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

Fiscal Year 2017-18
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.

AGENCY VISION	All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers.

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:	☐	☒

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

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Matt Braaten	(864) 388-8827	mbraaten@lander.edu
SECONDARY CONTACT:	Ashley Wilkie	(864) 388-8305	awilkie@lander.edu
SECONDARY CONTACT:	Tom Covar	(864) 388-8305	tcovar@lander.edu

AGENCY NAME:			
AGENCY CODE:		**SECTION:**	

I have reviewed and approved the enclosed FY 2017-18 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR **(SIGN AND DATE):**	
(TYPE/PRINT NAME):	Richard E. Cosentino

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

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AGENCY'S DISCUSSION AND ANALYSIS

Lander University has increased its enrollment each year for the last three years. New freshman enrollment records have been set the last two years driving current enrollment above 3,000 students. Significantly, these enrollment gains reversed a four-year decline in enrollment between 2012 and 2015 and has done so while holding tuition steady for four years to make college more affordable to students. Lander is poised to break its total enrollment record next year.

Lander's service and dedication to South Carolina students is strong. 91% of Lander University's students come from South Carolina and are drawn from all 47 counties. 84% of Lander University's alumni live in South Carolina. The student body is diverse and includes 33% minority students.

More than 60 areas of undergraduate study are offered, as well as a Master of Education (M.Ed.) in Montessori Education; Master of Education (M.Ed.) in Teaching and Learning; 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: R.N. to B.S.N.; health care management certificate; 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)

UPDATES TO THE STRATEGIC PLAN

Lander University's 2016 Strategic Plan was 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
9. Employer of Choice
10. Highly-Valued Community Partner

Lander University crafted a strong, focused strategic plan in March 2016 for the five-year period between 2016 and 2021. This well-balanced, comprehensive plan has helped Lander reverse years of declining enrollment with record-setting freshman class sizes for two years in a row (September '17 and September '18 classes).

Lander University's focus areas for the last three years included:
1. Vision, Mission and Strategic Plan
2. Enrollment
3. Pricing Strategy
4. Financial Stability
5. State Support
6. SACSCOC Accreditation (reaffirmed December 3, 2017)

A strategic plan is a living document that must perpetually be updated and kept current as elements of the strategic plan are completed and new goals are. The goal for 2018-19 is to revise the current strategic plan at Year Three for a planning period of five additional years. The plan would be developed with a cross-functional team that includes representation from our Board of Trustees, faculty, staff, students, alumni, retirees, community representatives and Lander administration.

Focus areas for the next two years include:
1. Enrollment beyond 3,100
2. Retention
3. Safety and Security
4. Advancement and Fundraising
5. Student Affordability
6. Employer of Choice and Employee Experience

Risk Assessment and Mitigation Strategies

The safety and security of Lander's students, faculty and staff are of paramount importance. Lander is likely to break its total enrollment record by Fall 2019. Continued enrollment growth beyond 3,100 will require greater investment in safety and security to ensure that its students and employees are safe. Growth is key to Lander's success and safety and security are the most important areas of investment this year, which is why Lander's Fiscal Year 2019-20 Agency Budget Plan requests focus exclusively on these areas.
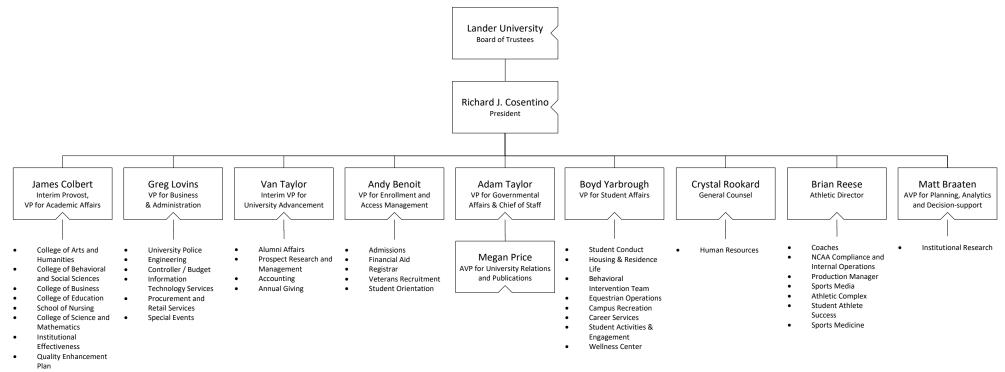
In light of Lander University's continued growth in enrollment, we believe that a proportional increase in our police force is necessary to keep the additional and existing students in a safe environment. More students should equal more police. In the absence of an increase in a police presence, it is possible that an incident could occur that could result in harm to our students, employees or community members. As such, it is our number one priority and is therefore included in our annual budget request.

