

LANDER UNIVERSITY

Greenwood, South Carolina 29649



Annual Accountability Report Fiscal Year 2012-2013

Prepared for the
South Carolina Budget and Control Board

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Section I - Executive Summary

1. *Organization's stated purpose, mission, vision, and values*

Grounded in the belief that education is a liberating force which makes it possible for the individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns (Table 7.3.3 and Table 7.3.4), and providing a challenging education for qualified students as its mission. Through its liberal arts programs and its professional schools of business, education, and nursing, the University offers an undergraduate curriculum that combines a broad liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly. In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State. Lander faculty engage in scholarly and creative activities appropriate to their teaching fields supporting the University's role as a teaching institution and recognizing that scholarship (Chart 7.5.14) is essential to establishing and maintaining excellence of instruction. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses. The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered, public, four-year, university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3,300-3,500 students. Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Table 7.5.6) and reflects the demographic diversity of this constituency, it strives to draw students from every region of South Carolina as well as from other states and foreign countries because a geographically diverse population better serves the educational interests of all students enrolled. Lander predominately attracts qualified traditional full-time students but also welcomes non-traditional and part-time students. Lander University's commitment to extending educational opportunities to these varying constituencies reflects its belief that citizens of a free society have a right to the enriching benefits of higher education. (Approved by the Lander University Board of Trustees March 20, 1997 and by the South Carolina Commission on Higher Education October 1998).

2. *Major achievements from past year*

The major achievements from 2012-2013, listed by Lander's five Strategic Goals, include:

Learning

- In Fall 2012, began a faculty-driven pilot program called the "Enhanced Advising Program" to assist freshmen in the successful transition from high school to college.
- On June 6, 2013, received approval from the South Carolina Commission on Higher Education to launch the following programs: Master of Science in Nursing: Clinical

Nurse Leader, Master of Science in Emergency Management and Bachelor of Science/Bachelor of Arts in Interdisciplinary Studies.

- The Jackson Library upgraded its server and migrated to a new version of the automated Library system which led the way to a redesign of the Library catalog.
- Fourteen faculty members led sixty-seven students (plus a few additional faculty members and a few adults from the community) to study a wide variety of subjects in London; England, Ireland, & Scotland; Austria & Germany; China & Korea; France & Spain; Italy; and Honduras.
- Thirteen Lander students spent the fall semester at a university abroad, and eight did so in the spring (two students are each counted twice because they spent both semesters of the academic year abroad).

Enrollment

- Made the commitment to implement the Banner Relationship Management Module to assist with admissions office recruitment activities.

Linkages

- The archives of the Self Family Foundation were received by the Jackson Library and are housed in a newly equipped private and secure reading room where scholars can view the materials.
- Gifts and pledges received between July 1, 2012 and June 30, 2013 amounted to \$1,858,784.03. (Charts 7.3.5, 7.3.6 and 7.3.7)
- The Docent Program has fifty-nine participants. During National Volunteer Week in April 2013, letter of appreciation were sent to these docents.
- Dr. David Slimmer and Dr. Robert Barrett, dean of the College of Science and Mathematics and College of Business and Public Affairs, respectively, travelled to Korea and China for two weeks in March 2013 in order to strengthen exchange programs with partner institutions in those countries.
- Two Lander students received Korean Government jobs for one year and one student is teaching full-time in Korea.
- Lander hosted seven, separate international delegations and dignitaries from Korea, Thailand, and China
- Lander hosted, for the first time, the Peach Belt Conference Baseball Tournament, a double-elimination tournament, at Dolny Stadium on May 8 – 12, 2013.
- Chris Ayer, Women's Soccer, Van Taylor, Men's Soccer, and Ashley Stathas, Women's Volleyball, were voted Peach Belt Conference Coaches of the Year.
- Doug McAbee, Assistant Professor of Art and Lander University Young Faculty Teacher of the Year, oversaw work by his advanced sculpting class to create an installation for the Equestrian Center sensory trail using funding provided by a grant from Presbyterian Women.
- Myra Greene, current Director of Alumni Affairs, was given the additional responsibility of Director of Annual Giving, Charles R. B. Stowe, Professor of Management, will begin duties as Assistant Vice President for Development and Adam Taylor, Vice President for Governmental Relations, will work on specific fundraising project when the Legislature is not in session all in preparation for launching another major Comprehensive Campaign.

Environment

- The Board of Trustees approved a change from the William Preston Turner Department of Nursing to the William Preston Turner School of Nursing and the Department of Business Administration to the School of Management.
- The Jackson Library hired the architecture firm of McMillan, Pazdan, and Smith to conduct a space study and furniture inventory. As a result, furniture, collections and equipment have been rearranged on the main floor and the circulation desk was rebuilt to comply with Americans with Disability Act standards.
- A 3% general salary increase was approved by the South Carolina General Assembly. The last general increase was in 2008.
- Completed Internet bandwidth upgrade from 100Mbps to 250Mbps.
- Completed covered arena at the Equestrian Center.
- The 2012-13 budget included a one-time appropriation of \$931,072 for deferred maintenance.
- Opened the new Student Fitness Center on January 4, 2013, to support physical health and well-being, allowing the Department of Physical Education and Exercise Studies to expand strength and aerobic physical activity course offerings.
- Construction on the Jeff May Complex Field House, with coaches' offices, locker rooms, a weight room and athletic training facilities, was substantially completed in June 2013.
- Lander has been certified as a "Tree Campus USA" by the National Arbor Day Foundation.

Accountability

- Lander faculty attended a morning session with Scott Lewis, a nationally recognized attorney and Title IX expert on August 29, 2012. One area of affected by Title IX statutes is the matter of consensual, amorous relationships between individuals who are also in a supervisor-supervised, faculty-student or other analogous relationship. In order to add stronger protection against legal liabilities in this area, a new Consensual Relations Policy was approved by the Faculty Senate and was effective on December 14, 2012.
 - In accordance with the U.S. Department of Education requirement that accrediting agencies monitor their accredited institutions every 5 – 7 years, Lander submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) its Fifth-Year Interim Report on March 22, 2013.
 - Received reaffirmation of accreditation from the National Council for Accreditation of Teacher Certification (NCATE), the National Association of Schools of Music (NASM), and the Montessori Accreditation Council for Teacher Education (MACTE).
3. ***Key strategic goals for the present and future years (this supports the organization's budget request)***
(See Section III, Category 2, Question 1)
4. ***Your key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges)***
Lander President Daniel W. Ball presented overall priorities for fiscal year 2014-2015 to the South Carolina Commission on Higher Education during a formal budget presentation on August 14, 2013. The priorities presented by President Ball in the presentation were
- Priority 1: Expand the Lander University Health and Wellness Initiatives

- Priority 2: Nationalize (Globalize our Montessori Teacher Education Program
- Priority 3: Continue Expansion of International Program (Asia Initiative)
- Priority 4: Implement Three New Degree Programs
- Priority 5: Begin Repair of Plaza Safety Issues

In addition to these priorities, Lander will make the following Capital Requests totaling \$58,928,700:

- Library Renovation - \$13,852,975

The facility was constructed in 1976 and has serviced the campus without renovation for 30 years. The concept of information access has changed dramatically in the last 30 years and due to the building limitations, commonly expected services cannot be offered to our students. The building requires a complete renovation to include the re-design of existing floor space, updating life safety systems, ADA accessibility, HVAC mechanical systems, electrical infrastructure, lighting retrofits and interior finishes.

We would like to incorporate a more flexible floor plan design into the renovation to include meeting space that can be easily configured into large academic rooms. This would provide a degree of flexibility above and beyond the compartmentalized floor plan design of the 1970's. The fire alarm control system will be upgraded to comply with current life safety codes. The system will be microprocessor-based with addressable devices equipped with manual and automatic initiation with an independent, third party system monitoring. Code compliant ADA access is very limited. ADA improvements will include mainstreaming the student entrance through the application of automatic door opener systems, evaluating the second story egress means and upgrading the single elevator controls. The HVAC system is inefficient and does not control the space temperature adequately and has no provisions for moisture control under normal operating conditions. A new distribution system with heat and reheat capability combined with modern direct digital controls will provide code compliance as well as comfortable conditioning regardless of the season. The electrical infrastructure will be upgraded and the interior finishing's will be improved as the renovation mandates.

The Library is expected to serve the campus for several decades to come, but replacement of building systems/components is necessary to extend the useful life of the building. Improved floor space utilization, improved technological library services, mainstream accessibility for all, and improved interior decor will all contribute to the library serving as the cornerstone of the campus.

- Athenaeum (University Center) - \$36,075,000

In 1974 the current Grier Student Center was constructed for a student population of 800. Today's enrollment represents a 375% increase over the effective design capacity of this building thus necessitating the need for a new University Center. The existing Student Center offers virtually no student organization meeting space nor does it facilitate any student social functions. Lander will incorporate a flexible floor plan into the design and utilize a flexible space design that can easily convert open meeting space into large academic class rooms. As part of the last bond bill issued in 2000, the General Assembly appropriated to Lander \$3 million dollars as part of the cost of a new "student center".

These dollars have been used to expand and modernize the student dining hall in the existing student center.

The University is in desperate need of a new University (Multi-Purpose) Center to replace the existing Grier (Student) Center which was built in 1974. Lander has outgrown this facility and in need of a structure that will not only appeal to current and prospective students of Lander University but also fulfill the demands placed on our institution for common space including academic/classroom use, where the community as well as our students can congregate, meet and engage in living and learning together. The Athenaeum would house the Montessori Education Program, Student Affairs, Career Services, Health Services, Student Activities, Student Counseling, Student Body Government, Campus Bookstore, Campus Post Office, Campus Police Department, and provide the Greenwood community space for convention type programming.

- Life Safety, Accessibility, Storm Water Erosion and Roof Replacement and Repair - \$9,000,725

Critical maintenance items must be addressed to prevent further deterioration of existing facilities or creation of unsafe conditions. The backlog of facilities maintenance cannot be funded at one time, so we have prioritized the most pressing items for this project. Likewise, the storm water infrastructure must be upgraded to prevent future problems caused by erosion and water intrusion.

This project will address critical needs involving Roof Replacement, Life Safety Improvements, Facility Maintenance, Infrastructure, and Campus-wide ADA Accessibility.

The roofing systems of the Physical Education and Exercise Studies (PEES) Building and the Finis Horne Arena have surpassed their anticipated useful life and are in need of replacement. The fire alarm system in the Cultural Center is unreliable and support is no longer available. The fire alarm system no longer provides the level of protection desired in a large assembly occupancy. There is substantial differential foundation settling occurring on the Grier Student Center. The result is exterior brick veneer cracking, structural member deflection and store front displacement resulting in water entering the building throughout.

The infrastructure portion of the project will provide repairs and upgrades to the campus storm water system. As the campus has expanded, the increasing storm water discharge has created localized ponding of water, erosion on the banks of Sample Branch and infiltration into some structures.

Providing accessibility for all students continues to be a priority for the administration. The accessibility portion of the project will provide automatic door openers on prioritized doors of campus buildings, provide accessible restrooms, and the repair and construction of sidewalks and ramps as needed to provide a completely accessible ADA compliant campus.

5. *How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process)*

The Accountability Report alerted the University of the need to establish an annual examination of performance across the institution which coincides with the budgeting process; academic year 2012-2013 was the eighth year of our efforts to determine to what extent we are achieving the Strategic Goals defined by the Lander University Board of Trustees (See Section III, Category 2, Question 1)

Section II – Organizational Profile

1. *Your organization’s main educational programs, offerings, and services and the primary methods by which these are delivered*

<u>Programs, offerings and services</u>	<u>Primary delivery methods</u>
<ul style="list-style-type: none">• Bachelor of Arts–majors in 3 disciplines with 2 emphases• Bachelor of Science–majors in 22 disciplines with 22 emphases• Minors or certifications in 37 disciplines• Master of Arts in Teaching in secondary education with a concentration in art, Master of Education in elementary education, Master of Education in Montessori education, Master of Science in Emergency Management (Online)• Online degrees in nursing (RN to BSN) and criminal justice management (Table 7.5.1)• Honors Program, Study Abroad Program (Table 7.6.d.1) and International Fine Arts Study Tours• Approximately 60 student clubs and organizations• 11 men’s and women’s NCAA Division II intercollegiate athletics teams• Academic Advising• Academic Success Center (supplemental instruction, tutoring and advising for retention and accommodation)• Campus recreation and intramurals• Career Services• Counseling and Disability Services• Health Services (Table 7.5.13)• Housing and residential life• Library (Table 7.1.8)• Multicultural affairs• Student Activities/Student Orientation	<ul style="list-style-type: none">• Bearcat Web• Blackboard® (Table 7.5.5)• Traditional classroom• Faculty use laptops (Table 7.5.4) in “smart” classrooms (Table 7.5.3)• Laboratory experiences• Clinicals• Cooperative education, internships and Experience Your Education (EYE) activities (Table 7.6.d.4)• On-line courses (Table 7.5.2)• Practicums• Individualized instruction• Research• Seminars• Student teaching• Studio experiences• Thesis classes

- Information Technology Service Help Desk and Computer Labs
- Therapeutic Horsemanship minor

2. *Your key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations*

- Students: Key student segments come from the state of South Carolina, especially those in the surrounding region (Table 7.5.6), from other states and foreign countries, and include part-time students and non-traditional students. Expectations include individualized attention from a dedicated and student-centered faculty and staff followed by graduation from a high-quality university with the knowledge, values, and skills necessary for success.
- Lander faculty, staff and docents: Expectations include an intellectually challenging environment, opportunities to teach students, participation in scholarship and research (Chart 7.5.14), a safe environment (Chart 7.6.c.2), respect and fairness, to be kept well-informed (Chart 7.6.b.3), to have a voice in decisions (Chart 7.6.b.4), to have a fair wage and benefits.
- Board of Trustees: Expectations include a fiscally-sound university that serves students with quality programs.
- Alumni: Expectation that Lander's reputation as a quality university will continue to grow so that degrees will increase in value and that they participate in an extended community for networking, future contacts, and involvement.
- Parents of students: Expectation of having their child receive a quality education at affordable prices and having their child become a productive citizen.
- Citizens, the businesses, and the industries in Greenwood and the surrounding area: Expectation of educated graduates for schools and business, lifelong learning opportunities, cultural and intellectual and athletic events to improve the quality of life and to attract new businesses.
- Health Care Industry: Expectation of providing clinical laboratory experiences for Nursing students and providing a supporting infrastructure for programs in Health Care Management, Physical Education, Exercise Science and the biological sciences.
- K-12 Schools: Expectation of providing student teaching opportunities and of hiring graduates as teachers and for interaction with Lander faculty to provide enriching experiences for teachers and students in K-12.

