

AGENCY NAME:	Lander University		
AGENCY CODE:	H21	SECTION:	018

Fiscal Year 2016-2017 Accountability Report

SUBMISSION FORM

AGENCY MISSION	Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates
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AGENCY VISION	All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers.
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Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

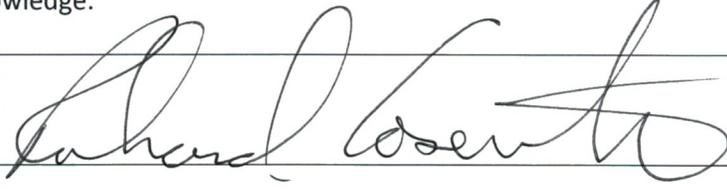
	Yes	No
RESTRUCTURING RECOMMENDATIONS:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
PRIMARY CONTACT:	Matt Braaten	(864) 388-8827	mbraaten@lander.edu
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I have reviewed and approved the enclosed FY 2016-2017 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):			9/15/17
	(TYPE OR PRINT NAME): Richard E. Cosentino		

BOARD/CMSN. CHAIR (SIGN AND DATE):			9.15.17
	(TYPE OR PRINT NAME): Linda L. Dolny		

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AGENCY'S DISCUSSION AND ANALYSIS

Lander University has been providing educational and cultural opportunities since its founding in 1872 as Williamston Female College in Williamston, S.C. The college moved to Greenwood, S.C., in 1904 and was renamed Lander College in honor of its founder, Samuel Lander. It became part of the state system of higher education in 1973. Lander is now a coeducational, state-assisted, comprehensive, regional, four-year university with traditional liberal arts and science programs, and professional programs in business, education and nursing.

Enrollment is approximately 2,900 with a student body representing 24 states and 30 foreign countries. More than 60 areas of undergraduate study are offered, as well as a Master of Education (M.Ed.) in Montessori Education; a Master of Education (M.Ed.) in Teaching and Learning; a Master of Science in Emergency Management; and a Master of Science in Nursing, Clinical Nurse Leader. Students benefit from the flexibility of online courses and distance learning. Four programs are offered completely online: the R.N. to B.S.N. completion option; the health care management certificate; the Master of Science in Emergency Management; and the Master of Science in Nursing, Clinical Nurse Leader.

Lander University continues to develop and grow its educational opportunities by offering 16 Signature Programs in 4 areas:

Business

1. Management/Marketing
2. Financial Services

Law Enforcement & Government

3. Criminal Justice
4. Cybersecurity
5. Government Administration
6. Homeland Security & Emergency Management

Health Professions & Related Clinical Sciences

7. Biology
8. Healthcare Management
9. Nursing
10. Psychology

Professional

11. Exercise Science
12. Sports Management
13. Mass Communications
14. Teaching (K-12)
15. Forensic Studies (Accounting, Biology, Chemistry, Cyber, Psychology)
16. Pre-Professional Studies (pre-dentistry, pre-engineering, pre-law, pre-medicine, pre-occupational therapy, pre-optometry, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-veterinary medicine)

Lander University's Strategic Plan is built around 10 Pillars or Goals:

1. High-Demand, Market-Driven Programs
2. Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
3. Robust Student Experience
4. Graduates Who Are Gainfully Employed or Admitted to Graduate School
5. Financially Stable and Operationally Efficient
6. Advancement Activities Leveraged to Further the University's Mission
7. Engaged and Supportive Alumni
8. Facilities Positioned for Growth and Efficient Utilization

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9. Employer of Choice
10. Highly-Valued Community Partner

The first three Pillars and their strategies will be explored in detail in this report.

Pillar 1 (Goal) focuses on High-Demand, Market-Driven Programs

- Identify Signature Programs
- Increase visibility of Nursing School
- Brand and market existing programs
- Continued evaluation and introduction of new programs

Pillar 2 (Goal) focuses on Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

- Increase enrollment
 - In-State
 - Out-of State
 - Veterans
 - International
- Increase retention rate

Pillar 3 (Goal) focuses on developing a Robust Student Experience.