To mitigate this risk, Lander University requests that the General Assembly consider one of the following options:

1. Fully fund or partially fund our very detailed requests for safety-related recurring and non-recurring funds.
2. Deploy sworn police officers from another state university to Lander University.

Lander University

Revised August 2018

Lander University
Board of Trustees

Richard J. Cosentino
President

James Colbert
Interim Provost,
VP for Academic Affairs

Greg Lovins
VP for Business
& Administration

Van Taylor
Interim VP for
University Advancement

Andy Benoit
VP for Enrollment and
Access Management

Adam Taylor
VP for Governmental
Affairs & Chief of Staff

Boyd Yarbrough
VP for Student Affairs

Crystal Rookard
General Counsel

Brian Reese
Athletic Director

Matt Braaten
AVP for Planning, Analytics
and Decision-support

Megan Price
AVP for University Relations
and Publications

- College of Arts and
  Humanities
- College of Behavioral
  and Social Sciences
- College of Business
- College of Education
- School of Nursing
- College of Science and
  Mathematics
- Institutional
  Effectiveness
- Quality Enhancement
  Plan
- Library Services
- Student Services

- University Police
- Engineering
- Controller / Budget
- Information
  Technology Services
- Procurement and
  Retail Services
- Special Events

- Alumni Affairs
- Prospect Research and
  Management
- Accounting
- Annual Giving

- Admissions
- Financial Aid
- Registrar
- Veterans Recruitment
- Student Orientation

- Student Conduct
- Housing & Residence
  Life
- Behavioral
  Intervention Team
- Equestrian Operations
- Campus Recreation
- Career Services
- Student Activities &
  Engagement
- Wellness Center

- Human Resources

- Coaches
- NCAA Compliance and
  Internal Operations
- Production Manager
- Sports Media
- Athletic Complex
- Student Athlete
  Success
- Sports Medicine

- Institutional Research

Agency Name:			Lander University								

Agency Code:		H21	Section:		18						

Statewide Enterprise Strategic Objective	Type	Item #			Description	2017-18			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
Education, Training, and Human Development	G	1			**High-demand, Market-driven programs**							
	-		1.1		Identify Signature Programs							
	-		1.2		Brand and market existing programs							
	-		1.3		Continued evaluation and introduction of new programs							
Education, Training, and Human Development	G	2			**Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students**							
Education, Training, and Human Development	-		2.1		Increase enrollment							
	-			2.1.1	Increase In-State enrollment							
	-			2.1.2	Increase Out-of-State enrollment							
	-			2.1.3	Increase Veterans enrollment							
	-			2.1.4	Increase International enrollment							
Education, Training, and Human Development	G	3			**Maintain Safety, Integrity and Security**							
	-		3.1		Introduce new student venues							
	-		3.2		Enhance student activities							
	-		3.3		Ensure student safety							
	-		3.4		Provide superior student advising							

