

## **Accountability Report Transmittal Form**

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|---|-------------------------|
| <b>Agency Name:</b>                           | College of Charleston   |
| <b>Date of Submission:</b>                    | September 13, 2007      |
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# COLLEGE OF CHARLESTON

## 2006-2007 ACCOUNTABILITY REPORT

SUBMITTED BY THE  
OFFICE OF ACCOUNTABILITY, ACCREDITATION,  
PLANNING AND ASSESSMENT

SEPTEMBER 14, 2007

The College of Charleston is committed to “providing a high quality education in the arts and sciences, education and business,” as declared in the institution’s mission statement:

*The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Low country and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.*

*The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and attracts students from national and international communities. The College provides students a community in which to engage in original*

*inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.*

*In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters’ degree programs, which are compatible with the community and the state. As a prominent component of the state’s higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Low country of South Carolina.*

Faculty and staff strive to support the academic mission of the College; to create a community of scholars and an atmosphere of mutual trust and respect among all College constituents; and to encourage and support an active intellectual, cultural and social life on the campus beyond the classroom. To this end, all members of the College community are committed to the following Core Values:

- **Integrity** Adherence to the highest ethical standards in all our professional obligations and personal responsibilities
- **Academic Excellence** Commitment to a dynamic intellectual community, high academic standards, strong academic programs and a high quality faculty of engaged and engaging teacher-scholars
- **Liberal Arts Education** Dedication to a Liberal Arts & Sciences education that encourages intellectual curiosity and fosters each student’s ability to think creatively and analyze, synthesize, apply and communicate knowledge from many sources
- **Respect for the Individual Student** Devotion to the intellectual, ethical and social development of each student
- **Diversity** Commitment to a globally oriented and diverse academic community
- **Community** Commitment to compassion, mutual trust, respect, civility, collegial shared governance, teamwork and the general welfare of the institution and the individual
- **Public Mission** Commitment to our social responsibilities and to serving the educational needs of the state of South Carolina and our community

In the past year, the College has made great strides in the pursuit of improvement of programs and services. The Quality Enhancement Plan completed as a part of the Southern Association of Colleges and Schools (SACS) reaffirmation of accreditation, creates a comprehensive first-year experience for entering students. The Keystone Program that provides a bridge between students at Trident Technical College and the College of Charleston for those who wish to transfer is now operative. A new Graduate Student Organization was created and went into effect summer 2007. Grading standards were raised with the full implementation of a plus/minus grading system. The Avery Scholarship program, designed to recruit and retain a diverse student population, was approved and instituted and the Partnerships in Education, cooperative arrangements with school districts and area schools, were expanded. The physical footprint of the institution changed in 2006-2007 with the opening of the new School of Education, Health and Human Performance on St. Philip Street. A new residence hall housing an additional 650 students and cafeteria were completed and opened for the fall 2007 semester, and groundbreaking and construction began on additions to the School of the Arts and the Athletic Center. Funding was secured for a new building for the School of Sciences and Math at the corner of Calhoun and Coming streets. The Carter Center in Real Estate within the School of Business Beatty Center Building was funded with a combination of private philanthropy and public funds. The Center was completed in spring of 2007 and courses in real estate were added in the academic area of finance.

The College also continued its trend of financial stability, which is defined as the sound financial base and adequate physical resources to meet the College’s mission and maintain the exceptional quality of our educational and co-curricular experiences for students regardless of fluctuations in enrollments, state appropriations or other

revenue sources. Audited financial statements document a consistent pattern of growth in revenue, expenditures, and net assets. The most recent audit (FY06) confirms the College's financial strength with net assets of \$133.1 million which is an increase of \$9.3 million over the previous year.

