COLLEGE of CHARLESTON

2012-2013 Accountability Report

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Section I - Executive Summary

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

   The College of Charleston was founded in 1770 and is a state-supported comprehensive institution that provides quality education in the arts and sciences, education and business. It 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.

   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's 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.

2. *Major Achievements for 2012-2013*

   - The class of 2016 was made up of 2,138 freshmen and 731 transfer students hailing from 43 states (plus Washington, DC and Puerto Rico) and 29 countries and territories. The middle 50% of freshmen accepted for fall 2012 scored between 1090 and 1240 (in-state), and 1150 and 1280 (out-of-state) on the SAT. The Honors College admitted 197 freshmen, with an average SAT of 1360.
   - The College was recognized for its academic excellence in undergraduate education, affordability, highly engaged faculty, and prime location in several national publications including *Parade, The Princeton Review, U.S. News & World Report, Newsweek, Barron's Best Buys in College Education, Kiplinger's Personal Finance Magazine, Fisk Guide to Colleges,* and *Forbes.*
   - More than 130 of this year's graduates will go on to medical, dental, pharmaceutical, veterinary and nursing programs in the fall of 2013.
   - 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.
   - Five Bonner Leaders graduated from the College on May 11, 2013.

- Four College of Charleston students studied abroad on Gilman and Critical Language Scholarships.
- The largest class of Global Scholars graduated this year, with 37 students.
- Two students were named Goldwater Scholars.
- A team of College of Charleston undergraduates won "Best Science Observation" at the 3rd National Student Solar Spectrogram Competition.
- In 2012, the sailing program earned their fifth Leonard M. Fowle Trophy (awarded annually to the best overall collegiate team in the nation). In 2013, the program won the Co-ed National Championship.
- The women's volleyball team won the conference tournament or regular season title for the 12th straight year.
- The women's tennis team won its fifth consecutive SoCon title.
- Rowers won the ACRA National Championships in the Men's 2X.
- The Honors College obtained the commitment of $2.2 million for Honors College Scholarships.
- The College of Charleston Foundation received a $1 million pledge from a group of donors in support of the expansion of the Sylvia Vlosky Yaschik Jewish Studies Center. The expansion will include a new dining facility for vegetarian, vegan, and kosher-observant students, and will be named in honor of Jewish Studies Program director Martin Perlmutter at the request of the donors.
- A pledge of $1 million to support the College's Jewish student life program was made to expand community outreach programs. A second $1 million pledge to provide four-year, full-tuition scholarships to the children of clergy and religious educators of any faith was also made.
- The School of Business received a pledge of $800,000 to fund the creation of an investment program within the undergraduate finance major.
- The College of Charleston Fund and the Parents' Fund raised more than $1.2 million to support scholarships, faculty, and the Alumni Association.
- Members of the College's Greek community raised $30,000 through Sigma Chi fraternity's annual philanthropy tradition, Derby Days. The money was raised for YEScarolina, a nonprofit organization in South Carolina dedicated to teaching youth the principles of entrepreneurship and free enterprise.
- With the help of a $1 million grant, Dixie Plantation continues to develop into a center for environmental sciences and sustainability. A 4.3 mile nature trail was completed, and two field research stations are expected to be finished by spring 2014.
- The NSF awarded more than $500,000 in grants to a chemistry professor to study the effect of pharmaceuticals on the aquatic environment.
- The Howard Hughes Institute awarded $1.4 million to a chemistry professor as part of a national initiative to develop STEM fields.
- The Boeing Company awarded two professors in the Department of Health and Human Performance a $120,000 research grant for their 2012-13 research.
- The Boeing Company funded a Teacher Education professor's pilot Farm-to-School initiative.
- Two College of Charleston professors, one from the Spanish department and one from the Mathematics department, were named by the Princeton Review among the top 300 professors in the nation.
- College of Charleston and MUSC researchers will use a $100,000 grant to train the next generation of genomics-enabled scientists.

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

The College of Charleston identifies five key strategic goals in its Strategic Plan:

- Provide students with 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.

4. ***Key Strategic Challenges (i.e. mission, 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.
- The College's current funding from the State remains inadequate for providing scholarships and financial aid to all deserving students, for maintaining competitive salaries and benefits for faculty and staff, and for supporting 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. ***How the Accountability Report is used 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. As the College expands its development of a culture of assessment, this Report reflects academic and administrative evidence of 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 B.   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; online courses are also offered. The College provides students the opportunity to study elsewhere through study abroad, exchange and affiliate programs in a number of other countries.

2. *Key customers/student groups 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 63 countries. Nearly 62% of undergraduate and graduate students attending the College of Charleston are from South Carolina.

3. *Key stakeholder groups;*
   The College actively seeks to foster a positive, collaborative relationship with its internal and external stakeholders. The alumni of the College of Charleston, citizens of the Charleston community, business and industry partners, state agencies and accrediting organizations contribute to the overall environment provided for students, parents, faculty and staff.

4. *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.

5. *Operating locations;*
   The core campus of the College of Charleston is located in the historic district of Charleston, SC. Courses are also 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 Charleston property operated by Clemson University. Field instruction in archeology, biology and ichthyology 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.

6. *The number of employees, segmented by faculty and staff or other appropriate categories;*
   As shown in Table 7.4, the College of Charleston employed 643 FTE faculty and 1044 staff during FY2012-13.

7. *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, the undergraduate and graduate programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- 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 and Biochemistry.

8. *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 FactBook)
   - 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

9. *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 and Senior Policy Advisor

10. *Expenditures/Appropriations Chart;*
    The Chart is found in Appendix A.

11. *Major Program Areas Chart;*
    The Chart is found in Appendix A.

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. ***How do senior leaders set, deploy, and ensure two-way communication throughout their organization and with their customers and stakeholders as appropriate?*** The College's current strategic plan 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. As most recently revised, over 90 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.

2. ***How do senior leaders establish and promote a focus on customers and other stakeholders?*** The President works with senior leaders to align the values, goals, strategies, and actions of the current strategic plan with the realities of the institution's limited resources. 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 to support students, faculty, academic programs, and community projects.

3. ***How does the organization address the current and potential impact on the public of its programs, services, facilities, and operations, including associated risks?*** 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.

4. ***How do senior leaders maintain fiscal, legal, and regulatory accountability?*** 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. A Resource Coordinator for faculty, staff, and students is 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 1999 to the present, each version of the CAFR is available on the College's website, along with select NCAA reports, or on the website of the Office of the State Auditor. The College employs an Internal Auditor, and the Board of Trustees includes its own Audit Committee.
   http://controller.cofc.edu/external-financial-reports/index.php
   http://osa.sc.gov/stateengagements/collegeofcharleston/Pages/CAFR.aspx

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.

5. ***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 IPEDS data on state, regional, and national peers and competitors of the College. The President and the Executive Team seek new data or reports of existing data as needed, in cooperation with the Office of Institutional Research and Planning (IRP) and the Office for Institutional Effectiveness and Planning (OIEP).

6. ***How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness? Effectiveness of management?*** 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.

7. ***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.

8. ***How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?*** 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, staff, and faculty organizations, such as the Faculty Senate and the Staff Advisory Committee to the President. In each semester, President Benson leads town hall meetings with faculty, staff, and students.

9. ***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 members 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. Roster 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.

10. ***How do senior leaders 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?*** 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 the College's regional accreditor.

11. ***How do senior leaders actively support and strengthen the communities in which your organization operates?*** 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

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, societal and other potential risks; c. shifts in technology and customer preferences; d. workforce capabilities and needs; e. organizational continuity in emergencies; f. your ability to execute the strategic plan?***
   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 with input collected through 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.

   Relative to previous decades, 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. The College currently is in the "silent" portion of a comprehensive fundraising campaign; deans and academic units discuss the possibility of revenue-generating programs; and effective enrollment planning management of instructional resources is a continuing topic of concern.

   The College has approved a campus master plan and has also 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 as part of crisis response planning.

   Faculty and staff needs are assessed regularly through 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. ***How do your strategic objectives address the strategic challenges you identified in your Executive Summary?*** The objectives outlined in the strategic plan 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 experiential learning; 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.

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

4. ***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.

5. ***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 routinely are made available to the Board of Trustees.

6. ***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. The most recent revisions to the strategic plan were published in February 2013.

7. ***If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.*** The College's strategic plan includes the five goals listed below. The Strategic Planning Chart found in Appendix C includes reported results from the Academic Affairs division. A complete copy of the strategic plan 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 – Customer Focus

1. ***How do you determine who your customers are and what their key requirements are?*** 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, Undergraduate Admissions, and Marketing and 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)

   The Career Center serves as a communication channel between employers and departments. Employers relay their needs and various trends in the employment marketplace through one-on-one contact with professional staff, regular career fairs, internships and workshops. The Career Center staff are invited to present to freshman seminars and to several senior capstone seminars. Employers and alumni use our on-line recruitment tool, Cistern On-Line, to keep undergraduates and graduates alert to changing market forces and the skill sets necessary to fit emerging occupations.

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

2. ***How do you keep your listening and learning methods current with changing customer/business needs and expectations?*** The Office for Institutional Effectiveness and Planning conducts 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 conducted 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). Following a three-year cycle, the College administers surveys affiliated with Indiana University: The Before College Survey of Student Engagement (incoming freshmen) and The National Survey of Student Engagement (freshmen and seniors). The Office for Institutional Effectiveness and Planning also conducts annual surveys of recent alumni and graduating seniors 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. The Student Government executive team goes on semester retreats with the Student Life staff. They create strategic plans based on student preferences scrubbed for feasibility and linkages to the divisional and campus strategic plans. The Student Government Association maintains a Facebook page and a Twitter account in order to provide students many channels for feedback collection. As another 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, regularly arranges meals with students (intentionally inviting students who do not hold leadership positions) to listen and respond to questions. Additionally, every year 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 routinely collect student feedback and inform other offices of the feedback that 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 the College's websites that allow students to provide 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 the College's programs are relevant to student retention with Admissions staff.

The sharing of student feedback within 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.

3. ***What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?*** Multiple offices on campus are responsible for monitoring or ensuring compliance with federal and/or state laws (e.g., Office of the Dean of Students; Office of Human Relations and Minority Affairs and the 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 Human Relations and Minority Affairs and the 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 or faculty members.

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://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php).

4. ***How do you measure customer/stakeholder satisfaction and dissatisfaction, and use this information to improve?*** Methods used to determine student satisfaction include a selection of questions from the surveys referenced in 3.2 and documented in category 7. Also refer to the listing description in 3.5.

5. ***How do you use information and feedback from customers/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 consists of Institutional Effectiveness and Planning staff and an Associate Dean representing each of the academic schools as well as ex-officio representation from the Provost's and the President's office. Meetings are held monthly during the academic year to discuss accreditation and assessment matters. Beginning in the 2012-2013 academic year, the Administrative Assessment committee was created to expand knowledge and capacity for assessment and accreditation matters among the administrative units. Minutes of these meetings are posted on the Institutional Effectiveness and Planning website. 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 and late-night options
- Higdon Center for Student Leadership – creation of Cougar Excursion (an off-campus student leadership retreat for in-coming students)
- Counseling and Substance Abuse Services – linkages to interactive suicide prevention information on its web page
- Dean of Students – launching of rewrite of the student sexual misconduct policy
- Career Center – creation of pilot program of alumni career services with Alumni Services
- Campus Recreation Service – opening of new large fitness space
- Center for Disability Services – enhancing the spaces for individual testing
- Dining Services and the Division of Student Affairs – opening a food service within the 24/7 study space in the Education Center

6. ***How do you build positive relationships with customers and stakeholders to meet and exceed their expectations? Indicate any key distinctions between different customer and stakeholder groups.*** Positive relationships with students are enhanced in the First-Year Experience, a program required since 2011-12. 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 additional ways: The Center employs 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: 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 providing academic assistance so that students might study more effectively, learn course content, and achieve the outcomes they desire.

The Center for Excellence in Peer Education 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 trains 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.

Residence Life and Housing injected more funds and guidance into each Residence Hall Association (RHA) during 2012-2013. Residential students requested greater input into the hall-based programs offered to the students. Each hall organizes elections and selects about 4-5 students to serve as representatives. The representatives meet regularly and share student preferences. Each RHA has a budget proportionate to the size of the hall. There is a wide variety of programs hosted, ranging from late-night office hours with academic advisors to volleyball tournaments.

Resident Assistants (RA) undergo training comparable to peer facilitators but geared toward out-of-the-classroom experiences such as balancing social and academic activities, homesickness, selecting clubs and organizations and understanding college codes and regulations. Upon the review of 2010-2011 data (derived from a survey tool designed by The Association of College and University Housing Officers-International and EBI) and RA input, the routine surrounding the facilitation of roommate contracts was revamped, and training procedures were enhanced.

Category 4 – Measurement, Analysis, and Knowledge Management

1. ***How do you decide which operations, processes and systems to measure for financial and operational performance, including progress relative to strategic objectives and action plans?*** 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. 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, reports are prepared and collected annually.

   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, 7.1.c, 7.1.d), and faculty terminal degrees (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 and are discussed below.

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 SACSCOC, 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.

3. ***What are your key measures, how do you review them, and how do you keep them current with organizational 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 and gives programs an opportunity to make connections between recommended changes, strategic initiatives and budgetary needs.

4. ***How do you select and use key comparative data and information to support operational and strategic decision making and innovation?*** National surveys, such as the Before College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) and HERI's Cooperative Institutional Research Program (CIRP), Your First College Year (YFCY), and College Senior Survey (CSS) (see Table 7.1.g), 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. Survey categories include data on job placement (see Figure 7.1.h), graduate school enrollments (see Figure 7.1.h) and student satisfaction with instruction (see Figures 7.2). These results are provided by school and by major to appropriate administrators and are posted on the OIEP website. (http://oiep.cofc.edu/assessment/surveys.php). 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/guidesandrankings/).