Agency Name:			Lander University	
Agency Code:	H21	Section:	18	

Statewide Enterprise Strategic Objective	Type	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
Education, Training, and Human Development	G	1			Graduates who are gainfully employed or admitted to graduate school							
	S		1.1		Increase the percentage of first-time freshman retention rate by 1%							
	M			1.1.1	Retention Rate of first-time freshman.	63.9%	64.9%		7/1/2018-6/30/2019			
	-											
Education, Training, and Human Development	G	2			Selective, Competitive Recruitment and Enrollment of SC Students							
	S		2.1		Increase total enrollment by 4%							
	M			2.1.1	Fall total headcount enrollment.	0%	4%		7/1/2018-6/30/2019			
Education, Training, and Human Development	G	3			Robust student experience							
	S		3.1		Increase the total number of athletic teams by 3							
	M			3.1.1	Count of athletic teams.	12	15		7/1/2018-6/30/2019			
	-											
Education, Training, and Human Development	G	4			Employer of Choice							
	S		4.1		Increase employee pay by at least 1.5%							
	M			4.1.1	Percent increase in employee pay.	0%	1.5%		7/1/2018-6/30/2019			
	-											

Agency Name:	**Lander University**	
Agency Code:	**H210**	Section: **018**

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I. Education & General	Supports the financial stability of the university by funding all instruction, academic support, student services, athletics, institutional support, and operation and maintenance of plant.	$ 5,818,149	$ 43,709,768	$ 155,553	$ **49,683,470**	$ 6,231,542	$ 45,614,695	$ 211,605	$ **52,057,842**	1.1, 1.2, 1.3, 1.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2, 3.2, 3.3, 3.4
II. Auxiliary Enterprises	These functions charge for their services and are 100% self-supporting. They include Housing, Bookstore, and Dining Services.		$ 13,629,580		$ **13,629,580**		$ 15,184,086		$ **15,184,086**	3.1, 3.2
III. Employee Benefits	Employee benefits are the employer's share of related FICA, retirement, unemployment insurance, workers compensation, health and dental insurance for all employees.	$ 2,072,908	$ 8,473,201	$ 50,001	$ **10,596,110**	$ 2,217,139	$ 7,767,351	$ 61,488	$ **10,045,978**	1.1, 1.2, 1.3, 1.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2, 3.2, 3.3, 3.4

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	If yes, what type of service or product?	If other service or product, please specify what service or product.
1	Title 59, Chapter 101, Section 10	State	Statute	Lander University is designated as a public, higher education institution in South Carolina	No	No		
2	Title 59, Chapter 135, Section 30(9)	State	Statute	The Lander Board of Trustees is constituted a body corporate and politic and is authorized to "confer degrees upon students and other persons as the board considers qualified"	Yes	Yes	Other service or product our agency must/may provide	Degrees.
3	Title 59, Chapter 103, Section 35	State	Statute	Lander University answers to the South Carolina General Assembly through the South Carolina Commission on Higher Education (CHE), which possesses regulatory control over South Carolina public colleges and universities such that "No new program may be undertaken by any public institution of higher education without approval of the Commission."	No	Yes	Other service or product our agency must/may provide	Degrees.

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	*Specify only for the following Segments:* (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.
Lander University	Lander University is a community where learning, energy and creativity flourish. Established over 146 years ago, Lander's tradition of academic excellence is exemplified in its liberal arts and science programs, as well as professional programs in business, education, and nursing.	With more than 60 areas of study, Lander offers incoming students degree opportunities to meet career and personal goals.	General Public	Public: High school graduates, veterans, adults looking for a second career.

Agency Name:	Lander University		
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Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Goal(s)
Clemson University	Higher Education Institute	Chemistry-Engineering Dual Degree Partner	Student Graduate w/2 degrees
Clemson University	Higher Education Institute	Mathematics/CIS-Engineering Dual Degree Partner	Student Graduate w/2 degrees
Piedmont Technical College	Higher Education Institute	Bridge Program	To improve the students transition from a technical college to Lander University.