During the 2006-2007 academic year, the College participated in additional external reviews and accreditations:

- The institution prepared for and participated in a reaffirmation of accreditation through the Commission on Colleges Southern Association of Colleges and Schools (SACS). The Compliance Audit Report was completed in September 2006, the Focused Report in January 2007, the Quality Enhancement Plan (QEP) in February 2007, and the On-Site Committee Visit took place March 19-22, 2007. The College received only two recommendations from this visit. Reaffirmation is expected during the December 2007 Annual SACS Conference in New Orleans.
- The College's Theatre Program was reviewed in spring 2007 by the National Association of Schools of Theatre (NAST). The accreditation process will conclude at the NAST Annual Meeting in March 2008.
- Additionally, the Commission on Peer Review and Accreditation (COPRA)/National Association of Schools of Public Affairs and Administration (NASPAA) has accredited the Joint Master of Public Administration at the College of Charleston and the University of South Carolina for one year.

Examining the College's accomplishments from a "big picture" point of view reveals that the institution has successfully completed the first phase of its Strategic Plan. The first strategic plan had six main objectives: strengthen student learning; assure a high quality, diverse, and engaged student body; assure a high quality and diverse faculty and staff; enhance relationships with constituents; enhance campus environment and technology infrastructure; and improve institutional effectiveness. Phase I successes are now seen in the daily life of the College, from the improved quality of the students we attract (e.g., 1220 average SAT scores is the highest in the history of the institution) to the quality of the facilities we currently provide (e.g., new School of Education, Health and Human Performance, renovated student center, new School of Business, and the new Addlestone Library) or will soon provide (e.g., new School of Sciences and Math, new School of the Arts addition, new Arena, and Dixie Plantation project).

Over the past year, the College completed a search for a new President, hiring Dr. P. George Benson, who arrived on campus February 15, 2007. Dr. Benson has spent the past months conducting a review of all services and has begun a new phase of strategic planning. Annual assessment at the College also continues under the direction of the Office of Accountability, Accreditation, Planning and Assessment. The College of Charleston has in place an annual planning and assessment cycle based on the Nichol's model that will be significantly revised over the next two years in order to create a new assessment system that is more responsive to the need for assessment of student learning outcomes. Included in this assessment is a plan to assess the general education program at the College of Charleston, as well as to participate in assessment of many aspects of the First Year Experience as a part of the Quality Enhancement Plan for SACS. Other programs and services are assessed regularly both from the standpoint of customer satisfaction and needs assessment to ensure adequate services for the College.

Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals are outlined in the College's Planning Assumptions. The Planning Assumptions summarize the "environmental scan" of the institution and its place in, among other factors, the South Carolina State Budget. These Planning Assumptions inform departmental Annual Action Plans, which draw departmental goals directly from the College of Charleston Mission and Strategic Plan. Issues in the Planning Assumptions include:

- While the State's economy has enjoyed several years of sustained economic growth, the economy slowed at the close of the last fiscal year and economic growth in the upcoming year may not be at the level of the previous two years. With continued budgetary demands, particularly in the area of funding secondary education, the Legislature will have difficulty significantly increasing higher education's appropriation.

- The budget process will be tied more directly to strategic initiatives evolving from a new strategic planning process beginning in the fall of 2007. As the process identifies programmatic and institutional needs, there will be a review by the President in conjunction with Senior Staff to allocate funding to the highest priorities for 2008-09.
- Opportunities will continue to exist for additional funding from alternate sources such as grants, private gifts and public/private initiatives; however, these funds will generally be restricted to specific programs and projects. Any increase in unrestricted funds is unlikely to be sufficient to fund new initiatives after the offset for inflation in existing programs. The primary revenue sources for new initiatives will, therefore, depend upon the department's ability to locate new and reallocate existing resources.
- Revenues from student fees remain the most significant source to meet any state budget reductions and to fund new initiatives and programs at the College. The ability of the College to increase student fees is dependent both upon the College's ability to determine the appropriate level of increases based on projected needs as well as the College's ability to demonstrate how these additional funds will improve program quality and distinctiveness, student learning, and retention. The College had an overall single digit fee increase last year and anticipates a comparable increase this year. The majority of the funds generated from a moderate fee increase will be necessary to cover inflation, possible mandated pay increases, etc.
- There will be continued external demand from the State government, Federal government, and from SACS, as well as increasing internal need, to demonstrate through credible measures institutional effectiveness in the delivery and quality of programs; the utilization and delivery of administrative processes; and the allocation and usage of scarce resources.
- Outcome measures, especially those which focus on student learning and persistence, are going to be increasingly important at both the state and federal levels. Current efforts are underway at the state level to revise the measures associated with performance funding and to institute new accountability measures and reporting requirements on the State's public colleges and universities. SACS guidelines require that campus-wide assessment focuses on student learning outcomes; how do we prove that we are doing what we say we are doing?