- Introduce new student venues
- Enhance student safety
- Provide superior student advising

Risk Assessment and Mitigation Strategies

On September 1, 2017, Lander University submitted its *Response To The Visiting Committee Report* to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), responding to 17 Recommendations of the Visiting Committee for reaffirmation of its accreditation. SACSCOC Accreditation Standards and Core Requirements are closely aligned the University’s mission, vision and strategic objectives. Failure to make timely and significant progress toward correcting the deficiencies that led to the non-compliance findings of the Visiting Committee, after a period of monitoring (a two-year period, if required), could cause the university to be put on probation or to lose its accreditation. A loss of accreditation would have a significant negative impact on the public.

At that stage, a preemptive increase in recurring State funding to the university to receive and maintain regional accreditation would be the sole necessary option to mitigate this failure.

Budget Requests

Lander University presented its 2017-2018 Budget Requests to Governor Haley’s staff on Thursday, October 27, 2016. A summary of our requests are below:

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Recurring Requests

Cybersecurity Program - \$500,000

Cybersecurity is currently one of the most critical issues facing individuals, organizations, governments, and society. Demand for professionals who understand the managerial and technical aspects of information security continues to grow.

Lander University’s Cybersecurity program is designed to help students from all backgrounds achieve a foundation in cybersecurity. The program will allow students to choose from a range of electives based on student interest and will serve a broad group of managers, technical specialists, and professionals in and around the seven county area in South Carolina which includes Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda counties with a total population of 254,954 (2013).

The threat from external groups on local and national security is more profound than ever before. This program will develop professionals with expertise to identify and reduce technological threats to business, education, and government.

This initiative will allow the Lander University College of Science and Mathematics (Department of CIS) to focus on establishing a new Cybersecurity program, to include curriculum development, purchasing equipment, and faculty recruitment.

This request corresponds with Goals 1 and 2 in the University’s most recently submitted Accountability Report – High-demand market-driven programs and selective, competitive recruitment and enrollment of ambitious and talented students. This goal falls under the Education, Training, and Human Development enterprise objective. This request would advance the University’s strategy to identify signature programs, continued evaluation and introduction of new programs, and increase enrollment.

Lander University derived the \$500,000 request in the following ways:

- \$303,750 in salary and fringe benefits
- \$152,650 in computer hardware, software, licensing, etc.
- \$43,600 to retrofit classroom space to cybersecurity laboratory

The College of Science and Mathematics will closely monitor the Cybersecurity program to ensure that it meets the needs of students and industry. The program will focus on rigorous and engaged learning that incorporates the latest technology and industry standards.

Masters of Business Administration (MBA) Program - \$400,000

Lander University requested \$400,000 to establish a Masters of Business Administration (MBA) program. An MBA is offered by nearly all larger universities and is an expected academic program.

Lander University primarily serves a seven county area in South Carolina which includes Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda counties with a total population of 254,954 (2013). Within that area, Lander is the only 4-year public university. Initial enrollment in this program would be Lander business graduates and local business persons. As reputation grows, the University would extend recruitment

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beyond the region. The MBA will open new employment opportunities for graduates and lead to advancement for those who remain with their current employers.

The Masters of Business Administration will open new employment opportunities for graduates and lead to advancement for those who remain with their current employer.

This initiative will allow the Lander University School of Management to focus on establishing a new, MBA program, to include curriculum development and faculty recruitment.

This request corresponds with Goals 1 and 2 in the University’s most recently submitted Accountability Report – High-demand market-driven programs and selective, competitive recruitment and enrollment of ambitious and talented students. This goal falls under the Education, Training, and Human Development enterprise objective. This request would advance the University’s strategy to identify signature programs, continued evaluation and introduction of new programs, and increase enrollment.

Lander University derived the \$400,000 request in the following ways:

- \$351,000 in salaries and fringe benefits
- \$49,000 in other operating expenses

The School of Management will closely monitor the Masters of Business Administration program to ensure that it meets the needs of students and industry.

Additional Other Funded FTEs - \$940,499

Lander University’s enrollment increased in Fall 2016 by 2.7% and is anticipated to increase another 11.8% in Fall 2017. The positive impact of enrollment growth necessitates seeking 17 additional faculty and staff positions to educate our students and provide other services for safety, health, financial aid, employment, information technology, accounting and other areas essential for supporting our strategic initiatives. Positions are needed for additional faculty, police officers, counselors, a student employment advisor, an internal auditor, an information technology network support technician and other key positions.

