mission and ten-year strategic plan. The College also utilizes enrollment planning information to help ensure that enrollments are aligned with educational programs, faculty workload, and student services. Regular monitoring of this activity is the responsibility of the Enrollment-Finance Committee. The offices of Enrollment Planning, Admissions, and Marketing-Communications have a well-developed process to help build a student population aligned with the strategic plan. These offices use a number of commercially available tools, including a robust Customer Relations Management (CRM) system to develop and execute annual recruiting/marketing strategies. Primary

focus is on South Carolina and the Southeast but new markets are emerging as the College of Charleston gains greater national prominence. (<http://admissions.cofc.edu/explorethecollege/counselorsontheroad/index.php>)

All new programs are developed at the school level and subject to review by our Faculty Senate, the College of Charleston Board of Trustees, the policies applied to South Carolina public institutions at CHE as well as our regional accreditor, SACS. The College's educational offerings must demonstrate their relationships to The College mission and the strategic plan.

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

The Office for Institutional Effectiveness and Planning implements two major series of nationally-normed, widely used surveys to collect feedback from students and faculty. Beginning in the 2010-2011 academic year and every three years thereafter, the College conducts a series of three surveys generated by the Cooperative Institutional Research Program of the Higher Education Research Institute: The Freshman Survey (incoming freshmen), The Your First College Year Survey (end of freshmen year), and The College Senior Survey (end of senior year). Beginning in the 2012-2013 academic year and every three years thereafter, The College implements a series of three surveys affiliated with Indiana University: The Before College Survey of Student Engagement (incoming freshmen), The National Survey of Student Engagement (freshmen and seniors), and the Faculty Survey of Student Engagement (faculty). The Office for Institutional Effectiveness and Planning also conducts annual surveys of recent alumni to gather feedback from those stakeholders.

The Division of Student Affairs is also committed to listening to the students of the College of Charleston. As one would expect, much listening takes place outside of the formal classroom. Professionals attend several meetings every week coordinated by students and hear and record concerns and suggestions. For example, directors and assistant directors attend the weekly meetings of sports club presidents, student media editors, Greek chapter presidents, spiritual organizations, event programming board, student leadership seminars and many other group gatherings. The Executive Vice President for Student Affairs, Victor K. Wilson, regularly arranges meals with students (intentionally inviting students who do not hold leadership positions) to listen and respond to questions. Since his arrival, Mr. Wilson has hosted an event called "Wilson's Winter Wonderland." The Executive Vice President sits in the lobby of the Student Center for half a day to hear directly from students.

Many directors in the Division of Student Affairs have established mechanisms to collect routinely student feedback and to let other offices know the feedback is valuable to their operations such as: Focus groups; Program evaluations; Debriefing meetings with relevant student leaders that were involved in planning/helping with the program; Links on our web sites which allow for suggestions and feedback; Training workshops with Admissions staff on a regular basis(at least once in the fall and once in the spring) to educate them on Student Affairs program offerings, mission, purpose; Discussion of how our programs are relevant to student retention with Admissions staff.

Sharing student feedback through the Division is done at monthly meetings and retreats and through the Division Assessment Committee. The Assessment Committee is empowered to search for patterns and construct assessment tasks to better understand and verify the student feedback. This Committee also coordinates with the affected departments, data-driven operational adjustments

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

The surveys referenced in 3.2 are posted on the Office for Institutional Effectiveness and Planning website. Beginning in the 2011-2012 academic year, the Office for Institutional Effectiveness and Planning formed the Deans' Assessment Committee. This committee is made up of Institutional Effectiveness and Planning staff and an Associate Dean representing each of the academic schools as well as the Honors College. Meetings are held monthly during the academic year to discuss accreditation and assessment matters. Minutes of these meetings are posted on the [Institutional Effectiveness and Planning website](#). Information from academic programs is included in their annual assessment reports.

Within Student Affairs, information collected through formal assessment projects and feedback excavated more informally are cycled through program review processes. Whether the Student Affairs departments are preparing formal assessment reports or just reviewing the satisfaction with a single program, student input is weighed. For example, information gathered through AlcoholEdu (an on-line alcohol prevention tutorial) and surveys completed by students were used to launch group sessions in the Office of Counseling and Substance Abuse Services. There are numerous examples of program enhancement based on student feedback including:

- Cougar Activities Board (Student Life) – hosting more large-scale concerts
- Higdon Center for Student Leadership – creation of Cougar Excursion (an off-campus student leadership retreat for in-coming students)
- Counseling and Substance Abuse Services – revision of walk-in clinic hours
- Counseling and Substance Abuse Services – launching of a peer counseling program
- Career Center – purchasing more on-line programs geared toward exposing students to developing occupations and needed skill areas
- Campus Recreation Service – expanding the number and type of fitness classes and spaces
- Victim Services – expansion of prevention programming hosted by students.

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

Methods used to determine student satisfaction includes a selection of questions from the surveys referenced in 3.2 and documented in category 7. Also refer to the listing description in 3.3.

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

In 2011-12, the First-Year Experience was required for all entering first-year students, and offers 31 First-Year Seminars and 24 Learning Communities to meet the needs of students. A copy of the listing can be found in Table 7.1.h. Course descriptions may be found in the First-Year Experience Academic Guide located on the FYE website at www.cofc.edu/fye.

The Center for Student Learning is a key component in building positive relationships in two ways: The Center employs approximately 130 student leaders in positions as tutors, consultants, and Supplemental Instruction Leaders as a way to connect them to their academic programs and the faculty therein, providing opportunities to enhance their exposure to their fields of study. These students serve as models for other students who seek to develop methods and processes that promote learning. Each tutor is held to high standards: has achieved a 3.0 GPA or higher on a 4.0 scale, is recommended by at least one professor, submits application documents, participates in an interview, and attends training that follows either College Reading and Learning Association standards or standards set by the International Center for Supplemental Instruction. Many tutors return a second or even third year in their positions, indicating satisfaction with their roles. Students who are regularly engaged in the business of the College reap the benefits of their work and are more likely to be successful. By assisting all students, Center for Student Learning tutors work with a large segment of the student population, historically 40% of the student body, providing academic assistance so that students might study more effectively, learn course content, and achieve the outcomes they desire.

The College of Charleston developed a comprehensive peer education center May 2010-11, The Center for Excellence in Peer Education, which prepares outstanding students to mentor, tutor, and assist their peers, as well as offering resources, services, and training opportunities to other college and university peer educator groups. The Center for Excellence in Peer Education will train First Year Experience peer facilitators, Center for Student Learning peer academic coaches, REACH mentors, Cougar Excursion executive board members, Greek leaders, honors peer facilitators, resident assistants, and Bonner leaders. There are currently more than 100 trained peer educators on campus. All peer educators trained at the Center take a two-credit course in the Department of Teacher Education. This course trains them to develop peer education skills through reading, discussion, and collaborative learning about leadership, mentoring, and historical background of peer education. Through their peer educator experience, they gain skills that will benefit them in their careers including: recognizing strengths/weaknesses of self and others, implementing diverse approaches to learning, modeling appropriate/professional behavior and attitudes, and gaining effective conflict management skills.

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

Multiple offices on campus are responsible for monitoring or ensuring compliance with federal and/or state laws (e.g., Office of Human Resources). The College has developed and maintains policies designed to promote legal and ethical behavior and to provide for appropriate organizational accountability. These policies are revised and improved over time and are updated to comply with applicable laws (see policy.cofc.edu). Employees are encouraged at all levels to seek advice on legal and ethical behavior, including advice from the College's Office of Legal Affairs. Faculty/Staff and Student Resource Coordinators are available to assist those individuals who have ethical concerns and are uncomfortable approaching their immediate supervisors.

Faculty are provided with guidance specific to their responsibilities in the *Faculty/Administration Manual*, which is updated annually. Students find guidance relevant to several specific concerns in the Student Handbook which includes material on the Code of Conduct and the Honor Code). (<http://deanofstudents.cofc.edu/policies-and-procedures/student-handbook.php>).

Category 4 – Measurement, Analysis, and Knowledge Management

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

Student learning outcomes and organizational performance goals are defined by all academic departments and administrative functional units. These outcomes and goals are measured through the planning and assessment process. As stated in the Organizational Profile, the process has been streamlined and reports are prepared and collected annually. The operations and measures used to determine student learning and to track organizational performance and progress are aligned throughout the College to meet the institutional mission and strategic goals. The overarching goal is to ensure continuous improvement and renewal at all levels of the College.

Typical benchmark data is used for peer analysis. This includes average SAT scores of entering students (Figures 7.5.b), graduation and retention rates (Figures 7.1.b and 7.1.c), and faculty credentials (Table 7.5.a). These standard measures allow the College to compare performance to other institutions. Individual programs and service units also select additional assessment measures and key performance indicators that are tailored to their specific goals and initiatives.

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

As a requirement for accreditation through SACS, faculty within each academic program establish student learning outcomes, assess the extent to which outcomes are achieved, and use the results for program improvement. Administrative units also engage in this process of identifying, measuring, and analyzing outcomes to improve student support programs and stewardship of College resources.

Data collected through the assessment process from program and departmental reports, national surveys, local surveys, focus groups, exit exams, exit interviews, and other measurements is summarized and analyzed. Each Assessment Report contains a section on use of findings and recommended actions, which explains how the department or office will utilize the findings to improve student learning, support decision making, and achieve strategic goals.

As mentioned previously, progress toward goals and initiatives is based upon information collected. The cycle allows assessment information to inform the planning and decision-making process to ensure goals and objectives can be reached. At the unit level, course evaluation results are shared with faculty to provide feedback about effectiveness in the classroom.

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

Information from national surveys, internal surveys, exit interviews, focus groups and other measurements are used for benchmarking. Additionally, Assessment Reports include a section for recommended changes based on data collection and analysis.

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

National surveys, such as the Before College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE), and the National Survey of Student Engagement (NSSE) (see Table 7.1.g) and HERI's Cooperative Institutional Research Program (CIRP), Your First College Year (YFCY), and College Senior Survey (CSS), provide benchmarking and longitudinal information. Internal surveys, such as the Alumni Survey and Senior Exit Survey, are administered regularly and also provide comparative data over time. The College also uses College and University Professional Association for Human Resources (CUPA) data from a set of peer institutions to benchmark salaries for new faculty hires. National rankings, such as those found in US News and World Report, the Princeton Review, and Barron's are reviewed and made available to stakeholders <http://cofc.edu/about/guidesandranks/>.

The College also participates in The National Study of Instructional Costs & Productivity ("The Delaware Study") which is now generally acknowledged as the "tool of choice for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline." Additionally, the College of Charleston was one of 30 institutions invited to collaborate with the Center of Inquiry in the Wabash Study 2010. This is a three-year project designed to create a deliberative process for using evidence upon which an institution can build to improve student learning.

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

Access-secured online reports are made available to the appropriate faculty and staff and an interactive website (Sharepoint) is used for workforce groups contributing to projects. Data and information are also shared through the Online Academic Knowledge System (OAKS). Based on the Desire2Learn platform, the system provides tools to help foster communication, collaboration, and facilitate learning outside the classroom.

The College of Charleston has processes in place for deployment of data, both on our web sites (Institutional Research, Marketing, OIT, Records/Registration, Athletics, and Institutional Effectiveness) and available through our online request processes. Further, information made available adheres to Student Right to Know, Title II, Higher Education Opportunity Act, FERPA, and other federal and state requirements.

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

Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards provide principles for professional development, guidelines and voluntary standards to be used by higher education officials regarding the best practices in records management, enrollment management, student services and administrative technology to ensure data integrity, timeliness, accuracy, security and availability for decision making. Functional areas such as the Registrar's Office have a data steward assigned whose main responsibility is to provide accurate and timely reporting to constituents. These positions are supported by IT professionals committed to maintaining secure platforms for data retrieval. The Registrar's Office has adopted and follows the principles set forth by The American Association of Collegiate Registrars and closely adheres to FERPA guidelines.

The College Of Charleston's IT Division continually evaluates and updates security practices and policies. The data in the administrative system is protected by username/password pairs and central authentication. Servers housing institutional data are in physically secured areas and restricted to essential users only. All data is backed up regularly to secure offsite tape libraries and copies sent to a remote secured site. Network design includes firewalls, intrusion protection, and other security features; the campus maintains enterprise anti-virus protection.

Several times each year, the Office of Institutional Research reports unit-record and summary data to meet the requirements set by the governing entities. The data extracts are reviewed, audited, cleansed, summarized and

submitted. Upon receipt, the files are again run through an auditing process by the recipient and if discrepancies are found, the OIR is notified, makes needed corrections, and re-submits. Upon final receipt of a set of clean, processed data, the files are stored permanently and are then used as the primary source for all data and reporting by the OIR. Data files are extracted on or around the College's official census dates so that consistency in reporting and timeliness is maintained from year to year. All access to the College's mainframe system is scrutinized by the Information Technology division and access is only added on a per-user request basis. Access to data files are only allowed after written justification is reviewed by IT and the OIR.

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

Departments and offices are encouraged to consult with Institutional Effectiveness and Planning and their respective divisions to ensure that assessment plans align throughout units with institutional mission and goals. In short, systematically outlining and evaluating future outcomes and measuring whether or not those outcomes have been met is a goal for the College.

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

Staff orientations are conducted twice a month and a faculty orientation is conducted prior to the beginning of the academic year. A deans' and chairs' retreat and individual staff department/division retreats are held annually, and workshops are held for new academic chairs to assist them in administrative duties. Faculty and staff follow guidelines outlined in formal policies and procedures manuals. Faculty knowledge is documented, at least partially, through the tenure and promotion process.

Information about new policies, procedures, and other news is broadcast through campus email, listservs, in a variety of places on the College of Charleston home page and website, and in the above-mentioned departmental meetings. Catalogs for both undergraduate and graduate programs serve to communicate university policies and procedures to all stakeholders.

The Center for Faculty Development promotes and coordinates professional learning opportunities. Other learning and development opportunities are available through Human Resources, the Career Center, and the Libraries. The department of Human Resources has a full-time training position, and offers motivational, supervisory, personal development, computer, and life-long learning opportunities. Academic Computing offers several intensive technology institutes per year to educate faculty in technology and updated techniques.

Category 5 – Workforce Focus

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

Academic work is organized and managed through six schools and the academic departments housed in those schools, plus the Honors College, Graduate School, North Campus, Grice Marine Laboratory, and libraries as well as interdisciplinary programs and several research centers with community outreach components. These organizational structures provide faculty members opportunities to collaborate both within and across disciplines in teaching, research, and service.

Deans, department chairs, administrative and program directors participate in the strategic planning process, develop action plans for their own units, and pursue and maintain those plans. Faculty members and staff are invited to participate in this process as well, through departments, programs, and centers in which they participate, and as faculty representatives on committees in a shared governance system. The campus has a master plan to build, remodel and shift physical locations to be more conducive to coordinating student-centered needs and activities. Steering committees and focus groups are utilized for brainstorming and implementing cross-departmental issues. The College's assessment process encourages examination of the effectiveness of common issues such as diversity, student learning, or student satisfaction.

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

The College encourages communication across academic units through committees, the Faculty Senate, and unit-level administration meetings that include deans, department chairs, and academic program directors. The Provost hosts a retreat for deans and chairs each year, addressing one or more topics of primary concern on campus. During spring 2012, he also hosted two Provost Report sessions for faculty, administrators and staff. Additionally, there are Academic Council meetings during the academic year that allow for deans, faculty leaders, and academic administrators to work together on particular initiatives. New faculty members participate in a two-day orientation, during which they are introduced to feature programs, resources for faculty and students on campus, and key academic policies. Teaching, Learning, and Technology staff members provide technology training to new faculty, training on new systems, and a summer Faculty Technology Institute. New department chairs undergo small-group training by the Provost's Office with assistance from former chairs.