Engaging in the Accountability Report process has allowed the College to establish a baseline of performance excellence. Through the inspection and analysis of goals, plans, and measurements, the institution's strengths and challenges have emerged. While the Accountability Report provides a golden opportunity to examine the priorities of the College, it is only one part of a continuing commitment to and quest for excellence in programs and services. The Accountability Report will shape the College's focus on quality enhancement and impact future goals, plans, and measurements.

*The following College of Charleston programs and services are offered on campus in a traditional college setting:*

**EDUCATIONAL PROGRAMS  
(UNDERGRADUATE)**

Accounting & Legal Studies  
 Anthropology  
 Art History  
 Arts Management  
 Astronomy  
 Astrophysics  
 Athletic Training  
 Biochemistry  
 Biology  
 Business Administration  
 Chemistry  
 Classics  
 Communication  
 Computer Information Systems  
 Computer Science  
 Discovery Informatics  
 Early Childhood Education  
 Economics  
 Elementary/Early Childhood Education  
 English  
 French  
 Geology  
 German  
 Historic Preservation and Community Planning  
 History  
 Hospitality & Tourism  
 International Business  
 Latin American and Caribbean Studies

Marine Biology  
 Mathematics  
 Middle Level Education  
 Music  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religious Studies  
 Sociology  
 Spanish  
 Special Education  
 Studio Art  
 Theatre  
 Urban Studies

**EDUCATIONAL PROGRAMS  
(GRADUATE)**

Accountancy, M.S.  
 Bilingual Legal Interpreting, M.A.  
 Communication, M.A.  
 Computer and Information Sciences, M.S.  
 Early Childhood Education, M.A.T.  
 Early Childhood Education, M.Ed.  
 Elementary Education, M.A.T.  
 Elementary Education, M.Ed.  
 English, M.A.  
 Environmental Studies, M.S.  
 Historic Preservation, M.S.

History, M.A.  
 Languages, M.Ed.  
 Marine Biology, M.S.  
 Mathematics, M.S.  
 Middle Level Education, M.Ed.  
 Performing Arts, M.A.T.  
 Public Administration, M.P.A.  
 Science and Mathematics, M.Ed.  
 Special Education, M.Ed.

**OFFERINGS AND SERVICES**

Academic Advising and Planning Center  
 Campus Recreation Services  
 Career Services  
 Center for Disability Services  
 Center for Student Learning  
 College of Charleston Libraries  
 Counseling and Substance Abuse Services  
 Honors College  
 Information Technology Literacy Assessment  
 Intercultural Programs  
 Learning Communities  
 New Student Programs  
 Residence Life and Housing  
 Service Learning  
 Student Health Services  
 Technology Support  
 Writer's Group

*The College's key student segments:*

High school students, transfer students, adult students, visiting students and international students

*Stakeholder groups fall into two categories:*

- **External**—freshmen and transfer students from both in-state and out-of-state, working adults and professional seeking graduate degrees and professional development, parents, high school and community college guidance personnel, state legislators, and donors. These groups expect access to a high quality undergraduate educational experience.
- **Internal**—faculty, administrators, board of trustees and currently enrolled students. These groups expect delivery of high quality services, expertise of personnel, student retention, and assessment of the undergraduate student experience.

*Market segments:*

The College has a presence in 49 states, D.C., Virgin Islands and Puerto Rico in addition to 74 foreign countries. Primary markets include: South Carolina, North Carolina, Georgia, Virginia, Maryland and Tennessee, and Ohio. Secondary markets include: New Jersey, Pennsylvania, New York, Connecticut, and Tennessee.