The projected growth in student enrollment is going to mandate additional classroom instruction and a space utilization review resulting in additional needs for instructors, assistant professors, associate professors, professors, custodians, maintenance personnel, campus security, and the like.

This decision package is designed to meet the needs of a growing student base as projected by the University’s Office of Enrollment Services.

This request corresponds with Goals 1, 2, and 3 included in the University’s most recently submitted Accountability Report to enhance education, training, human development, and maintaining safety, integrity, and security.

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Non-Recurring Requests

Classroom and Laboratory Upgrades - \$1,587,863

Lander University requested \$1,587,863 to upgrade classrooms and laboratories campus wide, along with retrofitting classrooms to laboratory space due to an expected student enrollment growth and in anticipation of expanding the University’s educational missions.

Replace Science and Nursing Equipment - \$400,000

Lander University requested \$1,200,000 in the FY2016-2017 budget plan to replace equipment in Nursing and the College of Science and Mathematics. Lander was appropriated \$550,000 in non-recurring funds for this initiative. This request is for \$400,000, which is a portion of the remaining original request to replace equipment in Nursing and the College of Science and Mathematics.

Nursing’s significant enrollment growth along with a growing student interest in STEM based curriculum necessitates the critical need for upgrading our facilities with technologically advanced equipment in our classrooms and labs. These funds would enhance chemistry and environmental science classes to support research as they relate to water quality, heavy metal sediments, contamination related to hydrogeology effects, and algae problems. In addition, biology classes would be enhanced by using advanced equipment to research gene expression, tissue research, and microbiological studies.

Replace Chiller for Grier Student Center & Cultural Center

Lander University requested \$500,000 to replace the chiller for the Grier Student Center and Cultural Center. Currently, the Grier Student Center and Cultural Center share a central cold water chiller for their HVAC needs. The current 240-ton Multi-stack unit was purchased and installed in 1996. The operating efficiency of this equipment has decreased as it nears “end of life.” A replacement chiller is estimated to reduce current energy consumption by as much as 50%. This energy savings can be achieved by using newer technologies and environmentally friendly refrigerants. Building usage and the number of occupants have increased since its original installation in 1996. With an anticipated increase in enrollment, a replacement unit should be resized to optimize heating and cooling performance. These buildings are used every day of the year, therefore the University is dependent upon a reliable source of heating and cooling for the facilities.

Capital Requests

Addition/Renovation to Nursing Building - \$5,000,000

At Lander University, Nursing is a signature program. In fact, 25% of the incoming freshmen select the Nursing Program as their area of interest.

Lander’s nursing program has been housed in Barrett Hall since 1998, and in the past 17 years, the building has had no major renovations or additions. Because of the program’s steady growth during that same timeframe, there is now a desperate need for additional space for classrooms, laboratories, and clinical experiences.

Since 1998 the enrollment in Lander University’s Nursing Program has doubled. Even though capacity has been doubled, there is still a demand for more seats in the nursing program. Graduates over the last five years have seen an employment rate of nearly 100 percent by the day of graduation. While Lander can brag about having

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one of the highest NCLEX pass rate of all the public schools in South Carolina over the last eight years, we cannot expand our offerings because of the building constraints.

Originally built as a science facility for a smaller student body, Barrett Hall has four classrooms, two of which have a capacity of 40 seats; the other two classrooms can accommodate slightly more. Two areas are used as working laboratories where students can receive hands-on training, but the spaces require careful scheduling as they are shared among several classes. Present space will only allow for one simulation lab, which is small and also requires careful scheduling for multiple classes. Being able to add an additional simulation area would not only lighten the burden on arranging clinical experiences for our current size, but would make expanding and graduating more qualified nurses more of a reality.

Addition/Renovation to Grier Student Center - \$7,500,000

Lander University requested \$7,500,000 for a renovation/addition to the Grier Student Center.

Lander University’s Grier Student Center was completed in 1979 for an enrollment of approximately 800 students. This fall’s enrollment of 2,773 represents a 346% increase over the original design capacity of this building, leaving the University in desperate need of additional space to accommodate our current and future students. The changing nature of the delivery of education has necessitated the inclusion of academic and instructional space to be included in the Grier Student Center. This, of course, will be married and coexist with student meeting space.