Town Hall meetings are hosted by the President and Executive Team in the fall and spring to update the campus on major events and receive questions and comments from faculty and students. The President's Office has a Chief of Staff and Senior Policy Advisor, whose primary purpose is to ensure that the office responds appropriately to external issues, requests, and opportunities. The Chief of Staff is also the liaison between the President and members of the Executive Team. The Staff Advisory Council to the President (SAC) was established in 2011 to provide assistance regarding matters relevant to the staff that may call for action by the President or other members of the administration. An orientation workshop to familiarize new Board of Trustees' members with the College's policies and procedures is also provided.

Human Resources has a full-time training position that offers a variety of learning opportunities through speakers and content experts. Learning and development opportunities are also available through Career Services, the Adlestone Library and Department of Teaching, Learning and Technology.

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

Faculty members receive course-instructor evaluations, tenure and post-tenure reviews. Staff members receive an annual evaluation structured by the Employee Performance Management System. Both faculty and staff receive verbal and written evaluations. Every level in the organization has the opportunity to integrate institution/unit goals into individual performance evaluations. "Managing Your Own Performance" workshops are conducted, and employees are encouraged to complete candid self-evaluations. Supervisors have the opportunity to attend HR-sponsored workshops such as "Employee Performance Management System - A Motivational Approach." This two-part workshop can assist in writing (part one) and delivering (part two) performance evaluations that encourage employees to develop skills and accomplish goals.

Additionally, there is a system of third-year review for faculty, tenure and promotion for tenured and tenure-track faculty, and promotion and renewal for instructors, as well as post-tenure review for tenured faculty who have not undergone a recent promotion review. Tenure, promotions to Associate Professor, Professor, and Senior Instructor, renewals as Senior Instructor, and superior post-tenure reviews carry a monetary reward. These all contain a peer review component using agreed upon standards. In all of these reviews, faculty members submit narratives which outline their contributions in concert with strategic plans.

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

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

Progression of faculty throughout their career is managed via a review process combined with feedback from annual reviews. The tenure, promotion, and renewal system includes a third-year review for all untenured faculty, tenure and promotion reviews for Assistant Professors, promotion reviews for Associate Professors, promotion and renewal reviews for Instructors and Senior Instructors, and post-tenure review for Associate

Professors and Professors. Faculty are provided development opportunities via conference participation, funds for research travel and equipment, and competitively awarded summer research stipends.

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

Faculty and staff are encouraged to attend workshops and conferences to build leadership qualities. The President chairs senior staff meetings and invites key guest stakeholders for pertinent topics. Annual performance evaluation has specific categories designated to assess and encourage leadership qualities, employee evaluation accuracy and effectiveness, learning environment encouragement, and diversity support.

As noted earlier in 5.2, the Provost hosts a retreat and working sessions each year for deans, chairs, and faculty leaders to work together on particular initiatives, including execution of strategic plans. The orientation for new chairs addresses leadership style and skills, specific organizational knowledge, critical campus policies (such as procurement policies and non-discrimination and non-harassment policies), and strategic plans.

Organizational knowledge is developed, to some extent, through use of the portal, MyCharleston. Further development of organizational knowledge, as well as development of core competencies and understanding of strategic challenges, comes via faculty, department chairs, and deans, and academic administrators' involvement in development and execution of strategic plans.

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

The Strategic Plan Committee is incorporating capability and capacity action points into strategic assessments. Annually department staffs are analyzed, voids and excesses are identified and a hiring plan implemented.

Faculty staffing levels are assessed by several factors. There is a teaching workload measure on which the College is compared with peer institutions participating in the Delaware study. Student credit hour production, adjunct dependence, and costs of interdisciplinary programs (not readily available via Delaware data) are reviewed. Each year, during the planning process, unit leaders evaluate their current faculty staffing levels, unmet needs, and opportunities for realignment of faculty and staff towards achieving strategic objectives.

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

Search committees are formed to recruit key administrative and academic positions. Final candidates are invited to campus to meet with key constituents. Staff members are recruited following State of South Carolina employment posting regulations. New staff members are welcomed with a four-hour orientation, and are encouraged to take advantage of available learning opportunities.

Members of faculty are recruited nationally through networking, referrals, graduate schools and publications. Targeted ads are used to increase representation of women and minorities, and the College abides by a non-discrimination policy throughout the recruitment process, from applicant review through hiring. Competitive starting salaries are bench-marked by discipline, as reported to CUPA-HR.

New faculty attend an orientation, which includes meeting select administration and academic personnel, being introduced to classroom and campus technology, attending an all campus picnic and a new faculty reception hosted by Addlestone Library and other instructional and inclusive events.. Faculty members are retained by providing an attractive environment for teacher-scholars, and a modest faculty development funds including competitive summer research stipends.

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

Professional development opportunities are offered through HR, Career Services, the Addlestone Library, Academic Computing, among others. Workshop evaluations are completed and analyzed to improve content and presentation. The IT Helpdesk encourages employees to learn new skills and to share the skills with colleagues in mini-workshops. Physical Plant and Residence Life have embarked on life-long learning initiatives including computer training, supervisory practices, and job skills. The College's Staff Development

Program encourages staff to take for-credit courses. The College also provides on-campus training, such as the Faculty Technology Institute and OAKS training, provided by the Teaching, Learning, and Technology staff. Additionally, work units are encouraged to hold meetings to share skills, and knowledge. New campus-wide projects have stakeholder representatives who report back to departments.

Individual performance evaluation goals are to be consistent with department goals and the College's Strategic Plan goals. Supervisors are trained to write performance evaluation goals that are developmental and motivational for employees. Departments combine resources to tackle large training needs.

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

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

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

The President's Advisory Committee is used largely to hear from faculty regarding their well-being and satisfaction with the direction of the College. The President's Staff Advisory Committee is used to communicate about staff issues. The President also holds town hall meetings open to the campus. There is a Faculty Welfare Committee and also a Faculty Compensation Committee, which has representation from the Provost's Office. Additionally, the Provost holds academic working sessions each year and works with the deans and department chairs to address issues of current concern, such as workload policies, campaign planning, and tenure and promotion procedures.

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

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

Satisfaction assessment findings are used throughout the College to determine areas for improvement. These are then prioritized by academic and administrative unit heads to develop appropriate action plans.

The Faculty Senate, the Faculty Welfare Committee, and the Faculty Compensation Committee are the voices of the faculty on issues of faculty workforce satisfaction. Information collected via individual faculty members, department chairs, deans, and the committees in the shared governance system is reviewed by the Provost and his leadership team. The Provost's Office, working with the deans, may develop a new policy. Or, for issues of broader and greater impact, the Provost may convene and facilitate faculty forums or working groups for dialogue leading to the development and implementation of a new policy.

5.12 *How do you maintain a safe, secure, and healthy work environment? (Include the organization's workplace preparedness for emergencies and disasters.)*

The College has an up-to-date Emergency Management and Preparedness Plan, with a very active Emergency Management Team whose members comprise a cross-section of the campus community. An emergency alert system has been implemented and is routinely tested. Employees and students are immediately notified of a campus emergency and given directives or instructions for safety.

Campus police have an active community oriented policing program. Fire & EMS and Campus Police meet with all new employees during New Employee Orientation and all new faculty in Faculty Orientation. A whistle defense program is used to alert officers of dangerous situations. Campus Police offer on-campus safety escorts day and night. Campus Police have crime prevention officers who are responsible for the presentation of Crime Prevention Programs. Public Safety uses modern safety technology (e.g., emergency

call boxes and closed circuit television, a graphic communication fire alarm monitoring system, and panic alarms) to assist in keeping the community safe.

Human Resources conducts a “Health Month” including a benefits fair, health related workshops, and worksite screening in the month of April. S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents. The college pool, gymnasium and weight room, weight control, exercise routines, and yoga classes are available to assist our employees in their exercise regimes.

Environmental Health and Safety provides employee general safety and health training to encourage employees to work safely. Environment Health and Safety offers targeted training to employees related to personal protective equipment, chemical safety, driving safety, and ergonomics. A campus-wide smoking policy has been adopted and is in effect.

Category 6 – Process Management

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

The College of Charleston Strategic Plan states that the Core Purpose of the College is to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society. The Values include educational excellence that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences; student-focused community that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution; the history, traditions, culture and environment of Charleston and the Lowcountry that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world.

The *Statement of Institutional Goals* provides guidelines for the design of educational programs, curricula, and supporting services. “Each unit of the College will articulate the goals of learning which reflect its unique discipline, field, or area of service. Though strategies of implementation will vary from area to area, the goals address undergraduate and graduate education as well as offices of administrative services, thus providing the basic framework for articulation of goals by academic and administrative units.”

Additions, deletions, and changes to academic and administrative programs must be consistent with the College’s mission and goals. Academic program proposals are reviewed by the Provost and by the Faculty Senate. They are also reviewed by CHE Commissioners and voted on by CHE membership. SACSCOC must also formally accept all new programs before students are allowed to enroll.

6.2 What are your organization’s key work processes?

As an institution of higher learning, “key work processes” may be defined as those processes that have at their heart the institutional mission and goals, the College’s core values, and the strategic planning process. Processes are evaluated and renewed through regional accreditation; professional, discipline-specific accreditation; annual assessments, and reports.

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

The College of Charleston adheres to the guidelines promulgated by accreditors and regulators in collecting, analyzing, and utilizing data collected from campus stakeholders. In addition, the College regularly makes use of internal processes such as online course evaluations, graduate exit surveys, and an annual assessment cycle for academic and administrative programs. Individual departments, schools, and programs make regular use of advisory councils and steering committees to seek input from community partners. Alumni of the College are surveyed just prior to graduation and at one, three, and five year intervals.

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

Organizational Knowledge – The College employs numerous means, such as: the Board of Trustees Ad Hoc Committee on Information Technology, the College’s Executive Steering Committee (comprised of the College’s Executive Vice Presidents), the Faculty Educational Technology Committee and the BATTERY Team Leads Group (comprised of senior leadership of the several functional offices that make up the ERP) to improve and facilitate the transfer of knowledge across all spectrums of the College community. Information Technology employs a Teaching, Learning and Technology department with the express goal of facilitating faculty relationships, sharing knowledge and to enhance the learning experience. IT is constantly seeking staff and faculty feedback and adapting standard operating procedures to accommodate our customers (the College community), while attempting to continually and consistently provide a high level of service.

New Technology – The College recently deployed a new ERP and is aggressively addressing the replacement of aging or sub-standard hardware or equipment. The College, in coordination with the State, routinely develops plans for implementing new technology and improved service provision. The staff of the Information Technology division is involved with several local, national and international IT organizations; and constantly work with the College community, IT professionals and early trend adopters to review and decide on the most appropriate new technologies to pursue. Compatibility with the College’s existing systems and software is always considered when pursuing any new technologies.

Cost Controls – The College works as a cooperative purchasing team, including the State ITMO office, Information Technology, Procurement, Business Affairs and Legal Affairs to ensure all technology and business process purchasing is executed under the strict provisions of the state purchasing guidelines. Also, the team works to ensure that any and all purchases are made after reaching the best cost scenario available to the College. The College focuses on ensuring that the existing processes and designs are facilitated and enhanced by any additions or updates to the system. The College purchasing team works very hard to ensure that all purchases are made to the maximum benefit of the College.

Other Factors – The College monitors replacement cycles including separate cycles for classroom equipment, network equipment, Personal PCs, infrastructure hardware/software as well as software and ERP systems. The ultimate goal is to use that information to constantly and consistently improve and update the College’s technology systems as a whole. The Information Technology division regularly reports progress, process changes and any/all updates to our plans to the College community and senior leadership. IT is in service to the College community and as such must constantly seek the opinion and approval of the College governing bodies and the administration. All technology planning, process design or service delivery methods are developed and implemented in consensus with the College community, College administration and the State ITMO offices when applicable.

As stated above, organizational knowledge is developed, to some extent, through use of the portal, MyCharleston. Further development of organizational knowledge, as well as development of core competencies and understanding of strategic challenges, comes via faculty, department chairs, and deans, and academic administrators’ involvement in development and execution of strategic plans. In addition, the Addlestone Library offers remote access to more than 275 resource databases, over 259,250 electronic books, and 53,686 electronic journal titles so that members of the College community can search for, view, download, and print citations and articles from any Internet connection. Additionally, the library has over 185 research guides which is a tool that librarians have developed to consolidate information from a variety of sources so patrons can hone in on an academic subject and specific topic. The library has successfully partnered with academic libraries throughout the state to develop a digital collection which provides virtual access to rare and unique collections. As a member of PASCAL (Partnership Among SC Academic Libraries) as well as other national Consortia, the library has negotiated a number of cost-saving cooperative licensing agreements for electronic resources.

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

Key work processes and support processes maximize student success and involve most stakeholders. The outcomes of initiatives and processes are evaluated and reported to the President, Board of Trustees, the Provost

and other senior leaders, Deans and Department Chairs, and other constituents. The standards for success and benchmarks for many measures are determined, for the most part, through review and are identified as specific, expected results on annual assessment reports.

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

Key support processes sustain the infrastructure of the College and support the physical and fiscal operations. Support processes also deliver services that strengthen the learning-centered functions. Assessment of support processes is conducted through periodic reviews and includes administration, deans, chairs, and the Office for Institutional Effectiveness. Improvements and updates may also be suggested or mandated by state, federal, regional or professional accrediting agencies.

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

As a state-supported institution, the South Carolina Legislature approves the institution's budget, and regulatory agencies monitor it for legal compliance. The College adopts, on an annual basis, a budget that provides reasonable estimates of revenues and expenditures including all funds, educational and general activities, auxiliary enterprises, all sponsored program activities and all capital projects. This participatory process involves the executive management, academic and administrative heads.

The responsibility of budgetary control rests at the departmental chairperson level with appropriate oversight provided by the executive management of the College. Each budget manager receives electronic monthly financial reports that show the budget allocation (original and revised), the actual expenditures (current month and fiscal year), the open commitments (summarized and detailed), and the available balance.

For budgetary control and accountability on a broader scale, the College prepares both interim monthly and annual budgetary statements. The staff of the Budget Office of Business Affairs analyzes and reviews selected financial data at least quarterly comparing actual revenue and expenditures to approved budget. The office provides significant information of any budget adjustments or revisions to executive management and the Board of Trustees as well as to the respective budget managers.

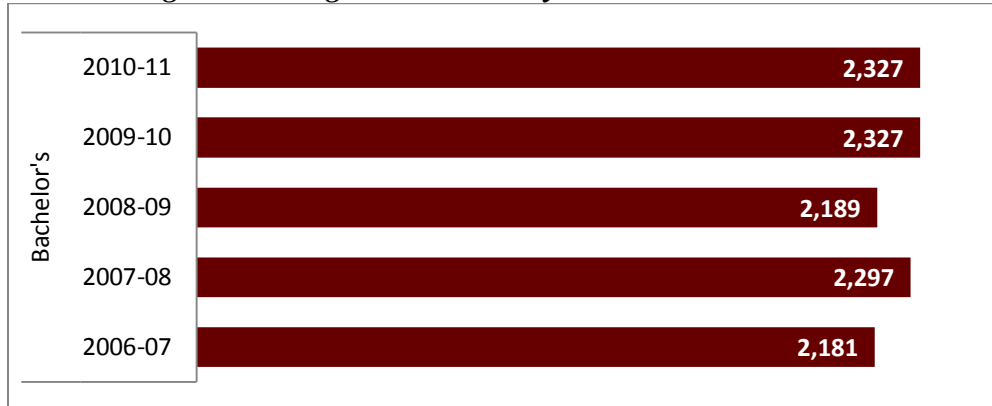
The Annual Operating Budget is informed by Planning Assumptions that summarize the "environmental scan" of the institution and its place in, among other factors, the South Carolina State Budget. These Planning Assumptions are also taken under advisement when academic and administrative departments create their Plans. These plans draw departmental goals directly from the College of Charleston mission and the College of Charleston's Strategic Plan.