*The College has three operating locations:*

- College of Charleston: Charleston, South Carolina
- College of Charleston North: North Charleston, South Carolina
- Grice Marine Laboratory: Charleston, South Carolina (James Island)

*Number of employees segmented by faculty, staff, full-time, part-time*

Supporting the student body are over 720 executive, administrative and professional full-time permanent staff, approximately 350 temporary staff, and almost 900 full- and part-time faculty. In addition, the College employs over 1,100 students in work-study and non-work-study positions and graduate assistantships, giving a total working population of approximately 3,100 employees per semester.

*The College follows policies set forth by the following regulatory authorities:*

- South Carolina state agencies, such as the Office of Human Resources and the Budget and Control Board
- South Carolina Commission on Higher Education
- Southern Association of Colleges and Schools Commission on Colleges

*Three systems of governance exist at the College:*

- Board of Trustees → President → Senior Leaders
- Faculty Senate → Standing Senate Committees and Faculty Committees
- Student Government Association

The Board of Trustees is charged with setting policy for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. Although the Board delegates the administration of the campus under its authority to the President of the College, its right to intervene in all matters pertaining to the College is not abrogated by this delegation of authority. The President serves as the official medium of communications between the Board of Trustees and the College faculty, administrative officers, individual members of the staff, college organizations, student organizations, and students. The senior administrators as well as the academic deans are appointed by the President in accordance with the Board of Trustees By-laws. Senior administrators and academic deans are responsible for the administrative and policy-making functions for their division, school, department, or office. Other responsibilities for policy-making are laid out in the College of Charleston Faculty/Administration Manual and are approved through the Faculty Senate. The Student Government Association (SGA) is the governing force for the student body; every enrolled College of Charleston student is automatically a member. Elected by the student body each year, SGA officers provide a strong voice in articulating students concerns and take an active role in improving student life at the College.

*The College's key suppliers and partners include:*

- All secondary schools within South Carolina
- Approximately 770 per semester out-of-state secondary schools
- Sixteen community colleges within South Carolina
- Approximately 40 out-of-state community colleges

*Key competitors of the College:*

|                              |                                |                              |
|------------------------------|--------------------------------|------------------------------|
| Appalachian State University | Penn State University          | University of North Carolina |
| Boston University            | College Park                   | Wilmington                   |
| Clemson University           | Presbyterian College           | University of Richmond       |
| Coastal Carolina University  | Tulane University              | University of South Carolina |
| Davidson College             | University of Delaware         | University of Virginia       |
| Elon University              | University of Georgia          | Vanderbilt University        |
| Emory University             | University of Maryland College | Virginia Tech                |
| Furman University            | Park                           | Villanova University         |
| George Washington University | University of Miami            | Wake Forest University       |
| James Madison University     | University of North            | Winthrop University          |
| Miami University Oxford      | Carolina Chapel Hill           | Wofford College              |
| New York University          |                                |                              |

*Factors influencing success:*

- Public institution with the feel, classroom sizes, and faculty-student interaction more typically associated with private colleges and universities
- Academic programs and research opportunities of a mid-size university within a small college atmosphere
- Outstanding coastal, cosmopolitan city which serves as a laboratory for our students
- Opportunities for students to customize their educations by combining majors, minors, and concentrations with overseas study, research and job-related opportunities
- Affordability
- Excellent enrollments that have resulted in increase academic standards for admissions and increases in retention
- Solvent financial situation with excellent bond ratings