3. *Your operating locations*

- 320 Stanley Avenue, Greenwood, SC 29649-2099

4. *The number of employees you have, segmented by faculty and staff or other appropriate categories*

Table 2.4.1: Employees by Occupational Category (Fall 2012 IPEDS Human Resources Survey)

As of November 1, 2012			
Category	Full-time	Part-time	TOTALS
Postsecondary Teacher	145	82	227
Library & Instruction Support Operations	48	20	68
Librarians, Curators and Archivists	6	0	6

Library Technicians	3	0	3
Other Teachers and Instructional Support Staff	42	20	62
Management Occupations	29	0	29
Business and Financial Operations Occupations	45	4	49
Computer, Engineering and Science Occupations	17	2	19
Community Service, Legal, Arts and Media Occupations	4	0	4
Service Occupations	14	18	32
Office and Administrative Support Occupations	28	10	38
TOTAL	381	156	537

5. *The regulatory environment under which your organization operates*

- Lander University Board of Trustees
- Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
- South Carolina Commission on Higher Education (CHE) as noted in the South Carolina Code of Laws, Section 59-101-10.
- United States Department of Education (USDoe)
- Association to Advance Collegiate Schools of Business (AACSB) International
- National League for Nursing Accrediting Commission (NLNAC) through September 2011 and thereafter The Commission on Collegiate Nursing Education (CCNE)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Teacher Education programs approved by the state of South Carolina and appropriate Specialty Professional Associations (SPAs)
 - American Association for Colleges for Teacher Education (AACTE)
 - Council for Exceptional Children (CEC)
 - Montessori Accrediting Council for Teacher Education (MACTE)
 - National Association for Sports and Physical Education (NASPE)
 - National Association for the Education of Young Children (NAEYC)
 - National Council for the Social Studies (NCSS)
 - National Council of Teachers of Mathematics (NCTM)
 - National Council of Teachers of English (NCTE)
- National Council for Accreditation of Teacher Education (NCATE)
- National Association of Schools of Music (NASM)
- National Association of Schools of Art and Design (NASAD)
- Program in Nursing approved by the State Board of Nursing for South Carolina
- National Collegiate Athletic Association (NCAA)
- Department of Health and Environmental Control (DHEC)
- Occupational Safety and Health Administration (OSHA)
- Regulatory agencies for the graduates in nursing, State Board of Nursing, and in education, South Carolina State Department of Education

- Federal and state rules and regulations: Family Education Rights and Privacy Act of 1974 and the final regulations issued by the Federal Trade Commission (FTC) under 16 CFR Part 314, as published in the May 23, 2002 Federal Register, p. 346484 which stem from the Gramm-Leach Bliley Act (GLB Act) enacted in 2000.
- 6. *Your governance system (the reporting relationships between your governance board/policy making body and your senior leaders, as appropriate)***
- The Board of Trustees has authority for the governance of Lander University.
 - The President is the chief executive officer of the University and Chair of the Faculty and has the authority for the administration of the University. The President is accountable to the Board. He is the agent of communication between the Board and the University.
 - The President's Council is composed of the senior leaders: the Vice President for Academic Affairs, the Vice President for Business and Administration, the Vice President for Student Affairs, the Vice President for University Advancement, the Vice President for Governmental Relations, and the Athletic Director.
- 7. *Your key suppliers and partners***
- Secondary public and private schools in South Carolina, especially those in the surrounding area (Table 7.5.6)
 - Secondary public and private schools outside of South Carolina
 - Technical and junior colleges in South Carolina
 - Institutions of higher education from around the world
 - Local and regional school districts that provide opportunities for education majors
 - Self Regional Healthcare which provides clinical experiences for nursing students
 - Greenwood Genetic Center
 - Local and state businesses
 - Citizens in the community and state
- 8. *Your key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)***
- Other post-secondary institutions of higher education – public, private, 2-year and 4-year – located primarily in South Carolina
 - On-line courses offered by institutions from around the world

9. Your principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation

Positive impact

- Terminally degreed faculty who teach classes instead of graduate assistants
- Nurturing atmosphere of a private institution at public institution prices
- Small class size
- Acreage for future development
- State-of-the-art residence halls
- Faculty committed to teaching and to student success
- Partnerships with the community
- The Lander Foundation
- Beautiful campus
- Opportunities for international travel and study
- Student/Alumni Performance
- Equestrian Center

Negative impact

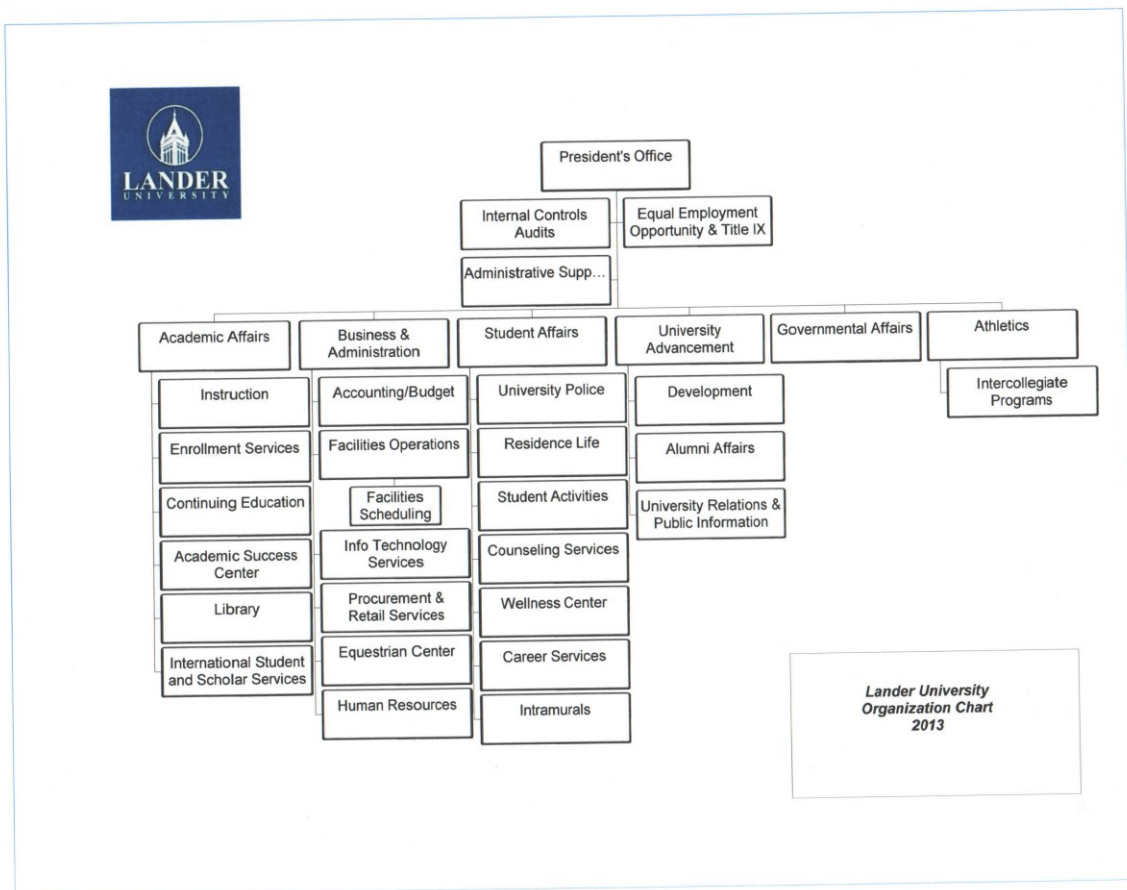
- Cost of operation of the university borne more by students and less by State
- Increasing demands for funding technology
- Recruitment of qualified faculty
- Inadequate student preparation for performing university-level work (Table 7.5.15)
- Ability of students to retain LIFE scholarships
- Higher education “voucher” system reallocating public resources to private institutions
- Federal and State regulatory policies

10. Your performance improvement systems

Level	Performance Area	Improvement Systems (last review)
Institutional	Institutional Accreditation and Strategic Plan Goals	<ul style="list-style-type: none"> • Strategic Planning Goals “Report Card” (June 1, 2013) • Annual Accountability Report (September 16, 2013) • SACS Regional Accreditation Compliance Report (September 2006) and Fifth-Year Interim Report (March 2013) • CHE Institutional Effectiveness Report (August 1, 2013) • Surveys of faculty, staff, students, alumni
Programmatic	Educational and Service Units	<ul style="list-style-type: none"> • Self-studies/reviews associated with specialized program accreditations • A cycle of Unit Goals and Indicators of Success Reports • Exit interviews of seniors • Stakeholder advisory groups
Individual	Senior Leadership	<ul style="list-style-type: none"> • Board evaluation of the President • Presidential evaluation of the Vice Presidents and the Athletic Director • Faculty evaluation of the President, the Vice President for Academic Affairs, their college dean, and their chair • College dean’s evaluation of the President and Vice President for Academic Affairs

	Faculty	<ul style="list-style-type: none"> • Annual review through Faculty Performance Report (FPR) • Promotion and tenure process • Six-year, post-tenure review • Student satisfaction with academic advisement (Chart 7.2.1) • Student evaluations of teaching • Employee Exit Interviews
	Classified Employees	<ul style="list-style-type: none"> • Annual review through the Employee Performance Management System (EPMS) • Employee Exit Interviews

11. Your organizational structure



12. Your Expenditures/Appropriations Chart

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	\$19,978,759	\$4,560,572	\$21,620,190	\$4,728,621	\$20,398,018	\$4,697,419
Other Operating	\$13,887,068	\$0	\$17,538,911	\$0	\$14,376,723	\$0
Special Items	\$0	\$0	\$0	\$0	\$0	\$0
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Case Services	\$0	\$0	\$0	\$0	\$0	\$0
Distributions to Subdivisions	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$6,159,824	\$1,295,556	\$6,809,636	\$1,424,924	\$5,980,320	\$1,456,126
Non-recurring	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$40,025,651	\$5,856,128	\$45,968,737	\$6,153,545	\$40,755,061	\$6,153,545

Other Expenditures

Source of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills	\$0	\$0
Capital Reserve Fund	\$547,427	\$646,417
Bonds	\$0	\$0

13. Your Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 2011-2012 Budget Expenditures		FY 2012-2013 Budget Expenditures		Key Cross References for Financial Results*
45010000 Education & General	Supports the majority of financial stability of the university by funding all instruction, academic support, student services, operation and maintenance of plant.	State: Federal: Other: Total: % of Total Budget:	4,560,572 323,922 20,902,956 25,787,450 64%	State: Federal: Other: Total: % of Total Budget:	4,728,621 332,012 23,050,941 28,111,574 61%	Table 7.3.3 Table 7.3.4
60000000 Auxiliary Enterprises	Those functions that charge for their services such as housing, bookstore and dining services.	State: Federal: Other: Total: % of Total Budget:	0 0 8,078,377 8,078,377 20%	State: Federal: Other: Total: % of Total Budget:	0 0 11,047,527 11,047,527 24%	Table 7.5.9
95050000 State Employer Contributions	Employer share of fringe benefits related to FICA, retirement, unemployment insurance, workers compensation, health and dental insurance for all employees.	State: Federal: Other: Total: % of Total Budget:	1,295,556 0 4,864,268 6,159,824 15%	State: Federal: Other: Total: % of Total Budget:	1,424,924 0 5,384,712 6,809,636 15%	
TOTALS		State: Federal: Other: Total: % of Total Budget:	5,856,128 323,955 33,845,601 40,025,651 100%	State: Federal: Other: Total: % of Total Budget:	6,153,545 332,012 39,483,180 45,968,737 100%	

Below: List any programs not included in the above and show the remainder of expenditures by source of funds.					
Remainder of Expenditures	State: Federal: Other: Total: % of Total Budget:	0 0 547,427 547,427 1%	State: Federal: Other: Total: % of Total Budget:	0 0 646,417.00 646,417.00 1%	

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Development of an annual Strategic Planning Goals “Report Card” on the performance on each of the University-wide Strategic Goals, which as a whole expresses the University’s values (Chart 7.6.a.1), occurs on an annual basis across all units of the University on the following annual cycle:

January 1	Calendar-year assessment cycle begins.
February 28	Each non-academic unit’s assessment report from the previous calendar year is submitted to the Director of Assessment and Institutional Effectiveness.
May 15	Each academic unit’s assessment report from the current academic year is submitted to the Director of Assessment and Institutional Effectiveness.
June 6 - 15	President submits recommendations to Board of Trustees. Board of Trustees Meeting: President, in consultation with the Board, assesses the recommendations and submits a budget plan based on outcomes assessment from the recommendations.
July 1	Units receive budgets and assessment reports with revised goals or other directives which may have resulted from the review and budgeting process. President brings actions/directives of the Board to the President’s Council.
August 1	President’s Council brings actions/directives to the Director of Assessment and Institutional Effectiveness and to the individual units.
August 1 – December 31	Director of Assessment and Institutional Effectiveness works with individual units to 1) begin getting outcomes assessment data and 2) to set revised/new unit goals and indicators of success.
December 31	Calendar-year assessment cycle ends.

Deployment mechanisms include workshops to establish/revise unit goals and measurements, regular meetings of the faculty, the Academic Council, the Faculty Senate, colleges and departments, non-academic areas, and student organization leaders including Student Government. Senior leaders have an open door policy. Press releases keep the local community informed; a monthly electronic newsletter, and a semiannual Lander Magazine keep alumni and friends of the University informed. The President gives an annual State of the University address to the faculty, staff and Board of Trustees each fall.

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

The United Nations defines sustainability, an ethic which has grown out of environmental ethics, as “doing what is required to meet the needs of the present without compromising the ability of future generations to meet their own needs.”¹

Senior leaders meet weekly to discuss, plan, and coordinate the detailed, operational affairs of the university. They also participate in the annual Strategic Planning cycle by working with their supervisors, directors, and deans in implanting their interests, hopes, and aspirations onto the framework of reasonable goals and reasonable measures to address the Strategic Plan Goals. In addition, annual faculty and staff evaluations help to provide a focus on university-wide objectives and continuous improvement.

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

Senior leaders promote legal and ethical behavior through a clear set of expectations that all units within the University must obey state and federal laws and regulations. The Faculty Handbook, the Lander Manual for Administration and Staff, and the Student Handbook require legal and ethical behavior. Policies exist to deal with matters such as substance abuse and sexual harassment. Legal counsel is retained for consultation on legal matters.

Legal and ethical behaviors are monitored through annual, external audits of the university's financial report and are performed by an auditing group approved by the Auditor's Office of the South Carolina Budget and Control Board. Additional external financial and performance audits are conducted in the offices of Procurement Services, Financial Aid, Veteran's Affairs, the Registrar and Financial Aid. The Lander Foundation is audited annually by a separate external audit group and is reported as a component unit of the University; an external NCAA audit is performed every three years. An internal auditor performs monthly audits of purchasing card expenditures according to an annual plan. Taken together, these reviews ensure fiscal responsibility and integrity. Audit meetings are attended by and reports are presented to the Board of Trustee audit representative in accordance with the spirit of Sarbanes-Oxley. Various accrediting agencies and reports submitted to state, regional and federal agencies serve legal and accountability requirements. Annual surveys of faculty and staff provide employee assessments of the extent to which they believe Lander obeys laws and regulations (Chart 7.6.b.1 and Chart 7.6.b.2). The Office of Safety and Compliance ensures compliance with the Occupational Safety and Health Administration, the South Carolina Fire Marshal's Office, DHEC and other state and federal regulatory agencies.

4. *How do senior leaders create an environment for organizational and workforce learning?*

Faculty pursue professional development and are provided opportunities to attend workshops intended to improve teaching performance; new faculty must attend an orientation program. Both faculty (Table 7.4.2) and staff (Table 7.4.3) are eligible to apply for grants for educational and professional development. Information Technology Services provides software training (Table 7.4.1), and the Office of Human Resources schedules relevant

¹ World Commission on Environment and Development (WCED), *Our Common Future* (New York: Oxford University Press, 1987), 8.

workshops (Table 7.4.5). An annual recognition of excellence in faculty occurs through the identification of the Distinguished Professor of the Year as well as the identification of two Young Faculty Award recipients. An annual recognition of staff occurs each spring with the awarding of two Staff Excellence Awards; the Mary Frances Poole Alston Award is presented, with a \$400 honorarium, at the annual State of the University Address each fall. *The Chronicle of Higher Education's* "Great College" survey reveals whether or not employees agree that Lander University is a great place to work (Chart 7.4.4).

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

Senior leaders have established a practice for managing approaching retirements related to the Teacher and Employee Retention (TERI) Program. The tenure/promotion process helps to promote orderly career progression for faculty (Table 7.5.8) and the annual evaluation of faculty and staff helps, among other things, to identify leaders and to maximize their potential. Leadership positions are often filled from within. Between July 1, 2012 and June 30, 2013, six (6) staff members and eight (8) faculty members were promoted.

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

Annual evaluations of faculty and staff concentrate on past achievements and future performance. Vice Presidents and the Athletic Director are responsible for providing a system for their areas for having information filter down to subordinates. Communication is also accomplished through meetings and e-mail. Quarterly, the Vice Presidents and Athletic Director submit e-mail summaries of the accomplishments and events in their areas following Board of Trustees and Board Committee meetings. The President meets with departmental supervisors through a Management Information Exchange Committee in an effort to disseminate important changes and activity among employees. Annual awards recognize excellence in faculty and staff. Raises for faculty members are based on merit, and a faculty member will receive a raise when he/she is promoted and/or is awarded tenure.

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

The Board of Trustees is accountable to the Legislature. The Board evaluates the President; the President evaluates the Vice Presidents and the Athletic Director. Annually faculty members evaluate the President, the Vice President for Academic Affairs, their dean, and their chair. The deans also evaluate the President and Vice President for Academic Affairs. Senior leaders examine the feedback from the various evaluation surveys and use this information to gauge the interests and concerns of employees and to focus and improve their leadership effectiveness.