Category 7 – Organizational Performance Results

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

Figure 7.1.a Undergraduate and Graduate Degrees Awarded by Academic Year, 2006-2011

Total Undergraduate Degrees Awarded by Academic Years 2006-2011

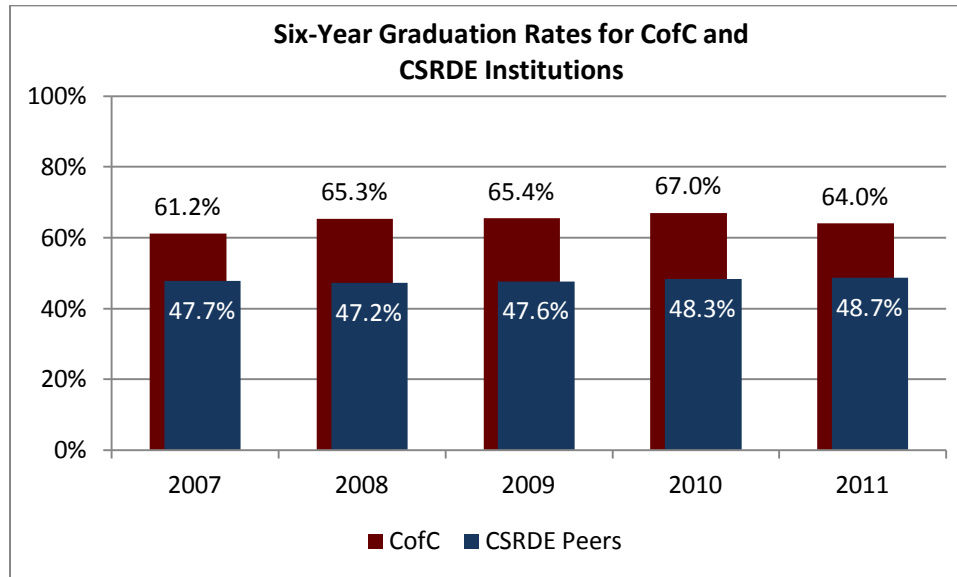


Total Graduate Degrees Awarded by Academic Years 2006-2011



Source: http://ir.cofc.edu/prg/ACAD_DegreesAwarded.htm

Figure 7.1.b Graduation Rates Compared with Consortium for Student Retention Data Exchange Institutions, 2007-2010

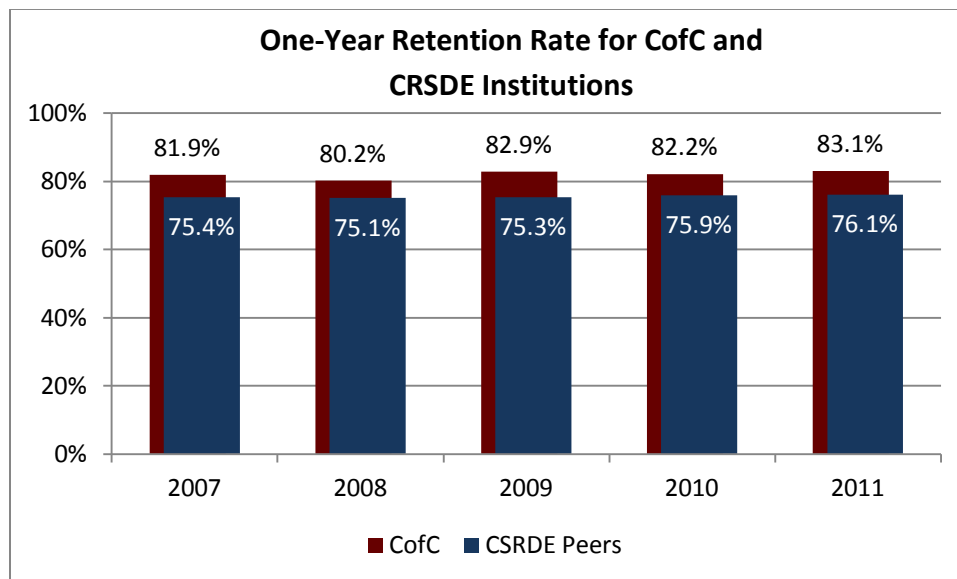


Source: Institutional Research

Retention Rates

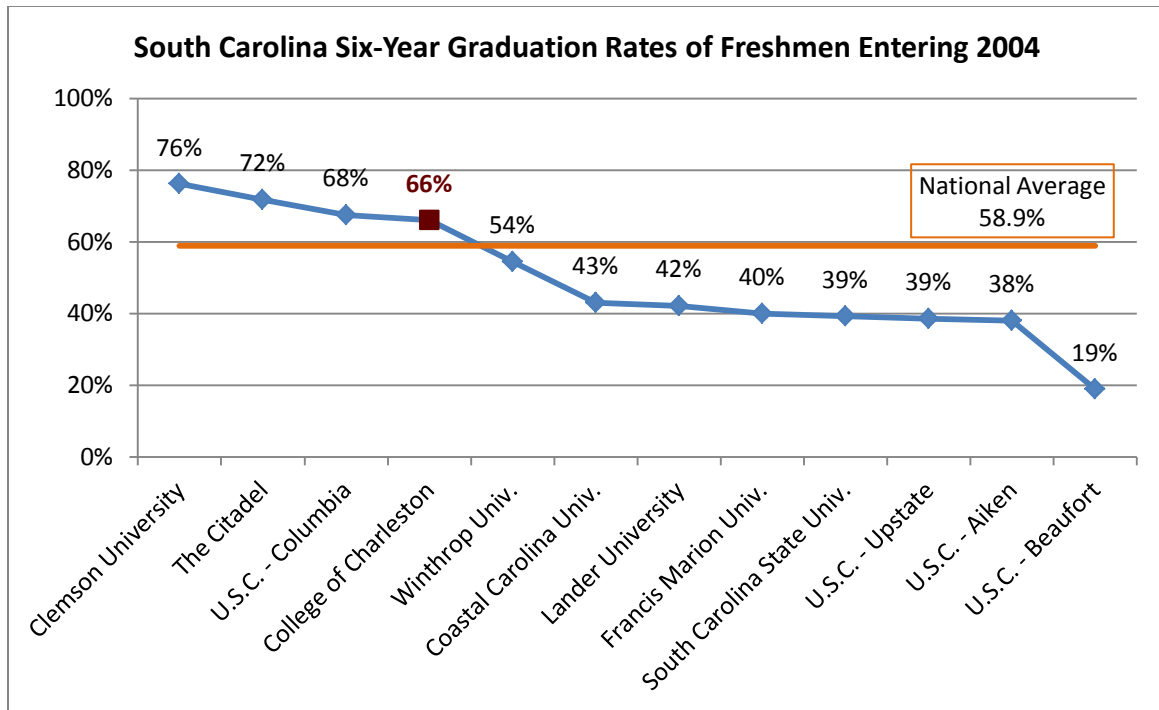
The Strategic Plan articulates a goal of 87% for First-Year Retention Rates by the year 2020. As the chart below indicates, the retention rate of full-time freshmen has been consistently above 80% for the past several years. Retention rates indicate students are present and engaged in the educational process. Figure 7.1.d compares retention rates within South Carolina.

Figure 7.1.c Retention Rates, 2007-2011



Source: Institutional Research

Figure 7.1.d Comparative South Carolina Retention Rates, 2004-2010

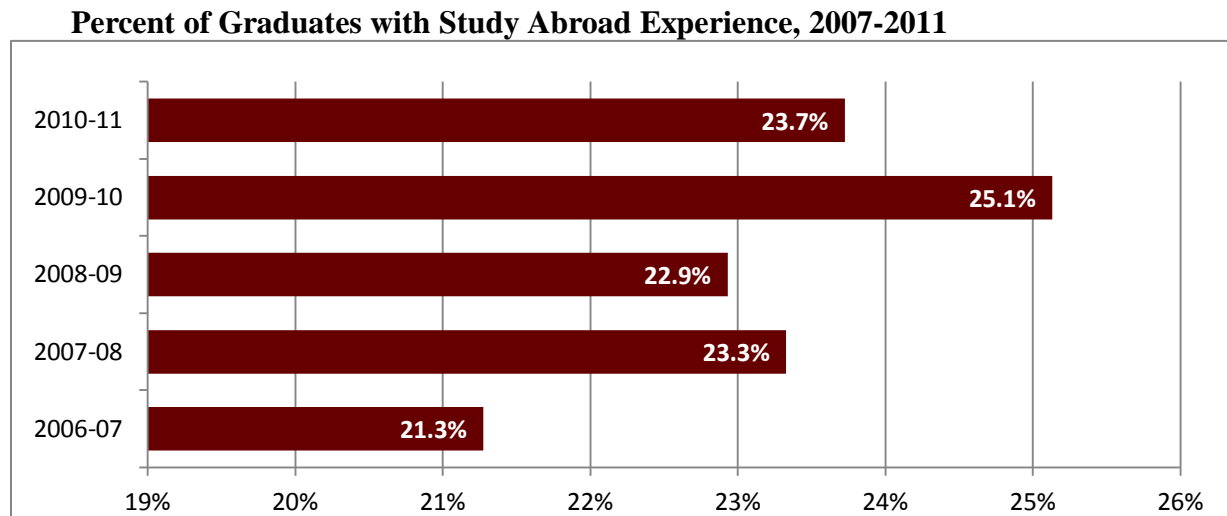


Source: Institutional Research

Undergraduate/Graduate Abroad Enrollments.

The Strategic Plan has a strong emphasis on globalization and recommends that student study abroad participation increase to 40% by the year 2020.

Figure 7.1.e Undergraduate/Graduate Abroad Enrollments

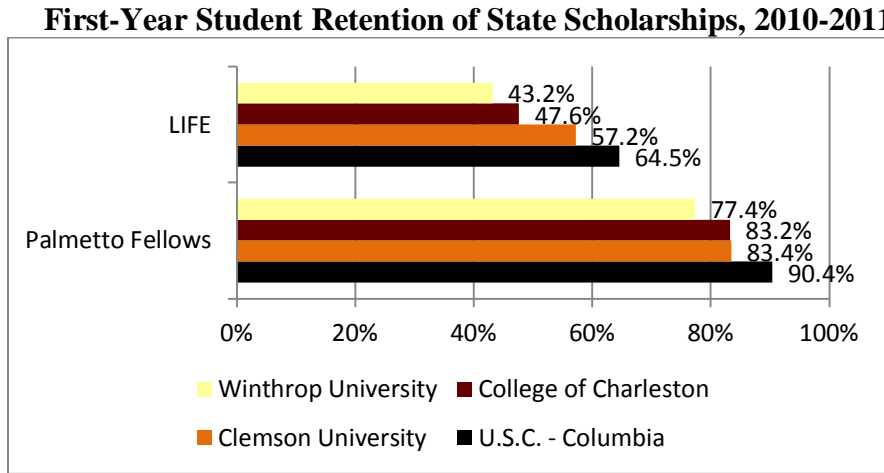


Source: Institutional Research

Palmetto Fellows Recipients and LIFE Recipients Retention

The scholarships represented below are awarded by the State of South Carolina and include grade point average requirements.

Figure 7.1.f Fall 2009 Palmetto Fellows Recipients Retaining Palmetto Fellows Scholarships in Fall 2010 and Fall 2009 LIFE Recipients Retaining LIFE Scholarships in Fall 2010.



Source: Institutional Research

CSS 2011 Results -- Senior Students

The College Senior Survey (CSS) was administered to graduating seniors in the spring of 2011. The survey was offered to 1268 seniors and 404 completed the survey for a response rate of 31%. The data below present students’ perceived growth on the presented academic outcomes.

Table 7.1.g. College Senior Survey 2011 Academic Outcomes

Compared with when you first entered this college, how would you now describe your: (Ratings of Much Stronger/Stronger Reported)	Graduating Seniors – Spring 2011		
	College of Charleston	4yr Public Colleges	All 4yr Colleges/ Universities
Knowledge of a particular field or discipline	97.2%	98.1%	98.5%
General knowledge	96.2%	96.0%	96.8%
Critical thinking skills	92.4%	93.4%	93.6%*
Problem-solving skills	91.1%	92.3%	92.8%*
Preparedness for graduate or advanced education	91.2%	89.0%	91.1%
Preparedness for employment after college	88.3%	86.9%	89.4%

Note: Significance * p<.05, ** p<.01, *** p<.001
Source: Institutional Effectiveness & Planning

Nearly all of the senior respondents reported stronger knowledge of a discipline as well as general knowledge (97% and 96% respectively). These findings were comparable to students at 4 year public colleges and all 4 year colleges/ universities as well. While still a very large majority, senior respondents reporting of growth on critical thinking skills and problem solving skills were not as high (92% and 94% respectively). These scores were lower than those seen in 4 year public colleges and all 4 year colleges/universities at a statistically significant level. At rates comparable to our national comparison groups, our responding seniors felt prepared for graduate education and employment.

Learning Communities

The First-Year Experience, detailed in the QEP requirements for SACS reaffirmation, provides learning communities (two courses linked thematically and supported by a one-hour synthesis seminar) and first-year seminars for beginning students. The variety and breadth of topics offer freshmen the opportunity to experience coursework that is challenging and provides early examples of the academic rigor to be faced in upper-level classes.

Table 7.1.h Learning Communities.