*Changes impacting on competitive situation:*

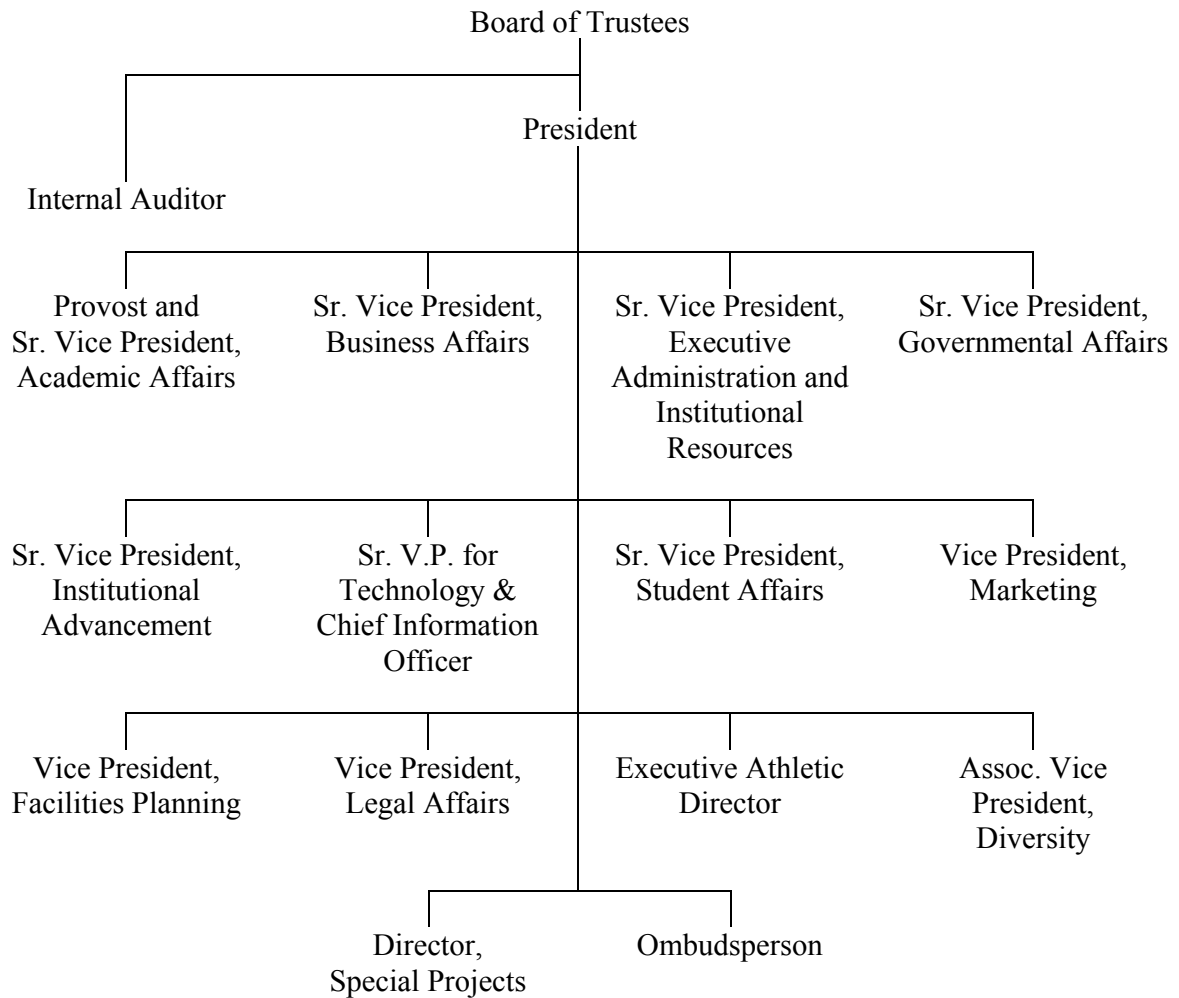
- State appropriations
- Potential decline in federal student financial aid
- Limited human and financial capital to support the increasing demands to fund technology, address issues of security, and institutionally supported research and development

*A number of performance improvement systems function at the College. These systems bring to light any challenges that must be addressed in order to improve the efficacy of the College's programs and services.*