8. *What performance measures do senior leaders regularly review to inform them on needed actions?*

- Enrollment Data: the number of students registered for the upcoming term(s), the number of applications processed, by term, by student type, and by application status as well as demographic data;

- Academic and non-Academic Performance Data: General Education, academic and non-academic program assessment data gathered through the annual, university-wide effort to determine to what extent the Strategic Plan Goals are being achieved; placement test scores earned by incoming students; retention data and satisfaction surveys;
- Housing: the number of student housing applications processed, by term;
- Marketing: the focus of current marketing efforts and their alignment with institutional focus and priorities;
- University Police 24-hour Shift Logs: the number and type of incidents handled over the past 24-hours by the university police department (Table 7.6.c.4);
- Campus Safety Walk: annual walk across the entire campus in the fall, prior to leaf drop, by students, staff and senior leaders for the purpose of identifying potential safety issues (inadequate lighting, shrub maintenance etc.);
- Scholarship disbursement and utilization: the amount of academic scholarship money available for offer, the profile of students to whom it is offered and periodic review to ensure all of these financial resources have been awarded and disbursed.

9. *How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results are reported in Category 7).*

Beginning in fiscal year 2007, a “planned transfers” line item was introduced to allow for building financial reserves for unanticipated costs. In addition, senior leaders constantly evaluate resource priorities, such as faculty salaries, technology, physical space, and enrollment and retention figures—important due to their impact on financial resources. Data for these evaluations come from the Office of the Vice President for Business and Administration, Institutional Research, the Strategic Planning cycle and internal surveys. The Emergency Action Plan was revised on March 7, 2013 and Information Technology Services has implemented a Disaster Recovery/Business Continuity Plan which is reviewed and revised, as appropriate, on a continuous basis. In order to comply with Program Productivity standards set by the South Carolina Commission on Higher Education, those academic programs not meeting productivity standards (Table 7.5.16) must devise a plan to do so or face elimination.

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

Senior leaders actively support and strengthen the local community as they interact with other community leaders through membership in civic organizations such as Kiwanis, Rotary, and the Chamber of Commerce; the President participates in the Western Piedmont Educational Consortium and the Vice President for Governmental Relations serves on the board of the Upper Savannah Regional Education Center.

In addition to the external foci above, senior leaders support and strengthen the community internally by encouraging student organizations to become involved with community service projects. Most academic programs not only encourage students to participate in internships in local agencies and businesses, but faculty often facilitate these experiential learning opportunities (Table 7.6.d.4). The Experience Your Education (EYE) program began during the 2009-2010 academic year and provides another linkage to the community and for student

involvement in additional experiential learning opportunities (Table 7.6.d.4). Education majors, including Master of Arts in Teaching students, are required to have supervised teaching experiences in the local school systems. Other partnerships with K-12 schools, community service organizations, and businesses are encouraged wherever such partnerships are natural corollaries to the mission of individual units, programs or services. Planning the Jeff May athletic complex, senior leaders have made provision for access by the community.

Lander is a leader in protecting the environment by securing Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ certification, the nationally recognized symbol demonstrating that a building is environmentally responsible, profitable and a healthy place to live and work, for Centennial Hall (a student residence hall). A full-time staff member serves as the Sustainability Officer to oversee activities and projects involving environmental issues.

The university provides to the community regular athletic events, intellectual events through the academic Fine Arts and Lectureship Series and through partnership with the City of Greenwood in the Greenwood/Lander Performing Arts series, culturally enriching events intended to enhance the quality of life. Lander also has entered into an agreement with the City of Greenwood which allows local firefighters to use, free of charge, the exercise facilities on campus in order to assist individuals with improving their physical condition. Members of Lander's Police Department joined forces with the Campus Emergency Response Team, staff from the Student Wellness Center, the university's Medical Reserve Corp and Lander nursing students for a disaster drill on Thursday, March 28, 2013. "Zombie Apocalypse 2013" was a two-hour exercise designed to test the effectiveness of the university's disaster response capabilities with minimal involvement of public health personnel from the state Department of Health and Environmental Control. More than eighty community volunteers serve at the Equestrian Center, a unique partnership between the university, The Lander Foundation and the Burton Center, a nonprofit, governmental agency providing services for people with disabilities and special needs. Local business leaders, health care professionals, educators, and other community and state leaders are asked to serve on academic program-based advisory boards and to be members of the Board of Trustees, the Lander Foundation and the Board of Visitors. Through a partnership with eight Greenwood School District 50 schools, the YMCA and Lander's Department of Physical Education and Exercise Studies, Lander hosts fifth graders each fall semester in a swimming instruction program called SPLASH. To benefit the local community and surrounding areas, Lander supports a continuing education program in two divisions: the Learning, Interest, Fitness, Enjoyment (L.I.F.E.) Division offers classes to the general population and the Scholar Division offers classes that are targeted more toward the retirement community. In addition, Lander operates a Docent program in which members of the Greater Greenwood community serve as professional volunteers and facilitators, providing an indispensable service and contributing to the university's educational mission.

Category 2 – Strategic Planning

1. *What is your Strategic Planning process, including key participants, and how does it address:*

The Strategic Planning process is built around five Strategic Plan Goals (Section III, Category 2, Question 1) and involves units from across the institution. On June 1 each year, a summary “Report Card” on the University’s performance on each of the five Strategic Plan Goals is produced for the Board of Trustees and includes a Strategic Plan Goal Score; this Strategic Plan Goal Score is derived by averaging the individual scores from the constituent units within the University who have submitted their own Units Goal(s) for meeting one or more of the Strategic Plan Goals. These constituent Units set their own Indicators of Success (performance measures) and benchmarks and rate themselves on their performance at the end of the calendar year. The annual schedule for producing this “Report Card” is constructed for reporting to coincide with the budgeting process (Section III, Category 1, Question 1).

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 and Beyond Key Agency Action Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures
1. Learning	We will enhance student learning by promoting academic excellence and public leadership skills.	Each Unit’s annual report provides details of university-wide efforts to determine to what extent we are achieving the Strategic Plan Goals defined by the Lander University Board of Trustees. The Annual Operational Plan for Assessment describes a unified, annual cycle of formal assessment across a number of dimensions including: academic programs (8-year cycle), formative	Table 2.6.1 and Chart 7.1.10
2. Enrollment	We will increase the size of the student body 3% by Fall 2010.		Table 2.6.1 and Chart 7.1.10
3. Linkages	We will strengthen connections with local, regional, and statewide communities in order to promote experiential learning opportunities, innovative career resources, and lifelong learning interests for students.		Table 2.6.1 and Chart 7.1.10
4. Environment	We will improve the appearance and utility of the campus to serve a larger student body and increased programs of		Table 2.6.1 and Chart 7.1.10

	community outreach.	assessments of	
5. Accountability	We will achieve long-term stability through comprehensive assessment, planning, financial oversight, and sound management practices.	academic programs (8-year cycle), General Education Competency assessments (4-year cycle), and non-academic programs (2-year cycle).	Table 2.6.1 and Chart 7.1.10

a) your organizations' strengths, weaknesses, opportunities and threats

The President and the President's Council are responsible for addressing the strengths, weaknesses, opportunities, and threats as they use this information individually for identifying Unit Goals, Indicator of Success and for setting Expected Outcomes to address within their individual units the five University Strategic Goals.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • A quality state-assisted university that offers strong academic programs (Table 7.6.c.1) • A focus on teaching • An attractive campus and functioning physical plant • A state-leader in using technology to assist and improve teaching by providing "smart" classrooms (Table 7.5.3) and laptops to assist faculty with teaching (Table 7.5.4) • Providing a tool for success for incoming freshmen by requiring them to purchase laptops • Maintaining a 	<ul style="list-style-type: none"> • Dependence on tuition revenues in view of declining state funding • Location and size of the institution • Recruiting and hiring quality faculty (Table 7.5.8) and staff • Lack of an adequate University Student Center • Lack of adequate, on-campus student housing 	<ul style="list-style-type: none"> • Initiation of an incentive program to address shortages of faculty in critical needs areas • Opening a new campus-based residence hall in 2015. • In FY 2013 the University received \$646,417 of Capital Reserve Funds to address on campus Deferred Maintenance needs. These funds will be added to those allocated to CHE through Lottery Funds. • Lottery 	<ul style="list-style-type: none"> • Competition for qualified students from private and proprietary higher education institutions • Competition for qualified faculty with other institutions of higher education • Bridge programs at the large state institutions • Online courses offered by for-profit higher education institutions

<p>T.R.A.C.S. – Technology Resource Assistance Center for Students – to help maintain laptops students have purchased as a University requirement</p> <ul style="list-style-type: none"> • A new, state-of-the-art, Recreation, Wellness, and Sports Complex that benefits Lander and the Greenwood community 		<p>allocations, increased for FY 2013, used for technology needs and Deferred Maintenance.</p>	
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b) financial, regulatory, and other potential risks

Risks include having 1) adequate resources to satisfy the requirements for accrediting agencies as well as state and federal mandates, 2) adequate resources for fulfilling internal needs brought forward as a result of the Strategic Planning process, 3) limited regulatory reform.

c) shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition

Because an annual cycle of strategic planning exists, the university can adapt relatively quickly to shifts in these areas by a change in or an addition to the Strategic Plan Goals.

d) workforce capabilities and needs

The Strategic Planning process provides constituent units with the ability to request resources, including human resources, in order to improve or to maintain existing performance on a Unit Goal.

e) long-term organizational sustainability and organizational continuity in emergencies

The Emergency Action Plan was revised on March 7, 2013 and Information Technology Services has implemented a Disaster Recovery/Business Continuity Plan which is reviewed and revised, as appropriate, on a continuous basis.

f) your ability to execute the strategic plan

Because the Strategic Planning process involves individuals from all constituent units of the institution, personnel and procedural resources are in place to execute the Plan under the direction of the President and President's Council.

2. *How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).*

While some of our strategic challenges are beyond our ability to control fully, the Board of Trustees addresses challenges through the setting of Strategic Plan Goals (Section III, Category 2, Question 1); with guidance from the members of the President's Council, each constituent unit identifies their individual Unit Goals for the year and links them to one of the five Strategic Plan Goals.

3. ***How do you evaluate and improve your strategic planning process?***

The evaluation starts with the annual Strategic Planning Goals “Report Card” which is developed and presented to the Board of Trustees (Section III, Category 2, Question 1). As a part of that process, the Board of Trustees can do the any of the following with the Strategic Plan Goals for the upcoming strategic planning year 1) ratify them, 2) revise one or more of them, 3) add or delete one or more of them. At the beginning of each academic year, each constituent unit has an opportunity to ratify, revise, add or delete Unit Goals and Indicators of Success to reflect the decisions of the Board of Trustees. The Director of Assessment and Institutional Effectiveness schedules throughout the fall sundry workshops and individual unit meetings to assist with the formulation of Unit Goals and Indicators of Success, helping to identify the kind of data needed, the sources of that data, and who has responsibility for achievement of the Unit Goal. A standardized “Report Card” reporting format has been adopted.

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

Tracking occurs with the annual “Report Card” (Section III, Category 2, Question 1). The Strategic Planning process provides constituent units with the ability to request the resources they require in order to improve or to maintain existing performance on a Unit Goal and those requested resources are presented within the “Report Card” to coincide with the internal budgeting process.

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

Communication and deployment occurs as noted in the annual calendar in Section III, Category 2, Question 1.

6. ***How do you measure progress on your action plans?***

The following table shows a summary of each Strategic Plan Goal, the number of individual Unit Goals supporting each Strategic Plan Goal for 2012-2013 and the Strategic Plan Goal Scores. A more detailed summary can be found in the Strategic Plan Goals “Report Card” at <http://www.lander.edu/academics/Institutional-Effectiveness/Strategic-Goals.aspx>. The scoring scale used for deriving the Strategic Plan Goal Score is:

Target Met:	2.01 – 3.00
Target Partially Met:	1.01 – 2.00
Target Not Met:	0.01 – 1.00

Table 2.6.1: Strategic Plan Goal Scores – June 1, 2013

Strategic Plan Goal	TOTAL	Met	Partially Met	Not Met	Not Evaluated	Strategic Plan Goal Score
1. Learning	47	36	3	0	8	2.76
2. Enrollment	5	3	2	0	0	2.40
3. Linkages	8	7	1	0	0	2.66
4. Environment	5	4	0	1	0	2.60
5. Accountability	18	13	2	1	2	2.68
TOTAL	84	63	8	2	10	2.69

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

Lander University's Strategic Plan can be found at

<http://www.lander.edu/Administration/President-Office/Strategic-Plan.aspx>

Category 3 – Student, Stakeholder, and Market Focus

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

As a state-assisted university, Lander University identifies the citizens of South Carolina, concentrating on the surrounding region (Table 7.5.6), as the primary student and market segments. More specifically, we identify the following types of students as a market segment that we would target: secondary school graduates, transfer students from a technical college or four-year university, or adults interested in pursuing a degree. Over ninety percent (90%) of students at Lander are residents of South Carolina. In order to identify some of these students, Lander purchases the names and addresses of South Carolina, and other selected states, students who have taken the SAT and ACT. In addition, students are recommended by alumni, faculty, staff, and other students and Admissions personnel attended many recruiting events throughout the year (Table 7.6.d.3). For transfer students, the South Carolina Transfer and Articulation Center (<https://www.sctrac.org/>) exists to help students transfer from other institutions. Students from other states and nations help provide diversity; Student Support Services targets and assists low income, first-generation students and students with disabilities.

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

Lander uses a variety of deliberate and structured listening and learning methods including 1) the use of student, faculty and staff opinion surveys, 2) the Board of Visitors meeting twice a year on the campus as they serve as a liaison between Lander and the community and members from the community serving on advisory groups for majors, 3) Numerous offices, including Admissions, Alumni Affairs, Athletics, Food Services and the Library, use Facebook and other social media to listen and learn about the expectations of and trends among secondary school students.

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

Feedback from current, former, future students and other stakeholders is collected, analyzed and distributed widely throughout the institution, as appropriate, in order to determine strengths and areas for improvement in existing services and programs as well as for use in adding and/or eliminating services and programs. The collection, analysis and distribution of collected feedback occur at the academic and non-academic program/unit level.