Learning Communities	
1. Visions of Brazil: Language and Culture	13. Seeing with New Eyes (What Does Google Know?)
2. Biology and Psychology: Gateway to Neuroscience	14. Psychology of Women's Studies and Gender Issues
3. Games, Sports & Rituals in American Experience: Playing with our American Identities	15. Sacred Ritual to Performance: The Power and the Glory
4. Putting the Spanish in Spanish America	16. Business, Technology, and Innovation
5. Business Apps and Web Design	17. Exploring Ancient Rome
6. Chemistry and Biology for Pre-Med Students	18. The City of Light: A History of Paris
7. People, Power, and Influence: Interpersonal Communication and Psychological Science	19. Math and Life: Understanding Biology through Statistics
8. Communication and Advocacy	20. Movers and Shakers: Politics on a Changing World
9. Discover the World: Regional Contexts and Global Issues	21. Precalculus with Computer Programming
10. Games Cultures Play: Sports in German Culture and Beginning German	22. Healing Narratives: Understanding Illness Through Storytelling
11. Society and the Individual	23. Stress and Coping: Individual and Family Factors
12. Computer Music and the Quest for Beauty	24. Gender and Theatre
First-Year Seminars	
1. Me, Myself and My 23: Living in the Genetic Era	17. Molecular Biology in the News
2. Games & Gladiators: Athletic Competition in the Greco-Roman World	18. Gaming 101: An Introduction to Videogames and the Study of Play
3. Shakespeare on Screen	19. Neurobics: Sparking Mental Connections
4. Teaching Fellows	20. The History of Latinos/as in the United States
5. A Window into Russia: the Major People, Events, and Influences of Russia's Cultural History	21. The Maltese Flamingo: Modern Crime Fiction from Hammett to Hiaasen
6. Film and Southern History	22. Magic and the Supernatural in European History
7. World History Through Food	23. The City of Light: A History of Paris
8. Understanding Israel	24. Children and the Holocaust
9. The Mathematical Mechanic	25. Funny Numb3rs for Business Students
10. Stories of Chinese Youth: Tradition and Culture in Chinese Cinema	26. The US Intelligence Community: Separating Fact From Fiction
11. The Rule of Law	27. How Things Work: The Physics of Everyday Life
12. Decision Science: The Mistakes that Everyone Makes	28. Business Skills, Student Leadership: Taking the Plunge
13. The Sociology of Food	29. American Football as Cultural Performance
14. Female Action Figures on the Screen	30. Visual Culture in Theatre Practice
15. The Economics of Globalization	31. Stereotypes, Prejudice, and Discrimination
16. The Role of the Quran in Contemporary Islam	

Source: First Year Experience

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

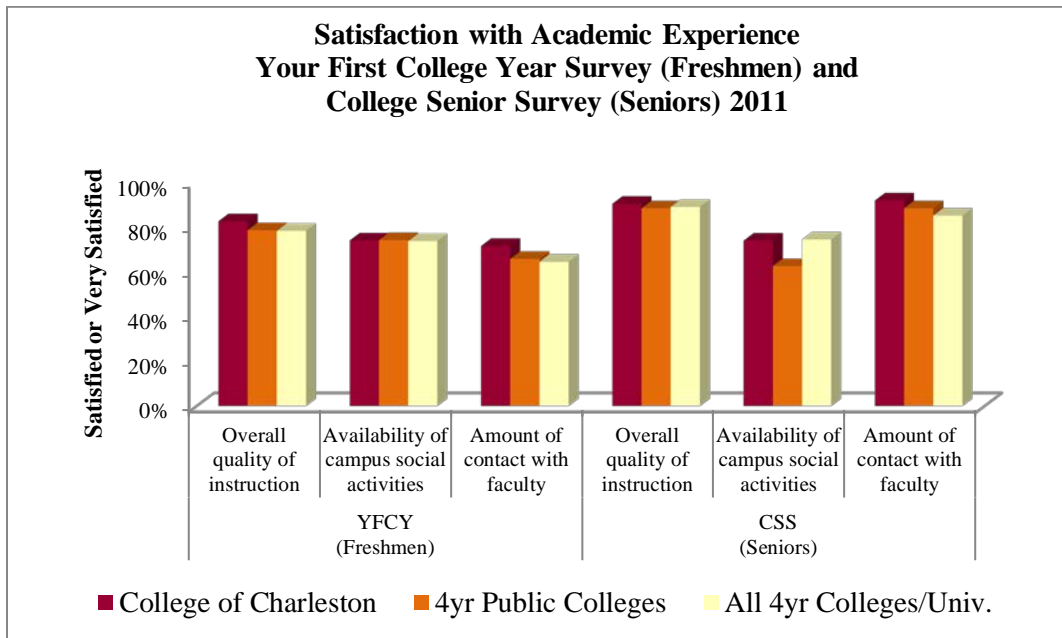
Survey results from the College Senior Survey (Figures 7.2.a-b) and the alumni survey (Figure 7.2.c) demonstrate student and stakeholder satisfaction.

Results from College Senior Survey 2011

The Your First College Year (YFCY) and College Senior Surveys (CSS) measure stakeholder satisfaction and are administered every three years. The most recent administration was in the spring of 2011. The results reveal that when compared public four-year college or all four-year colleges/universities, freshmen and seniors at The College of Charleston reported comparable or higher levels of satisfaction with the overall quality of instruction, availability of campus social activities, and the amount of contact with faculty. For all groups, levels of satisfaction were slightly higher among the senior populations.

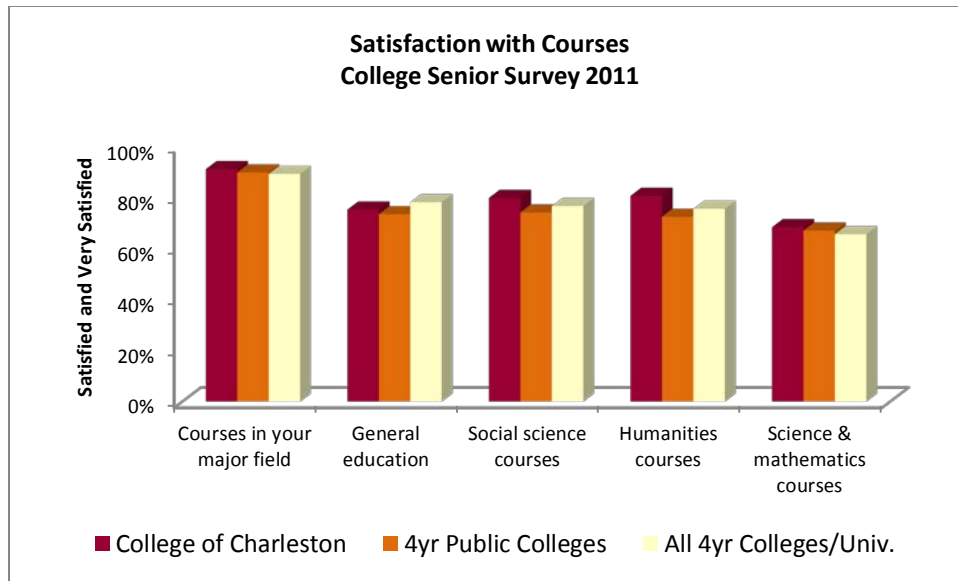
The figures below represents satisfaction ratings for College of Charleston freshmen and seniors survey respondents compared to respondents from participating four-year public colleges and participants from all four-year colleges/universities.

Figure 7.2.a. Results from the Your First College Year and College Senior Surveys 2011



Source: Institutional Effectiveness & Planning

Figure 7.2.b. Results from the College Senior Surveys 2011

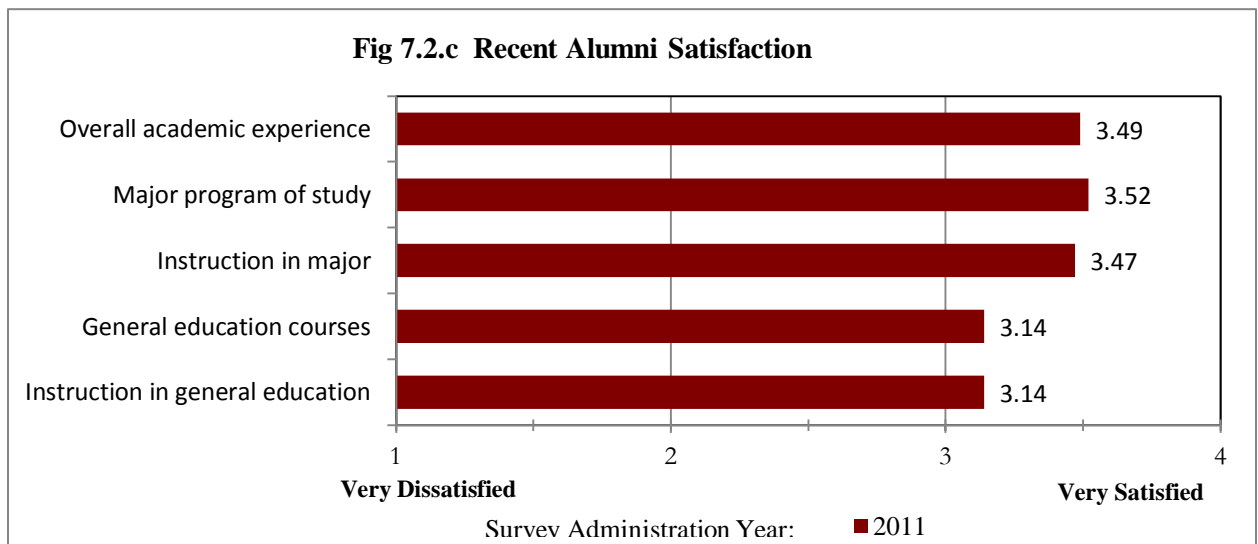


Source: Institutional Effectiveness & Planning

Student Satisfaction

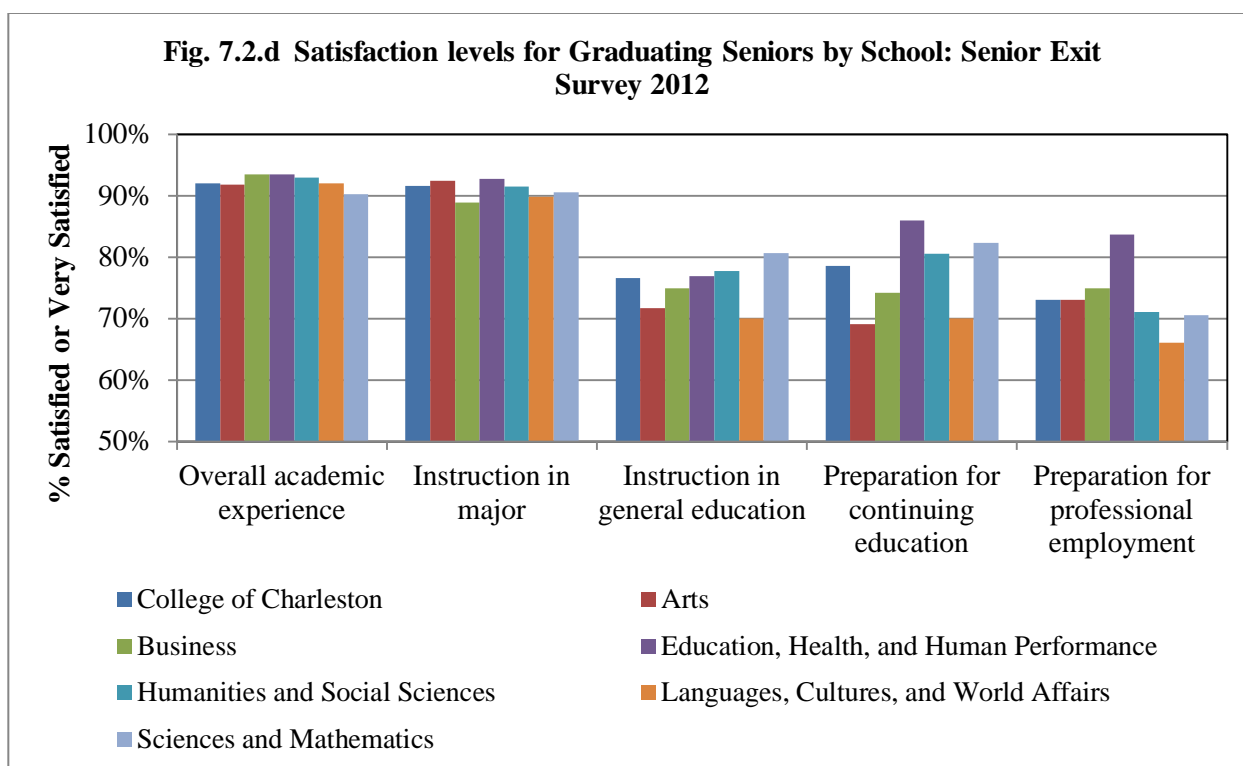
The College of Charleston administers an annual survey to College of Charleston alumni who graduated two to three years prior to the survey date as well as to graduating seniors. Results presented below demonstrate that satisfaction levels are high for the College of Charleston alums in regards to the academic experience. Levels for 2010 increased for all measures from the previous year. Graduating seniors report high levels of satisfaction with their academic experience. Figure 7.2.d also illustrates the potential for growth in the area of general education where satisfaction scores are lower.

Figure 7.2.c Alumni Satisfaction, 2009-2010



Source: Institutional Effectiveness & Planning

Figure 7.2.d Graduating Seniors Satisfaction, 2011



Source: Institutional Effectiveness & Planning

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

The College prepares on an annual basis, a budget that provides reasonable estimates of revenues and expenditures. The budgetary process encompasses all operating budgets of the College to include educational and general activities, the operations of auxiliary enterprises, all sponsored program activities, and all capital projects. The budget is based on an Annual Plan developed from, and supporting, the institution’s Strategic Plan. Executive management, academic officials, and department heads develop a programmatic budget and present it to the Board of Trustees for approval. Using a comprehensive account classification and tracking system, the responsibility for budgetary control rests at the departmental level with appropriate oversight provided by the executive management of the College. The Board on a quarterly basis approves any adjustments, and/or revisions to the budget. Additionally, the College prepares annual budgetary reports that are available to the General Assembly of South Carolina and the public for review. These reports provide information that demonstrates the ability of the College to accomplish its mission in a manner that ensures legislative compliance and prudent management of public funds.

The College continues to apply the Comprehensive Program for Quality and Efficiency (CPQE) instituted in Fall 2010, which is a mechanism for the ongoing review of the management, programs, divisions, and offices of the College of Charleston. Grounded in nine core principles, the CPQE specifically addresses quality enhancement, productivity improvement, and cost containment.

With the support of the Board of Trustees, in January 2012 the College issued a request for proposals to contract with an external consultant to evaluate various efficiencies, etc. As noted in the RFP, “the primary objectives of this project will focus on identifying revenue enhancements, cost reductions, operational improvements, structural alignment, and other opportunities relative to a specific group of benchmarked and peer institutions. The project's recommendations should be aligned with the College's institutional goals, taking into consideration the cultural and historical uniqueness of the College and include an implementation plan for each recommendation.” An award was made to Huron Consulting Services LLC as the first phase of the review and they will concentrate on the area of Information Technology.

Additionally, in Spring 2012, the College engaged Mary Armstrong to evaluate opportunities for the non-academic business operations to increase efficiency and effectiveness in carrying out its mission. Armstrong retired in March 2012 from the Boeing Company after 27 years of increasing executive responsibilities culminating in her final role as Vice President of Environment, Health, and Safety.

Figure 7.3.a State Appropriations

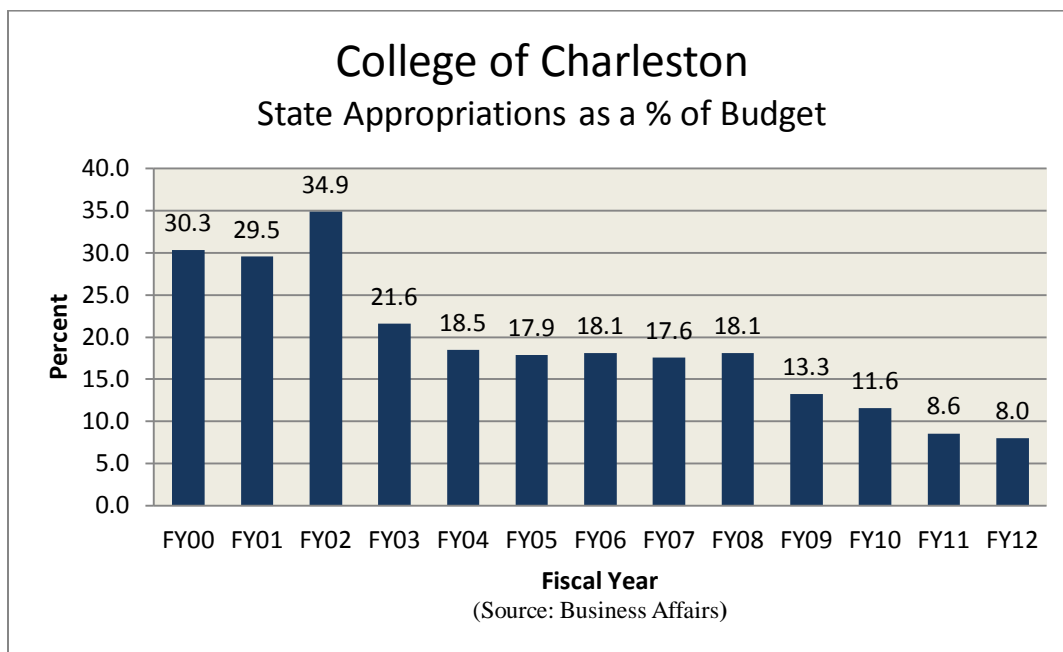


Figure 7.3.b Deferred Maintenance.