Given the limited amount of financial resources available today, Lander University has compartmentalized the construction of this renovation/addition. An architectural firm has been retained and designed this phased approach. Although Lander requests \$7,500,000, we recognize that it is possible that only a portion of this request will be funded. By compartmentalizing this project, we will be able to proceed immediately with elements of this renovation that will ultimately result in the final design.

The 36-year-old student center offers virtually no meeting space for student organizations, nor does it facilitate any student social functions. Having outgrown the existing space, renovations and additions are necessary to modernize the facility and ensure that it appeals to current and prospective students. The updated student center would also fulfill the demands placed on our institution for common space, including academic/classroom use and space for our students and community to congregate, meet, and engage in living and learning together. A flexible floor plan will be incorporated into the design, with versatile multipurpose areas that can be easily converted from open meeting space to large academic classrooms.

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Report Template

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
1	NC - SARA Annual Enrollment Report	National Council for State Authorization Reciprocity Agreements (NC - SARA)	Outside Organization	Annually	5/15/2017	Annually report to the National Council for State Authorization Reciprocity Agreements the number of students enrolled in the institution via distance education delivered outside the home state of the institution, disaggregated by state, territory, or district in which the students reside.	Paper Copy
2	Fall Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	10/31/2016	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
3	Spring Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	3/30/2017	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
4	Summer Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	8/15/2017	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
5	Fall Semester Course Report	South Carolina Commission on Higher Education	State	Annually	10/31/2016	Report course data by semester including subject taught, credit hours per course, starting and ending time and date, method of instruction, etc.	Paper Copy
6	Spring Semester Course Report	South Carolina Commission on Higher Education	State	Annually	3/30/2017	Report course data by semester including subject taught, credit hours per course, starting and ending time and date, method of instruction, etc.	Paper Copy
7	Summer Semester Course Report	South Carolina Commission on Higher Education	State	Annually	8/15/2017	Report course data by semester including subject taught, credit hours per course, starting and ending time and date, method of instruction, etc.	Paper Copy
8	Program Completers	South Carolina Commission on Higher Education	State	Annually	9/29/2016	Report the program students graduated in the last academic year including program name, program code, degree type, semester of graduation, demographic data, etc.	Paper Copy
9	Fall Semester Scholarship Report	South Carolina Commission on Higher Education	State	Annually	10/31/2016	Report students by semester receiving state and federal grants and scholarships including PELL, SC LIFE, SC HOPE, demographic data, etc.	Paper Copy
10	Spring Semester Scholarship Report	South Carolina Commission on Higher Education	State	Annually	3/30/2017	Report students by semester receiving state and federal grants and scholarships including PELL, SC LIFE, SC HOPE, demographic data, etc.	Paper Copy
11	Faculty Report	South Carolina Commission on Higher Education	State	Annually	12/1/2016	Report demographic data on full and part-time faculty including salary, tenure status, contract length, etc.	Paper Copy
12	IPEDS Institutional Characteristics Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	10/19/2016	Report data on institution including student services, veterans services, tuition and fees, price of attendance, etc.	Paper Copy
13	IPEDS 12 - Month Enrollment Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	10/19/2016	The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12 -month period.	Paper Copy

14	IPEDS Completions Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	10/19/2016	This survey collects the number of degrees and certificates awarded by field of study, level of award, race/ethnicity, and gender. The reporting period for the Completions component is during the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year.	Paper Copy
15	IPEDS Enrollment Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	4/12/2017	The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected.	Paper Copy
16	IPEDS Finance Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	4/12/2017	The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements using GASB (Governmental Accounting Standards Board) standards.	Paper Copy
17	IPEDS Human Resources Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	4/12/2017	The HR component collects important information about the staff of the institution including faculty (instructional staff) and non-instructional staff by occupational category.	Paper Copy
18	IPEDS Financial Aid Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	2/15/2017	The purpose of the Student Financial Aid survey is to collect information about financial aid provided to various groups of undergraduate students and military/veteran educational benefits for all students at the institution.	Paper Copy
19	IPEDS Graduation Rate Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	2/15/2017	The Graduation Rate component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study.	Paper Copy
20	IPEDS Graduation Rate 200% Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	2/15/2017	The Graduation Rate 200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study.	Paper Copy
21	IPEDS Admissions Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	2/15/2017	The primary purpose of admissions survey is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are required for admission).	Paper Copy