5. ***How do you ensure data integrity, reliability, timeliness, accuracy, security and availability for decision making?*** Registrars and admissions officer's 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 Admissions Officers (AACRAO) and closely adheres to FERPA guidelines.

The College of Charleston's Information Technology (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.

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 information system is scrutinized by the IT division and access is only added on a per-user request basis. Access to data files are only allowed after written justification is reviewed by IT and Institutional Research and Planning (IRP).

The College's on-line assessment system is ComplianceAssist!, and all academic and administrative assessment plans and reports are accessible to the faculty and staff. Goals are also found on websites and on academic course syllabi. Access-secured online reports are made available to the appropriate faculty and staff and an interactive website (Sharepoint) is available. 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 web sites (IRP, Marketing, IT, Records/Registration, Athletics, and OIEP) and available through the online request processes. The Data Governance Council was formed to address certain data issues and structures with final data decisions being approved by the Executive Vice President for Business Affairs and the Provost/ Executive Vice President for Academic Affairs. Further, information made available adheres to Student Right to Know, Title II, Higher Education Opportunity Act, FERPA, and other federal and state requirements.

6. ***How do you translate organizational performance review findings into priorities for continuous improvement?*** Beginning in the 2011-2012 academic year, an annual assessment cycle was developed for the systematic submission and review of program assessment plans that includes outcome statements and performance expectations. Plans are submitted for review by the Deans' offices and submitted to OIEP in the fall. In the spring semester, reports that include assessments and use of results are submitted to the Deans' office for initial review. They are then submitted to the Provost for review and response. The President's Office has the final review. For the Graduate School, the assessment process also includes program review.

The Deans' Assessment Committee (DAC) was formed in 2011 to work with the OIEP in promoting best assessment practices and ensuring the College is in compliance with SACS Comprehensive Standard 3.3.1. The DAC, which is a standing committee, is charged with coordinating outcomes assessment activities across the disciplines. Each DAC member, typically an Associate Dean, serves as an assessment liaison among the academic programs. Members review outcomes and rubrics and ensure that meaningful student learning outcomes assessments are in place in each academic program. Minutes from the DAC meetings are available on the OIEP website. Completed assessment rubrics are shared and discussed within DAC meetings and are communicated back to program coordinators. This feedback process allows program coordinators to work with faculty and, as necessary, school assessment liaisons and/or the OIEP to revise plans for the coming academic year.

Regardless of location or mode of instructional delivery, all academic programs are coordinated, assessed, and reviewed by program faculty, DAC members and school deans. In other words, distance education courses are assessed by program faculty following the same procedures presented above as are academic programs offered at off-campus locations. Individual online courses and off-campus programs are identified in the school sections under Item 2.

As a part of the assessment process, each of the academic schools reviews programmatic plans and reports continuously within the cycle. The reports for the academic schools may include a synthesis for academic goal progress; a synthesis of administrative goal progress may also be included during the same cycle. The Annual Institutional Effectiveness Report is a summary of the assessment process provided by each academic school and demonstrates connections between assessment activities and strategic goals/initiatives found in the College's Strategic Plan.

7. ***How do you collect, transfer, and maintain organizational and workforce knowledge (knowledge assets)? How do you identify, share and implement best practices, as appropriate?*** Staff orientations are conducted routinely, and a faculty orientation is conducted prior to the beginning of the academic year. Individual staff department/division retreats are held annually, and workshops are held for new academic chairs to assist them in administrative duties. 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.

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. The Teaching, Learning and Technology staff offer several intensive technology institutes per year to educate faculty in technology and updated techniques.

Category 5 – Workforce Focus

1. ***How does management organize and measure work to enable your workforce 1) to develop their full potential, aligned with the organization's objectives, strategies, and action plans and 2) promote cooperation, initiative, empowerment, teamwork, 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, and libraries as well as off-campus locations, interdisciplinary programs, and several academic 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. The Division of Business Affairs has implemented a balanced scorecard strategy developing a measurable and actionable roadmap to align and assess work results with organizational strategies.

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. 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, staff 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) provides 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 Addlestone Library and Department of Teaching, Learning and Technology.

3. ***How does management recruit, hire, place 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. Staff positions are advertised through nationally recognized job sites/boards, local media, and social media. New staff members are welcomed with a four-hour orientation, and are encouraged to take advantage of available learning opportunities. New employees are sent a survey two (2) weeks after hire to provide feedback on the application/interview process, formal orientation, and initial department orientation. Trends are analyzed and adjustments/improvements made to processes. In addition, HR developed a new online exit interview process to help better track trends in the workplace and reasons employees are leaving. This data will aid in future retention efforts.

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 benchmarked 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 fund including competitive summer research stipends.

4. ***How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?*** Annually, department staffs are analyzed, voids and excesses are identified and a hiring plan implemented. Faculty staffing levels are assessed by several factors. Student credit hour production, adjunct dependence, and costs of interdisciplinary programs 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; every new budget request is connected to the strategic plan.

5. ***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.

6. ***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.

A comprehensive Leaders' On-Boarding process has been developed to expedite new executives' cultural and procedural transition. Staff Orientation and Supervisory Training includes modules on core values, strategic plans and organizational structure.

7. ***How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?*** New campus-wide projects have stakeholder representatives who report back to departments concerning training needs. Faculty and Staff are encouraged to attend and present at professional conferences, and the President has established a Faculty and a Staff Professional Development fund to support unique opportunities for management development not budgeted within department funds. New faculty attend an orientation, which includes meeting select administration and academic personnel, being introduced to classroom and campus technology, and other instructional and skills training events.

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. General safety and health training is provided to encourage employees to work safely.

8. ***How do you encourage on the job use of new knowledge and skills?*** 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.

9. ***How does employee training contribute to the achievement of your action plans?*** Professional development opportunities are offered through HR, Career Services, the Addlestone Library, technology training, 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.

10. ***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 VP of HR 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, performance evaluation compliance rates). 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.

11. ***How do you motivate your workforce to develop and utilize their full potential?*** Satisfaction assessment findings are used throughout the College to determine areas for improvement. These findings are 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.

12. *What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances?* The Faculty Advisory Committee to the President is used largely to hear from faculty regarding their well-being and satisfaction with the direction of the College. A new Employee Relations Coordinator position has been developed to assist in pro-actively addressing employee issues and the Human Relations and Minority Affairs position has been upgraded and support staff added. The Staff Advisory Committee to the President is used to communicate about staff issues. The President also holds town hall meetings open to the campus.

    The Faculty Senate, Faculty Welfare Committee, Faculty Compensation Committee and other faculty committees discuss and resolve faculty issues related to well-being. Independent surveys, such as those developed by Public Safety or the IT Help Desk, are used to analyze customer satisfaction. A comprehensive online staff exit interview has been implemented to determine and address employee concerns; and an on-going employee survey measures the application/interview and onboarding experience. Additionally, the online Open-Discussion Forum is an informal method for gathering information on workforce satisfaction.

13. *How do you manage effective career progress and effective succession planning 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. The Human Resources Vice President works closely with departments in analyzing organizational structures and position classifications. Compensation Studies are conducted as necessary. 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.

14. *How do you maintain a safe, secure, and healthy work environment?* The College has an Emergency Management and Preparedness Plan, appropriately updated, and an 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 properly notified of a campus emergency and given directives or instructions for safety. Campus police have an active community oriented policing program. Public Safety and Fire & EMS 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 officers conduct presentations of Crime Prevention Programs. 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. A four (4) series retirement planning workshop is offered. 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. Community building activities include craft, technology, photography workshops, bowling, and softball leagues.

    Environmental Health and Safety provides employee general safety and health training to encourage employees to work safely. Environmental 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

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.

   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 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.

2. ***How do you determine and what are your key work processes that produce, create, or add value for your customers and your organization and how do they relate to your core competencies?*** 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—all related to the achievement of student learning. The College of Charleston 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 at one-, three-, and five-year intervals. Processes are evaluated and renewed through regional accreditation; professional, discipline-specific accreditation; annual assessments and reports.

3. ***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' Committee on Information Technology, the College's Executive Steering Committee (comprised of the College's Executive Vice Presidents plus Sr. VP/CIO), the Faculty Educational Technology Committee, the IT Planning Committee (key users), the Data Governance Committee, and the BATTERY Team Leaders 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 enhancing the learning experience. IT is constantly seeking staff and faculty feedback and adapting standard operating procedures to accommodate customers (the College community), while attempting to continually and consistently provide a high level of service. An annual Tech Qual survey has been implemented to gather user feedback and knowledge. The Huron report also provided valuable feedback from IT consultants and campus faculty, staff, and students.

   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 works 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 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.

The College of Charleston libraries offer remote access to more than 350 resource databases, over 260,000 electronic books, and almost 73,000 electronic journal titles which members of the College community can access from any campus or off-campus location. The library is now receiving almost half of its new books "shelf-ready" decreasing the amount of time to become available to students while enabling catalogers to focus on more complex processing projects. This year, the library purchased a new high speed scanner, enabling students to copy materials at no charge and email the pages to their email account or save to USB drives. The library staff are using libAnalytics to track and analyze usage statistics at the information desk and LibAnswers to manage the FAQ database.

The library also implemented an online study room reservation system which allows students to make a study room reservation anytime, anywhere, while providing the library with usage statistics such as the number of unique users, peak usage times, confirmations and cancellations. The new Institutional Repository now houses Bachelors Essays (capstone assignments of the College's strongest undergraduates). Additionally, the library has developed more than 193 research guides, a tool that consolidates 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. The Lowcountry Digital Library is now a contributing institution to the Digital Public Library of America. 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.

4. *How does your day-to-day operation of these processes ensure meeting key performance requirements?*
   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.

5. *How do you systematically evaluate and improve your work processes?* 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. *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 and Planning. Improvements and updates may also be suggested or mandated by state, federal, regional or professional accrediting agencies.

7. ***How does your organization determine the resources needed to meet current and projected budget and financial obligations?*** 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, and all sponsored program activities. This participatory process involves the executive management, academic and administrative heads. Additionally, each capital project is established and approved with an accompanying budget reflecting the sources of funding and the categories of expenditures.

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

What are your performance levels and trends for your key measures of mission accomplishment/product and service performance that are important to your customers? How do your results compare to those of comparable organizations? The College of Charleston complies with SACSCOC requirements by identifying student learning outcomes, assessing the extent to which these outcomes are achieved and by making improvements based on assessment results. In addition to SACSCOC requirements, the College is guided by Title 59, Chapter 103 of the South Carolina Code of Laws which stipulates that higher education institutions monitor "high academic quality", "instructional excellence" and other critical success factors. Several programs are also guided by specialized/professional accreditation requirements.

Figure 7.1.a Undergraduate and Graduate Degrees Awarded by Academic Year, 2007-2012

Total Undergraduate Degrees Awarded by Academic Years 2007-2012
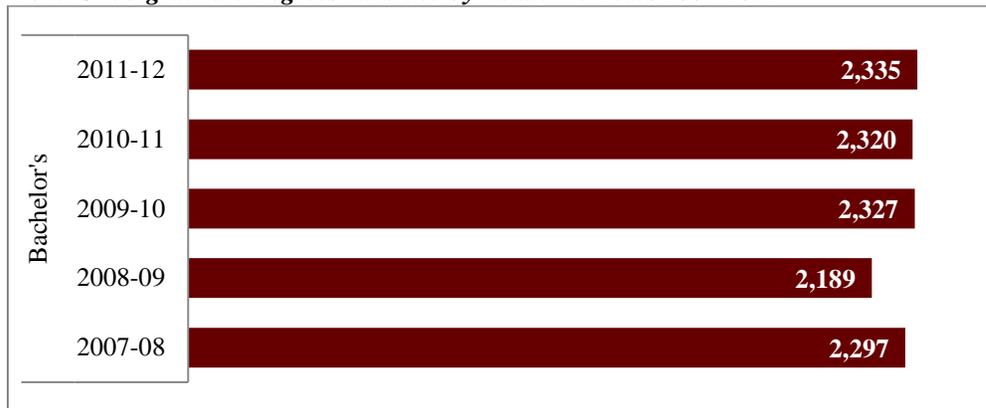
Academic Year	Bachelor's Degrees
2011-12	2,335
2010-11	2,320
2009-10	2,327
2008-09	2,189
2007-08	2,297

Total Graduate Degrees Awarded by Academic Years 2007-2012

Academic Year	Master's Degrees
2011-12	240
2010-11	216
2009-10	231
2008-09	185
2007-08	195
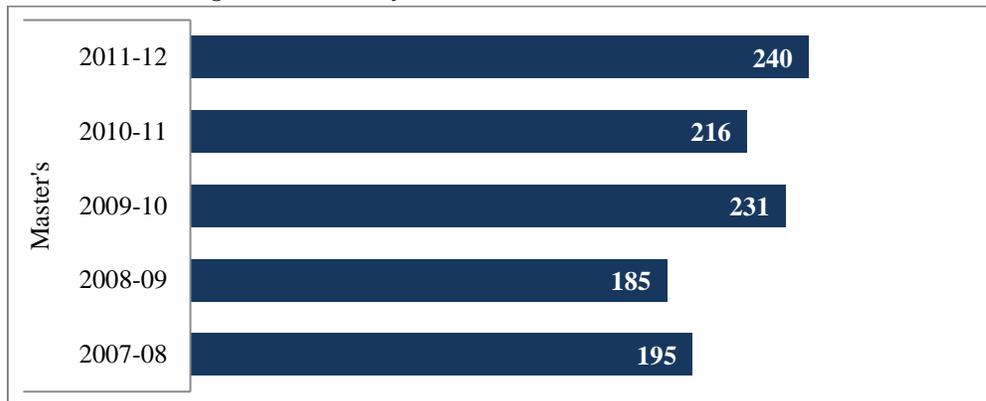
Source: Institutional Research and Planning