4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*

Student and stakeholder satisfaction and dissatisfaction are determined through a variety of methods across the institution:

- Current students provide feedback to their individual course instructors by completing Faculty Evaluations which are used for course improvement as well as providing one criterion for annual faculty performance reviews. In addition, students have provided feedback on a whole range of issues through the Student Opinion Survey (discontinued by American College Testing and administered for the last time in Spring 2011) and the National Survey of Student Engagement (administered every third year) (Chart 7.2.2).
- Student Affairs uses a variety of surveys to determine satisfaction with their services/activities and uses the results to better meet the needs and expectations of the students: Outdoor Adventures Satisfaction Survey (Campus Recreation), Career Services Satisfaction Survey, Career/Graduate School Fair Student Evaluation (Career Services), Career Fair Recruiter Evaluation (Career Services), EXPO Student Evaluation (Student Activities), Student Affairs Workshop Evaluation (Wellness Center).
- Former students provide feedback through alumni surveys not only at the individual program level but also at the graduation cohort level—the latter required biannually by the South Carolina Commission on Higher Education pursuant to Section 59-103-350 (D) of the SC Code of Laws, 1976 (as amended). Program surveys generally attempt to determine whether or not students are employed in their field of study and to what extent they believe their respective program adequately prepared them for their work.
- Grievance Committees provide internal due process for students, faculty and staff in the case of allegations that University policies and procedures have not been followed.
- Student Perceptions of Academic Advising survey is conducted each fall and spring semester since, in addition to other criteria, advising is regarded as one of the primary criterion for reappointment at Lander University (Chart 7.2.1).
- Advisory groups composed of students and community for-profit and not-for-profit business professionals help to improve academic and non-academic services and programs.
- Exit interviews for students and employees are used to gather data for improving working conditions, academic programs and for retaining both.
- Satisfaction Surveys are used to determine whether or not our constituents are satisfied with services and programs:

Survey Name	Stakeholders Surveyed	Frequency
1. Alumni Satisfaction Survey	Alumni – graduated 3 years	Every other year (Chart 7.2.3)
2. Library Surveys	Current students and Faculty	Annually
3. Higher Education Research Institute (HERI) Faculty Survey	Faculty	Every third spring semester (Chart 7.6.b.4)
4. National Survey of Student Engagement (NSSE)	Students	Every third spring semester (Chart 7.2.2)
5. ACT Student Opinion Survey (SOS)	Students	(discontinued by American College Testing and administered for the last time in Spring 2011)
6. Student Satisfaction	Students	(administered for the first

Inventory (Noel-Levitz)		time in 2014-2015)
7. Institutional Priorities Survey (Noel-Levitz)	Faculty, Administration, Staff, Board of Trustees	(administered for the first time in 2014-2015)
8. Student Perceptions of Academic Advising	Students	Every Fall and Spring Semester (Chart 7.2.1)
9. Dining Services	Faculty, Staff, and Students	Twice a year
10. Counseling Services Survey	Students	After services rendered
11. Student Wellness Center Satisfaction Survey	Students	After participation in a Wellness Center program

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

The following are areas of focus for the future intended to meet and exceed stakeholder satisfaction:

- Assess Retention initiatives, focused on our new calendar
- Monitor our sixth year as a tobacco free campus—both indoors and outdoors
- Partner with Self Regional Health Care regarding reducing obesity in our young people
- Grow and sustain a unique equine therapy program
- Continue to improve our healthy conscious dining hall menus; make dining a health education opportunity
- Continue moving Lander University toward a “pedestrian campus”

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

Students are expected to adhere to the Academic Honor Code but in cases where the faculty member requests a hearing by the Honor Council, the process of carrying out the hearing and of notifying the student of the outcome of the hearing is conducted within a precisely specified timeframe. In like fashion, Grade Appeals are governed by a five-step process that is conducted within a precisely specified timeframe. Complaints involving harassment or illegal discrimination including race, color, sex, religion, national origin, age, or disability are treated as confidentially as practicable, investigated discreetly, and resolved as promptly as possible. The Office of Financial Aid evaluates Satisfactory Academic Progress appeals in the summer of each academic year and notifications are made prior to the beginning of the next academic year so that the student whose appeal was successful can be given the benefit of the following academic year to make up any academic deficits. Grievances can be filed for terminations, suspensions, involuntary reassignments (with conditions), demotions, reclassifications when it is determined that the reclassification is punitive, salary reductions when based on performance as indicated by the Employee Performance Management System (EPMS) evaluations, a reduction in force if there is a material issue of fact that the University inconsistently or improperly applied its reduction in force policy. The three-step grievance process is articulated in the *Employee Handbook* and contains very specific timeframes in which each step must take place within a total of fifty-five (55) calendar days.

Category 4 – Measurement, Analysis, and Knowledge Management

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

All units within the university establish Unit Goals and Indicators of Success (performance measures) as a part of the annual Strategic Planning Goals “Report Card” process; student learning is measured as a part of this process (Section III, Category 1, Question 1). (Table 7.1.1 through Chart 7.1.10.) Tracking daily operations and organizational performance is built into this process.

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?*

The selection, collection, alignment and integration of data/information for analysis is determined by each unit within the University when it declares its Unit Goals and associated Indicators of Success and aligns them with one or more of the five Strategic Plan Goals. While the Strategic Plan Goals are defined by the Board of Trustees, decision making and innovation are supported through the annual Strategic Planning Goals “Report Card” process.

3. *How do you keep your measures current with educational service needs and directions?*

The overall direction of the University is set by the Board of Trustees, in close consultation with the president and vice presidents, through a set of Strategic Plan Goals. Each unit within the University must set its Unit Goals and associated Indicators of Success in such a way that they support one or more of the Strategic Goals; Unit Goals can also support other internal and external audiences such as the sundry accrediting and governmental agencies. The Board of Trustees reserves the right to change, add or eliminate Strategic Plan Goals from year to year in order to guide the direction of the University. The annual process of updating Unit Goals (Section III, Category 1, Question 1) allows units within the University to remain current with the overall direction of the University as well as with their associated Indicators of Success.

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

National, state, and regional data are used to compare our performance to that of our peers, competitors and leaders in the field where possible. For example, we use:

- South Carolina peer institution information from the Commission of Higher Education as well as through the annual South Carolina Higher Education Statistical Abstract (Table 7.1.6, Table 7.5.7, Table 7.5.10, Table 7.5.15);
- National standards and reports from organizations such as accrediting agencies, Integrated Postsecondary Education Data System (IPEDS), the American Association of State Colleges and Universities (AASCU), and the National Association of College and University Business Officers (NACUBO);
- National instruments such as the National Survey of Student Engagement (NSSE) (Chart 7.2.2), the ACT Student Opinion Survey and the ETS® Proficiency Profile (Chart 7.1.3 and Chart 7.1.4), and ETS® Major Field Tests (MFT);
- Internal surveys of faculty, staff, students, and alumni;
- Industry Standards for renovating space and comparing maintenance costs;
- Association of Title IX Administrators (ATIXA)/National Center for Higher Education Risk Management (NCHERM) for Title IX and other wellness, compliance and liability issues;

- College and University Personnel Association (CUPA) specifically for higher education resources related to salaries, best practices, laws and new regulations/policies;
- Society for Human Resource Management (SHRM) for similar resources as CUPA but with a broader base which includes all industry groups.

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

The Lander University Factbook provides much current and historical data that is used by internal and external constituents. And while the Factbook contains a core of information from year to year, contents vary from year to year based on the needs of constituents. Data in the Factbook is updated and posted at <http://www.lander.edu/academics/Institutional-Effectiveness/Institutional-Research.aspx> as it is finalized throughout the year. The South Carolina Commission on Higher Education provides current and historical comparison data for higher education institutions in the state in the annual South Carolina Higher Education Statistical Abstract. Other data required for internal or external use is generated on an ad hoc basis. In addition to these data, information of various types is made available through workshops held prior to the beginning of the fall semester, regular enrollment and housing status reports, staff meetings, Management Information Exchange meetings and Lander Alert (emergency) warning notifications. Lander provides a monthly transparency report of all expenditure transactions containing the date, identification number, description, fund type, department, program, category and amount. Three years of data will be maintained on this website, beginning with January 2011 transactions. Reports are posted on the 15th day of the month after the month being reported. Procurement card transactions are available on South Carolina's Comptroller General Monthly Charge Card Usage website (<http://www.cg.sc.gov/Pages/monthlychargecardusage.aspx>).

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

Ellucian provides Lander with a tightly integrated, administrative software suite of student, financial aid, finance, human resources, enrollment management, and advancement systems to help us improve administrative, academic, and individual performance. The users of the suite, called Banner, have established a Data Standards Document in order to provide for adequate security and to define the responsibilities of everyone inputting, accessing and managing the data. Offices may have individual guidelines that supplement, but do not supplant or contradict these guidelines. Data entrusted to the University by other organizations (e.g., Foundations and Governmental agencies) is governed by terms and conditions agreed upon with those organizations. Specific issues not governed by such agreed terms are governed by the guidelines set forth in this document.

These guidelines are to ensure database integrity and the goals of easy, professional, cost-effective communication for the Lander University community by:

- Avoiding creation of duplicate records for a single entity,
- Providing complete name and address information in a timely manner, with an audit trail of changes,
- Using standard entry to facilitate consistent reports and searches,
- Sharing effective processing and problem-resolution discoveries with other team members,
- Using United States Postal Service recommended mailing address setup and procedures.

Banner restricts access to information using two kinds of tests that users must pass: an authentication process, which determines the user's identity and group membership, and an authorization process (role-based security), which decides whether a user has the role membership necessary to access a particular resource.

Lander also uses TouchNet eCommerce services, fully certified by Payment Card Industry Payment Application Data Security Standard (PCI-PA-DSS), for integrated ePayments.

Lander has established a plan for the privacy and security of student information in compliance with the provisions of the Family Education Rights and Privacy Act of 1974, as amended, as well as compliance with the final regulations issued by the Federal Trade Commission (FTC) under 16 CFR Part 314, as published in the May 23, 2002 Federal Register, p. 346484 which stem from the Gramm-Leach Bliley Act (GLB Act) enacted in 2000.

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

With the findings of the annual Strategic Planning process, the goals of the units within the University are reviewed and aligned with the Strategic Plan Goals. Part of the Strategic Planning process involves reviewing Unit Goals and Indicators of Success and the findings from data collection so adjustments to the Strategic Plan Goals can be made as deemed appropriate by the Board of Trustees.

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

The Faculty Handbook, the Student Handbook, The Lander Manual for Administration and Staff and the Lander University Catalog are all documents which collect, transfer and maintain organizational knowledge assets; they are all updated and distributed on a continuing basis.

Best practices are identified through, though not limited to, professional association membership and meeting attendance, workshops, reading professional literature, serving on accreditation teams at other institutions and interacting with peers at other institutions. Best practices are shared through the Center for Effective Undergraduate Teaching, workshops for faculty and staff held in the weeks prior to the beginning of fall classes and at other times within the academic year, committee meetings, college and department meetings, meetings of the Management Information Exchange Committee and even informal conversations with colleagues (Chart 7.6.b.3). Human Resources provide on-campus training opportunities, anchored in best practices, for all employees (Table 7.4.5).

Category 5 – Workforce Focus

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

Under the President, 6 units exist each headed by a Vice President or the Athletic Director. Together they comprise the President's Council.

1. Academic Affairs	See Organizational Chart: Section II, Question 11
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2. Business and Administration	
3. Student Affairs	
4. University Advancement	
5. Governmental Relations	
6. Athletic Department	

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

Knowledge and best practices are communicated and reinforced across departments, jobs and locations in at least the following ways:

- Integration into formal and informal meetings of the Vice Presidents and Athletic Director, deans, supervisors, coaches, and directors, in regular faculty meetings, in the Management Information Exchange Committee, and in the Faculty Senate,
- E-mail lists and web-sites,
- Changing operations manual to incorporate best practices,
- Focused campaigns to solicit best practices on particular opportunities or challenges.

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

The annual evaluation of faculty and staff is a process that ensures that employees know what is expected of them by having supervisors set and communicate expectations. Staff members meet with their immediate supervisor to discuss the Employee Performance Management System (EPMS) form while faculty meet with their deans to review the Faculty Development Plan, Faculty Performance Report, results of student evaluations (except for library faculty), and peer evaluations. Faculty also have six-year, post-tenure review designed to facilitate continued faculty development, consistent with the academic needs and goals of the University and the most effective use of institutional resources, and to ensure professional accountability.

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

Effective workforce planning helps us to identify and address the gaps between the workforce of today and the human capital needs of tomorrow. This planning starts by strategic direction-setting by the Board of Trustees and linking that process with the work activities (Unit Goals) required to carry out the Strategic Plan Goals (long term) and the Employee Performance Management System (short term). Succession planning is accomplished internally by providing opportunities for professional development (Table 7.4.2 and Table 7.4.3) and encouraging current employees to apply for and pursue, as appropriate, faculty and staff positions being filled through formal searches.

5. *How does your development and learning system for leaders address the following:*

a. *development of personal leadership attributes?*

A leader must create and share a vision, be an entrepreneur, set standards, inspire others, orchestrate methods used to perform work, understand people and measure results. These attributes are developed through encouraging and facilitating professional development, membership in and active service to professional organizations and active involvement in community activities including, but not limited to, participation in the Leadership Greenwood program.

b. *development of organizational knowledge?*

Lander recognizes the role which “knowledge” can play in enhancing the effectiveness of our operations and to that end we attempt to harness the explicit and tacit knowledge our employees possess. This knowledge tends to find a center of gravity in two specific areas: policy and process. Policy knowledge is codified in numerous documents such as the Employee Handbook, the Lander University Catalog and The Faculty Manual. Process knowledge is codified in such documents as the Data Standards Document and the individual departmental operations (best practices) manuals. In addition, both policy and process knowledge development and transfer occurs through informal and formal mentoring.

c. *ethical practices?*

Lander recognizes that professional ethics influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the employee’s own professional growth and development. And in professional ethics, accountability has a central place. To that end, one of Lander’s Strategic Goals is Accountability in which we institutionalize giving an account and answering legitimate questions about ourselves and our operations (Chart 7.6.b.1, Chart 7.6.b.2, Chart 7.6.b.3, Chart 7.6.b.4).

d. *your core competencies, strategic challenges, and accomplishment of action plans?*

Lander recognizes our core competency, a small, state-assisted institution with private institution sensibilities, as a source of competitive advantage as well as a strategic challenge. While we are not always able to realize economies of scale, our annual Strategic Planning Goals “Report Card” process allows for a clear focus on what we value as an institution and to the purposeful pursuit of the Strategic Plan Goals.

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

Capability and capacity both relate to the institution’s flexibility to implement new or modify existing programs and the ability to employ new faculty and staff or to redirect present faculty and staff to meet staffing requirements for planned program implementation and development (Table 2.4.1 and Table 7.5.8). Both are assessed annually through the Strategic Planning Goals “Report Card” process when resources, including needed skills, competencies and staffing levels, are requested to support various Unit Goals which in turn support one or more of the Strategic Plan Goals.

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

Employee recruitment and hiring procedures are as follows:

- a. Discussion with Classification and Compensation Manager by Supervisor,
- b. Classification and Compensation Manager issues Personnel Action Request to Supervisor,
- c. Supervisor discusses employment intention with area Vice President. If approved, Personnel Action Request is signed and returned to Human Resources,
- d. Employment Manager prepares job advertisement and starts the recruitment/development of applicant pool,
- e. Supervisor screens applications, begins the interview process, and chooses most suited applicant,
- f. Supervisor writes justification for hiring decision and returns justification and all applications to Human Resources,

- g. Classification and Compensation Manager evaluates training and experience of candidate and determines a starting salary. A South Carolina Law Enforcement Division (SLED) background check is completed. Supervisor is notified of salary,
- h. Supervisor makes preliminary and tentative verbal job offer to candidate. Classification and Compensation Manager writes letter of official notification of hire to selected applicant,
- i. Employment Manager posts on the web site that the job has been filled. This notifies other applicants who were not selected,
- j. Appointment is made with Benefits Administrator to give the new employee orientation. Supervisor continues the orientation with specific information about the position.

Employee retention is accomplished in a number of ways, including:

- Giving recognition: each year, faculty choose one of their own to be honored as Distinguished Professor of the Year; staff choose two of their own, who are at least in their second year of employment at Lander, to receive the Staff Excellence Awards. In addition, the Mary Frances Poole Alston Award is presented annually to a member of the faculty or staff who provides positive visibility for Lander University throughout the state of South Carolina, the United States, and the world, demonstrates effective and excellent work habits, displays a positive attitude and genuine interest in co-workers and promotes harmony and teamwork in the workplace.
 - Offering flexible work schedules: to help employees achieve a better work/life balance and to help the agency achieve greater efficiency and cost savings. This also includes telecommuting, authorized by S.C. Code 8-11-15(B) of the South Carolina Code of Laws, which allows an employee to work at home or at another satellite location (which is linked, usually electronically, to a central office or network) during all or some portion of the workweek.
 - Facilitating professional development: through Faculty Development Grants (Table 7.4.2), Staff Development Grants (Table 7.4.3) and Tuition assistance.
 - Continuing Lander traditions: such as the Annual Retiree Brunch, Homecoming, Academic and Student Life Banquet, Athletic Banquet, Scholarship Banquet, Parent's Day, Welcome Week, State of the University Address.
8. ***How do your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?***
Workforce education focuses on strengths, rather than on limitations, in order to fully develop the talents and skills we have. In addition, University employees who wish to drive fleet or leased vehicles are required to take a Defensive Driving Class and a refresher course every three years. All operators of service carts, electric or gas-powered, must be trained in cart operation (Chart 7.6.c.2).
 9. ***How do you evaluate the effectiveness of your workforce and leader training and development systems?***
Formal, written evaluations of all training programs are conducted to determine the effectiveness of each and to solicit suggestions for other relevant training opportunities.
 10. ***What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?***
Faculty and Staff Satisfaction surveys and Exit Interviews are the primary means used to determine the level of employee satisfaction.

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

The President's Council reviews the results of the Faculty and Staff Satisfaction surveys and then set appropriate priorities and determine courses of action needed.