- **Regional accreditation** The College undergoes SACS accreditation every ten years. Reaffirmation of accreditation is expected December 2007.
- **Discipline-based accreditation** In the last three years, programs and departments at the College have been accredited by the NCAA, the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), and the National Association of Schools of Music (NASM). One additional accreditation was added in 2007: the National Association of Schools of Public Affairs and Administration (NASPAA) for the Joint Master of Public Administration at the College of Charleston and the University of South Carolina. The National Association of Schools of Theatre (NAST) conducted its on-site visit in spring 2007 and its decision on accreditation will be announced March 2008.
- **Program Reviews** Although no longer required, the College follows Program Review procedures set forth by the CHE to review programs that do not undergo discipline-based accreditation.
- **Assessment Process** Each academic and administrative department participates in the College's assessment process.
- **Institutional Effectiveness Report** The College submits an annual Institutional Effectiveness Report to the CHE that addresses such issues as academic assessment outcomes and plans for improvement, graduation rates, minority enrollment, professional examination scores, and more.
- **Accountability Report** Establishing the baseline with the 2005-2006 Accountability Report allows the College to more easily recognize areas needing attention.
- **Faculty Evaluation and Employee Performance Management Systems** These systems provide a structure for annual faculty, unclassified, and classified College employee evaluations.



*The organizational structure of the College's senior staff illustrates the relationship between academic and administrative players:*



**College of Charleston Accountability Report Appropriations/Expenditures Chart  
Base Budget Expenditures and Appropriations**

| Major Budget Categories       | FY 05-06 Actual Expenditures |               | FY 06-07 Actual Expenditures |               | FY 07-08 Appropriations Act |               |
|-------------------------------|------------------------------|---------------|------------------------------|---------------|-----------------------------|---------------|
|                               | Total Funds                  | General Funds | Total Funds Unaudited        | General Funds | Total Funds                 | General Funds |
| Personal Service              | \$ 75,603,427                | \$ 23,586,203 | \$ 79,036,976                | \$ 24,482,826 | \$ 85,923,998               | \$ 25,515,840 |
| Other Operating               | \$ 59,886,437                |               | \$ 57,329,763                |               | \$ 76,997,380               |               |
| Special Items                 | \$ 2,076,367                 | \$ 2,076,367  | \$ 2,076,367                 | \$ 2,076,367  | \$ 4,192,131                | \$ 4,192,131  |
| Permanent Improvements        |                              |               |                              |               |                             |               |
| Case Services                 |                              |               |                              |               |                             |               |
| Distributions to Subdivisions |                              |               |                              |               |                             |               |
| Fringe Benefits               | \$ 17,925,311                | \$ 3,620,483  | \$ 19,076,761                | \$ 3,758,115  | \$ 19,958,746               | \$ 3,758,115  |
| Non-recurring                 | \$ 329,000                   | \$ 329,000    | \$ 6,290,002                 | \$ 6,290,002  | \$ 3,700,000                | \$ 3,700,000  |
| <b>Total</b>                  | \$ 155,820,542               | \$ 29,612,053 | \$ 163,809,869               | \$ 36,607,310 | \$ 190,772,255              | \$ 37,166,086 |

**Other Expenditures**

| Sources of Funds      | FY 05-06 Actual Expenditures | FY 06-07 Actual Expenditures |
|-----------------------|------------------------------|------------------------------|
| Supplemental Bills    | \$ 329,000                   | \$ 6,290,002                 |
| Capital Reserve Funds |                              |                              |
| Bonds                 |                              |                              |