Figure 7.1.b Six-Year Graduation Rates Compared with Consortium for Student Retention Data Exchange (CSRDE) Institutions 2008-2012
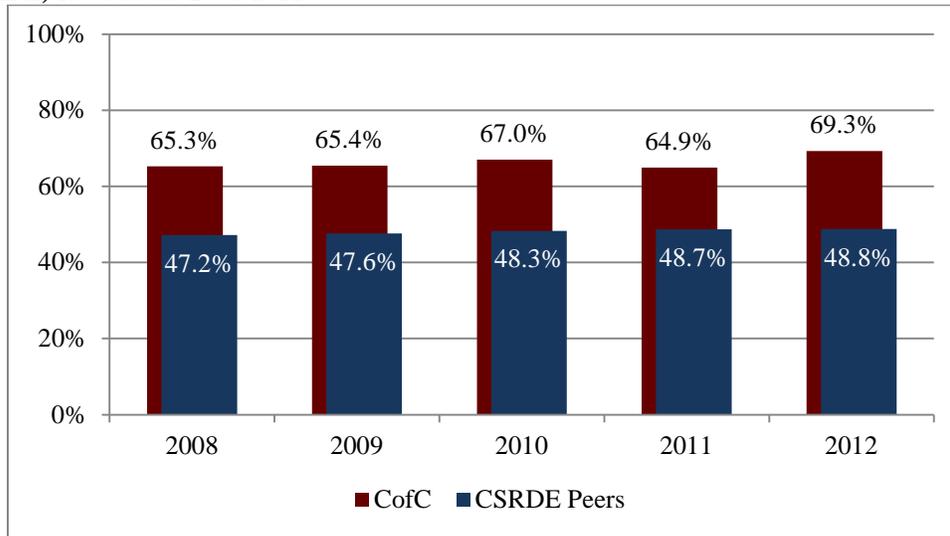
Source: Institutional Research and Planning

Figure 7.1.c One-Year Retention Rate for CofC and CRSDE Institutions
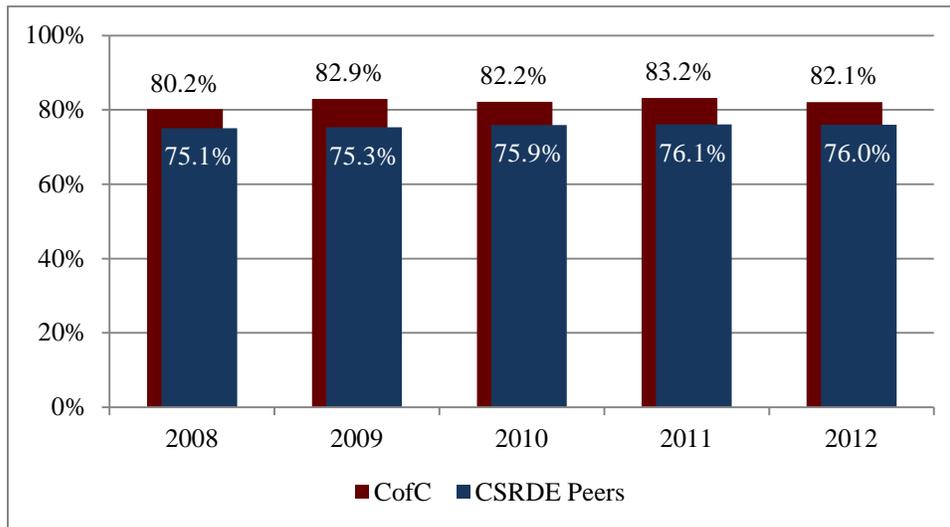
Source: Institutional Research and Planning

Figure 7.1.d South Carolina Six-Year Graduation Rates of Freshmen Entering 2006
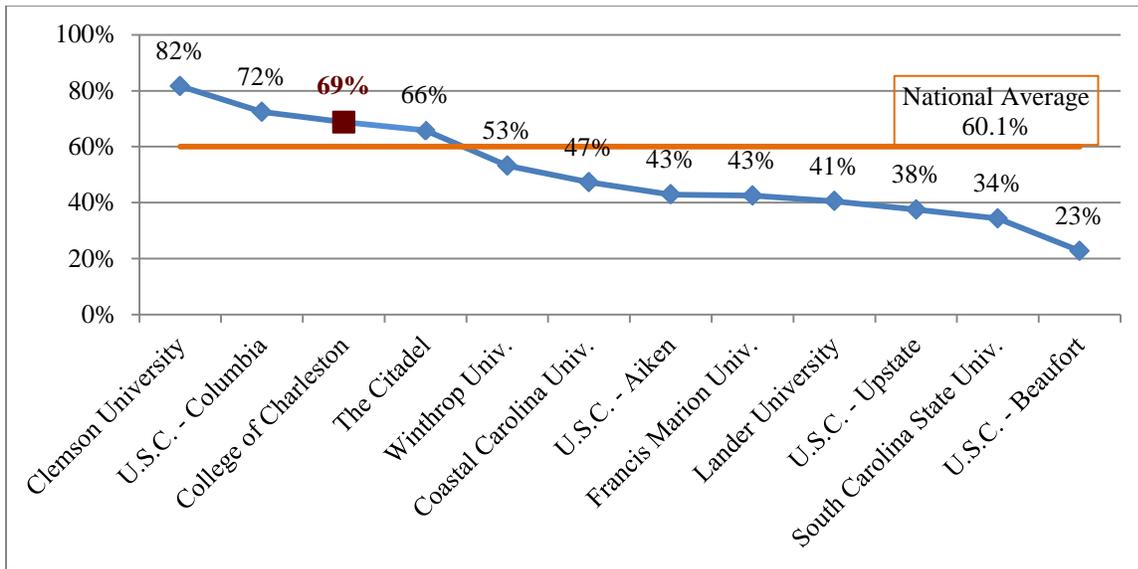
Source: Institutional Research and Planning

Undergraduate/Graduate Abroad Enrollments. The Strategic Plan has a strong emphasis on globalization and recommends that student study abroad participation increase.

Figure 7.1.e Percent of Students with Study Abroad Experience, 2007-2012
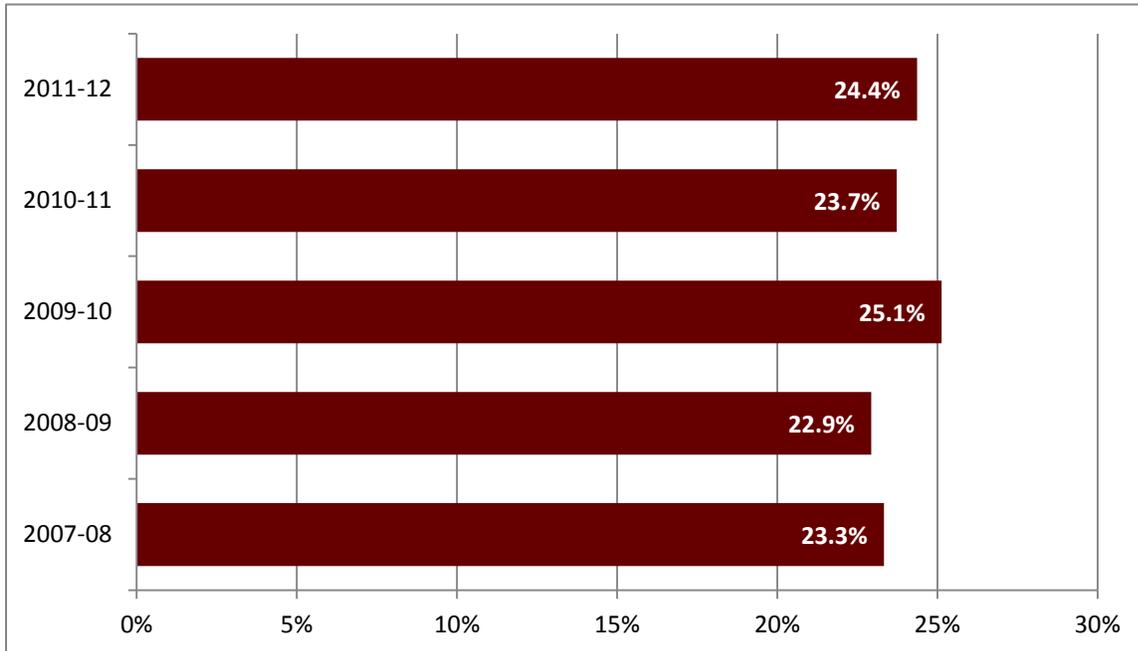
Source: Institutional Research and Planning

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 First-Year Student Retention of State Scholarships, 2011-2012
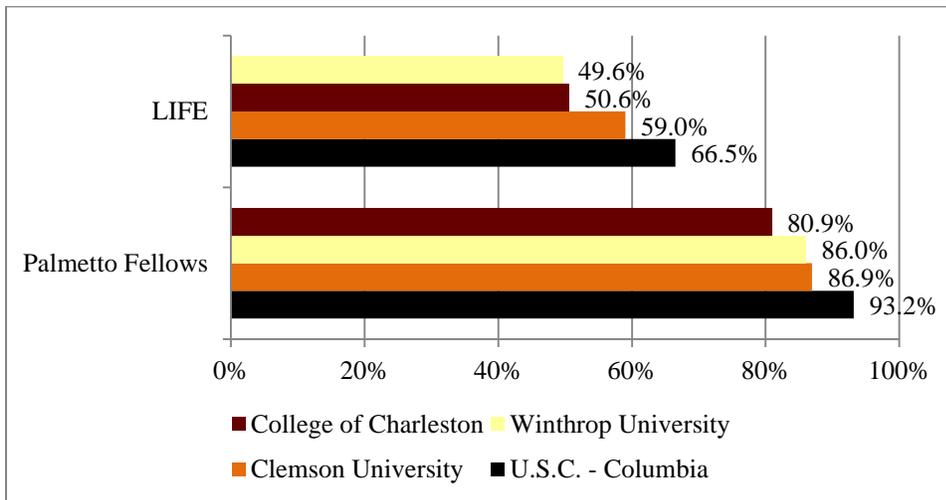
Source: Institutional Research and Planning

CSS 2011 Results -- Senior Students The College Senior Survey (CSS) was last 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 and Planning

Nearly all of the senior respondents reported stronger knowledge of a discipline as well as stronger 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. At rates comparable to national comparison groups, responding seniors felt prepared for graduate education and employment.

Employment Rates for Graduates

The data shown in figures 7.1.h provides employment rates following graduation for the class of 2013 and placement over time for alumni one-year following graduation. For students graduating in 2013, over 25% had secured full-time employment at the time of graduation. The full report for the Senior Exit Survey from 2013 can be found here (http://oiep.cofc.edu/documents/senior-exit-survey/results-2013.pdf). For the past four years, over 70% of alumni one-year post graduation reported employment. For the most recent information on the College's alumni, see the OIEP website: (http://oiep.cofc.edu/assessment/1-year-alumni-survey.php).

Figure 7.1.h. Plans following graduation: Senior Exit Survey 2013
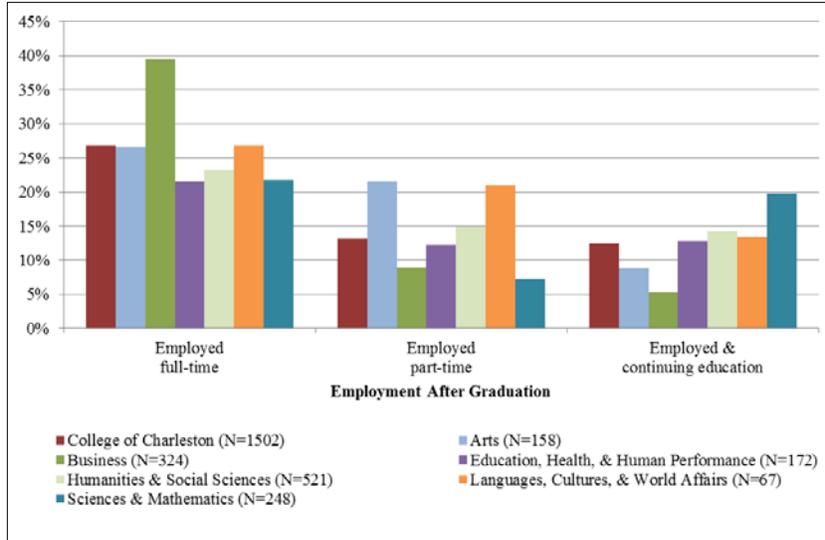
Employment Status and Graduate School Attendance One-Year Post Graduation
(Classes of 2007-2008 through 2010-2011)
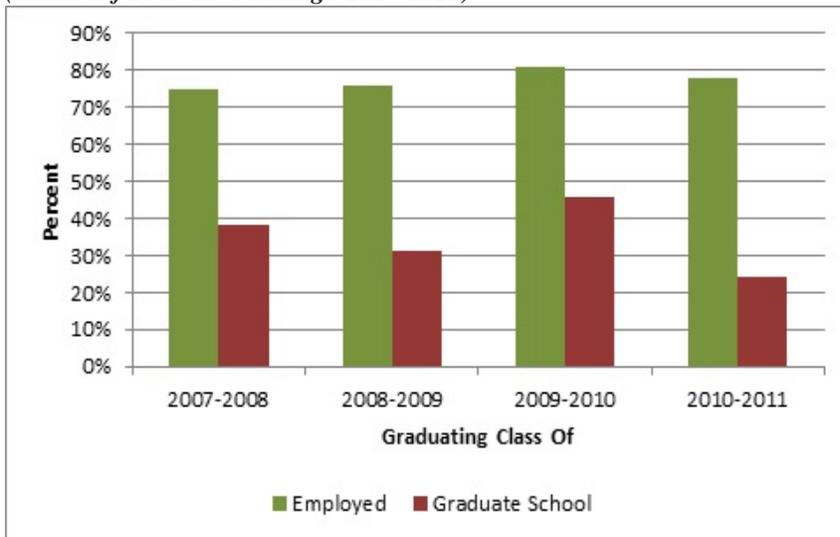
Source: Institutional Effectiveness and Planning

Post-Undergraduate Examination Scores

The ETS Proficiency Profile was administered in the spring of 2012 to a sample of 200 freshmen and 200 seniors. As the results illustrate here, the seniors scored higher in each skill dimension than the freshmen who were tested. The full report presents all findings.