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

Lander University has an Emergency Action Plan and has developed a comprehensive Campus Safety and Emergency Preparedness Plan that includes:

- Implementation of a state-of-the-art notification system that enables emergency notifications instantly and simultaneously to all registered mobile phones,
- Evacuation Procedures (building or campus),
- Explosions, Downed Aircraft on Campus,
- Annual Fire and Fire Alarms drills in all residence halls,
- Hazardous Materials Spill,
- Medical Emergencies (including infectious disease pandemics),
- Recognizing Distressed Students,
- Tornados,
- Utility Failure,
- Campus Emergency Response Team (CERT).

The Lander Police, the Director of Safety, the Director of Physical Plant and various safety-related committees (Table 7.5.11) work together to maintain a safe, secure (Chart 7.4.4 and Chart 7.6.c.2) and healthy work environment by providing:

- 24/7 certified police force (Table 7.6.c.3),
- Annual "Campus Safety Walk,"
- Annual third-party inspections on equipment such as fire alarms, fire pumps, fire sprinkler and standpipe systems, and fire doors,
- Compliance with OSHA, the South Carolina Fire Marshal's Office, DHEC and other regulatory agencies,
- Internal inspection program, corrective actions, and employee training through the Office of Safety and Compliance (Table 7.5.11),
- Procedures for dealing with fire alarms,
- Fire-fighting services provided 24/7 by the City of Greenwood Fire Department,
- Defensive Driving Class with a refresher course every three years for drivers of fleet or leased vehicles,
- Three registered nurses on duty,
- Focus on education and prevention by Student Health Services,
- Prompt responses to emergency, health- and safety-related work orders (Table 7.5.17),
- Online module for the annual Blood Borne Pathogens training for University employees in Athletics, PEES, biology, Physical Plant, the University Police, and campus recreation,
- Emergency speaker telephones located outdoors across campus,
- Campus safety topics covered in new student orientation and in residence halls.

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?*

Lander’s core competency—a small, state-assisted institution with private institution sensibilities—is part of our physical and aspirational identity. While “small” presents both a competitive advantage (i.e.: the emphasis is on the student) as well as a competitive disadvantage (achieving an internal economy of scale), our annual Strategic Planning Goals “Report Card” process allows for a clear focus on what we value as an institution and to purposeful pursuit of the Strategic Plan Goals.

2. *What are your organization’s key work processes?*

Key Processes	Key Requirements	Key Measures
Student Learning		
Accessibility	<ul style="list-style-type: none"> Scheduling of courses Online courses and degrees (Table 7.5.1 and Table 7.5.2) Advising 	<ul style="list-style-type: none"> Enrollment figures Demographics (Table 7.5.6) Online courses (Table 7.5.2) Advising Satisfaction (Chart 7.2.1)
Curriculum Design: Program and Course	<ul style="list-style-type: none"> Program needs Resources Compliance with CHE, SACS, and program accrediting agencies’ requirements Procedures for changes to curriculum 	<ul style="list-style-type: none"> Student success (Table 7.1.5 and 7.1.8) Acceptance into graduate and professional schools Employment of graduates Use of technology Accreditation (Table 7.6.c.1)
Evaluation and Improvement	<ul style="list-style-type: none"> Assessment of student-learning (Chart/Table 7.1.1 – Chart/Table 7.1.4) Assessment of faculty 	<ul style="list-style-type: none"> Evidence of Student Learning (Chart/Table 7.1.1 – Chart/Table 7.1.4) Assessment of graduating seniors Advising Satisfaction (Chart 7.2.1) Assessment of General Education Competencies (Chart 7.1.3 and 7.1.4)
Support Services		
Library	Access to information	Library resources and use (Table 7.1.8)
Academic Success Center	<ul style="list-style-type: none"> Tutoring in math and other subjects Program for students on probation (SASP) 	<ul style="list-style-type: none"> Number of students tutored and hours tutored Student Academic Success Program (Table 7.1.5)
Student Support	Serving first	Recruitment (Table 7.1.9, Table 7.5.10 and

Services	generation, low income, and disabled students	Table 7.6.d.3), retention and graduation rate (Table 7.1.6)
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3. *How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?*

Departments assess, revise, and initiate changes to the curriculum using the following inputs:

- Requirements from accreditation agencies (Table 7.6.c.1)
- Program Assessment results (Table 7.1.1, Table 7.1.2, Chart 7.1.10)
- General Education Assessment results (Chart 7.1.3 and 7.1.4)
- Program Advisory Boards input
- Stakeholder Satisfaction surveys results (Chart 7.6.b.4)
- Student course evaluation results
- Faculty Satisfaction Survey results
- Staff Satisfaction Survey results

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

Each major has a sequence of courses needed to complete a degree in four years and the Academic Council determines impact of new/deleted courses on their individual programs. The Technology Committee makes recommendations about the best use of the lottery funds with two current emphases being 1) providing faculty with laptops (Table 7.5.4), and 2) maintaining “smart” classrooms (Table 7.5.3). Banner manages many university functions like applications for admission, class registration, budget review, electronic tracking of advisees, entering online grades and historical data used to determine the courses and number of seats needed. Blackboard® assists with course management (Table 7.5.5).

5. *How do you systematically evaluate and improve your work processes?*

- Students evaluate their classes using the Individual Development and Educational Assessment from the IDEA Center
- Students evaluate the advising process (Chart 7.2.1)
- The curriculum is improved through a systematic process of major program assessment as well as by a process for approval and revision of courses
- Suggestions from surveys and advisory groups are incorporated when appropriate
- Annual evaluations of faculty and staff

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

Unit directors are responsible for evaluating and improving their processes.

Key Support Processes		
Support Offices	Key Support Processes	Evaluation Methods
Admissions	<ul style="list-style-type: none"> • Student recruitment • Articulation agreements 	<ul style="list-style-type: none"> • Enrollment history, Recruitment events (Table 7.6.d.3) • Transfer students
Advising	<ul style="list-style-type: none"> • Advising workshops • Maintenance of advising database 	Student satisfaction with advising (Chart 7.2.1)

Athletics	<ul style="list-style-type: none"> • Emphasize athletes as students • Follow NCAA rules 	Student Athletes GPAs (Table 7.1.7)
Bearcat Shop	Sale of books and supplies	Excess Revenue as a Percent of Total Revenue (Table 7.5.9)
Budget and Business Office	Budget oversight and audits	Percentage of Administrative costs to Academic Costs (Table 7.3.3)
Career Services	Support career searches of students	Services offered (Table 7.6.d.2)
Copying Services	Duplication of course materials	Number of copies made (Table 7.3.1)
Financial Aid	Assist students in financing college	
Greenwood/Lander Performing Arts	<ul style="list-style-type: none"> • Community-university partnership to provide cultural events • Cultural experiences, K-12 students 	K-12 students attending Performances (Table 7.6.d.5)
Human Resources	<ul style="list-style-type: none"> • Administer personnel policies and procedures and training 	Learning and Development for Faculty and Staff (Table 7.4.5)
Information Technology Services	<ul style="list-style-type: none"> • Management of class management software • Manages equipment, software, and networks • Software training (Table 7.4.1) 	<ul style="list-style-type: none"> • Blackboard® use (Table 7.5.5) • Work orders (Table 7.5.12) • Smart classrooms (Table 7.5.3) • Software training (Table 7.4.1)
Lander Foundation	Receives, manages, and invests gifts concentrating in three major areas: scholarships, faculty/staff development and research, acquisition of property	<ul style="list-style-type: none"> • New scholarships (Table 7.6.d.6) • Grants (Table 7.4.2 and Table 7.4.3)
Engineering Services	<ul style="list-style-type: none"> • Efficiency of operation • Building and grounds maintenance • University safety (Chart 7.6.c.2) 	<ul style="list-style-type: none"> • Work Orders Completed (Table 7.5.17) • Major projects
Police	Security and safety of campus (Chart 7.6.c.2)	<ul style="list-style-type: none"> • Safety (Table 7.6.c.3) • Campus incidents (Table 7.6.c.4)
Procurement	<ul style="list-style-type: none"> • Compliance with State Procurement Code • Efficiency in purchasing 	Efficiency in Procurement (Table 7.3.2)
Student Activities	Provides a program of co-curricular	Intramurals

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

The revenue stream of the university is derived mostly from Student Tuition and Fees and State Appropriations. Anticipated expenditures, including inflationary calculations for utilities and supplies, are factored in as well as state mandated pay increases and new initiatives based on the action items from the annual Strategic Planning Goals “Report Card.” The President’s Council reviews “Report Card” results from the prior year and makes budget alignment/realignment decisions based on board-approved action items or strategic directions identified and/or continued in the Plan. The total of anticipated expenditures and contingencies are offset against approved state funding to determine tuition pricing using an assumption of static enrollment from the previous year. The university has made use of a formula-based Planned Transfers line item in the budget to set aside money for non-recurring, critical maintenance of facilities and instructional equipment items.

Category 7 – Organizational Performance Results

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

Table 7.1.1: Evidence of Student Learning: PRAXIS Series II Pass Rates					
Test	April 1, 2012 – March 31, 2013	April 1, 2011 – March 31, 2012	April 1, 2010 – March 31, 2011	April 1, 2009 – March 31, 2010	April 1, 2008 – March 31, 2009
Core Battery Professional Knowledge	100% (56/56)	95% (60/63)	93% (64/69)	87% (66/76)	93% (68/73)
Principles of Learning & Teaching (K-6)	93% (50/54)	83% (64/77)	80% (64/80)	85% (61/72)	83% (69/83)
Principles of Learning & Teaching (5-9)	91% (10/11)	75% (3/4)	100% (3/3)	100% (1/1)	75% (3/4)
Principles of Learning & Teaching (7-12)	75% (6/8)	95% (20/21)	100% (8/8)	80% (8/10)	71% (5/7)
Specialty Area Tests	76%* (16/21)	77% (10/13)	89% (24/27)	67% (6/9)	56% (5/9)

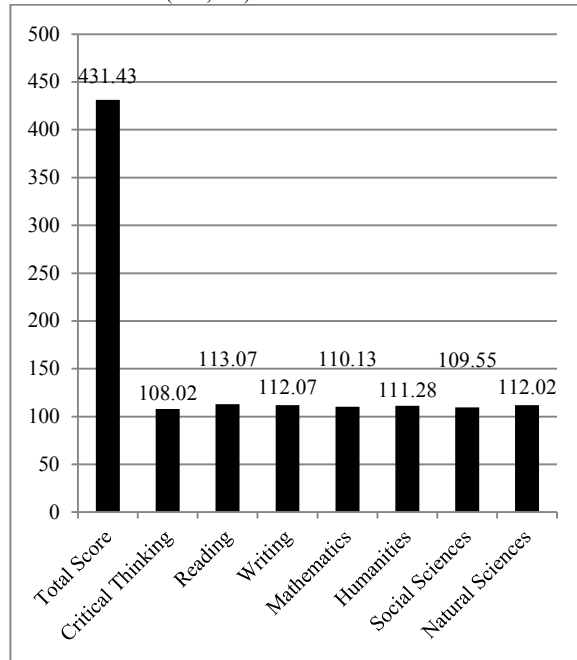
*One music education major who failed the Specialty Area Test graduated in 2010. One music education major who failed the Specialty Area Test graduated in 2004.

Table 7.1.2: Evidence of Student Learning: NCLEX Pass Rates				
April 1, 2012 – March 31, 2013	April 1, 2011 – March 31, 2012	April 1, 2010 – March 31, 2011	April 1, 2009 – March 31, 2010	April 1, 2008 – March 31, 2009
98% (41/42)	97% (38/39)	97% (38/39)	86% (25/29)	94% (34/36)

Chart 7.1.3: ETS Proficiency Profile – Scaled (Norm-referenced) Scores

(Academic Years 2006-2007 through 2012-2013)

Lander Freshmen (n=3,892)



Lander Seniors (n=2,163)

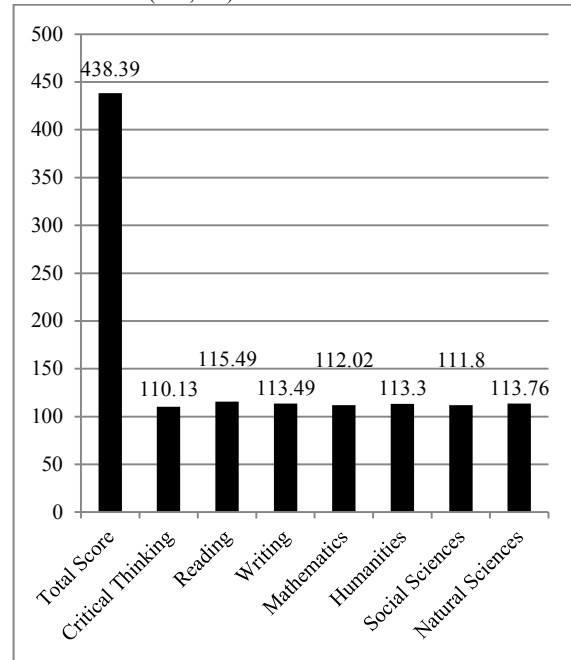
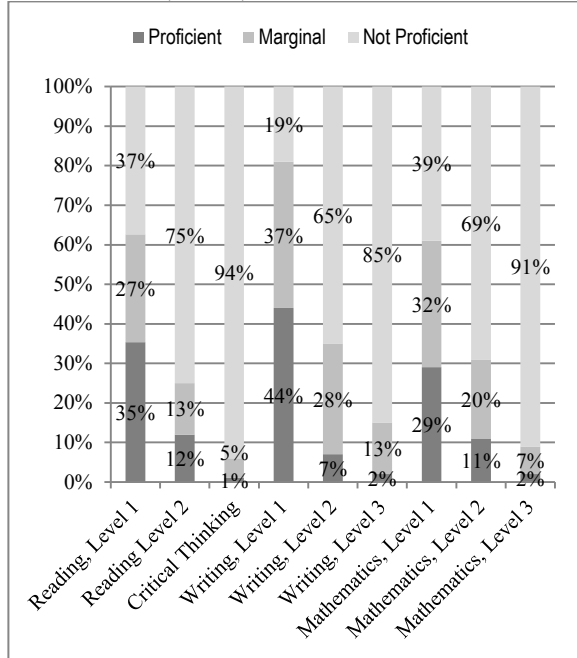


Chart 7.1.4: ETS Proficiency Profile – Proficiency (Criterion-referenced) Classifications

(Academic Years 2006-2007 through 2012-2013)

Lander Freshmen (n=3,892)



Lander Seniors (n=2,163)

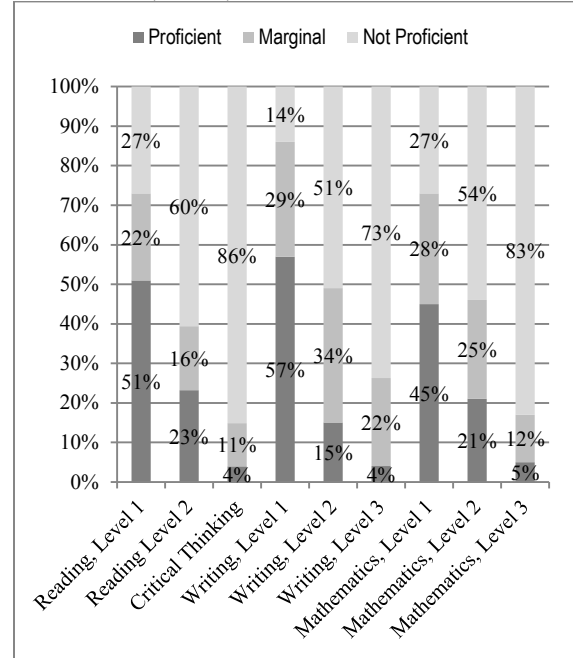


Table 7.1.5: Participation in Student Academic Success Program (SASP)

Spring Semester	Number of Students	% Participating Who Withdrew	% Participating Remaining on Probation	% Participating off Probation	% Participating Suspended
2009	130 (297 eligible)	2 (2%)	37 (28%)	56 (43%)	35 (27%)
2010	120 (361 Eligible)	0%	45 (37%)	38 (32%)	37 (31%)
2011	152 (401 eligible)	13 (9%)	54 (36%)	56 (37%)	42 (28%)
2012	125 (435 eligible)	27 (22%)	43 (34%)	41 (33%)	39 (31%)
2013	118 (295 eligible)	6 (5%)	24 (20%)	53 (45%)	35 (30%)