**College of Charleston Major Program Areas**

| <b>Program Number and Title</b>        | <b>Major Program Area Purpose (Brief)</b>  | <b>FY 05-06 Budget Expenditures</b>   |  | <b>FY 06-07 Budget Expenditures</b>   |  | <b>Key Cross References for Financial Results</b> |
|--|--|---|--|---|--|---|
| 368-372<br>Instruction                 | To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston.   | <b>State:</b> 12,631,516.00<br><b>Federal:</b> 568,155.00<br><b>Other:</b> 39,500,301.00<br><b>Total:</b> 52,699,972.00<br><b>% of Total Budget:</b> 33.73% |  | <b>State:</b> 14,079,460.00<br><b>Federal:</b> 328,950.00<br><b>Other:</b> 46,794,865.00<br><b>Total:</b> 61,203,275.00<br><b>% of Total Budget:</b> 35.43% |  |   |
| 378<br>Institutional Support           | To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations, development | <b>State:</b> 5,160,712.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 15,831,906.00<br><b>Total:</b> 20,992,618.00<br><b>% of Total Budget:</b> 13.44%        |  | <b>State:</b> 3,406,628.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 10,400,037.00<br><b>Total:</b> 13,806,665.00<br><b>% of Total Budget:</b> 8.00%         |  |   |
| 379 Operation and Maintenance of Plant | To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution             | <b>State:</b> 3,221,112.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 9,881,649.00<br><b>Total:</b> 13,102,761.00<br><b>% of Total Budget:</b> 8.39%          |  | <b>State:</b> 4,202,728.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 12,877,838.00<br><b>Total:</b> 17,080,566.00<br><b>% of Total Budget:</b> 9.89%         |  |   |
| 380<br>Scholarships and Fellowships    | To provide financial assistance to those students demonstrating exceptional abilities (merit) and/or financial inability to bear the cost of their education (need).           | <b>State:</b> 0.00<br><b>Federal:</b> 6,600,085.00<br><b>Other:</b> 7,866,861.00<br><b>Total:</b> 14,466,946.00<br><b>% of Total Budget:</b> 9.26%          |  | <b>State:</b> 0.00<br><b>Federal:</b> 5,500,000.00<br><b>Other:</b> 10,086,933.00<br><b>Total:</b> 15,586,933.00<br><b>% of Total Budget:</b> 9.03%         |  |   |
| 384-391<br>Auxiliary Enterprises       | Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking, and Athletics  | <b>State:</b> 0.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 26,500,000.00<br><b>Total:</b> 26,500,000.00<br><b>% of Total Budget:</b> 16.96%                |  | <b>State:</b> 0.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 28,000,000.00<br><b>Total:</b> 28,000,000.00<br><b>% of Total Budget:</b> 16.22%                |  |   |

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

373 Research; 374 Public Service; 375 Acad Support-Other; 376 Acad Support-Libraries; 377 Student Services; 381-383;1549-1552;1694-1697....Special Items

|                                   |  |   |
|-----------------------------------|--|---|
| <b>Remainder of Expenditures:</b> | <b>State:</b> 7,003,512.00<br><b>Federal:</b> 2,831,760.00<br><b>Other:</b> 18,645,782.00<br><b>Total:</b> 28,481,054.00<br><b>% of Total Budget:</b> 18.22% | <b>State:</b> 13,884,239.00<br><b>Federal:</b> 4,171,050.00<br><b>Other:</b> 18,944,200.00<br><b>Total:</b> 36,999,489.00<br><b>% of Total Budget:</b> 21.43% |
|-----------------------------------|--|---|

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

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

- Dr. P. George Benson became the 21<sup>st</sup> President of the College of Charleston in February 2007. An interim president held the office from July 1, 2006-February 2007. It has been a transition year for senior leadership. Senior leaders continued to implement the existing plan to ensure a solid foundation for the next phase of planning. The College's strategic plans and its values are published on the College's website. The College's values are also displayed throughout the campus on posters.
- The College will enter into a second phase of strategic planning in 2007-08. Senior leaders will begin a new strategic planning process with the Board of Trustees in August 2007.
- Senior leaders continually assess programs and study multiple educational models to ensure that the College's core values promote collegiality and embrace cultural, geographical and intellectual diversity.
- Senior leaders continuously assess goals and evaluate budget issues that impact their areas of governance.
- The President holds weekly meetings with members of senior administration to discuss any major operations and/or initiatives occurring, to review current issues and priorities, and/or to gauge the direction in which the College is going.
- Members of senior administration hold meetings with their staff regularly.

*1.2 How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?*

- Senior leaders assess their respective departments every year to determine if their department's performance reflects the College's goals and objectives.
- Senior leaders submit annual reports, in which they identify what goals have been successfully achieved and what goals still need to be attained.
- Senior leaders adhere to the SACS accreditation process, which requires each unit to assess their performance and to devise a plan for areas of improvement.
- Senior leaders administer annual performance evaluations of their staff to assess performance and recommend ways to improve performance.
- Senior leaders are in the process of implementing a new campus-wide information technology system to improve the efficiency of all major operations within the College and improve the quality of services, communication, instruction, operations and outputs for the campus community.