As seen in the table below, the cost of maintaining a campus of historic buildings in an urban environment remains physically and financially challenging.

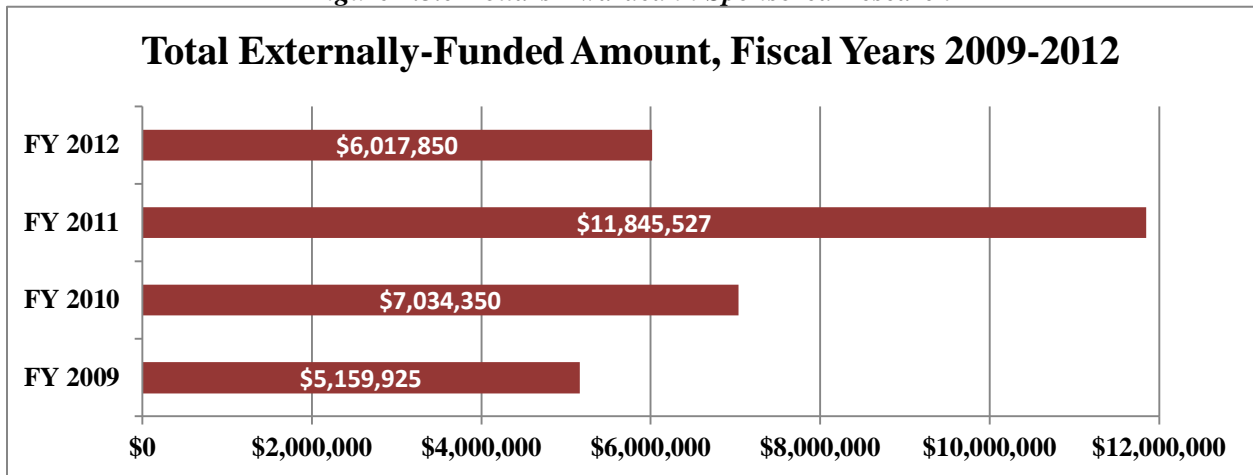
Summary of Institutional "Deferred" Maintenance Needs (Estimates)

Rank	Four-Year Institutions	Additional Amount Needed to Eliminate DM & Get Building to 90% of Original Condition
1	USC Columbia & SOM	\$295,835,640
2	Clemson	\$153,652,245
3	College of Charleston	\$146,942,582
4	MUSC	\$87,159,941
5	Coastal Carolina	\$61,943,934
6	SC State	\$54,646,851
7	Winthrop	\$37,743,439
8	USC Upstate	\$10,605,900
9	Francis Marion	\$9,065,515
10	Citadel	\$8,418,620
11	Lander	\$5,564,208
12	USC Aiken	\$2,698,884
13	USC Beaufort	\$2,160,447
	SUBTOTAL (Four-Year)	\$876,438,206
	TOTAL (For All S.C. Higher Ed.)	\$1,008,105,357

Dollars Awarded in Sponsored Research

The College of Charleston is committed to supporting faculty and staff in their efforts to increase the amount of funding secured through sponsored research and scholarly activities. Ongoing faculty research benefits students, the College of Charleston, and society, as well as the individual scholar. When engaged in research, faculty members model the excitement of continuous learning for students. College of Charleston received \$6,017,850 in external funding across 110 awards during FY 2012 (July 1, 2011—June 30, 2012). This is a significant increase in funding activity compared to the previous fiscal year, during which seventy-seven awards were received. The College also submitted 134 proposals requesting \$27,862,581 in funding during FY 2012, compared to 109 submissions requesting \$22,949,964 in funding during FY 2011. Figure 7.3-c displays total external funding amounts received by the College from FY 2009 through FY 2012.

Figure 7.3.c Dollars Awarded in Sponsored Research

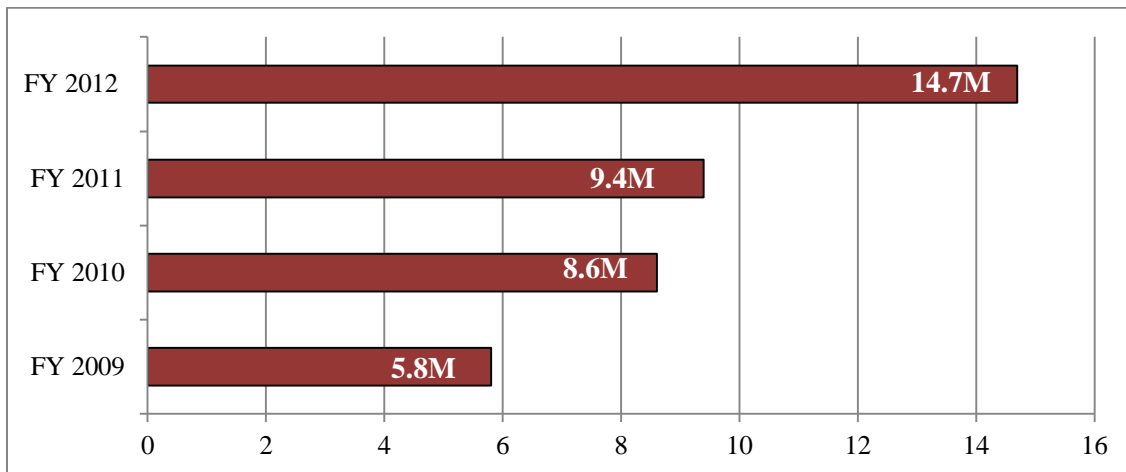


Source: Office of Research and Grants Annual Reports: http://orga.cofc.edu/pub/grants_admin_reports.shtml

Private Donations

The College of Charleston had an increase of more than 50% in private donations for fiscal year 2012 as compared to fiscal year 2011. The Strategic Plan emphasizes nurturing and growing a more informed and engaged base of alumni committed to the continued health, growth, and advancement of the College.

Figure 7.3.d. Private Donations



Source: Institutional Advancement

Data value in millions

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

Permanent employees by FTE

As seen in tables 7.4.a and 7.4.b below, The College continues to carry one of the smallest rosters of permanent employees in the state, and faculty salaries on average are below Master’s Peers. Despite having the third highest student enrollment, the College ranks near the bottom for the proportion of staff available to support faculty and students.

As described in Category 5, the Office of Human Resources provides training and development opportunities for the workforce. These professional development opportunities encourage continuous improvement and provide staff with resources that enhance skills and knowledge base.

The College's Staff Development Program encourages staff to take for-credit courses and also provides on-campus training, such as the Faculty Technology Institute and OAKS training, developed by the Teaching, Learning and Technology staff. Additionally, work units are encouraged to hold meetings to share skills and knowledge. New campus-wide projects have stakeholder representatives who report back to their departments.

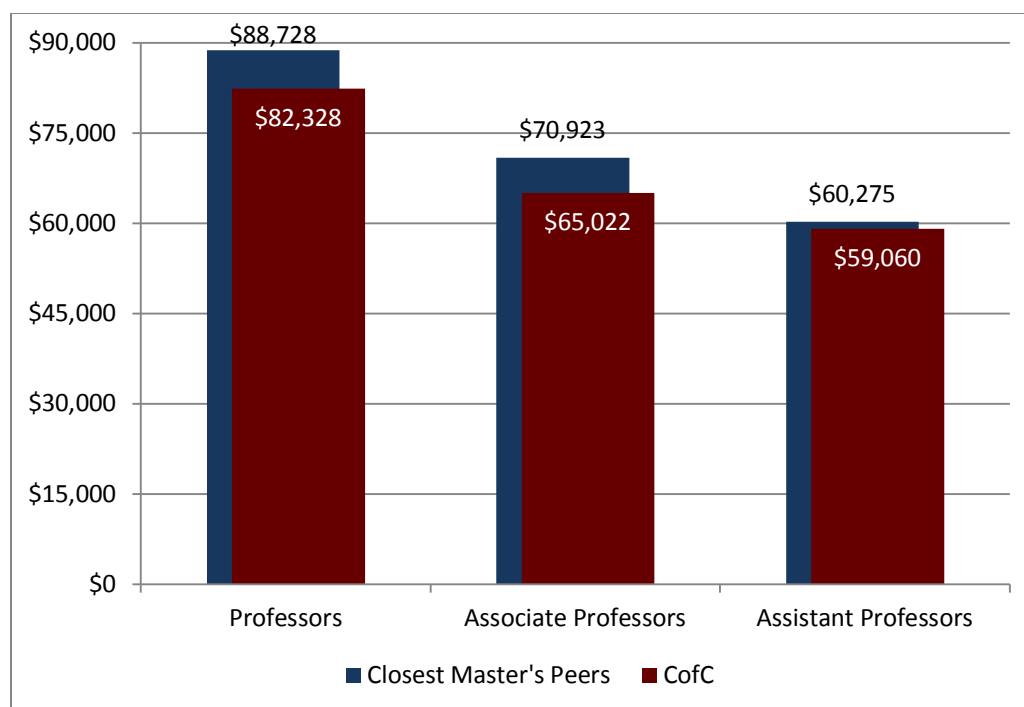
The Office of Institutional Diversity offers many cultural events and faculty and staff are encouraged to attend. The Office of Institutional Diversity has a trainer who works with faculty and staff to incorporate diversity into the classroom and workplace. The trainer plans to offer six topical workshops per year along with an intensive 2-day workshop.

Table 7.4.a Permanent employees by FTE for FY 11-12

Institution	FTE Faculty	FTE Staff	Total FTE Employees	% Staff FTE	Rank (1=Highest Proportion of Staff)	Student FTE	Ratio of Students /FTE Employees	Rank (1=Fewest Students per Employee)
Citadel	178	474	652	72.7%	2	3,262	5.00	3
Clemson University	1,116	2,681	3,797	70.6%	3	18,980	5.00	2
Coastal Carolina University	420	719	1,139	63.1%	6	8,720	7.66	12
College of Charleston	639	1,026	1,665	61.6%	8	10,548	6.33	7
Francis Marion University	217	308	525	58.7%	11	3,629	6.91	9
Lander University	173	253	426	59.3%	10	2,849	6.68	8
Medical University	213	1,011	1,224	82.6%	1	3,015	2.46	1
South Carolina State University	237	459	696	65.9%	5	4,008	5.76	6
U.S.C. - Aiken	181	221	402	54.9%	13	2,787	6.94	10
U.S.C. - Beaufort	85	127	212	59.7%	9	1,593	7.51	11
U.S.C. - Columbia	1,490	3,537	5,027	70.4%	4	27,881	5.55	5
U.S.C. - Upstate	266	370	636	58.1%	12	4,884	7.68	13
Winthrop University	366	589	955	61.7%	7	5,222	5.47	4

Source: Institutional Research

Figure 7.4.b Average Faculty Salaries by Rank, 2011-2012



Source: Institutional Research

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)

Table 7.5.a. demonstrates that The College of Charleston is above the SACS standard requiring that at least 75% of the roster faculty hold a terminal degree.

Table 7.5.a Percent of Full-time Faculty with Terminal Degrees, 2008-2012

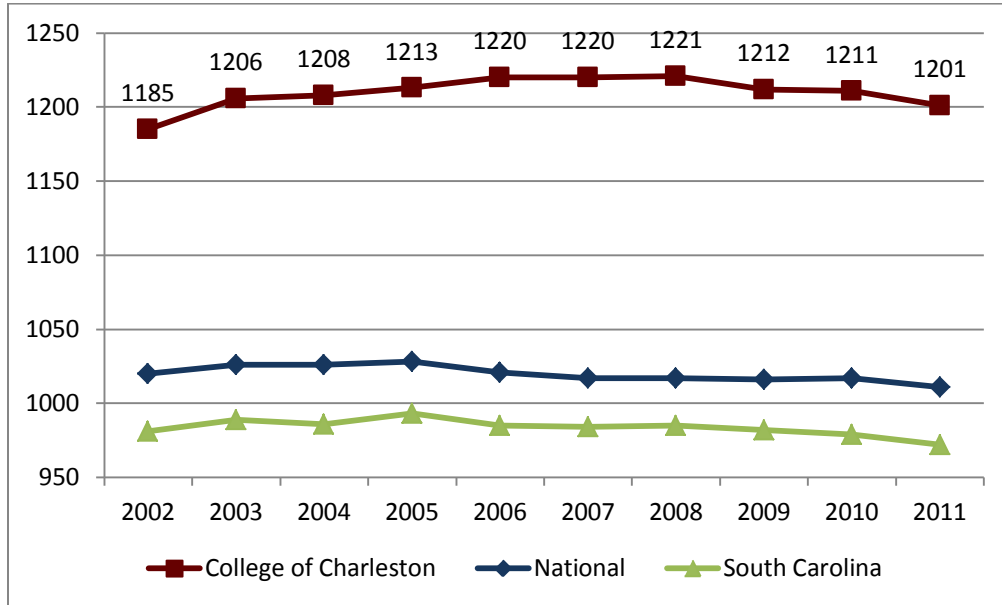
	2007-08	2008-09	2009-10	2010-11	2011-12
College of Charleston	86%	87%	87%	88%	89%

Source: Institutional Research http://ir.cofc.edu/prg/FAC_FacRoster.htm

Freshman Class SAT Average

Figure 7.5.b. represents the selectivity the College of Charleston seeks from its applicants. Average SAT scores for the freshman class are above the South Carolina and national averages.