Table 7.1.i. 2012 ETS Proficiency Profile Results

Skill Dimension	Percent Proficient	
	Freshmen	**Seniors**
Reading, Level 1	72%	85%
Reading, Level 2	45%	67%
Critical Thinking	4%	20%
Writing, Level 1	72%	79%
Writing, Level 2	26%	34%
Writing, Level 3	10%	16%
Mathematics, Level 1	59%	81%
Mathematics, Level 2	33%	51%
Mathematics, Level 3	9%	16%

Source: Institutional Effectiveness and Planning

7.2 What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction? How do your results compare to those of comparable organizations? Survey results from the College Senior Survey (Figures 7.2.a-b), the Alumni Survey (Figure 7.2.c), and the Senior Exit Survey (Figure7.2.d) demonstrate student and customer 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 with public four-year colleges 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 represent satisfaction ratings for College of Charleston freshmen and senior 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
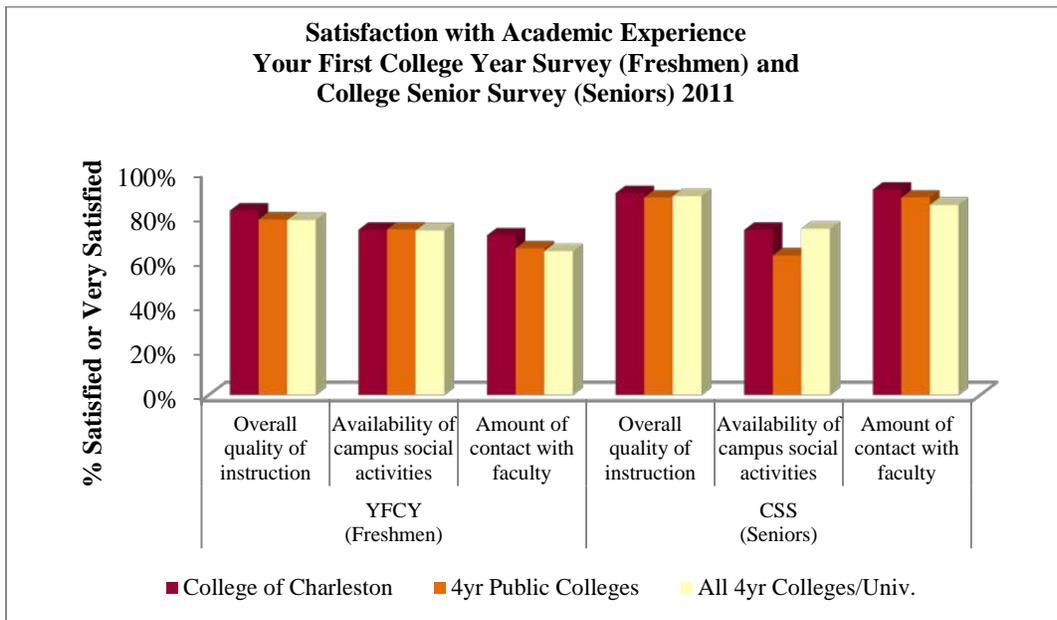
Source: Institutional Effectiveness and Planning

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

Satisfaction with Courses
College Senior Survey 2011

Legend: College of Charleston, 4yr Public Colleges, All 4yr Colleges/Univ.
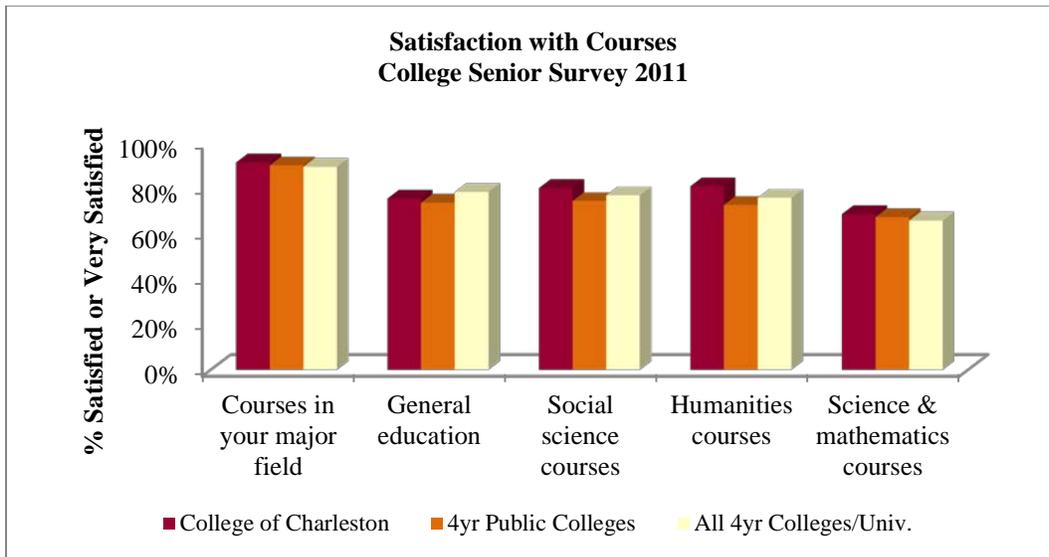
Source: Institutional Effectiveness and Planning

Student Satisfaction

Each year, the College of Charleston administers a survey to alumni who graduated one, three, or five years prior to the survey date and a survey to graduating seniors. Results presented below demonstrate that satisfaction levels are high for the College of Charleston alumni in regards to the academic experience and major program of study. 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 graduating seniors' satisfaction scores are lower.

Figure 7.2.c Alumni Satisfaction, 2010-2011

Fig 7.2.c Recent Alumni Satisfaction
2012 Survey Administration

Category	Score
Overall academic experience	5.35
Major program of study	5.35
Instruction in your major	5.29
General education courses	4.81
Instruction in General Education	4.86
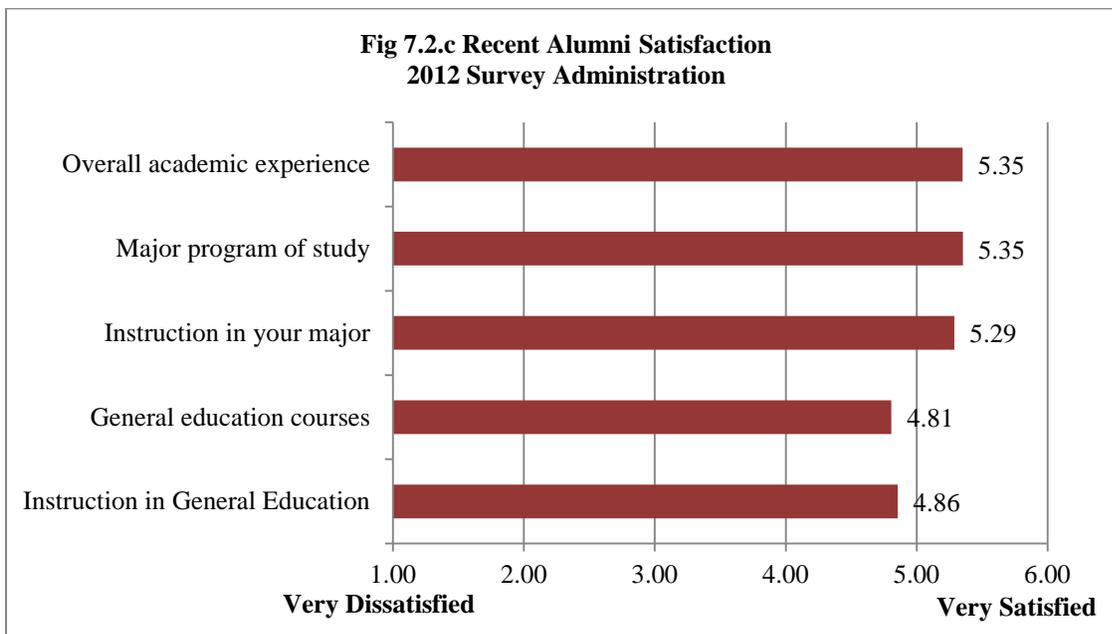
Source: Institutional Effectiveness and Planning

Figure 7.2.d Graduating Seniors Satisfaction, 2013

Fig. 7.2.d Satisfaction Levels for Graduating Seniors by School
Senior Exit Survey 2013

Legend:
- College of Charleston (N=1521)
- Arts (N=159)
- Business (N=321)
- Education, Health, and Human Performance (N=171)
- Humanities and Social Sciences (N=515)
- Languages, Cultures, and World Affairs (N=69)
- Science and Mathematics (N=244)
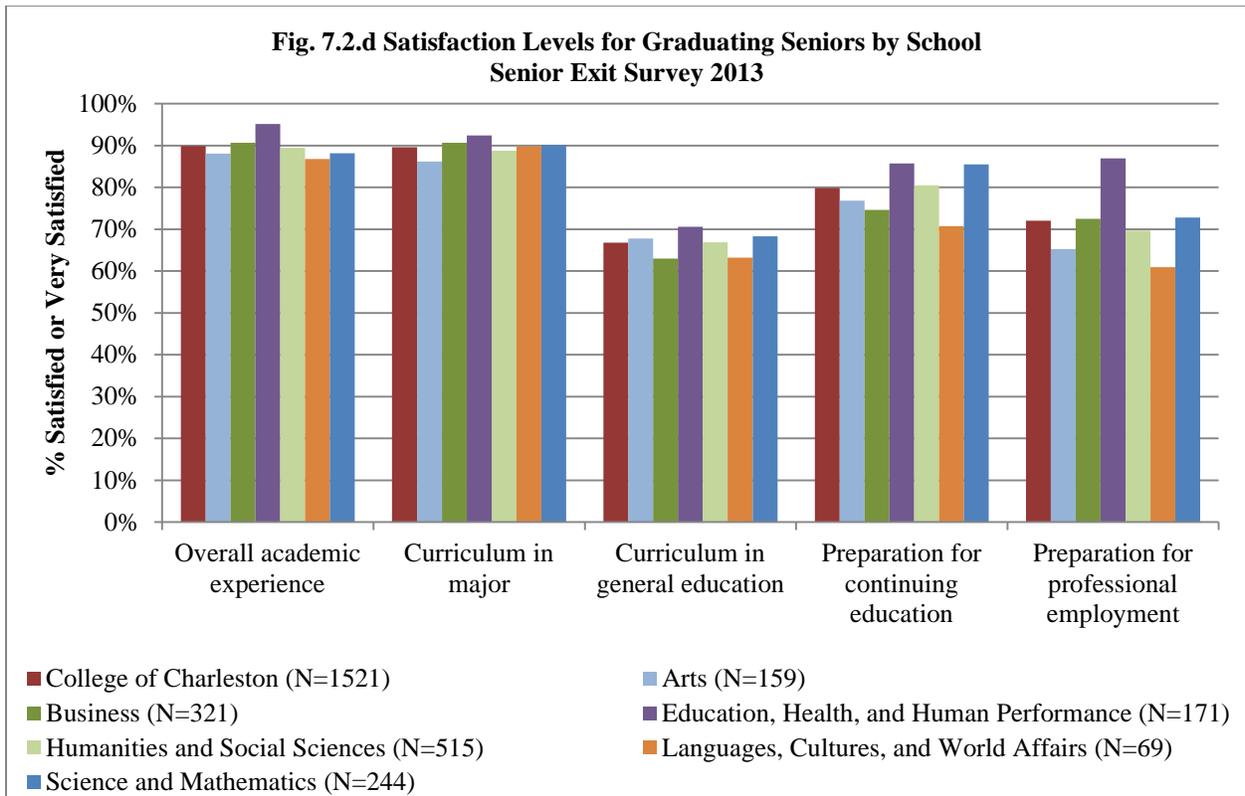
Source: Institutional Effectiveness and Planning

7.3 What are your performance levels for your key measures on 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, and all sponsored program activities. 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.

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 concentrated on the area of Information Technology.

Additionally, in summer 2012, the College engaged a consultant to evaluate opportunities for the non-academic business operations to increase efficiency and effectiveness in carrying out its mission. The process and findings of this evaluation have been incorporated as an ongoing review within the Business Affairs areas with bi-monthly reports to the Executive Vice President.