Agency Name:	Lander University

Agency Code:	H21	Section:	018

Item	Is this a Report, Review, or both?	Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
1	External Review and Report	NC - SARA Annual Enrollment Report	National Council for State Authorization Reciprocity Agreements (NC - SARA)	Outside Organization	Annually	Mid-May	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	External Review and Report	Fall Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	October 31, 2018	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
3	External Review and Report	Spring Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	March 30, 2019	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
4	External Review and Report	Summer Semester Enrollment Report	South Carolina Commission on Higher Education	State	Annually	August 15, 2018	Report enrollment by semester including demographic information such as gender, ethnicity, residency, gpa, high school data, etc.	Paper Copy
5	External Review and Report	Fall Semester Course Report	South Carolina Commission on Higher Education	State	Annually	October 31, 2018	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	External Review and Report	Spring Semester Course Report	South Carolina Commission on Higher Education	State	Annually	March 30, 2019	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	External Review and Report	Summer Semester Course Report	South Carolina Commission on Higher Education	State	Annually	August 15, 2018	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	External Review and Report	Program Completers	South Carolina Commission on Higher Education	State	Annually	September 29, 2018	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	External Review and Report	Fall Semester Scholarship Report	South Carolina Commission on Higher Education	State	Annually	October 31, 2018	Report students by semester receiving state and federal grants and scholarships including PELL, SC LIFE, SC HOPE, demographic data, etc.	Paper Copy
10	External Review and Report	Spring Semester Scholarship Report	South Carolina Commission on Higher Education	State	Annually	March 30, 2019	Report students by semester receiving state and federal grants and scholarships including PELL, SC LIFE, SC HOPE, demographic data, etc.	Paper Copy
11	External Review and Report	Faculty Report	South Carolina Commission on Higher Education	State	Annually	December 1, 2018	Report demographic data on full and part-time faculty including salary, tenure status, contract length, etc.	Paper Copy
12	External Review and Report	IPEDS Institutional Characteristics Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	October 17, 2018	Report data on institution including student services, veterans services, tuition and fees, price of attendance, etc.	Paper Copy
13	External Review and Report	IPEDS 12 - Month Enrollment Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	October 17, 2018	The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12 -month period.	Paper Copy
14	External Review and Report	IPEDS Completions Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	October 17, 2018	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	External Review and Report	IPEDS Enrollment Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	April 10, 2019	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	External Review and Report	IPEDS Finance Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	April 10, 2019	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	External Review and Report	IPEDS Human Resources Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	April 10, 2019	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	External Review and Report	IPEDS Financial Aid Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	February 13, 2019	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	External Review and Report	IPEDS Graduation Rate Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	February 13, 2019	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	External Review and Report	IPEDS Graduation Rate 200% Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	February 13, 2019	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	External Review and Report	IPEDS Admissions Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	February 13, 2019	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
22	External Review and Report	IPEDS Outcome Measures Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	February 13, 2019	The Outcome Measures survey collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year for four cohorts of degree-seeking undergraduates. The four cohorts are: Full-time, first-time; Part-time, first-time; Full-time, non-first-time; Part-time, non-first-time.	Paper Copy
23	External Review and Report	IPEDS Academic Libraries Survey	U.S. Department of Education via Integrated Postsecondary Education Data System (IPEDS)	Federal	Annually	April 10, 2019	The purpose of the Academic Libraries survey is to collect information on library collections, library expenses, and library services for libraries in degree-granting postsecondary institutions.	Paper Copy
24	External Review and Report	Southern Association of Colleges and Schools Commission on Colleges Institutional Profile Report	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Outside Organization	Annually	January 15, 2019	This report gathers: General Information, Institutional Personnel Information, Enrollment Information, and Graduation Rate data.	Paper Copy
25	External Review and Report	NCAA Graduation Success Rates/Academic Success Report	National Collegiate Athletic Association	Outside Organization	Annually	June 1, 2019	Data for graduation rates, enrollment, Graduation Success Rates and Academic Success Rates is collected.	Paper Copy
26	External Review and Report	Report on Admission Standards for First-Time Entering Freshmen	South Carolina Commission on Higher Education	State	Annually	January 15, 2019	Collects data on first-time freshmen applicants, including SAT scores, high school rank, high school gpa, etc.	Paper Copy