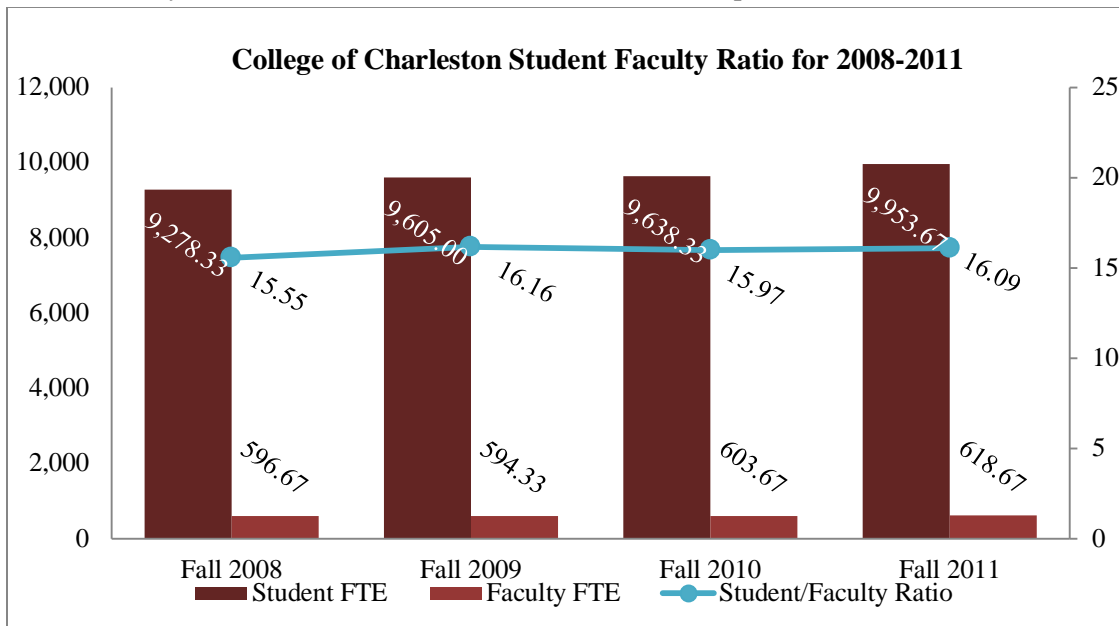
Figure 7.5.b Freshman Class SAT Average, 2002-2011



Source: Institutional Research

Figure 7.5.c. Student Faculty Ratio

In order to encourage student faculty interaction and engagement, the College tries to maintain a low student-faculty ratio and small class enrollments to the extent possible.

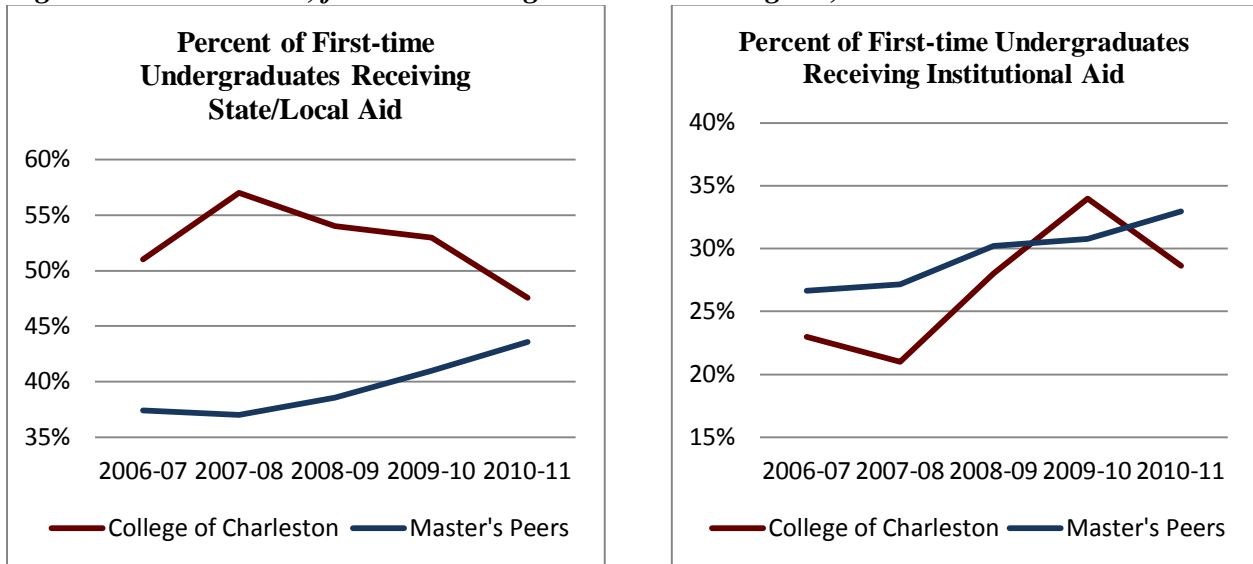


Source: Institutional Research

Undergraduates receiving aid

The College and the State also support student performance by supplementing students’ financial resources. Figure 7.5.d highlights the percent of students receiving aid from the State or local sources, and from the College. Grant aid offered by the College and the state of South Carolina can be compared to percent of aid offered by Master’s Peer institutions. The Figure illustrates the College of Charleston surpasses its Master’s Peers in percent of State and Local Aid. Additionally, the College of Charleston has steadily improved in the percent of institutional aid available. Table 7.5.e summarizes both the number of students receiving aid and the average amount of aid from the State or local sources, and from the College. For the past five years, the College of Charleston has consistently offered higher average amounts of aid at State, Local and Institutional levels compared to its Master’s Peers.

Figure 7.5.d First-time, full-time undergraduates receiving aid, 2007-2011



Source: IPEDS Data Center, IPEDS Students Financial Aid surveys

Table 7.5.e, 2010-2011

	2009-10		2010-11	
	CofC	All Master's Peers	CofC	All Master's Peers
Number receiving state/local grant aid	1142		955	
Percent receiving state/local grant aid	53%	41%	48%	42%
Avg. amount of state/local grant aid	\$5,081	\$3,066	\$5,340	\$3,177
Number receiving institutional grant aid	722		575	
Percent receiving institutional grant aid	34%	32%	29%	34%
Avg. amount of institutional grant aid	\$5,368	\$4,656	\$6,519	\$4,766

Source: Institutional Research

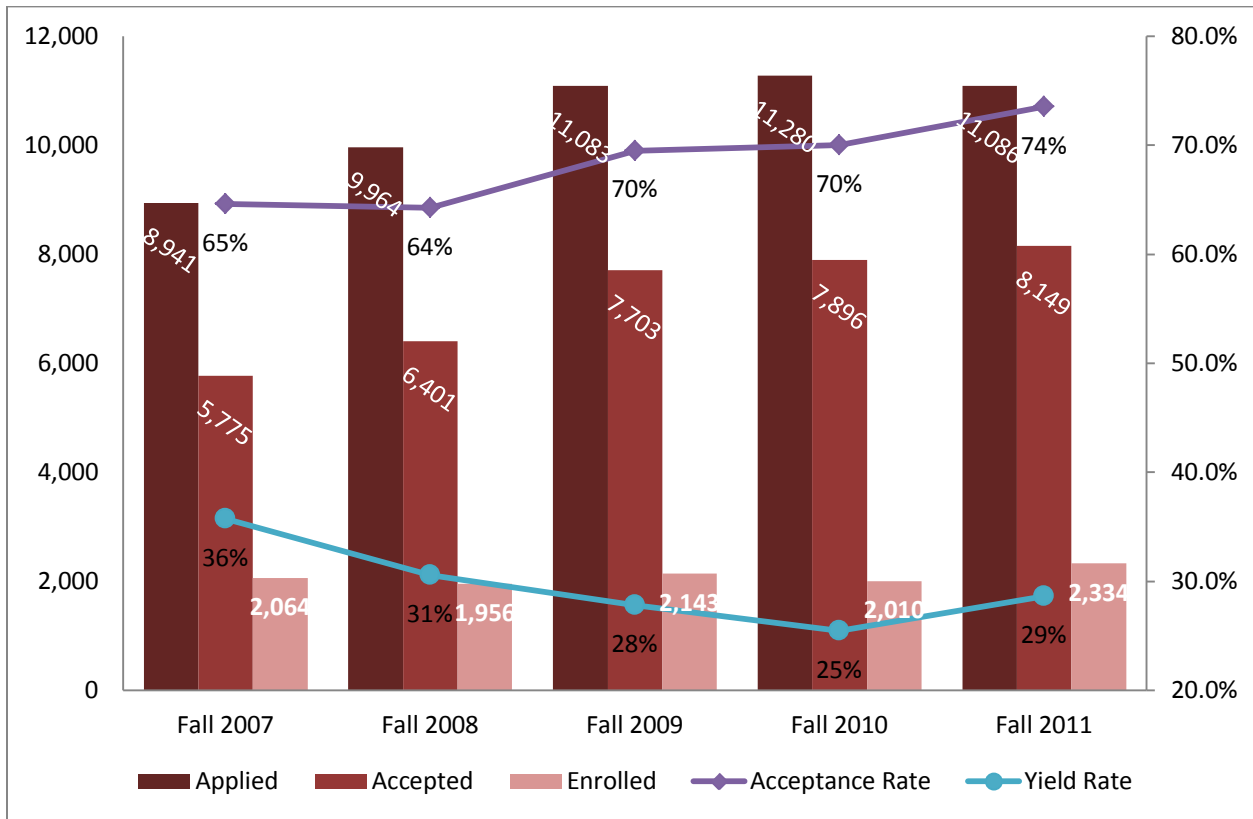
7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans; b. stakeholder trust in your senior leaders and the governance of your organization; c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance; d. organizational citizenship in support of your key communities?

7.6.a. Accomplishment of your organizational strategy and action plans

The College’s strategic planning process includes all stakeholders and the Strategic Plan is publicly available through multiple media. The broadly representative Strategic Planning Committee included students, alumni, faculty and staff, board members and donors, as well as the local community. The *Gateways to Greatness* Strategic Plan is available at: <http://www.cofc.edu/strategicplan/>

As shown in figure 7.6.a., College of Charleston applications have continued to increase over the last five years indicating strong community interest in The College of Charleston as an institution of academic excellence in South Carolina. However, the College of Charleston’s Strategic Plan caps the undergraduate student body at approximately 10,000 with the entering freshmen class enrollment projections based on the number needed to maintain this overall student body size.

Figure 7.6.a. Freshmen and Student Admissions, 2007-2011



Source: Institutional Research Annual Common Data Sets, Section C. <http://ir.cofc.edu/cds/>

Key Stakeholders and Their Requirements and Expectations

The table below outlines the expectations, requirements, and interconnections between the various constituents connected to The College and supports Strategy 8 of the Strategic Plan. The College engages with local, national, and international constituents to leverage higher education for a stronger South Carolina.

Table 7.6.a. Key Stakeholders and Their Requirements and Expectations

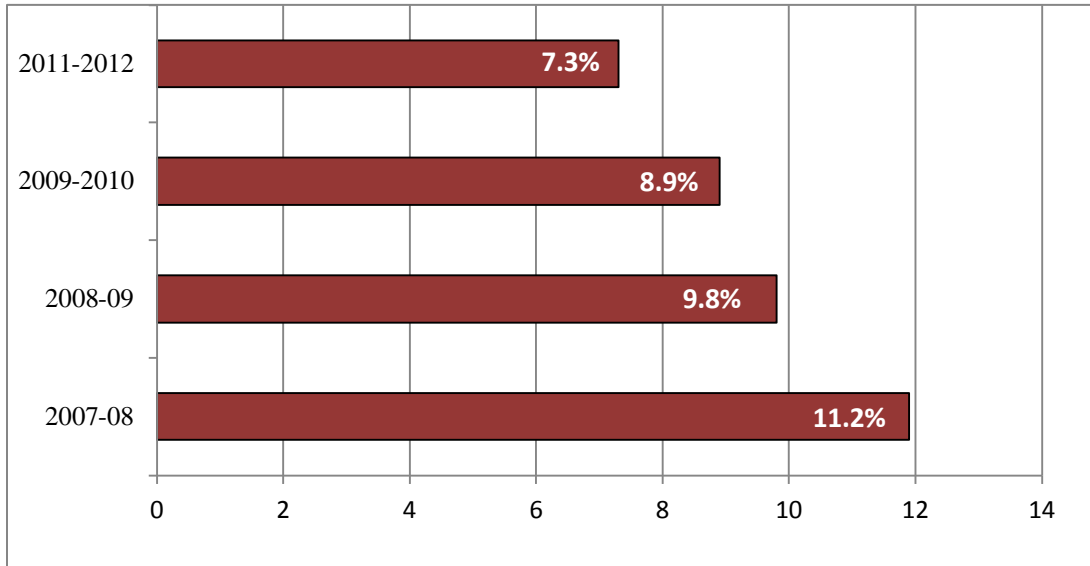
Stakeholders	Requirements and Expectations
Student	<ul style="list-style-type: none"> • Arriving prepared to meet the rigors of the curriculum • Passion for learning • Exceptional educational experience • High impact educational experience with faculty and other students • Dynamic living and learning experiences • Comprehensive academic and student support services • An opportunity to compete globally in the job market
Parents	<ul style="list-style-type: none"> • Resources needed to encourage and support student growth and success • An educational experience that prepares students for life • A safe and nurturing environment
Faculty and Staff	<ul style="list-style-type: none"> • Resources required to promote student learning teaching and research • Cultural and professional development opportunities • Safe, enriching environment
Secondary and 2 nd year Guidance Community	<ul style="list-style-type: none"> • A college-match for their students which promotes students success • Arriving prepared to pursue college-level training
Alumni and Community	<ul style="list-style-type: none"> • Opportunities to stay connected with all aspects of the College of Charleston • Advocate and provide support for a high quality, high impact academic experience • Support for lifelong learning and professional development
Business and Industry Partners	<ul style="list-style-type: none"> • Well-educated graduates prepared for employment • Source of internships and jobs for students and graduates • Responding to changing needs/trends • A resource for cultural, social and intellectual opportunities
State	<ul style="list-style-type: none"> • Sound fiscal management • Compliance with standards • Leadership and economic development in community and state through well-educated graduates
Accrediting Organizations	<ul style="list-style-type: none"> • Comprehensive standards and compliance with all requirements

Source: Provost's Office

7.6.b Average Alumni Giving Rate

While the economy has impacted alumni giving, the College has committed to establishing campus-wide policies and practices aimed at developing other non-state sources of revenue and resources and promoting greater fiscal responsibility and self-sufficiency.

Figure 7.6.b Average Alumni Giving Rate



Source: Institutional Advancement

7.6.c Fiscal accountability; and regulatory, safety, accreditation, and legal compliance

The accreditation of the College and its programs has been reaffirmed by the accrediting agencies listed below.