Figure 7.3.a State Appropriations
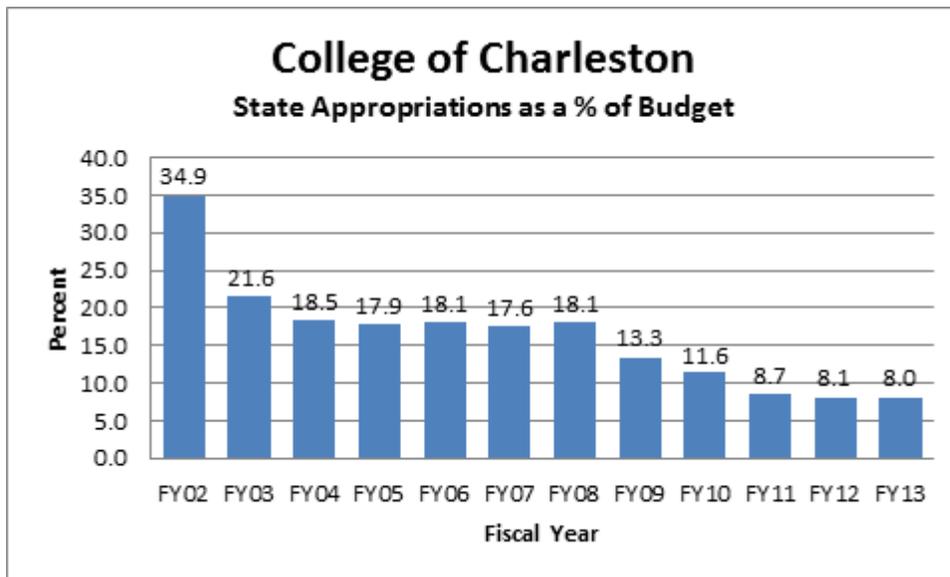
Source: Business Affairs

Table 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. The Commission on Higher Education (CHE) developed a calculation to quantitatively identify the amount of deferred maintenance for buildings and infrastructure at the state's public institutions. In order to be consistent with information reported by CHE, the data reflected below is for Fall 2011, which is the most current data available. An important note about this data is that only facilities with 25% or more of building space dedicated for E&G use and are more than 3,000SF are included in the calculations. For the last four years, the College has expended on average $4M to address E&G deferred maintenance and $2M for residential facilities.

Table 7.3.b.

College of Charleston Fall 2011	
E&G Infrastructure - $12,876,011	E&G Deferred Maintenance - $82,409,428

Source: Business Affairs

7.3.c. 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. The College of Charleston received $8,339,369 in external funding across 66 awards during FY 2013 (July 1, 2012—June 30, 2013). This is a significant increase in funded amounts compared to the previous fiscal year, during which awards totaling $6,017,850 were received. The College also submitted 145 proposals during FY 2013, compared to 134 submissions during FY 2012. Figure 7.3.c displays total external funding amounts received by the College from FY 2009 through FY 2013.

Figure 7.3.c. Dollars Awarded in Sponsored Research
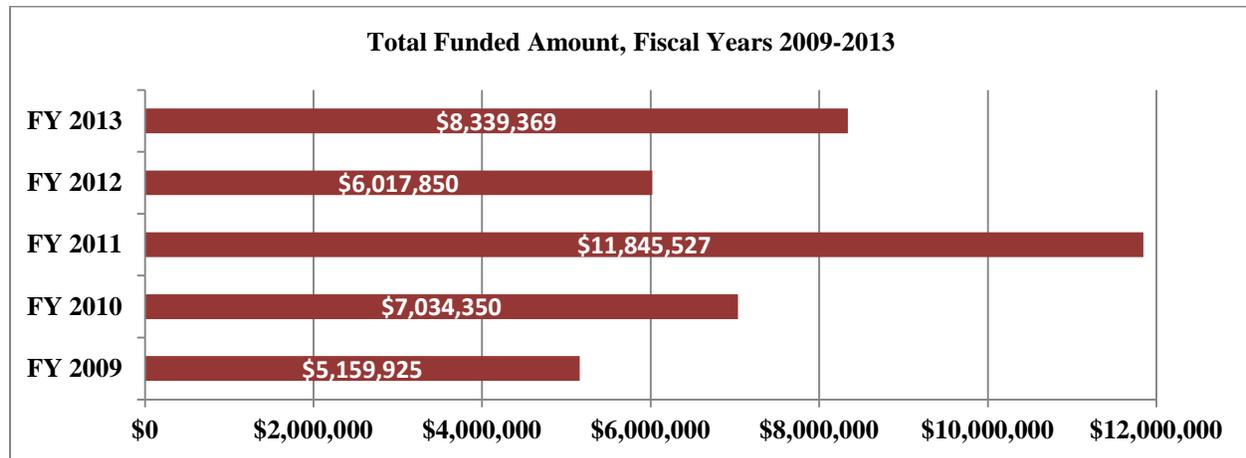
Source: Research and Grants Annual Reports   NB: In FY 2011 stimulus funding skewed award results

7.3.d. Private Donations

The College of Charleston had an increase of 5% in private donations for fiscal year 2013 as compared to fiscal year 2012. 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
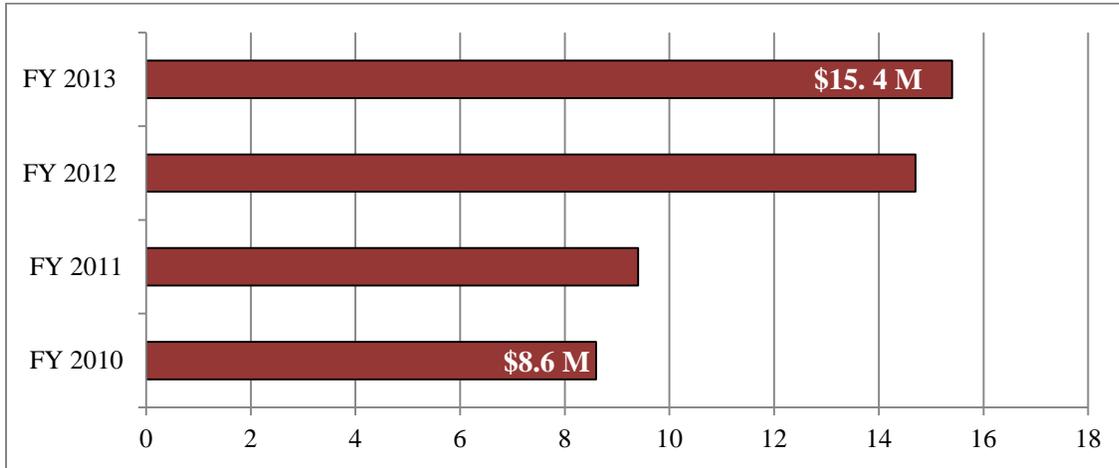
Source: Institutional Advancement   Data value in millions

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

Table 7.4 below provides data on permanent employees by FTE. 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.

Table 7.4. Permanent employees by FTE for FY 12-13

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	210	473	683	69.3%	3	3,407	4.99	3
Clemson University	1,151	2,762	3,913	70.6%	1	19,800	5.06	4
Coastal Carolina University	449	744	1,193	62.4%	6	8,859	7.43	12
College of Charleston	643	1,044	1,687	61.9%	7	10,558	6.26	7
Francis Marion University	228	318	546	58.2%	10	3,549	6.50	9
Lander University	172	271	443	61.2%	8	2,817	6.36	8
Medical University	1,120	95	1,215	7.8%	13	3,101	2.55	1
South Carolina State University	273	463	736	62.9%	5	3,467	4.71	2
U.S.C. - Aiken	169	224	393	57.0%	12	2,749	7.00	10
U.S.C. - Beaufort	86	133	219	60.7%	9	1,547	7.07	11
U.S.C. - Columbia	1,557	3,684	5,241	70.3%	2	28,595	5.46	6
U.S.C. - Upstate	275	370	645	57.4%	11	4,882	7.57	13
Winthrop University	371	647	1,018	63.6%	4	5,367	5.27	5

Source: Institutional Research and Planning (IPEDS Employees by Assigned Position, SC CHE FTE/Credit Hour Report)

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: product, service, and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance; and results related to emergency drills or exercises.).

Table 7.5.a Percent of Full-time Faculty with Terminal Degrees, 2008-2013

	2008-09	2009-10	2010-11	2011-12	2012-13
College of Charleston	87%	87%	88%	89%	89%

Source: Institutional Research and Planning

Freshman Class SAT Average

Figure 7.5.b. represents the student selectivity at the College of Charleston. 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
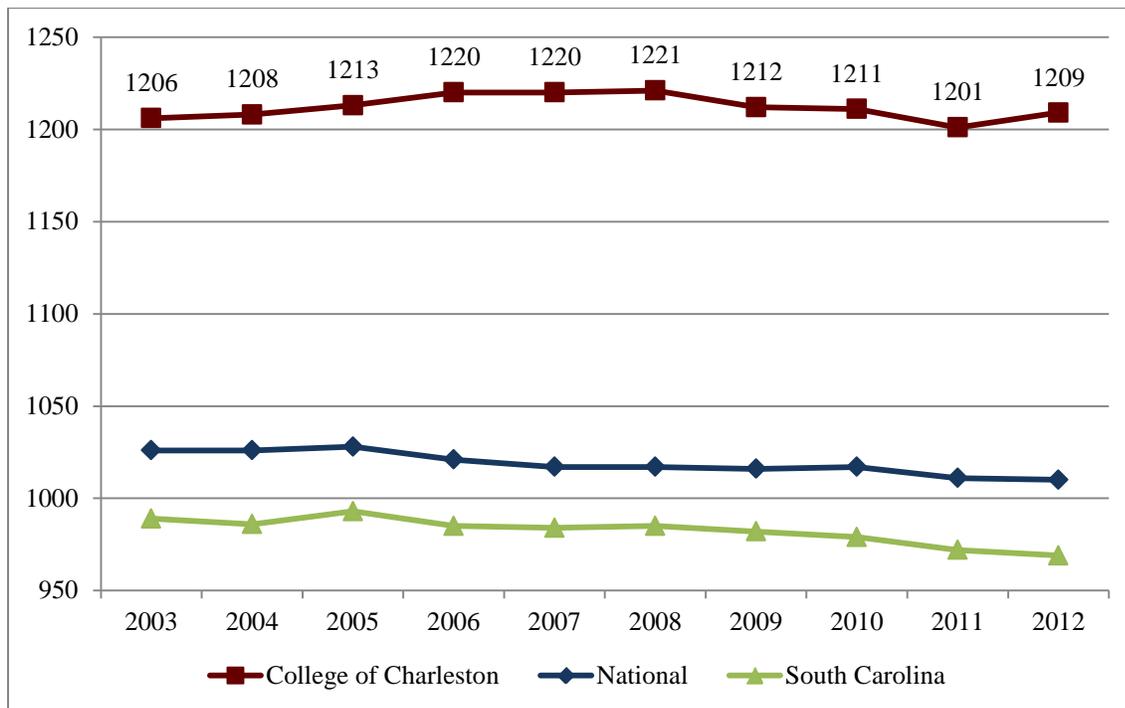
Source: Institutional Research and Planning

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.

College of Charleston Student Faculty Ratio for 2008-2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Student FTE	9,278.33	9,605.00	9,638.33	9,953.67	10,008.67
Faculty FTE	596.67	594.33	603.67	618.67	632.33
Student/Faculty Ratio	15.55	16.16	15.97	16.09	15.83
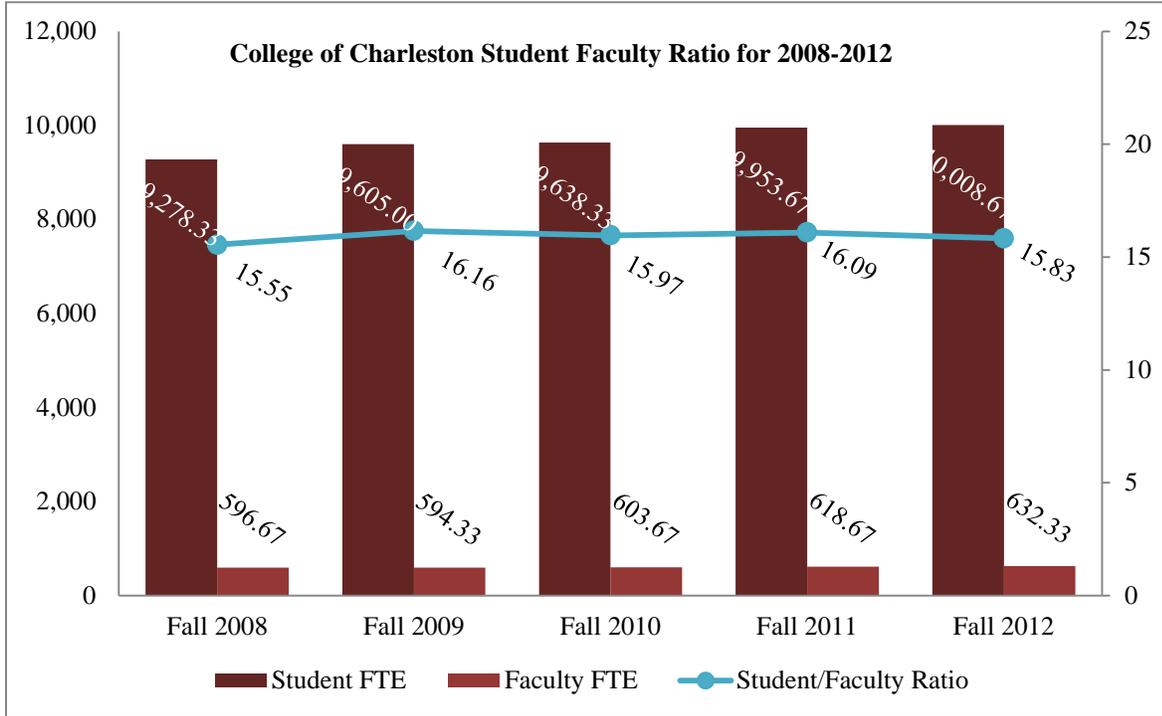
Source: Institutional Research and Planning