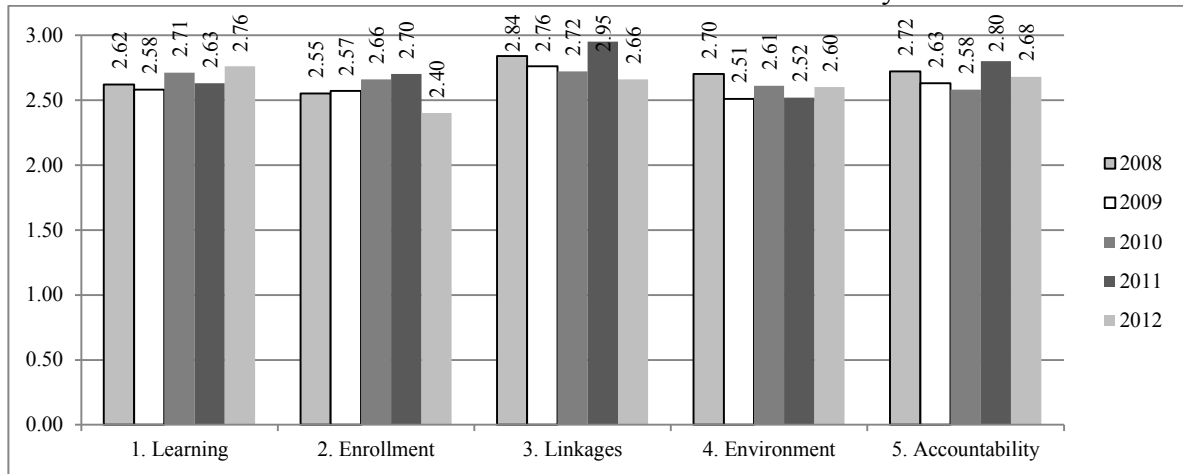
Table 7.1.6: Six-Year Graduation Rates by First-time, Full-time Freshmen (Fall Cohort)					
Institution	2005	2004	2003	2002	2001
The Citadel	70.3%	71.8%	75.5%	68.2%	65.2%
Coastal Carolina University	46.3%	43.0%	46.4%	46.5%	43.9%
College of Charleston	63.3%	66.1%	64.0%	64.0%	59.5%
Francis Marion University	41.7%	40.0%	39.1%	39.2%	42.3%
Lander University	36.9%	42.2%	41.2%	43.5%	46.4%
SC State University	34.6%	39.3%	35.8%	45.1%	45.2%
USC Aiken	41.5%	38.0%	34.8%	38.5%	40.2%
USC Beaufort	21.0%	19.7%	18.3%	21.4%	16.5%
USC Upstate	38.7%	38.6%	40.4%	36.0%	38.4%
Winthrop University	57.7%	54.5%	59.7%	58.6%	58.4%

Table 7.1.7: Student Athletes Cumulative Grade Point Average (GPA) Compared with Student Body			
Academic Year	GPA of General Student Population	GPA of Student Athletes	Number of Student Athletes
2008-2009	2.77	2.84	201
2009-2010	2.73	2.93	178
2010-2011	2.80	2.97	170
2011-2012	2.82	3.02	191
2012-2013	2.73	2.90	187

Table 7.1.8: Library Resources and Use			
¹ Drop is likely due to the relocation of the open student computer lab.			
Academic Year	Total Searches Using Library's Electronic Databases	Class Sessions Taught/Students Taught	Number of Persons Entering Library
2008-2009	215,022	75 / 1,548	190,504
2009-2010	332,361	126 / 2,752	178,537
2010-2011	285,832	105 / 2,420	136,501 ¹
2011-2012	453,583	98 / 2,054	141,958
2012-2013	475,055	55/1,322	140,325

Table 7.1.9: Freshmen Average SAT Comparisons				
Fall Semester	Number of New Freshmen	Combined Verbal and Math		
		Lander	State	Nation
2008	555	964	985	1017
2009	582	989	982	1016
2010	686	986	979	1017
2011	595	968	972	1011
2012	569	981	969	1010

Chart 7.1.10: Institutional Effectiveness Results: Historical Summary



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

Chart 7.2.1: Satisfaction with student-faculty interaction and academic advising

“Student Perceptions of Academic Advising” survey on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Although this Survey is administered every fall and spring semester, only fall semester data is displayed.

The Survey was administered in Fall 2012 in a new format which did not require a student to consult an advisor prior to registration. For that reason, Fall 2012 is not presented.

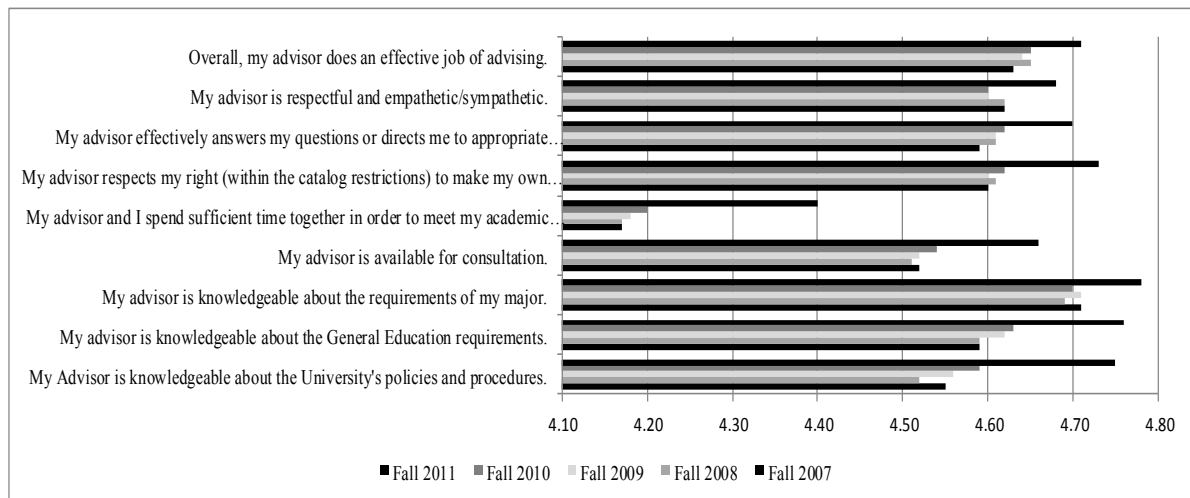


Chart 7.2.2: NSSE Benchmark Scores – Student-Faculty Interactions

As of September 13, 2013 results from the Spring 2013 administration of the NSSE were not available to the institution.

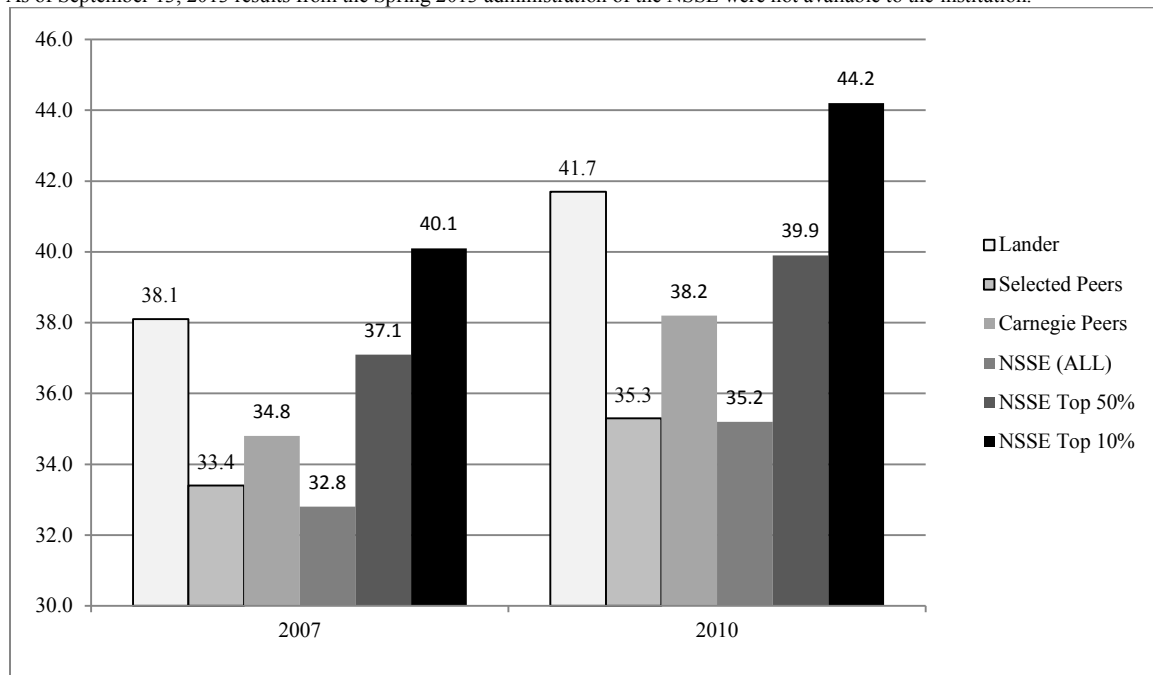
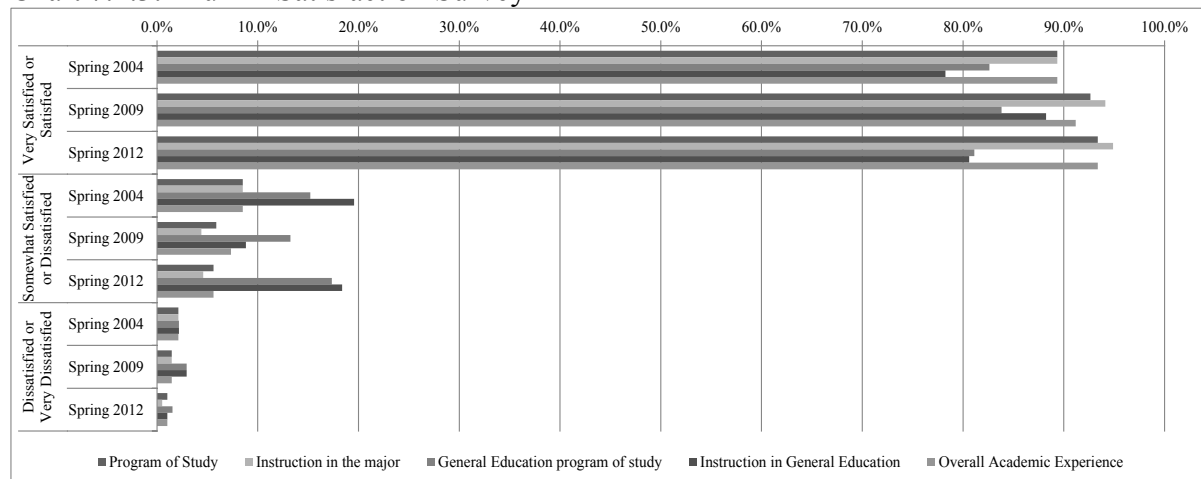


Chart 7.2.3: Alumni Satisfaction Survey



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

Table 7.3.1: Copiers and Copying

Academic Year	Number of Copiers on Campus	Number of Copies Made	Number of Color Copies Made
2008-2009	41	2,304,469	63,284
2009-2010	40	2,186,996	68,930
2010-2011	39	2,400,947	65,303
2011-2012	37	2,239,135	47,013
2012-2013	38	2,505,316	45,128

Table 7.3.2: Procurement Efficiency				
Academic Year	Amount in Credit Card Purchases	Number of Credit Card Purchases	Amount in Purchase Orders	Number of Purchase Orders
2008-2009	\$1,572,321.00	5,474	\$4,670,102.65	395
2009-2010	\$2,197,978.87	6,458	\$6,581,983.74	464
2010-2011	\$3,294,939.73	7,232	\$6,651,194.44	438
2011-2012	\$2,623,434.58	8,419	\$4,138,094.09	337
2012-2013	\$2,691,944.04	8,901	\$6,669,655.76	241

Table 7.3.3: Administrative Efficiency					
Percentage of Administrative Costs to Academic Costs	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
	27%	29%	30%	23%	21%

Table 7.3.4: Instruction and Academic Support as a Percentage of Total Expenditures					
Academic Year	Instruction	Academic Support	Total of Instruction & Academic Support	Total Expenditures	Support as % of Expenditures
2008-2009	\$11,489,201	\$3,081,850	\$14,571,051	\$35,952,372	40.5%
2009-2010	\$11,382,458	\$2,906,440	\$14,288,898	\$38,127,048	37.5%
2010-2011	\$12,204,535	\$2,770,460	\$14,974,995	\$46,074,790	32.5%
2011-2012	\$13,291,890	\$2,913,407	\$16,205,297	\$43,931,141	36.8%
2012-2013	\$14,348,231	\$2,964,638	\$17,321,869	\$47,144,068	36.7%