Figure 7.6.c Professional Accreditation

College of Charleston Regional and Professional Accreditation	
Regional Accreditation	Accredited by
College of Charleston	Southern Association of College and Schools SACS
School of the Arts	
Degree Program	Accredited by
Music (BA)	National Association of Schools of Music (NASM)
Theatre (BA)	National Association of Schools of Theatre (NAST)
School of Business	
Degree Program	Accredited by
Accounting (BS)	Association to Advance Collegiate Schools of Business (AACSB)
Business Administration (BS)	Association to Advance Collegiate Schools of Business (AACSB)
School of Education, Health, and Human Performance	
Degree Program	Accredited by
Athletic Training (BS)	Commission on Accreditation of Athletic Training Education (CAATE)
Early Childhood Education (BS, MAT)	National Council for Accreditation of Teacher Education (NCATE) and National Association for the Education of Young Children (NAEYC)
Elementary Education (BS, MAT)	NCATE and Association for Childhood Education International (ACEI)
Middle Grades Education (BS)	NCATE and National Middle School Association (NMSA)
Physical Education (BS)	NCATE and National Association for Sport and Physical Education (NASPE)
Secondary Education (BS)	NCATE and:
Foreign Language	American Council on the Teaching of Foreign Languages (ACTFL)
Biology	National Science Teachers Association (NSTA)
Chemistry	National Science Teachers Association (NSTA)
Physics	National Science Teachers Association (NSTA)
English/Language Arts	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)
Social Studies	National Council for Social Studies (NCSS)
Special Education (BS)	NCATE and National Association of Gifted Children/ Council for Exceptional Children (CEC)
School of Humanities and Social Sciences	
Degree Program	Accredited by
Public Administration (MPA)	National Association of Schools of Public Affairs and Administration (NASPAA)
School of Sciences and Mathematics	
Degree Program	Accredited by
Computer Science (BS and BA)	Computer Accreditation Commission of ABET
Chemistry	American Chemical Society
Biochemistry	American Chemical Society
Environmental Chemistry	American Chemical Society

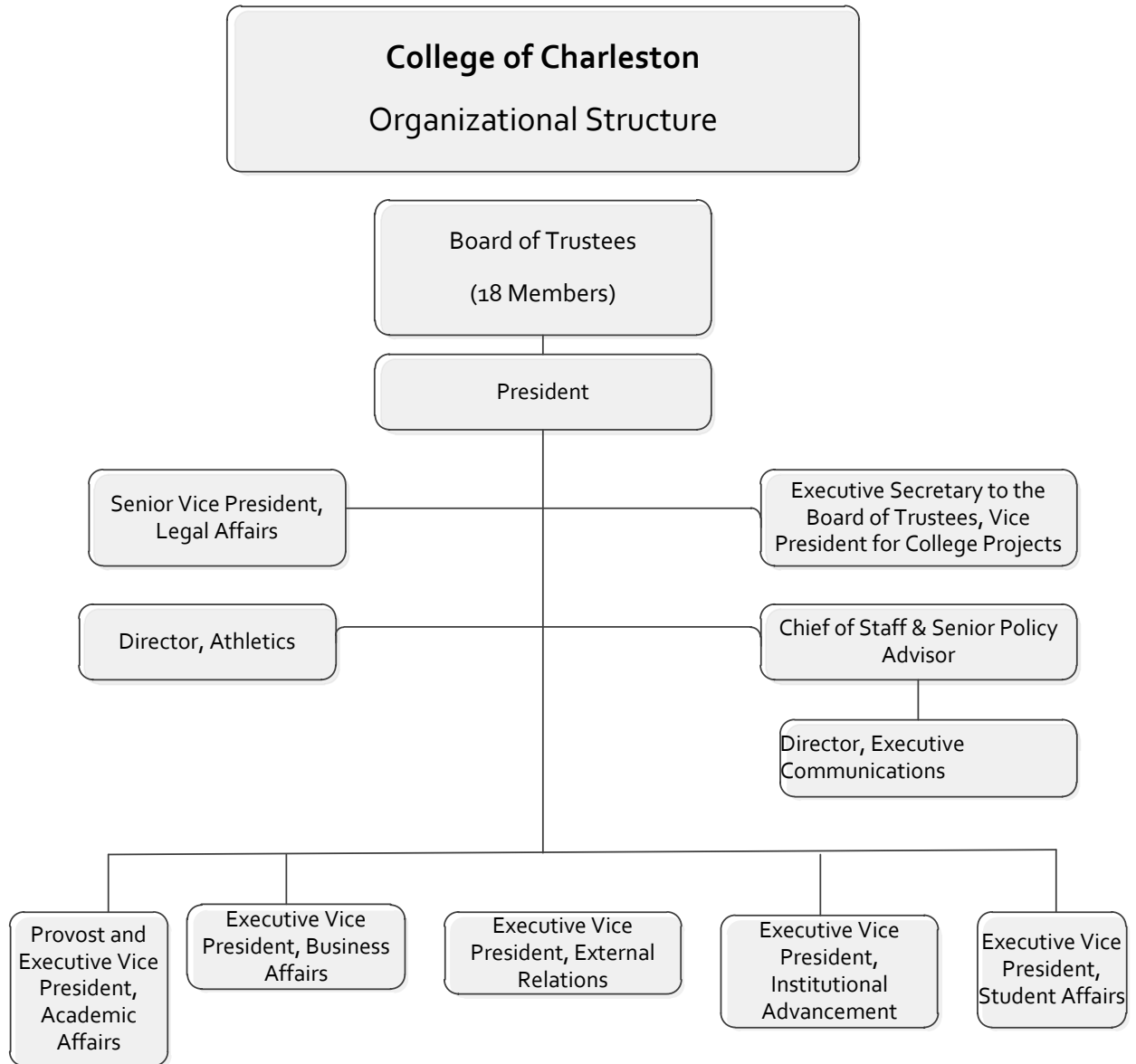
Source: Institutional Effectiveness & Planning

7.6.d. Organizational citizenship in support of your key communities

The College of Charleston participates in the Voluntary System of Accountability which communicates information about the undergraduate student experience through a common web reporting template. The College of Charleston's Portrait may be found here: <http://www.collegeportraits.org/SC/COC>.

Appendix A

Section II.6



Appendix B

Section II.12

**Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations**

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 85,805,595	\$ 15,608,636	\$ 95,000,245	\$ 14,663,793	\$ 93,188,408	\$ 14,663,793
Other Operating	\$ 89,869,057		\$ 91,442,155		\$ 104,169,563	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 22,931,023	\$ 3,364,108	\$ 25,436,129	\$ 3,448,111	\$ 25,237,805	\$ 3,448,111
Non-recurring	\$ 4,988,026	A.R.R.A. Funds				
Total	\$ 203,593,701	\$ 18,972,744	\$ 211,878,529	\$ 18,111,904	\$ 222,595,776	\$ 18,111,904

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Note 1: FY12 Data is Unaudited

Appendix B continued

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
367-372 & 1694 Instruction	To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston.	State: 11,229,654.00 Federal: 123,789.00 Other: 53,032,380.00 Total: 64,385,823.00 % of Total Budget:	State: 10,710,918.00 Federal: 88,319.00 Other: 56,627,110.00 Total: 67,426,347.00 % of Total Budget:	
378 Institutional Support	To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations and development.	State: 3,315,347.00 Federal: Other: 19,782,008.00 Total: 23,097,355.00 % of Total Budget:	State: 2,829,774.00 Federal: Other: 21,361,646.00 Total: 24,191,420.00 % of Total Budget:	
379 Operation / Maintenance of Plant	To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution.	State: 1,134,913.00 Federal: Other: 21,210,966.00 Total: 22,345,879.00 % of Total Budget:	State: 1,449,436.00 Federal: Other: 20,685,458.00 Total: 22,134,894.00 % of Total Budget:	
384-391 Auxiliary Enterprises	Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking and Athletics.	State: Federal: Other: 35,176,577.00 Total: 35,176,577.00 % of Total Budget:	State: Federal: Other: 37,455,213.00 Total: 37,455,213.00 % of Total Budget:	
375-376 Academic Support-Other and Libraries	To enhance the overall quality of student preparedness and success through superior advising, excellent tutorial and other learning-enhancement programs; maintain and enhance library and information services.	State: 1,650,652.00 Federal: Other: 11,394,946.00 Total: 13,045,598.00 % of Total Budget:	State: 1,529,498.00 Federal: Other: 11,737,338.00 Total: 13,266,836.00 % of Total Budget:	

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

373 Research; 374 Public Service; 377 Student Services; 380 Scholarships and Fellowships

Remainder of Expenditures:	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures
	State: 1,642,178.00 Federal: 17,503,158.00 Other: 26,397,133.00 Total: 45,542,469.00 % of Total Budget:	State: 1,592,278.00 Federal: 18,162,932.00 Other: 27,648,610.00 Total: 47,403,820.00 % of Total Budget:

Note: FY2011-12 is unaudited

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

APPENDIX C--ACADEMIC SUBJECT AREAS AND DEGREES OFFERED (AY 2011-12)

UNDERGRADUATE PROGRAMS

1. Accounting	A.B., B.S.	26. History	A.B., B.A.
2. Anthropology	A.B., B.S.	27. Hospitality and Tourism Management	A.B., B.S.
3. Art History	A.B., B.A.	28. International Business	A.B., B.S.
4. Arts Management	A.B., B.A.	29. International Studies	A.B., B.A.
5. Astronomy	A.B., B.A.	30. Jewish Studies	A.B., B.A.
6. Astrophysics	A.B., B.S.	31. Latin American and Caribbean Studies	A.B., B.A.
7. Athletic Training	A.B., B.S.	32. Marine Biology	A.B., B.S.
8. Biochemistry	A.B., B.S.	33. Mathematics	A.B., B.A., B.S.
9. Biology	A.B., B.A., B.S.	34. Middle Grades Education	A.B., B.S.
10. Business Administration	A.B., B.S.	35. Music	A.B., B.A.
11. Chemistry	A.B., B.A., B.S.	36. Philosophy	A.B., B.A.
12. Classics	A.B., B.A.	37. Physical Education	A.B., B.S.
13. Communication	A.B., B.A.	38. Physics	A.B., B.A., B.S.
14. Computing in the Arts	A.B., B.A.	39. Political Science	A.B., B.A.
15. Computer Information Systems	A.B., B.S.	40. Psychology	A.B., B.A., B.S.
16. Computer Science	A.B., B.A., B.S.	41. Religious Studies	A.B., B.A.
17. Discovery Informatics	A.B., B.S.	42. Secondary Education	B.S.
18. Early Childhood Education	A.B., B.S.	43. Sociology	A.B., B.S.
19. Economics	A.B., B.S.	44. Spanish	A.B., B.A.
20. Elementary Education	A.B., B.S.	45. Special Education	A.B., B.S.
21. English	A.B., B.A.	46. Studio Arts	A.B., B.A.
22. French	A.B., B.A.	47. Theatre	A.B., B.A.
23. Geology	A.B., B.A., B.S.	47. Urban Studies	A.B., B.A.
24. German	A.B., B.A.	48. Women's and Gender Studies	A.B., B.A.
25. Historic Preservation and Community Planning	A.B., B.A.		

MINORS

1. African American Studies	24. Dance	47. Japanese Studies
2. African Studies	25. Discovery Informatics	48. Jewish Studies
3. American Studies	26. Economics	49. Languages & International Business
4. Anthropology	27. English	50. Latin
5. Archaeology	28. Environmental Studies	51. Latin American & Caribbean Studies
6. Art History	29. European Studies	52. Leadership, Change, & Social Responsibility
7. Arts Management	30. Film Studies	53. Linguistics
8. Asian Studies	31. Finance	54. Mathematics
9. Astronomy	32. French	55. Meteorology
10. Biology	33. French Studies	56. Music
11. Biomedical Physics	34. Geography	57. Neuroscience
12. British Studies	35. Geology	58. Pre-actuarial Studies
13. Business Administration	36. German	59. Philosophy
14. Chemistry	37. German Studies	60. Physics
15. Classics	38. Global Logistics & Transportation	61. Political Science
16. Coaching	39. Greek	62. Psychology
17. Communication	40. Health	63. Religious Studies
18. Comparative Literature	41. Historic Preservation & Community Planning	64. Russian Studies
19. Computational Thinking	42. History	65. Sociology
20. Computer Info Systems	43. Hospitality & Tourism Management	66. Spanish
21. Computer Science	44. International Studies	67. Studio Art
22. Creative Writing	45. Italian	68. Theatre
23. Crime, Law, & Society	46. Italian Studies	69. Women's & Gender Studies

A.B. - Artium Baccalaureates (Classical Studies)	M.B.A. - Master of Business Administration
B.A. - Bachelor of Arts	M.A.T. - Master of Arts in Teaching
B.S. - Bachelor of Science	M.Ed.- Master of Education
CER - Post-baccalaureate Certificate	M.P.A. - Master of Public Administration
M.A. - Master of Arts	M.S. - Master of Science

Source: Institutional Effectiveness & Planning

GRADUATE PROGRAMS

1. Accounting	M.S.
2. Business Administration	M.B.A.
3. Communication	M.A.
4. Computer and Information Sciences	M.S.
5. Early Childhood Education	M.A.T.
6. Elementary Education	M.A.T.
7. English	M.A.
8. Environmental Studies	M.S.
9. Historic Preservation	M.S.
10. History	M.A.
11. Languages	M.Ed.
12. Marine Biology	M.S.
13. Mathematics	M.S.
14. Middle Grades Education	M. Ed.
15. Performing Arts	M.A.T.
16. Public Administration	M.P.A.
17. Science and Math for Teachers	M. Ed.
18. Special Education	M.A.T.
19. Teaching, Learning, and Advocacy	M.Ed.

GRADUATE CERTIFICATE

1. Arts Management	CER
2. English to Speakers of Other Languages	CER
3. Service Oriented Computing	CER
4. Special Education	CER
5. Statistics	CER
6. Urban and Regional Planning	CER

A.B. - Artium Baccalaureates (Classical Studies)

B.A. - Bachelor of Arts

B.S. - Bachelor of Science

CER - Post-baccalaureate Certificate

M.A. - Master of Arts

M.B.A. - Master of Business Administration

M.A.T. - Master of Arts in Teaching

M.Ed.- Master of Education

M.P.A. - Master of Public Administration

M.S. - Master of Science

Source: Institutional Effectiveness & Planning

Appendix D

Section III Category 2

Source: Provost's Office

Strategic Planning			
Program Number And Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 11-12 and beyond</u> Key Agency Action Plan/Plan/Initiative(s) And Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
Educational and General-Unrestricted	<p>Strategy 1: Enhance the undergraduate academic core</p> <p>Strengthen the Honors College through increased funding for full and partial scholarships and dedicated faculty for innovative curriculum.</p> <p>Establish a competitive undergraduate fellowship program that provides complete coverage of tuition, fees and living expenses for a select group of top students. Increase the number of Colonial Scholarships.</p>	<p>William Aiken Fellows Society designed to support highly capable students who have the potential to successfully pursue national and international opportunities reserved for top scholars. Twelve students added in 2011-12 with average SAT scores of 1454.</p> <p>Major gift of \$2.2 million to support scholarships for William Aiken Fellows Society students.</p> <p>Faculty position in Humanities and Social Sciences dedicated to Honors (2010-2011); staff position converted to half-time faculty/half-time staff (2010-2011); part-time faculty position added to support First Year Seminar and Academic Writing (FY11-12).</p> <p>Seven full-support <i>Colonial</i> scholarships have been provided (2009-2012).</p>	<p>Honors class of 2013:</p> <ul style="list-style-type: none"> • 197 students; ave SAT 1330 <p>Honors class of 2014:</p> <ul style="list-style-type: none"> • 182 students; ave SAT 1340 <p>Honors class of 2015:</p> <ul style="list-style-type: none"> • 198 students; ave SAT 1358 <p>Honors class of 2016</p> <ul style="list-style-type: none"> • 197 students; ave SAT 1360 <p>Provided a total of \$23,804,230 in institutional scholarships, grants, and abatements to the undergraduate and graduate divisions for 2011-12.</p>