Undergraduates receiving financial 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, 2007-2012
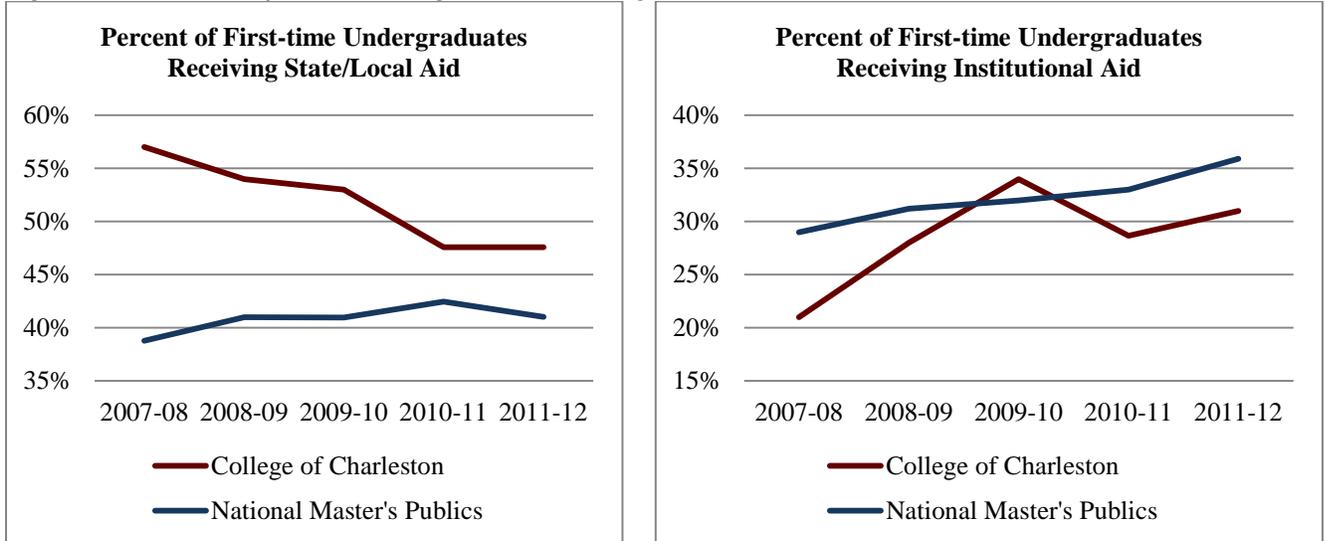
Source: Institutional Research and Planning (IPEDS Data Center, IPEDS Students Financial Aid surveys)

Table 7.5.e., Students Receiving Aid 2007-2012

	2007-08		2008-09		2009-10		2010-11		2011-12	
	CofC	National Master's Publics	CofC	National Master's Publics	CofC	National Master's Publics	CofC	National Master's Publics	CofC	National Master's Publics
Number receiving state/local grant aid	1179		1050		1142		955		1120	
Percent receiving state/local grant aid	57%	39%	54%	41%	53%	41%	48%	42%	48%	41%
Avg. amount of state/local grant aid	$5,079	$2,720	$5,124	$2,879	$5,081	$2,969	$5,340	$3,088	$5,124	$3,122
Number receiving institutional grant aid	433		544		722		575		718	
Percent receiving institutional grant aid	21%	29%	28%	31%	34%	32%	29%	33%	31%	36%
Avg. amount of institutional grant aid	$5,998	$3,108	$5,242	$3,346	$5,368	$3,517	$6,519	$3,596	$6,730	$3,805

Source: Institutional Research and Planning

7.6 What are your performance levels and trends for the key measures of regulatory/legal compliance and community support?

Student admissions is a performance level tracked by the College in compliance with state and federal regulations. Figure 7.6.a. represents both freshmen and overall student admissions. The College of Charleston's Strategic Plan caps the main campus undergraduate student body at approximately 10,000 but encourages enrollments at off-campus sites and in graduate programs.

Figure 7.6.a. Freshmen and Student Admissions, 2008-2012
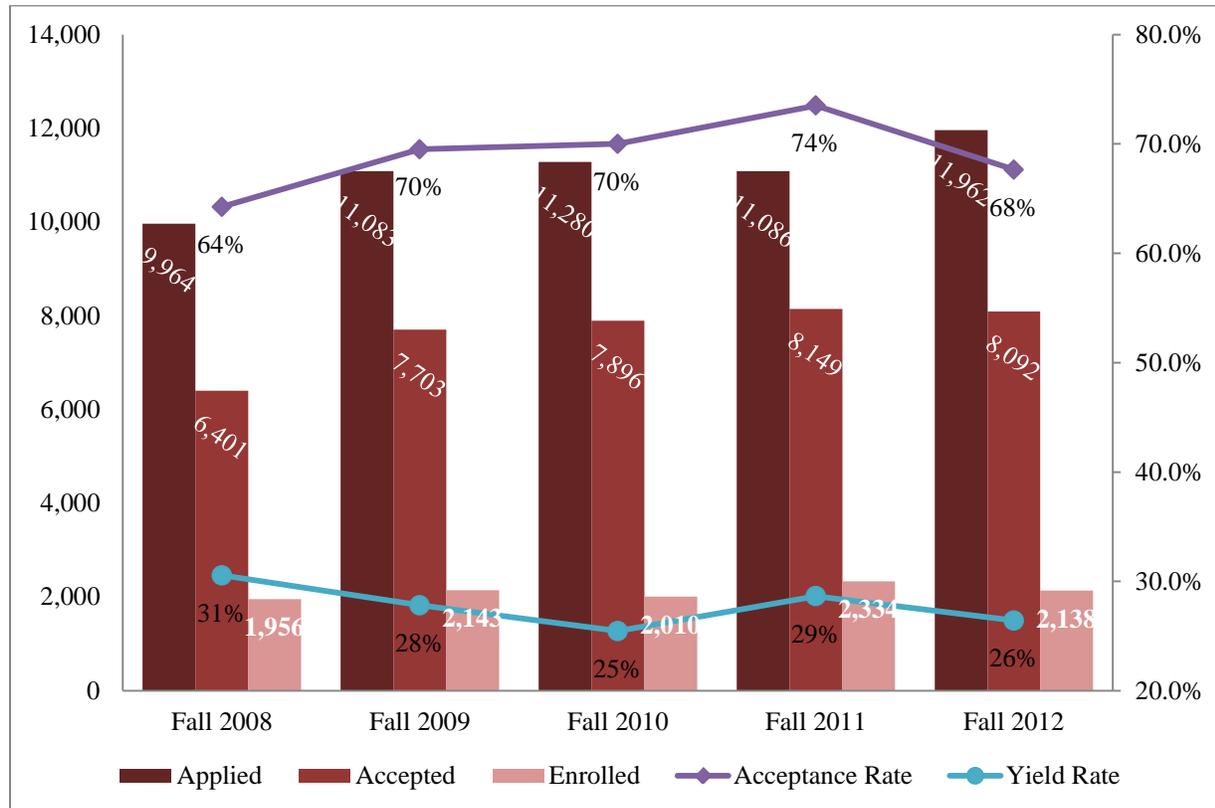
Source: Institutional Research and Planning (Common Data Set, Section C)

7.6.b. Community Support--Donor Participation

The College of Charleston has a stable base of donors indicating continued community support for its mission and programs.

Figure 7.6.b. Donor Participation
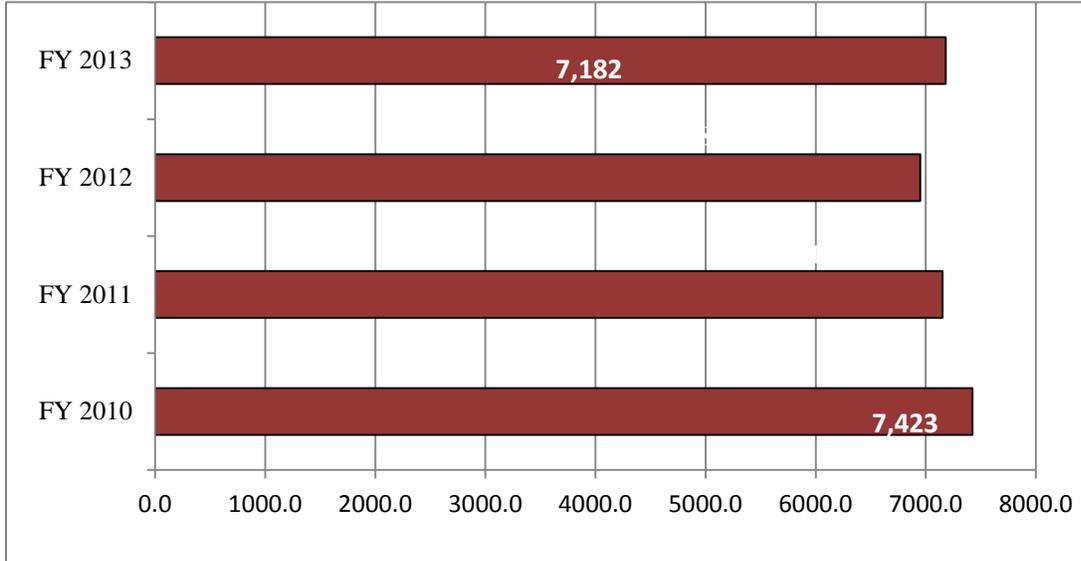
Source: Institutional Advancement

7.6.c. Regulatory Compliance—Accreditation

The accreditation of the College and its programs has been reaffirmed by the following federally-recognized accrediting agencies:

> Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
> National Association of Schools of Music (NASM)
> National Association of Schools of Theatre (NAST)
> National Council for Accreditation of Teacher Education (NCATE)

7.6.d. Regulatory Compliance—Voluntary System of Accountability

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. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges, the VSA was designed to help institutions meet the following objectives:

> Demonstrate accountability and stewardship to the public.
> Measure educational outcomes to identify effective educational practices.
> Assemble information that is accessible, understandable, and comparable.

The College of Charleston's Portrait may be found here: http://www.collegeportraits.org/SC/COC.

Appendix A

Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures*		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$95,000,246	$14,663,793	$98,159,970	$15,098,721	$94,228,358	$15,098,721
Other Operating	$91,529,007		$97,910,115		$104,860,332	$400,000
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$25,436,129	$3,448,111	$27,855,519	$3,951,140	$25,845,043	$3,951,140
Non-recurring						
Total	$211,965,382	$18,111,904	$223,925,604	$19,049,861	$224,933,733	$19,449,861

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

* FY12-13 Data is Unaudited

Source: Business Affairs

Appendix A *continued*

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 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:** 10,707,904.00 **Federal:** 88,319.00 **Other:** 56,630,124.00 **Total:** 67,426,347.00 **% of Total Budget:**	32%	**State:** 10,773,403.00 **Federal:** 63,984.00 **Other:** 59,217,502.00 **Total:** 70,054,889.00 **% of Total Budget:**	31%	
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:** 2,828,977.00 **Federal:** **Other:** 21,087,520.00 **Total:** 23,916,497.00 **% of Total Budget:**	11%	**State:** 3,073,837.00 **Federal:** **Other:** 25,337,770.00 **Total:** 28,411,607.00 **% of Total Budget:**	13%	
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:** 1,449,028.00 **Federal:** **Other:** 21,065,275.00 **Total:** 22,514,303.00 **% of Total Budget:**	11%	**State:** 1,432,115.00 **Federal:** **Other:** 24,348,295.00 **Total:** 25,780,410.00 **% of Total Budget:**	12%	
384-391 Auxiliary Enterprises	Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking and Athletics.	**State:** **Federal:** **Other:** 37,455,214.00 **Total:** 37,455,214.00 **% of Total Budget:**	18%	**State:** **Federal:** **Other:** 40,883,703.00 **Total:** 40,883,703.00 **% of Total Budget:**	18%	
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:** 1,529,067.00 **Federal:** **Other:** 11,737,769.00 **Total:** 13,266,836.00 **% of Total Budget:**	6%	**State:** 1,493,161.00 **Federal:** **Other:** 12,097,829.00 **Total:** 13,590,990.00 **% of Total Budget:**	6%	

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

| | **Remainder of Expenditures:** | **State:** 1,596,928.00 **Federal:** 18,176,182.00 **Other:** 27,613,075.00 **Total:** 47,386,185.00 **% of Total Budget:** | 22% | **State:** 2,277,345.00 **Federal:** 18,316,992.00 **Other:** 24,609,668.00 **Total:** 45,204,005.00 **% of Total Budget:** | 20% | |

*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.