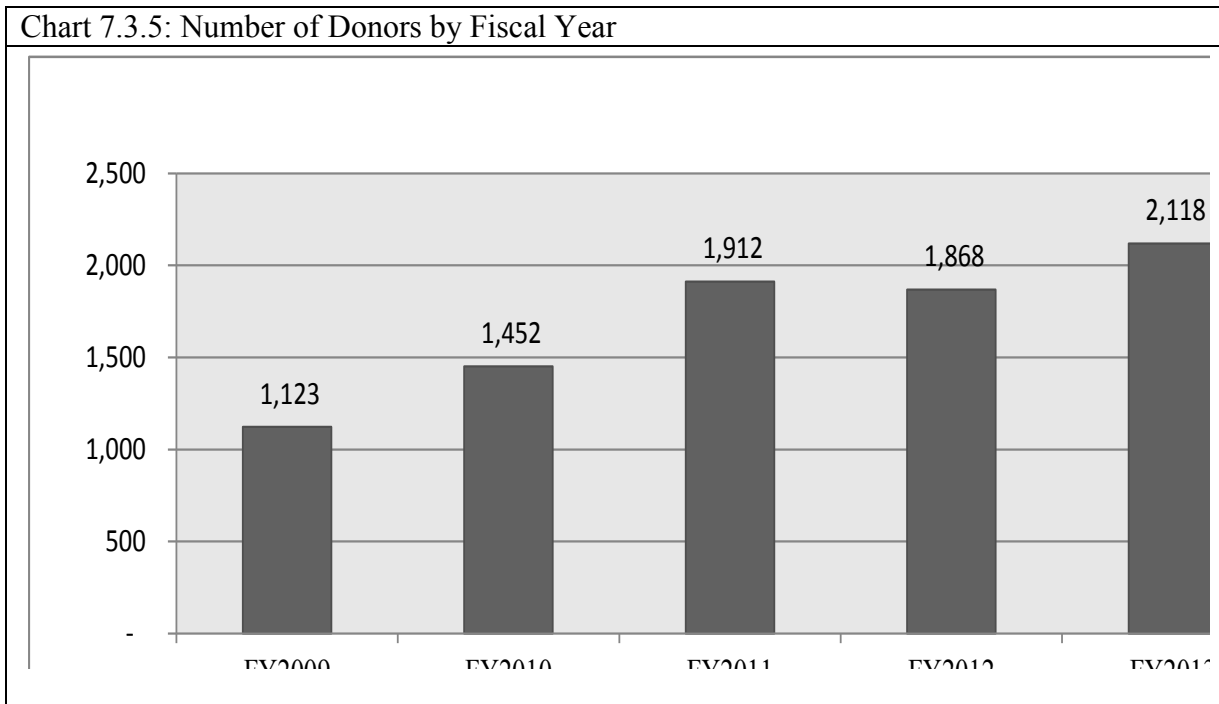


Chart 7.3.6: Donations by Fiscal Year

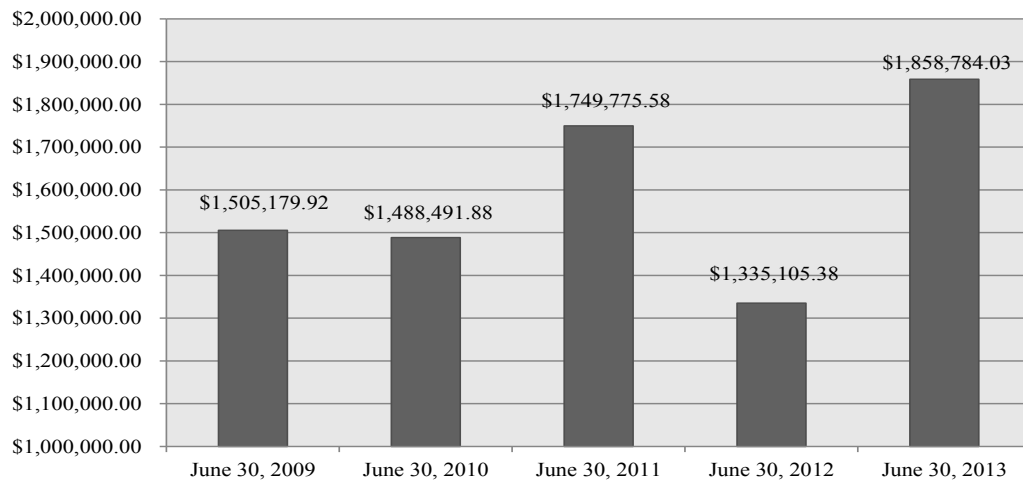
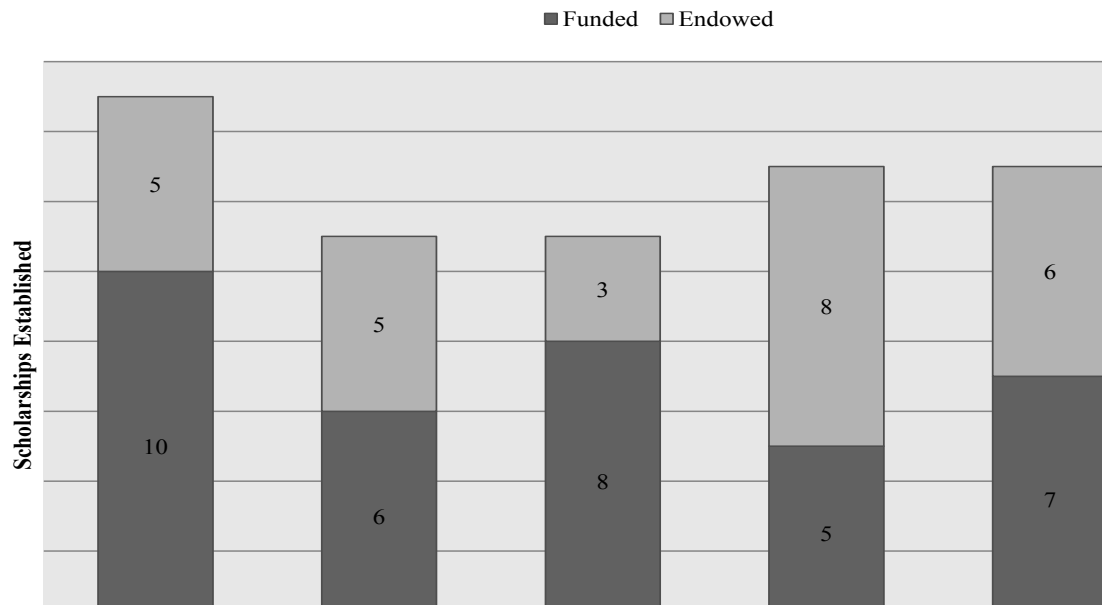


Chart 7.3.7: Scholarships Established by Academic Year



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?

Table 7.4.1: Software Training for Faculty and Staff

Academic Year	Different Courses	Sessions Taught	Attendees
2008-2009	38	86	376
2009-2010	21	61	227

2010-2011	13	49	184
2011-2012	24	89	329
2012-2013	15	58	257

Table 7.4.2: Grants Awarded to Faculty by the Lander Foundation

Academic Year	Number of Grants	Amount of Grants
2008-2009	8	\$29,999
2009-2010	8	\$30,000
2010-2011	8	\$30,000
2011-2012	9	\$26,840
2012-2013	6	\$25,290

Table 7.4.3: Grants Awarded to Staff by the Lander Foundation

Academic Year	Number of Grants	Amount of Grants
2008-2009	11	\$8,000
2009-2010	14	\$8,000
2010-2011	11	\$7,995
2011-2012	9	\$7,160
2012-2013	8	\$6,767

Chart 7.4.4: 2010 *Chronicle of Higher Education* “Great Colleges” Survey

Survey to be administered again in 2013-2014 academic year

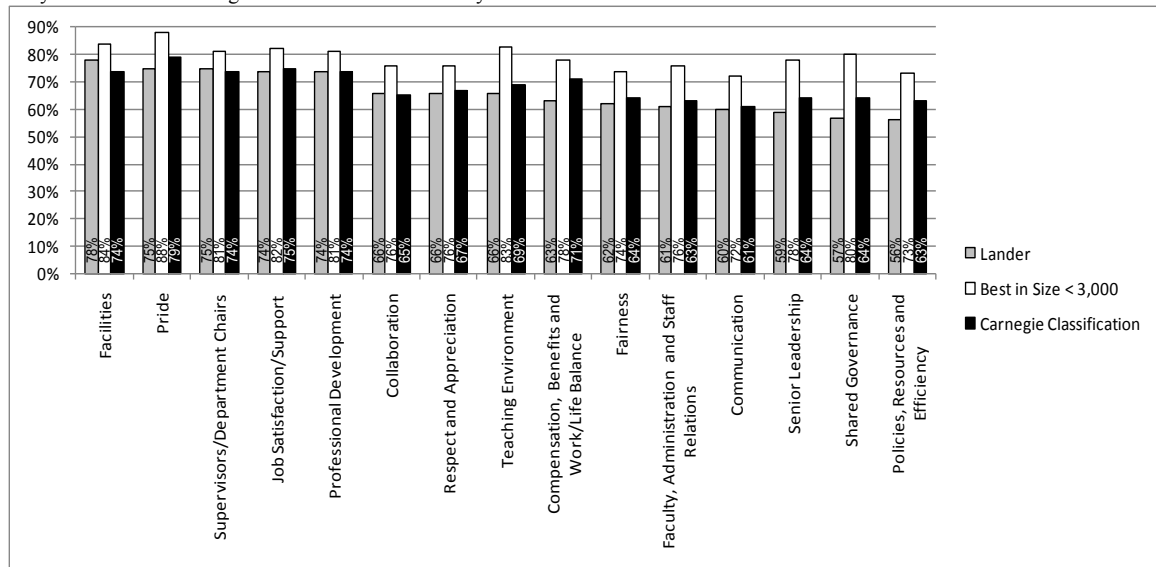


Table 7.4.5 Learning and Development for Faculty and Staff

* includes both Human Resources AND Academic Affairs activities

Academic Year	Workshops	Sessions	Faculty Attending	Staff Attending	Total Attending
2008-2009	2	8	272	325	597
2009-2010	2	11	122	206	328
2010-2011*	25	12	386	52	438
2011-2012*	25	32	563	118	681
2012-2013*	35	44	887	342	1,229

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

Table 7.5.1: Online Degrees Offered

Number of Online Degrees Offered	2008-09	2009-10	2010-11	2011-12	2012-13
	2	2	2	2	2

Table 7.5.2: On-line Sections Offered per Academic Year

Academic Year	Number of On-line Sections	% of On-line Section Increase/Decrease
2008-2009	121	46%
2009-2010	152	26%
2010-2011	173	14%
2011-2012	212	23%
2012-2013	201	-5%

Table 7.5.3: Smart Classrooms

Lander is committed to providing smart classrooms to support student performance and development and foster a good learning climate.

Academic Year	Number of Smart Classrooms
2008-2009	95% (54/57)
2009-2010	95% (54/57)
2010-2011	95% (61/64)
2011-2012	95% (61/64)
2012-2013	97% (62/64)

Table 7.5.4: Faculty With Laptops

Faculty began changing from desk top computers to laptops to give portability and ease in using the smart classrooms.

Academic Year	Percent of Faculty Having Laptops
2008-2009	99%
2009-2010	99%
2010-2011	100%
2011-2012	100%
2012-2013	100%

Table 7.5.5: Use of Blackboard® (Course Management Software)		
Semester	Number of Sections	Percent of Faculty Use
Fall 2008	1050	100%
Spring 2009	1028	100%
Fall 2009	863	100%
Spring 2010	1083	100%
Fall 2010	1003	100%
Spring 2011	1118	100%
Fall 2011	934	100%
Spring 2012	997	100%
Fall 2012	942	100%
Spring 2013	899	100%

Table 7.5.6: South Carolina Counties With One Percent or More of All Lander Students						
Counties in bold font are those in Lander's seven county service area. (Edgefield and McCormick Counties are in Lander's service area but are represented in the student body by less than 1% of students enrolled.)						
County	2008	2009	2010	2011	2012	Percentage
Greenwood	688	687	644	591	583	19.1%
Greenville	233	274	277	289	262	8.6%
Anderson	191	214	238	240	230	7.5%
Richland	126	157	173	196	216	7.1%
Laurens	169	158	182	187	170	5.6%
Lexington	106	122	170	163	151	5.0%
Abbeville	135	134	137	155	149	4.9%
Spartanburg	88	95	112	126	110	3.6%
York	37	38	47	58	76	2.5%
Aiken	45	57	70	59	69	2.3%
Newberry	62	64	55	52	54	1.8%
Berkeley	36	48	62	55	52	1.7%
Charleston	38	41	51	55	49	1.6%
Orangeburg	22	37	35	41	48	1.6%
Pickens	38	33	37	45	44	1.4%
Saluda	54	58	60	51	37	1.2%
Florence	24	26	43	35	36	1.2%
Fairfield	8	14	25	29	34	1.1%
Oconee	30	25	37	29	32	1.0%
Dorchester	17	21	25	26	31	1.0%
Chester	14	9	14	15	29	1.0%
Kershaw	13	14	30	36	29	1.0%

Table 7.5.7: Full-time Equivalent (FTE) Student/Full-time Faculty FTE Ratio					
Institution	2011	2010	2009	2008	2007
The Citadel	19.19	19.95	19.17	18.49	19.26

Coastal Carolina University	25.13	24.42	25.62	26.33	27.71
College of Charleston	21.53	21.30	21.41	20.69	21.16
Francis Marion University	18.61	17.80	17.95	17.05	17.11
Lander University	21.42	22.99	23.22	18.87	17.56
SC State University	19.18	18.68	18.24	20.08	21.30
USC Aiken	19.63	20.11	19.42	18.70	18.83
USC Beaufort	26.11	26.17	27.25	23.86	22.94
USC Upstate	24.79	24.98	24.32	21.75	22.14
Winthrop University	18.45	18.55	19.47	18.62	19.56

Table 7.5.8 Faculty With Tenure and Terminal Degree (Fall 2012 IPEDS Human Resources Survey)

Academic Year	Total Faculty	Total Number with Tenure	Total Number With Terminal Degree	Number Promoted in the Academic Year	Number Tenured in the Academic Year
2008-2009	121	42	78	8	7
2009-2010	119	49	76	5	4
2010-2011	122	44	83	5	4
2011-2012	134	49	86	10	6
2012-2013	155	60	99	8	5

Table 7.5.9: Bearcat Shop Performance

Academic Year	Revenue	Expenditures	Excess	Excess as % of Revenue
2008-2009	\$1,966,183.47	\$1,775,106.66	\$191,076.81	9.72%
2009-2010	\$2,089,299.59	\$1,945,715.51	\$143,584.08	6.87%
2010-2011	\$2,132,779.75	\$1,831,813.57	\$300,966.18	14.11%
2011-2012	\$2,123,999.06	\$1,896,926.11	\$227,072.95	10.69%
2012-2013	\$1,921,579.88	\$1,785,224.53	\$135,355.35	7.04%

Table 7.5.10: Freshmen Application History: Percent Accepted and Enrolled

As of September 13, 2013, 2012 results from the South Carolina Commission on Higher Education were not available to the institution.

Institution	2011	2010	2009	2008	2007
College of Charleston	29.6%	25.5%	37.6%	30.6%	35.7%
Coastal Carolina University	27.3%	28.0%	27.6%	31.7%	36.5%
The Citadel	32.5%	33.4%	34.4%	39.9%	38.1%
Winthrop University	34.9%	34.4%	34.3%	37.4%	38.6%
SC State University	26.5%	27.8%	24.9%	30.5%	38.7%
Francis Marion University	32.9%	34.5%	41.1%	41.1%	44.3%
Lander University	43.4%	51.0%	44.9%	55.9%	45.8%
USC Upstate	39.8%	42.4%	43.6%	43.8%	47.0%
USC Aiken	43.3%	46.1%	30.7%	44.8%	49.8%

USC Beaufort	40.4%	40.9%	42.2%	43.7%	50.0%
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Table 7.5.11: University Committees Dealing With Safe, Secure, and Healthy Working Environment	
Committee	Function
Blood Borne Pathogens Committee	Focuses on eliminating or minimizing exposure to blood or other potentially infectious materials
Committee on the Disabled	Reviews issues related to access and reasonable accommodations for faculty, staff, and students
Ethics in Research Committee	Assures adherence to regulations of the U. S. Department of Health and Human Services and the U. S. Public Health Services' Policy on Humane Care and Use of Laboratory Animals
Parking and Traffic Committee	Reviews traffic and parking regulations
Public Safety Committee	Reviews recommendations concerning safety on campus, especially for hazardous weather, lighting, safety and security of individuals and their property
Student Health Advisory Committee	Develops annual program for health education presentations and activities

Table 7.5.12: Information Technology Services Work Orders		
Academic Year	Total Work Requests	Completed
2008-2009	1,856	99.5% (1,847)
2009-2010	1465	97.4% (1,428)
2010-2011	1549	96.8% (1,500)
2011-2012	1,911	98.6% (1,885)
2012-2013	1,240	94.2% (1169)

Table 7.5.13: Health Services - Number Served				
2008-09	2009-10	2010-11	2011-12	2012-13
1,720	2,503	2,601	2,755	2,424

Chart 7.5.14: Number of Faculty Engaged in Scholarly Activity (Faculty Development Grants)

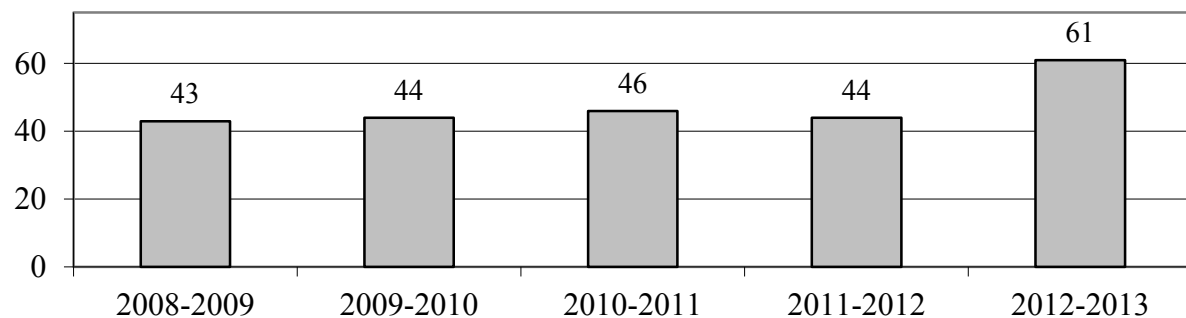


Table 7.5.15: Percent of First-Time Freshmen Meeting High School Course Prerequisites					
As of September 13, 2013, 2012 results from the South Carolina Commission on Higher Education were not available to the institution.					
Institution	2011	2010	2009	2008	2007
USC Beaufort	73.3%	83.9%	87.1%	78.8%	72.5%
USC Aiken	81.1%	94.8%	96.3%	93.8%	84.1%
The Citadel	88.7%	91.5%	93.2%	90.9%	89.0%
Winthrop University	90.6%	95.3%	92.9%	92.8%	90.4%
Lander University	88.4%	91.1%	88.2%	97.9%	91.7%
Coastal Carolina University	92.3%	96.5%	95.3%	97.0%	92.3%
USC Upstate	82.3%	91.4%	92.3%	91.7%	93.9%
SC State University	97.6%	97.3%	N/A	97.9%	95.3%
Francis Marion University	89.8%	91.5%	90.8%	93.1%	95.5%
College of Charleston	99.0%	99.1%	99.3%	97.8%	99.2%