	<p>Support foreign language initiatives that combine language skills with study of global cultures and world affairs.</p> <p>Intensify introductory and intermediate language courses and expand instruction in strategic languages.</p> <p>Increase the number of and enrollments in innovative, interdisciplinary courses.</p> <p>Provide each student a personalized experience that integrates classroom learning with Enriching Educational Experiences.</p>	<p>Increased the number of students participating in study abroad programs.</p> <p>Created International Scholars program allowing Honors College students to major in International Studies and a second major of their choice; program includes additional foreign language instruction and study abroad requirements.</p> <p>Instruction in 13 foreign languages offered at the College.</p> <p>Non-Western foreign language courses now carry 4 credit hours to offer students a more intensive experience in language instruction.</p> <p>Hired new faculty in Arabic and Chinese.</p> <p>Class size in foreign language instruction was reduced from 26 to 24.</p> <p>Small grant program developed to encourage innovative teaching and learning in the liberal arts. Funded at \$20,000 by the Office of the President.</p> <p>New Interdisciplinary programs approved in Computing in the Arts (Fall 2011 start), Jewish Studies (Fall 2011), Exercise Science (Fall 2012), Public Health (Fall 2012).</p> <p>First Year Experience (FYE) required of all first year full-time students in fall 2011. Learning Communities (two linked courses paired with a synthesis seminar) constitute 50% of FYE</p>	<p>From Fall 2011 through Summer 2012, 711 students participated in a study abroad experience with the number of fall participants doubling since 2009-2010. Currently 28% graduates have study abroad experience (Figure 7.1.e).</p> <p>The Nancy Brown Scholarship, specific for students studying on our Spring Semester Program in Trujillo, Spain, was new in FY 11. School of Languages, Cultures and World Affairs provided \$34,000 in scholarships for students to study abroad.</p> <p>Faculty committee distributed \$16,608 to 14 faculty recipients for work during the spring and summer 2012.</p> <p>During the 2011-12 academic year, <u>2423</u> students completed FYE:</p>
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<p>Develop academic programs at the College of Charleston North Campus to offer lifelong learning courses and programs to serve the needs of returning adult learners or non-degree students.</p>	<p>course offerings.</p> <p>McConnell Residence Hall is dedicated to Living Learning Communities. Each of four floors is themed: pre-professional health, international studies, communication, arts.</p> <p>The College emphasizes and supports high impact learning experiences including: First Year Experience, undergraduate research, internships/practicum, civic engagement, senior capstones, and study abroad. All departments offer at least one high impact learning experience and a majority offer more than one. For example, eighty-six percent of majors offer or require a senior capstone.</p> <p>The Bachelor of Professional Studies (BPS), a degree completion program for returning adult students, was developed by task force of faculty, staff and community members, reviewed by the campus, and unanimously passed by the Faculty Senate in March 2012. The program is awaiting CHE and SACS final approval with a target launch set for August 2013.</p> <p>Non-credit courses for continuing education and</p>	<ul style="list-style-type: none"> • 1511 students were enrolled in FYE during the fall 2011 semester • 192 Honors students took HONS100 (<i>Beyond George Street</i>) fall 2011 • 720 students took FYE in the spring 2012 <p>First-Year Retention rates are consistently above 80%. In 2011, the first-year retention was 83.1%, considerably higher than other CRSDE Institutions (Figure 7.1.c).</p> <p>Course titles demonstrate the breadth and interdisciplinarity of new seminars and learning communities offered in FYE (Table 7.1.h).</p> <p>College NSSE scores are significantly higher than other institutions in the same Carnegie Class and the NSSE 2010 Top 10% for providing Enriching Educational Experiences for both first year students and seniors.</p> <p>Results from College Senior Survey demonstrate that students are satisfied with the overall quality of instruction, availability of campus social activities, and their contact with faculty. (Figure 7.2.a)</p> <p>www.north.cofc.edu</p>	
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	<p>Enhance undergraduate programs that are strongly linked to the history, traditions, culture and environment of Charleston and the Lowcountry, such as new undergraduate majors in African American Studies and sustainability.</p>	<p>professional development include: Certified Financial Planner Certificate; Information Technology Certifications; English Language Institute, Community and Professional Development Seminars, and Standardized Test Preparation.</p> <p>Planning Summary for African American Studies major approved by CHE in January 2012.</p> <p>Dr. Anthony Green hired as Assistant Professor, African American Studies.</p>	
	<p>Strategy 2: Develop nationally recognized academic programs at the graduate level</p> <p>Emphasize the acquisition of research and teaching grants to develop interdisciplinary, international and innovative programs that capitalize on our unique location and capabilities.</p> <p>Develop international master's programs in select areas.</p>	<p>Collaborating with faculty and deans in the Schools of Humanities and Social Sciences and Education, Health and Human Performance as well as faculty and staff at MUSC to develop an M.S. in Child Life. Graduate classes would be at the College of Charleston; clinical work at the Medical University.</p> <p>NSF proposal submitted by Ben Cox, Director of M.S. in Mathematics Program; in addition to need-based scholarships, the grant would provide teaching and research opportunities for STEM students through internships at local firms and at Trident Technical College (TTC), the local community college.</p> <p>Established new assistantships in Environmental Studies associated with Peace Corps Master's International Program.</p>	<p>College of Charleston received 110 awards totaling \$ 6,084,293 in external funding in FY 11-12. During the same, 134 proposals requesting \$27,862,581 in funding were submitted to sixty-five different sponsors. (Figure 7.3.c).</p>

	<p>Enhance graduate programs in marine science, environmental studies, historic preservation, and arts management to achieve national recognition.</p> <p>Use the facilities at Dixie Plantation to develop world-class environmental, educational, cultural and executive programs.</p>	<p>Created study abroad scholarships for graduate students.</p> <p>With James Cook University in Australia, planning joint programs in marine biology.</p> <p>With University of Nottingham in the U.K., developing exchanges for history M.A. programs.</p> <p>Conducted external reviews of M.S. in Environmental Studies and joint College of Charleston-Clemson M.S. in Historic Preservation; reviewers suggested areas of program enhancement that faculty will discuss in fall 2012.</p> <p>Working with faculty and deans in the School of Science and Math to develop a graduate certificate in GIS; important to students in marine science, environmental studies, historic preservation, arts management, and history.</p> <p>Introduced Advisory Board of the Graduate School to environmental trails and program possibilities at Dixie; October 2012 meeting will take place there.</p>	
	<p>Strategy 3: Develop and support a highly qualified, diverse and stable base of faculty and staff</p> <p>Recruit faculty with the potential to bring local and national recognition to the College.</p>	<p>Thirty-three new faculty hired for August 2012 start from prestigious programs and universities including University of Virginia, Emory University, Suffolk University, University of Pennsylvania, Northwestern University, and University of Maryland.</p>	

	<p>Enhance support for faculty research or creative activity and for pedagogical innovation.</p> <p>Recognize and reward annual performance by faculty and staff in both annual raises and special awards.</p>	<p>The College allocated \$89,462 for distribution in support of faculty research by the Faculty Research and Development Committee in FY 2012. In addition, \$235,000 was allocated in support of Undergraduate Research and Creative Activities (URCA) in FY 2012.</p> <p>Merit increment for tenure and promotion increase implemented in 2011-12; awards for tenure and promotion to associate increased by \$500; awards for promotion to professor increased by \$500.</p> <p>The merit increment awarded to tenured professors receiving a “Superior” rating under post-tenure review of \$3,000 was implemented in FY 11-12. Faculty are eligible to receive the \$3,000 each time they receive a “Superior” over the life of their career.</p>	
	<p>Strategy 4: Identify, attract, recruit, enroll, and retain academically distinguished, well-prepared, diverse students</p> <p>Increase enrollments of degree-seeking graduate students.</p> <p>Increase diversity of students, faculty, and staff.</p> <p>Broaden the scope of pre-college programs to recruit a more diverse student body.</p>	<p>Board of Trustees Approved 5-Year Diversity Strategic Plan (April 20, 2012)</p> <p>College Summit Summer Workshop for minority and/or first generation college students held on campus June 2012; 95 students/faculty participants.</p> <p>Senior Project brought 52 minority or first</p>	

	<p>Develop programs to assist first-generation college freshman with acclimation and academic success.</p> <p>Establish a Center for Excellence in Peer Education.</p>	<p>generation high school seniors to campus in July 2012; students interact with current College of Charleston students; attend a college class; take a practice SAT/ACT combination exam; learn valuable time management and writing skills; complete an application for admission to the College of Charleston; visit the Medical University of South Carolina and the Charleston School of Law.</p> <p>Upward Bound, hosted by the College since 1975, expanded pre-college programming to include GEAR-UP in FY 2011.</p> <p>College of Charleston recipient of federal TRIO Student Support Services grant. ROAR Scholars program created to assist 140 first generation, low-income, or disabled students with academic success and college life enrichment. The College of Charleston is the recipient of McNair Scholar grant funds as well.</p> <p>Center for Excellence in Peer Education opened in September 2011. Provided with space in core campus location and operating budget.</p>	
	<p>Strategy 5: Enhance and support co-curricular and extracurricular programs and facilities to promote and sustain an integrated, campuswide approach to holistic education of students</p> <p>Establish additional campus and off-campus transportation options.</p>	<p>The Cougar Shuttle, a 14-passenger van, was enhanced in FY11. Students may request a ride anyplace on the peninsula Friday and Saturday from 10:00pm – 3:00am. Service is free for</p>	

	<p>Enhance intervention services that impact the well-being of students.</p>	<p>enrolled students.</p> <p>Office of Counseling and Substance Abuse Services established CofC Latenight.</p> <p>Office of Retention implemented MapWorks in FY 11-12, an early alert tool, to identify students at academic risk and work with campus resources to intervene with assistance.</p>	
	<p>Strategy 6: Align all aspects of the administrative and academic policies, procedures and practices to support the College's purpose and achieve its envisioned future</p> <p>Initiate campus-wide dialogue to clarify the meaning and practice of shared governance.</p>	<p>Speaker of the Faculty meets regularly with President and Provost.</p> <p>President hosts bi-annual Town Hall meetings with faculty and staff.</p> <p>Regular Provost's Chair and Dean workshops increase transparency and facilitate collaboration and effective communication.</p> <p>Provost-Faculty retreats on matters of shared governance (e.g. tenure and promotion, August 2011 and December 2011).</p> <p>Regular Provost Reports delivered to the faculty.</p>	

	<p>Strategy 7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students</p> <p>Enhance campuswide sustainability practices</p> <p>Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles</p>	<p>Director of Sustainability hired and Office of Sustainability expanded.</p> <p>Office of Sustainability represents the hub for teaching, research, and practice of sustainability on campus and in the greater Charleston community.</p> <p>The new School of Science & Math building added approximately 30 modern science labs. Classroom spaces were created that feature an auditorium-style classroom seating approximately 140 students as well as a space with a moveable wall that allows two smaller classrooms or one large teaching space. Approved to complete the build-out of the new Science and Math facility.</p> <p>The Cato Center for the Arts, an addition to the existing Simons Center for the Arts, added 80,000SF in teaching studios, practice classrooms, dance and paint studios, performance classrooms, and a state-of-the-art photography lab.</p> <p>Additional space was reconfigured in 2011-2012. For example, space in the Robert Scott Small Building to create a large-capacity classroom seating approximately 90 students. The space is also used for special events with additional seating for 50 people; and space on the first floor of Silcox to create a student and faculty research lab. Seven newly renovated classrooms in Robert Scott Small opened in</p>	
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	<p>Develop a new master plan</p>	<p>January 2012.</p> <p>New IT procedure and standards. TLT conducts needs analysis and obtains signoffs for pedagogy and design goals. AV Engineering has completed design standards to be applied to all renovations and new construction. Result is significantly upgraded and useful technology in learning spaces.</p> <p>The TLT mission for enhancing teaching / learning effectiveness is reinforced. Faculty Tech Institute strengthened, offered extra times. TLT offered unique training for faculty teaching distance education and online courses in March 2012.</p> <p>All major Banner applications have been installed and are in production. A host of existing and new third party applications have been implemented and integrated. Operational Data Store (ODS) has been implemented and Cognos reporting is increasingly widespread.</p> <p>Hanbury Evans Wright Vlattas; Paulien & Associates, Inc.; and Sextant Group delivered master space plan; approved by the Board of Trustees (2011-12).</p>	
	<p>Strategy 8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina</p> <p>Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs</p>	<p>Established two new semester-long programs bringing the total College of Charleston semester abroad programs to seven.</p> <p>The College supports 22 summer abroad programs including to non-traditional</p>	<p>From Fall 2011 through Summer 2012, 711 students participated in a study abroad experience with the number of fall participants doubling since 2009-2010. Currently 28% graduates have study abroad experience (Figure 7.1.e).</p>

	<p>Expand number of international faculty teaching and conducting research at the College of Charleston</p> <p>Develop and expand research partnerships and initiatives with USC, The Citadel, Trident Technical College</p> <p>Require all units to identify efficiencies and eliminate redundancies</p>	<p>destinations such as Cambodia & Vietnam, Poland, Ecuador.</p> <p>Established new agreements with University of Cape Coast Ghana (focus: all disciplines); National Kaohsiung Normal University Taiwan (focus: education, science & mathematics and Chinese language and culture); Universidad Carlos III de Madrid Spain (focus: areas of business and Spanish language and culture); Xiamen University China (focus: science & mathematics, business and Chinese language and culture); Fudan University China (focus: business and Chinese language and culture).</p> <p>A joint-degree program Kansai Gaidai University Japan allows juniors to “transfer” to College of Charleston to complete their degree. Students also receive a degree from their home institution upon completion of requirements at the College.</p> <p>In 2010-11, five of our thirty new hired faculty were international, in 2011-12, four of thirty were international.</p> <p>Bachelor of Professional Studies (adult degree completion program) developed in collaboration with Trident Technical College (awaiting CHE and SACS approval).</p> <p>Lowcountry Graduate Center agreement updated and revised.</p> <p>Comprehensive Program for Quality and Efficiency (CPQE) established with regular reporting to EVPs and President.</p>	
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	<p>Strategy 9: Establish campuswide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility</p> <p>Establish the purpose, theme, goals and strategy for an institutional fundraising campaign</p>	<p>Comprehensive campaign in initial stages; annual giving has increased.</p>	<p>Private donations totaled \$14.7 million in FY 11-12, a record for the College of Charleston (Figure 7.3.d).</p>
	<p>Develop and execute an overarching marketing strategy and plan that creates greater awareness and informed advocacy across the spectrum of the College's local, state, national and international audiences.</p> <p>Achieve consistent and widespread (state, regional and national) recognition of the College of Charleston as an exceptional public liberal arts and sciences university that provides the academic rigor, student experiences and prestige of a private liberal arts college along with the opportunities, advantages and affordability of a public university.</p> <p>Integrate marketing and communication goals, policies, strategies and tactics throughout the</p>	<p>Completed the marketing strategy and plan, and submitted to the president and executive team with the request that funding be provided beginning in FY 2012-13.</p> <p>The College has generated about 1,000 annual media placements in local, national and international media outlets. In addition to newspaper stories, the College averages about 20 television news stories a month, generating approximately \$13,202 worth of free publicity per month for the College (based on the advertising price of a 30-second commercial).</p> <p>In addition, we continue to build social media infrastructure and strategy, with the result that the College can leverage messaging on a national basis to 40,000 Facebook fans, 4,000 Twitter followers, 2,600 FourSquare followers and 700,000 YouTube channel views.</p> <p>As of July 31, 2012, the College has achieved approximately 95% completion on migration of legacy websites to a new template and content management system, making College of</p>	

	<p>College's schools and divisions, including the North Campus.</p> <p>Ensure that every academic school is supported by a dedicated communications officer who makes certain that school-based communications are consistent, of high quality, and aligned with the overall institutional branding and marketing messages.</p> <p>Expand marketing support for recruitment of the nation's best students by developing additional targeted communications initiatives directed at the upper echelon of prospective students, as well as guidance counselors and parents.</p>	<p>Charleston one of the few colleges in the nation to have its entire website (schools, offices, departments) encompassed under one template.</p> <p>Staff with communications responsibilities have been added to the School of Sciences and Mathematics, and the School of Education, Health and Human Performance.</p> <p>By working closely with admissions teams in the planning/goal-setting stage of the recruiting cycle, and throughout the yield portion of the process, the Division has been able to improve the search phase and expand the applicant pool with an array of new electronic and print publications and messages. This has helped Admissions shape incoming classes more effectively.</p>	
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Source: Provost's Office : Diamond, Ford, Hynd