Note: FY2012-13 is unaudited   211,965,382.00   100%   223,925,604.00   100%

Source: Business Affairs

APPENDIX B—ACADEMIC SUBJECT AREAS AND DEGREES OFFERED (AY 2012-13)

UNDERGRADUATE PROGRAMS

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

MINORS

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

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: Office of the Registrar

GRADUATE PROGRAMS

1.	Accountancy	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.A.T.
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.	Gifted and Talented Education	CER
4.	Operations Research	CER
5.	Service Oriented Computing	CER
6.	Special Education	CER
7.	Statistics	CER
8.	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: Office of the Registrar

Appendix C—Strategic Planning Chart

		Strategic Planning	
Program Number And Title	**Supported Agency Strategic Planning Goal/Objective**	<u>**Related FY 12-13 and beyond**</u> **Key Agency Action Plan/Plan/Initiative(s) And Timeline for Accomplishing the Plan(s)**	**Key Cross References for Performance Measures***
Educational and General-Unrestricted	**Strategy 1: Enhance the undergraduate academic core** Strengthen the Honors College through increased funding for full and partial scholarships and dedicated faculty for innovative curriculum.	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 fall 2012 with average SAT scores of 1454. Major gift of $2.2 million to support scholarships for William Aiken Fellows Society students. Fall 2012, first 11 Scholars enrolled. Fall 2013, 9 additional Swanson Scholars will enroll (average. SAT=1462). Major gift of $400,000 created four "all-in" scholarships and includes summer enrichment support and funding to provide mentoring. Agreement for an additional two scholarships each year to reach eight total. Newell Scholarship created to recruit one in-state student interested in the Humanities. Eleven International Scholars (Honors College students majoring in International Studies) participated in a fully-funded Maymester study	Honors Class of 2013: 197 students, avg SAT 1330 Honors Class of 2014: 182 students, avg SAT 1340 Honors Class of 2015: 198 students, avg SAT 1358 Honors Class of 2016: 194 students, avg SAT 1360 Honors Class of 2017: 172 students, avg SAT 1360

		abroad experience to Cuba.	
	Support foreign language initiatives that combine language skills with study of global cultures and world affairs.	Faculty positions added in Classics and Italian. Programs in Trujillo Spain and Spoleto Italy expanded. Signed a bi-lateral agreement for exchanges with Guizhou University to facilitate Chinese language study. New minors added in Global Trade and Business Language (French and Spanish).	
	Intensify introductory and intermediate language courses and expand instruction in strategic languages.	Instruction in 13 foreign languages offered at the College. Non-Western foreign language courses now carry 4 credit hours to offer students a more intensive experience in language instruction.	
	Embed global competencies into general education and major requirements.	International Business major requires international experience. The GLAT requires students to travel abroad during spring break. The MBA and Masters of Accountancy include study abroad as part of their curriculum. Over 250 School of Business students studied abroad and another 20 students studied on faculty led programs. New interdisciplinary program in Public Health	

| | Increase the number of and enrollments in innovative, interdisciplinary courses. | established.

In coordination with the School of Languages, Cultures, and World Affairs, a faculty fellow position was established in the Honors College to ensure coordination of the International Scholars Program. This individual also oversees the advising system for the Honors College and coordinates the sophomore-level Western Civilization course required of all Honors students.

In coordination with the Department of English, a second faculty fellow was hired to oversee the First-Year Experience for honors students, coordinate the Honors Academic Writing, and coordinate the Office of Nationally Competitive Awards, which provides support and resources for students campus-wide who pursue national scholarships, such as the Truman, Goldwater, and Fulbright.

Small grant program developed to encourage innovative teaching and learning in the liberal arts. Funded at $24,000 by the Office of the President.

Candidates for initial certification in Teacher Education complete clinical internships and field experiences in local schools; Exercise Science offers a mentored research option in capstone. Public Health has a formal internship; School of Education launched Teacher Leader program for small group of undergraduate seniors (future educators) with individual mentors, monthly meetings with education leaders and a statewide trip of education sites. | |
|---|---|---|---|

| | | Undergraduate research is a top priority for School of Science and Mathematics (SSM). Students work closely with faculty mentors. Many undergraduate students are listed as co-authors on papers published in peer reviewed journals. This research fosters close relationships between the faculty and its students.

SSM continued to play a strong role in the College's study abroad programs. This year SSM faculty led trips to Trujillo, British Virgin Islands, China, Ecuador, Germany, Bali, Israel, and Panama | URCA grants awarded in SSM: 4 AYRA; 8 MAYS; 19 RPG; 22 SURF.
Abstracts for 25th Annual Poster Session
Over 40 student co-authors on refereed publications |
|---|---|---|---|
| | Provide each student a personalized experience that integrates classroom learning with Enriching Educational Experiences. | First Year Experience (FYE) required of all first year full-time students as of fall 2011. Learning Communities (two linked courses paired with a synthesis seminar) constitute 50% of FYE course offerings.

McConnell Residence Hall is dedicated to Living Learning Communities. Each of four floors is themed: pre-professional health, international studies, communication, arts.

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.

Supported the second collaboration between the Honors College and the Office of Civic Engagement that involved students taking a course entitled "Community-Based Research in | First Year Retention rate for Honors Students (to stay at CofC) who entered in fall 2012 is 93%. Of those who remained at the College of Charleston after freshman year, 7% elected to leave the Honors College and participate in the general curriculum.

Honors graduating class of 2013: 56% studied abroad in 26 different countries |

		Honduras" and traveling to Honduras as an Alternative Break experience to execute a project plan developed during the course. Through Foundational support, began to develop a number of programs for honors students and students in STEM disciplines to study abroad/do research at the University of Tartu in Estonia. Strengthened living-learning community for honors students by partnering with Residence Life to ensure that Rivers Residence Hall (honors housing) provides a dynamic living environment for honors students, a quiet place for individual and group study, and comprehensive resources by setting aside office space for honors faculty, staff, and FYE peer facilitators, and classroom space for honors courses. Office of Undergraduate Research and Creative Activities provided $235,000 in funding for collaborative research projects between faculty and students.	
	Develop academic programs utilizing and/or based at Dixie Plantation.	Biology, geology, and environmental studies labs regularly meet at Dixie Planation. The construction for two field stations, scheduled to begin this fall, will greatly increase accessibility and facilitate use of this property. The construction of two field stations will be assist with increasing use of Dixie Plantation by environmental studies. This construction coincides with a restructuring of the program and the likely implementation of an EVSS major program.	

		Recognized as one of the Top 10 Marine Biology Colleges in the United States. Access to coastal ecosystems and partnerships at the Fort Johnson Marine Science Center offer a unique learning experience. Studies in graduate and undergraduate programs in Environmental Studies, biology, and geology also take advantage of our coastal location and partners at Fort Johnson as well as Dixie Plantation, Frances Marion National Park. Labs and undergraduate research takes place on the banks and in the waters surrounding the area	
	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.	Archaeology cognate major approved for fall 2013 implementation. African American Studies major nearing approval by CHE (October 2013).	
	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.	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 SACS final approval with a launch set for August 2013. Non-credit courses for continuing education and professional development include: Certified Financial Planner Certificate; Information Technology Certifications; English	

		Language Institute, Community and Professional Development Seminars, and Standardized Test Preparation.	
	Implement program reviews of general education, majors and minors on a five-year rotating cycle to ensure a personalized and challenging undergraduate experience.	Teacher Education programs reviewed by all the respective Specialty Professional Associations (e.g., NAEYC, NCTM, etc.) and all recognized nationally. The Teacher Education unit was reaccredited by NCATE following an intensive review. The unit met the requirements of all six standards of evaluation and received the optimal "target" rating on three standards – a review more positive than any other in SC.

The National Council for Teacher Quality ranked secondary teacher education program within top nine percent in the US.

The Early Childhood Development Center (ECDC) is EHHP's nationally accredited and state licensed demonstration program for preschool/kindergarten children, re-licensed biannually and nationally re-accredited on a five year cycle. | |
| | Refine general education to reduce the number of courses meeting general education requirements while aligning those courses with the intellectual skills, areas of knowledge and dispositions central to the College's core curriculum. | Course review process in spring 2013 resulted in a 70% reduction in the number of courses certified for general education credit; assessment plan approved for implementation in 2013-14. | |

	Strategy 2: Develop nationally recognized academic programs at the graduate level		
	Emphasize the acquisition of research and teaching grants to develop interdisciplinary, international and innovative programs that capitalize on our unique location and capabilities.	Faculty in the School of Science and Mathematics continued success in securing extramural research and teaching grants. MS Computer and Information Sciences (joint program w/Citadel) added a concentration in Cybersecurity.	School of Science and Math faculty received approximately $1.7 M in external grant funding. The College of Charleston received $8,339,369 in external funding across 66 awards during FY 2013 (July 1, 2012—June 30, 2013). This is a significant increase in funded amounts compared to the previous fiscal year, during which awards totaling $6,017,850 were received. The College also submitted 145 proposals during FY 2013, compared to 134 submissions during FY 2012. (Figure 7.3.c)
	Develop international master's programs in select areas.	Provided scholarships for continuous enrollment for students in Environmental Studies Peace Corps Master's International Program to use during the 27-month assignment overseas. First graduate of the program due in 2015. MS Accountancy program added an international emphasis.	
	Enhance graduate programs in marine science, environmental studies, historic preservation, and arts management to achieve national recognition.	Recognized as one of the Top 10 Marine Biology Colleges in the United States. Access to coastal ecosystems and partnerships at the Fort Johnson Marine Science Center offer a unique learning experience. 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. MAT in Performing Arts Theatre strand approved by the SC Department of Education.	Top 10 Marine Biology College in the United States Renovations and additional space at Grice Marine Lab will significantly improve facilities and enhance the graduate program.

	Use the facilities at Dixie Plantation to develop world-class environmental, educational, cultural and executive programs.	Biology, geology, and environmental studies labs regularly meet at Dixie Planation. The construction for two field stations, scheduled to begin this fall, will greatly increase accessibility and facilitate use of this property. Beekeeping project introduced at Dixie in 2012.	
	Strategy 3: Develop and support a highly qualified, diverse and stable base of faculty and staff Increase number of roster faculty lines by 100 to enhance diversity, to facilitate growth of innovative academic programs, to enable some increase in faculty research with significantly expanded opportunities for undergraduate and graduate students to engage in research with faculty mentors, and to enhance personalized attention to each student.	The School of Science and Mathematics held 7 faculty searches, including 2 for new positions in the areas of water quality and chemistry. Six new faculty members were hired. Diverse hires included one African American male, one Caucasian female, one Hispanic male, and one European (French) male. This year also saw the addition of two chemistry lab specialists hired to support the increase in enrollments.	Thirty-six new faculty hired for August 2013 start from prestigious programs and universities including University of California, Emory University, Strasbourg University, France; Purdue University, Stanford University, UNC, University of Virginia, University of Michigan, and many others.
	Recruit faculty with the potential to bring local and national recognition to the College.	Farm to School program funded by Boeing is bringing local and regional recognition and if additional funding is awarded, recognition will become national as well; Merit increment for tenure and promotion increase implemented in both 2011-12 and 2012-13; this past year, awards for tenure and promotion to associate increased by $500; awards for promotion to professor increased by $500.	The Faculty Research and Development Committee distributed $90,547 in support of faculty research in FY 2013. Forty-four faculty requested support totaling $141,223 and 30 awards were granted. In addition, $277,033 was awarded in support of Undergraduate Research and Creative Activities (URCA) in FY 2013 (72 grants).
	Enhance support for faculty research or creative activity and for	The merit increment awarded to tenured	

	pedagogical innovation.	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.	
	Recognize and reward annual performance by faculty and staff in both annual raises and special awards.		The College provided a 3% state-mandated raise as well as a 1.5% merit raise for faculty and staff. Together these totaled about $2,600,000. Another $140,000 in tenure and promotion increments, recognizing meritorious performance by permanent faculty, was distributed. Adjunct pay was increased by $300,000, or about 10%, and the institution committed another $200,000 to an increase in pay for temporary employees.
	Strategy 4: Identify, attract, recruit, enroll, and retain academically distinguished, well-prepared, diverse students Increase the amount of merit-based and need-based scholarship funding from approximately $15 to $20 million, largely funded through private resources. Some portion of this funding should be allocated in accordance with the provisions of the Diversity Strategic Plan.	In July 2012, the College hired a senior development officer to assist fundraising efforts for the School of Sciences and Mathematics. Progress has been made in securing new scholarships and donations to the School as well as fostering relationships with alumni and corporate donors. The School of Business raised $100,000 towards the Beatty Scholarship Fund and $250,000 for 35 scholarships and two merit awards for students studying real estate.	$50,000 Duke Energy CUCWD Scholarships awarded; Dr. W. Frank Kinard Endowed Scholarship agreement signed; Boeing Scholarships increased to $10,000; Approximately $29,000 in Horatio Hughes Scholarship funds disbursed. During the 2012-2013 academic year the SB awarded over $300,000 toward awards and scholarships across all SB programs. Masters of Accountancy: 14 competitive graduate assistantships and 2 study abroad scholarships. MBA: 7 competitive research assistantships ($49,000), 3 international scholarships ($55,000) 3 US scholarships ($12,000). There were 18 abatements (12 national, 6 international) given to

			attract highly qualified student candidates.
		With support from a donor, the School of the Arts is establishing a scholarship for a rising junior majoring in any area of the arts. Preference is given to first-generation college students and those with demonstrated need.	
	Increase enrollments of degree-seeking graduate students.	Donor funding added $18,000 to graduate student scholarships in 2012-13.	
	Increase diversity of students, faculty, and staff.	Honors College collaborated with Office of Admission to identify students from underserved groups who are strong matches for the expectations of the Honors College. The English Language Institute (ELI) at the North Campus is designed to enhance students' English language skills needed in academic, professional and social settings. Instructors are trained in teaching English as a second language (ESL). International students can improve their English prior to enrolling in academic programs at the College and can continue to receive support from the ELI once enrolled as a full-time student.	
	Broaden the scope of pre-college programs to recruit a more diverse student body.	Senior Project brought 65 minority or first generation high school seniors to campus in July 2013; 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.	
		Honors College faculty participated in the Senior Project in Summer 2012 and Summer 2013; identified 9 students through this program who plan to apply to Honors.	
		Honors College faculty collaborated with Office of Multicultural programs to provide essential mentoring support for students from underserved groups. Coordinated with SPECTRA program to advise 16 students in the Summer 2013 SPECTRA program who will also be in the Honors College.	
		The Center for Partnerships in Education (CPIE) established Youth Advisory Boards at three area middle and high schools with high minority and high poverty population (approximately 30 students). Met four times with each group, culminating with a day- long campus visit. Meetings included college preparation information and opportunities to talk with current College of Charleston students. The campus visit consisted of a tour, lunch, admissions seminar, and two mock classes with College of Charleston faculty. Collaborated with Call Me MISTER, Multicultural Student Programs and Services, and the Office of Admissions.	
	Develop programs to assist first-generation college freshman with acclimation and academic success.	Upward Bound, hosted by the College since 1975, expanded pre-college programming to include GEAR-UP.