Table 7.5.16: Programs Not Meeting CHE Productivity Standards						
Program	Measure	2005-2009 Rolling Average	2006-2010 Rolling Average	2007-2011 Rolling Average	2008-2012 Rolling Average	2009-2013 Rolling Average
Spanish	Degrees Conferred	3.0	2.6	2.2	3.0	3.2
	Major Headcount	11.8	11.0	10.6	11.2	11.6

Table 7.5.17: Physical Plant Work Orders						
Academic Year	Total Work Requests	Completed	Declined	Forwarded	Voided	Duplicates
2008-2009	3,953	3,746	18	0	3	5
2009-2010	4,266	4,000	2	0	15	4
2010-2011	5,185	4,711	9	0	14	7
2011-2012	5,308	4,838	3	0	13	4
2012-2013	5,270	5,011	1	0	0	0

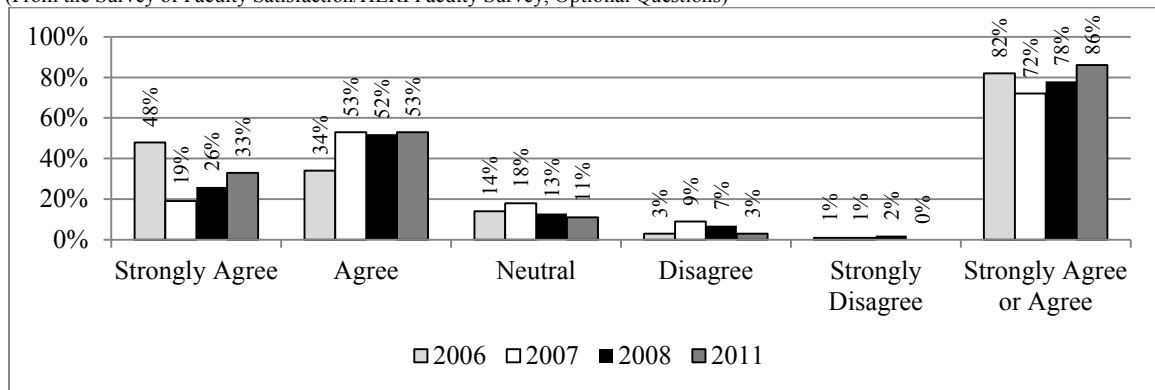
7.6 What are your performance levels for your key measures related to leadership and social responsibility:

a. accomplishment of your organizational strategy and action plans

The Strategic Plan has five Strategic Goals: Learning, Enrollment, Linkages, Environment, and Accountability.

Chart 7.6.a.1: I know Lander University's mission (what it's trying to accomplish).

(From the Survey of Faculty Satisfaction/HERI Faculty Survey, Optional Questions)



b. stakeholder trust in your senior leaders and the governance of your organization

Chart 7.6.b.1: Lander University obeys laws and regulations.

(From the Survey of Faculty Satisfaction/HERI Faculty Survey, Optional Questions)

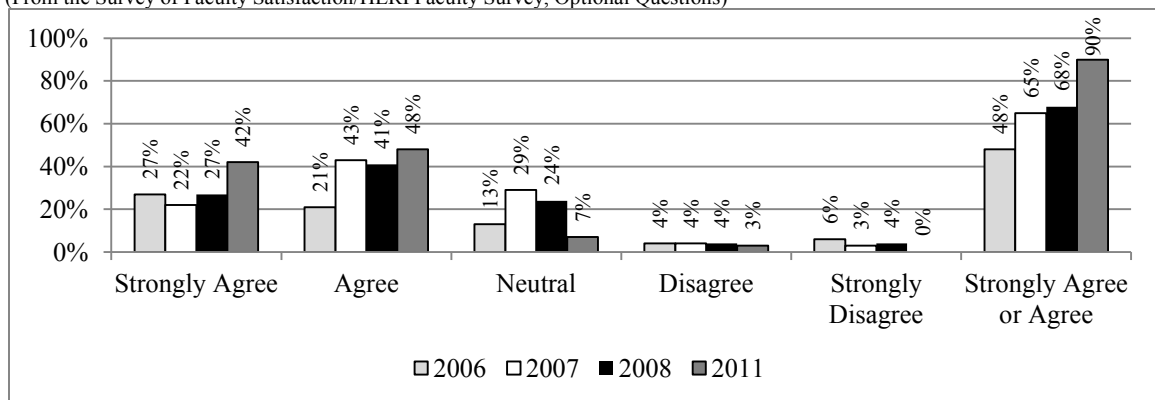


Chart 7.6.b.2: Lander University has high standards and ethics.

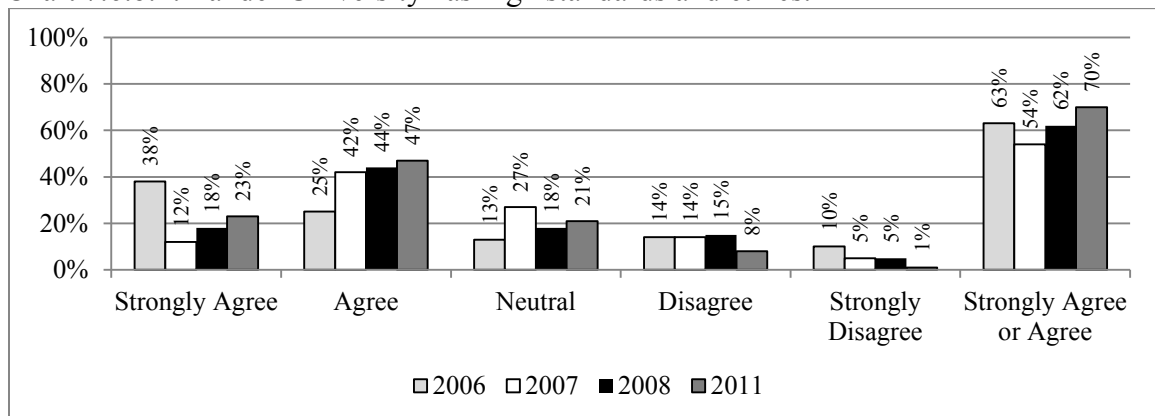


Chart 7.6.b.3: Lander University's senior leaders share information about the organization.

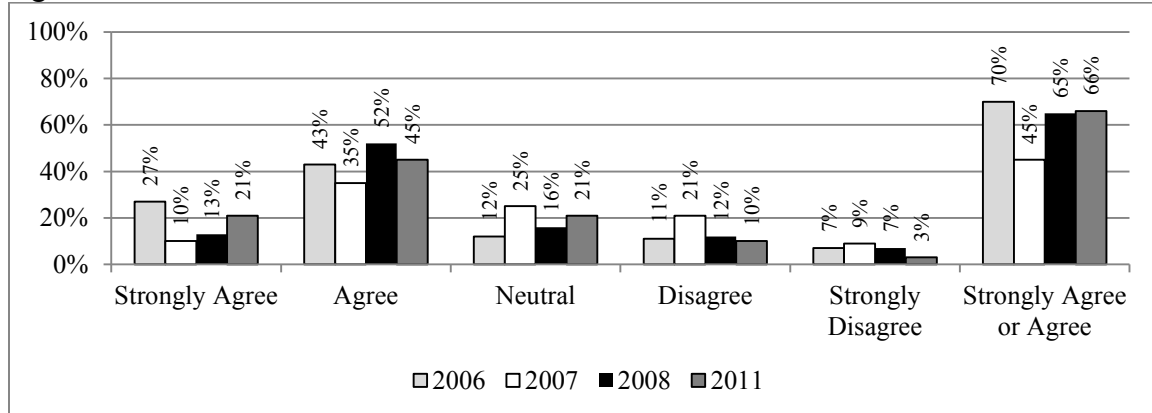
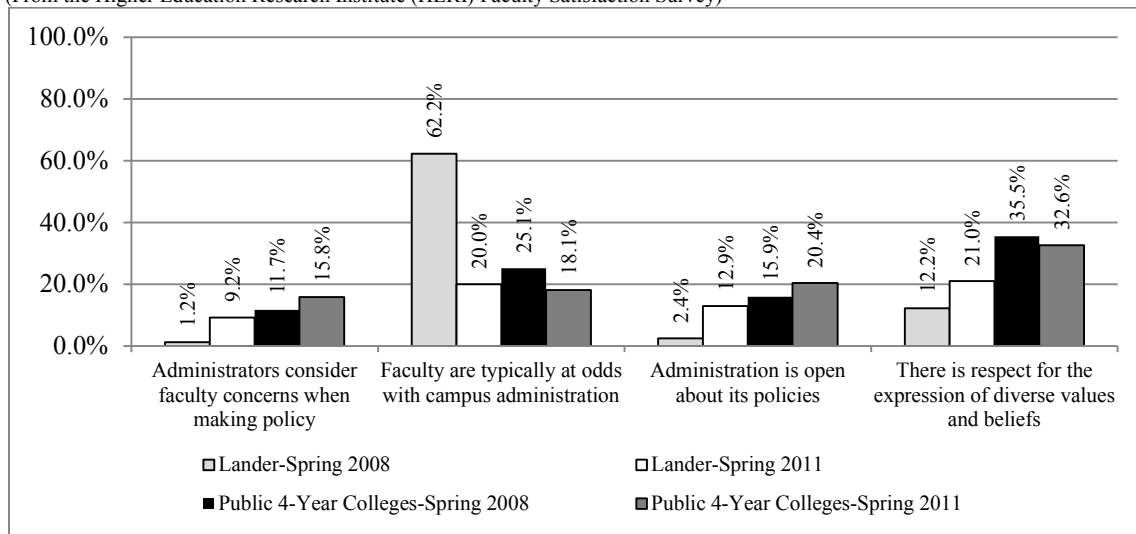


Chart 7.6.b.4: Attributes noted as being “very descriptive” of Lander.

(From the Higher Education Research Institute (HERI) Faculty Satisfaction Survey)



c. *fiscal accountability; and, regulatory, safety, accreditation, and legal compliance*

Lander undergoes an annual audit by independent auditors on the financial reports of the University. Lander has had no reportable findings, as illustrated by the auditor’s reports from the past four years. The state of South Carolina has legislative auditors on staff that performs periodic audits on various functions on the Lander campus. The last state legislative audit was for the year ending June 30, 2000. State procurement audits are performed every three years, the most recent being for the period ended 2002 and June 30, 2005. These audits have been consistently favorable with only minor suggestions and corrections made.

Table 7.6.c.1: Accredited Academic Programs			
Accreditation Agency	Program/Unit	Date of Last Review	Date of Next Review
Association to Advance Collegiate Schools of Business	Business Administration	2008	2013

(AACSB) International			
Commission on Accreditation of Athletic Training Education (CAATE)	Athletic Training	2007	2017
Southern Association of Colleges and Schools Commission on Colleges (SACS)	Institutional	2007	2017
National Association of Schools of Art and design (NASAD)	Visual Art	2012	2022
National Association of Schools of Music (NASM)	Music	2003	2013
National Council for Accreditation of Teacher Education Certification (NCATE)	Department of Teacher Education	2012	2019
Commission on Collegiate Nursing Education (CCNE)	Nursing	2010	2016
Montessori Accrediting Council for Teacher Education (MACTE)	Montessori Teacher Education	Age 3-6 (Preschool): 2009 Grades 1-3: 2006	Age 3-6 (Preschool): 2016 Grades 1-3: 2013

From the Survey of Faculty Satisfaction/HERI Faculty Survey, Optional Questions:
Chart 7.6.c.2: I have a safe workplace.

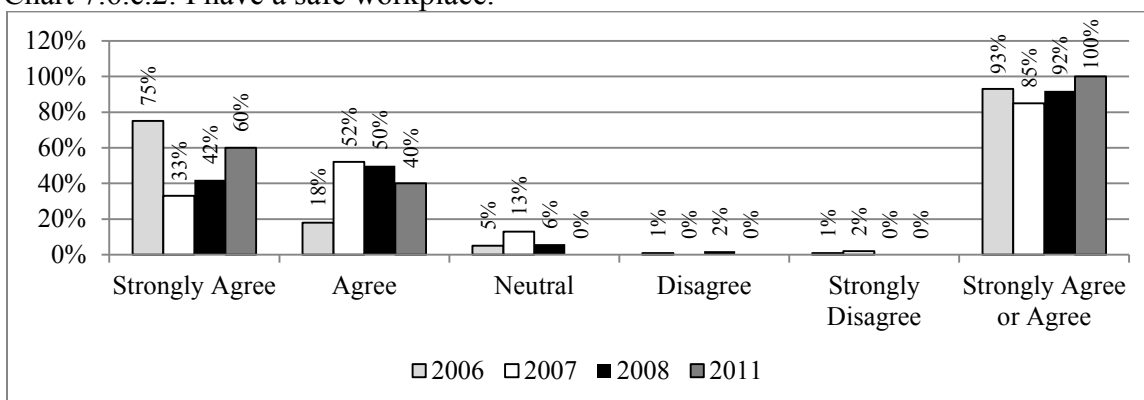


Table 7.6.c.3: Police Officers at Lander University are on duty 24/7/Safety			
Academic Year	Number of Police Officers	Number of Emergency Telephones	Number of Surveillance Cameras
2008-2009	10	27	139
2009-2010	13	27	139
2010-2011	13	36	143
2011-2012	13	34	147
2012-2013	13	36	239

Table 7.6.c.4: Campus Incidents					
Type of Incident	2008	2009	2010	2011	2012
Alcohol	23	44	35	54	103
Aggravated Assault	0	0	1	2	0
Arson	0	0	0	0	0
Auto Theft	3	0	0	0	0
Burglary	4	9	2	5	7
Criminal Sexual Conduct	1	0	1	1	3
Drugs	8	4	11	12	16
Hate Crime	0	0	0	0	0
Murder	0	0	0	0	0
Robbery	0	0	0	0	0
Weapons Law Violation	1	0	3	0	4
Total Incidents	36	57	53	74	136

d. *organizational citizenship in support of your key communities?*

Table 7.6.d.1: Study Abroad Activities, Opportunities for Experiencing Other Cultures				
Academic Year	# Spring Break and Summer Study Tours Offered	# Students in Study Tours	# Students at a Foreign University During Fall and/or Spring Semesters	# Students in Summer Programs at Foreign Universities
2008-2009	2	18	6	2
2009-2010	4	37	15	1
2010-2011	3	19	13	7
2011-2012	4	19	19	6
2012-2013	7	67	21	4

Table 7.6.d.2: Lander Career Links			
Lander Career Link is an online job posting service. Students can search for jobs, internships, co-ops, and volunteer opportunities. Employers have to register and be approved by the Office of Career Services.			
Academic Year	New Students & Alumni Registered	New Jobs Posted	New Employers Registered
2008-2009	361	146	71
2009-2010	171	63	142
2010-2011	254	225	68

2011-2012	161	204	82
2012-2013	286	258	98

Table 7.6.d.3: Events to Recruit Students				
2007-08	2009-10	2010-11	2011-12	2012-13
429	1,047	1,207	1,132	1,059

Table 7.6.d.4: Internships, Coops and Experience Your Education (EYE) Students				
Academic Year	Sections	Students	Majors/Areas	EYE Students
2008-2009	75	319	17	N/A
2009-2010	68	355	18	308
2010-2011	61	344	16	481
2011-2012	62	279	21	701
2012-2013	70	251	22	985

Table 7.6.d.5: GLPA Outreach Students Attending Performances				
Academic Year	Number of School Districts	Number of Schools	Number of Students	Number of Performances
2008-2009	6	28	5,596	13
2009-2010	5	27	3,648	8
2010-2011	5	29	6,708	12
2011-2012	5	28	3,973	8
2012-2013	5	26	4,125	9

Table 7.6.d.6: Number of New Scholarships Due to Comprehensive Campaign					
Number of Scholarships	2008-09	2009-10	2010-11	2011-12	2012-13
	15	11	9	13	13

Accountability Report Transmittal Form

Organization Name:	Lander University
Date of Submission:	September 13, 2013
Organization Director:	Daniel W. Ball
Organization Contact Person:	Tom Nelson
Organization Contact's Telephone Number:	864.388.8914