The ROAR Scholars program, created to assist first generation, low-income, or disabled students with academic success and college life enrichment, reached their target of 140 | |

	students.	
Establish a Center for Excellence in Peer Education.	The Center for Excellence in Peer Education occupies a core campus location and trains about 75 students each year to serve as peer educators, mentors, tutors and facilitators.	
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 Consistent with our institutional objectives for campus sustainability, establish additional campus and off-campus transportation options for students, such as a shuttle service to recreational fields, North Campus and Dixie Plantation.	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 enrolled students. School of Science and Mathematics owns three 15-passenger vans to transport students to and from field study locations.	
Enhance intervention services that impact the well-being of students.	Office of Retention implemented MapWorks, an early alert tool, to identify students at academic risk and work with campus resources to intervene with assistance.	
Implement additional co-curricular models that address topics such as sustainability, social justice,	The Bully Pulpit series, designed to bring prominent state and national political candidates to campus, hosted multiple campus-wide events including a voter registration	

professionalism and leadership, peer support and development, health and wellness, and cultural enrichment.	initiative. Political Science hosted the third annual William V. Moore Student Research Conference featuring the independent research of 25 undergraduates and 4 high school seniors from Academic Magnet High School.	
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 Initiate campus-wide dialogue to clarify the meaning and practice of shared governance.	Speaker of the Faculty meets regularly with President and Provost. President hosts bi-annual Town Hall meetings with faculty and staff. Regular Provost's Chair and Dean workshops increase transparency and facilitate collaboration and effective communication.	
Strategy 7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students Enhance campus-wide sustainability practices	Director of Sustainability hired and Office of Sustainability expanded. Office of Sustainability represents the hub for teaching, research, and practice of sustainability on campus and in the greater Charleston community.	

	Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles	IT developed classroom technology definitions and standards; completion of 20 classroom technology upgrades in accordance with fiscal year 12-13 plans and goals; 24 more classroom technology upgrades were completed by mid-August 2013, CofC now has a total of 76 'smart' or Crestron-controlled classrooms; upgraded and replaced all switching equipment in 120 existing smart classrooms from failing "A/B" switchboxes to Extron push-button devices	
		Expansion of the Scantron test scanning environment to the Library for more convenient and expanded availability.	
		In July, 2012 on campus available internet bandwidth was quadrupled from its previous capacity	
	Promote wherever possible, future growth of College infrastructure through sustainable design, materials and processes.	SSMB is currently under construction to complete the 2nd floor that will reunite the Department of Geology. This renovation will complete an addition 19,000 SF of classrooms, laboratories, and faculty offices.	
		Planning has been completed for the renovation of the largest science building on campus and for a new building at Grice Marine Laboratory.	
		The Center for Social Science Research is a state-of-the-art facility designed to foster collaborative research and research training for faculty and students in the social sciences. This facility adds 7,000 SF of new research space.	
		Feasibility study for renovation of Silcox Center completed in 2012-13.	
		New field stations at Dixie Plantation will leave	

		a minimal carbon footprint on their natural surroundings.	
	Support an academic computing and library infrastructure that enhances the research and teaching missions of the College.	IT continued to expand the use of virtual servers in the Data Center.	
		A Virtual Desktop pilot program is underway to explore potential benefits and efficiencies.	
		IT purchased and deployed Microsoft Enrollment for Education Solution software licensing which makes Microsoft products available for free or at a large discount to all College faculty and staff; and facilitates the update and rollout of additional or future iterations of Microsoft products.	
		The Oracle 11G and Banner major upgrade project conducted during the December holiday break upgraded the core ERP administrative systems to currently supported versions. This positioned the College to continue with vendor support for these critical College business applications.	
		Envisioned an academic network for College faculty, staff, and students to support research and academic projects – "Academic Cloud"	
		Expanded OAKS learning management system resources to match usage.	
		Expanded the use of Echo360 Personal Capture software	
		Substantially expanded the Faculty Technology Institute (FTI) and Faculty Technology Center.	
		Increased number of faculty participants to 24 per FTI.	

	Bring the entire campus up to new standards for wiring and cabling.	Upgraded FTC facilities with new hardware, software, and furniture to allow for more collaboration and better productivity.
		Enhanced support for faculty research or creative activity and for pedagogical innovation.
		Established an IT Un-Grant Program to fund small technology grants for innovation in teaching.
	Extend the campus IT network to student housing.	Offered two mandatory training opportunities for faculty to learn pedagogically sound strategies to teach in an online environment.
	Provide a uniform, ubiquitous and unifying computing experience that will facilitate collaboration and foster the convergence of student living and learning.	Support the collaboration between the School of Business and Michelin by supporting Echo360 lecture capture and OAKS.
		Wireless internet enhanced across campus as existing wireless devices were upgraded and more capacity was added, also new wireless service were provided in areas with no previous service; this includes service enhancement in Addlestone Library
		Initiated project to move Addlestone at-risk servers into the Data Center.
		College Low voltage and AV standards are kept current and available to necessary parties via the College of Charleston website.
		College cable plant now includes 10Gbps rated copper cabling within New Science Center Building.
		IT began planning for a 5 year increased fiber presence project to include anticipated growth.

		IT helped facilitate solicitation for an award of multi-year outsourcing service contract for network and Internet connectivity for Residence Life controlled facilities. IT supported Apogee in designing and delivering wired and wireless network services to student residence halls IT extended Help Desk operating hours to include evenings and weekends to better support the College community after hours.	
	Strategy 8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs	School of Science and Math faculty led trips to Trujillo, British Virgin Islands, China, Ecuador, Germany, Bali, Israel, and Panama. Recent agreements were made with the University of Tartu, Estonia and Xiamen University, China to create exchange programs in the areas of Computer Science and Mathematics. With University of Nottingham (UK), developing student exchange for MA History program. The College supports 22 summer abroad programs including to non-traditional destinations such as Cambodia & Vietnam, Poland, Ecuador. 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	From Fall 2012 through Summer 2013, 780 students participated in a study abroad experience.

		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). A joint-degree program with 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.	
	Expand number of international faculty teaching and conducting research at the College of Charleston	In 2010-11, five of our thirty new hired faculty were international, in 2011-12, four of thirty were international. In the last five years SB hosted three Fulbright Scholars; Dr. Bill Koprowski was selected as a Fulbright to Poland in 2012-2013; Over 10 SB faculty members taught abroad during 2013.	
	Develop and expand research partnerships and initiatives with USC, The Citadel, Trident Technical College	Bachelor of Professional Studies (adult degree completion program) developed in collaboration with Trident Technical College (awaiting CHE and SACS approval). The School of Science and Math works in collaboration with MUSC and the Citadel in many ways including but not limited to the use of faculty as adjuncts, student research opportunities, mentoring, grant writing as co PIs.	

Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts.	Selected as host incubator institute for Tri-County Cradle to Career Collaborative. M.Ed. Cohort agreements with Charleston and Berkeley County School Districts are in place. Ongoing participation in CCSD professional development activities by director/staff at ECDC, including co-writing of Head Start grant and participation in Early Childhood Task Force initiative. Strengthened the relationship with the Charleston Promise Neighborhood by coordinating a day-long outreach activity involving group of nearly 30 College of Charleston faculty, staff, and students at a local elementary school. Submitted a major grant proposal to improve math instruction in collaboration with CCSD's Innovation Zone.	
Require all units to identify efficiencies and eliminate redundancies.	Comprehensive Program for Quality and Efficiency (CPQE) established with regular reporting to EVPs and President.	
Continue to develop partnerships with the business community toward the goal of collaboratively promoting economic development	SSM continues to support partnerships with Boeing Corporation, Google, PeopleMatter, and many other local businesses interested in providing scholarships, internships, and future career opportunities to students. In collaboration with area career-technology educators and a local manufacturing alliance,	

		planned and implemented two experiences to expose tri-county teachers and students to opportunities in manufacturing and health sciences, two industries with major significance in this region. EHHP Sponsored The Education Foundation's Business Education Summit and served as judge for awards. School of Business offers classroom projects that resolve company issues in all areas of business and thus enhances their economic performance and provides interns in all areas of business. The School of Business hosted a statewide Supply Chain Summit that brought together business leaders and state universities.	
	Strategy 9: Establish campuswide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility		
	Establish the purpose, theme, goals and strategy for an institutional fundraising campaign	Comprehensive campaign in initial stages; annual giving has increased.	Private donations increased by 5% for FY 2013. (Figure 7.3.d)

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.	Consolidated the Office of Marketing for Admissions and Academics, the Office of Advertising and Brand Management, the Office of Strategic Communications, and the Office of Electronic Marketing into one Office of College Marketing. The result has been better alignment between the Division's functions and the College's strategic priorities, greater efficiency in personnel resources, and improved client services for the campus. Formed the Campus Marketing and Communications Professionals group, which includes approximately 20 staff from across the campus and meets three times a year to enable better and more timely sharing of communications initiatives across the campus and create more consistent and coordinated communications from the College to constituents. Continued to enhance the quality and content of College of Charleston Magazine, which was recognized with numerous writing, editing and design awards.	
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.	Continued work with Gil Shuler Design on graphic logo treatments for the College, Athletics and the Alumni Association that will complement or replace existing brand/design elements. Produced the first-ever in!Genius campus event in Fall 2012, which celebrated academic ingenuity and raised campus awareness of student, faculty and alumni achievements. Attendance was more than 450 for event, which is a partnership of Academic Affairs, Institutional Advancement and Marketing &	

Communications.

Worked with executive leadership and deans to finalize university-wide priorities and schools-based priorities for the comprehensive campaign. Collaborated with campaign communications firm to develop strategic communications plan and creative platform as the foundation for the College's case for support for the comprehensive campaign.

In order to assist Admissions, New Student Programs and Academic Experience teams meet their goals, College Marketing created several new and multi-faceted strategies, including redesigning publications so that they can be segmented and used in website, email and social media campaigns.

Completed the first phase of the website refresh project. An analysis of site-views data showed that the majority of visitors to cofc.edu were coming from off campus, and likely were prospective students and families. The revised website is targeted to that audience. Information for on-campus users has been collected and expanded in the website footer. The restructure should also help students, faculty and staff navigate the site more easily.

Continued to raise awareness of the role of philanthropy and its impact at the College with publications such as Momentum and the 2012 Donor Report, as well as multiple gift press releases to local, state and national media.

Implemented a strategic plan for the institution's social media to grow targeted engagement, advance the mission of the College, and develop relationships with revenue generating audiences. The College now

		reaches 45,000 fans on Facebook, 12,750 followers on Twitter, and has more than 1,000,000 video views on YouTube. After a thorough analysis of the College's YouTube channel, narrowed the primary focus of video creation to target prospective students and parents. Surpassed one million total views and boasts a 68% growth from 2011-12. Achieved success in placing videos on internationally recognized blogs, increasing the reach of the College.	
	To increase external funding, continue to develop strategic alliances with local, state, and federal policymakers while initiating and strengthening public-private partnerships.	Bobby Harrell SC Speaker of the House, Paul Campbell SC State Senator, and Jim Newsome CEO of SC State Ports Authority continue to serve on the School of Business Board of Governors. The Supply Chain Summit enabled the College and School of Business to strengthen many public and private partnerships with companies such as BMW, Michelin, Boeing, Horizon Lines, and SCSPA.	
	Integrate marketing and communication goals, policies, strategies and tactics throughout the College's schools and divisions, including the North Campus.	Implemented a variety of effective marketing, communications and stewardship projects for the Division of Institutional Advancement, including successful annual fund direct mail and email solicitations (increase of 260 new alumni donors and 126 new online donors). Created new College Highlights publication, and wallet fact cards, with key branding points of the College from student successes to alumni achievements. The publication is used by a variety of campus offices.	

| | 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. | Shifted the emphasis of the advertising campaign from creating institutional awareness to targeting prospective high school students and their families. New approaches included the creation of a 30-second video commercial and an expanded use of social media advertising, with ad placement on Facebook YouTube. Approximately 10,000 visitors went to the campaign landing site this year.

With teams from Admissions and the Center for International Education (CIE), developed a pilot program for recruiting international students from China. As part of the effort to expand the internationalization of the College, we are also developing marketing strategies for CIE that will help increase the number of students who study abroad. | |
| | Enhance and expand the partnership between Marketing and Communications and Athletics to create a comprehensive, year-round sports marketing campaign that showcases the university as a first-rate athletics program for student-athletes and Cougar fans. | Created and implemented the third-year marketing campaign promoting the College's Division I Athletics teams. This comprehensive campaign included direct mail, print collateral, print advertising, billboards and videos (both online and television). Of special note, the video "Uncaged" received the grand award from CASE District III. | |

Source: Provost's Office : Diamond, Ford, Hynd