*1.3 How do senior leaders promote and support an environment that fosters and requires legal and ethical behavior; and fiscal, legal, and regulatory accountability?*

- Senior leaders ensure that all College employees adhere to all state and federal regulations that apply to higher education institutions.
- Senior leaders have implemented internal policies and procedures, which are expected to be followed by all employees and/or students (i.e., Faculty/Administration Manual, Student Handbook; Student Code of Conduct, Alcohol/Drug Abuse Policy; Hazard Communication Policy; General Safety Policy; Sexual Harassment Policy). Policies are generally distributed to employees and students and/or are made accessible on the College's website.
- The College has offices to monitor compliance with state and federal laws (i.e., Legal Affairs; Human Resources; Human Relations and Minority Affairs Office; Center for Disability Services).
- The College has an internal auditor (reporting to the Board of Trustees) and a Board of Trustees' Audit Committee to review financial records and issue reports as appropriate in both fiscal and program areas. The College is also reviewed by the State Auditor's Office.
- Senior leaders prepare an annual operating budget and submit it to the Board for approval.
- The College's Board of Trustees receives quarterly updates of year-to-date actual revenue and expenditures and a comparison to budget.
- The College is audited on a periodic basis by the Division of General Services to ensure compliance with the provisions of the South Carolina Procurement Code.
- The College prepares annual reports of financial and operational data which are available to the General Assembly of South Carolina and the public for review.

*1.4 How do senior leaders create an environment for organizational, faculty, and staff learning?*

- The College offers faculty and staff the following learning opportunities:
  - Continuing education and skill enhancement courses
  - Credit courses
  - New-hire Faculty and Staff Orientation
  - Various training and personal and professional development courses are offered through Human Resources, the Library, Information Technology, Institutional Advancement and Career Services.
  - One-on-one instruction (i.e., technology)
  - Faculty sabbaticals
  - Faculty and faculty/student research initiatives
  - Professional development funding is provided for staff.

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

- Senior leaders promote and participate in succession planning within each of their respective departments by working one-on-one or offering staff cross training opportunities.
- Senior leaders encourage staff to seek specialized and/or enhancement training seminars and/or workshops to further develop their knowledge and skills.
- Employees are encouraged to apply for available positions, which are circulated via e-mail and posted on the Office of Human Resources' website.
- The reclassification system is used extensively to assess positions and responsibilities and band/classification changes are made as necessary.
- Succession planning is inherent in the faculty tenure and promotion process.
- The TERI Plan provides faculty and staff the opportunity to transition to retirement and/or a planned transition to redefined positions within the context of the organization.

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*1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?*

- The College rewards employee performance by administering merit increases when possible.
- The College celebrates faculty and staff service awards.
- The College developed mechanisms to foster career advancement for faculty through the faculty tenure and promotion process.
- The College encourages faculty participation in peer reviews and competitions for state, national, and international recognition.
- The College rewards and publicly recognizes distinguished faculty for teaching, researching, and advising.
- Senior leaders award staff in their respective departments for performance.

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*1.7 How does your organization evaluate the performance of your senior leaders, 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?*

- Senior leaders undergo annual evaluations by the President, which are based upon the key performance measures assigned in their respective departments to determine if the performance measures reflect the College's vision and overall strategic plan. Senior leaders use these performance reviews to determine what goals and objectives need to be set forth for the next year to accomplish the College's vision in their respective fields of expertise.
- The College's Board of Trustees is charged with evaluating the President of the College annually.
- Senior leaders also seek employee feedback through periodic employee surveys and routine staff meetings.
- Consultants are asked to evaluate programs or offices periodically to assist the institutions evaluation performance.

*1.8 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).*

- Each senior leader must present new initiatives, programs, and/or services their Department wants to implement for review by senior staff.
- Senior leaders engage in a rigorous review process and are expected to provide input before implementation so that all potential outcomes and/or consequences are discussed.
- Advisory committees and boards serve as review bodies and "sounding" boards for new programs and initiatives.

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*1.9 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, faculty and staff, and the organization's students contribute to improving these communities.*

- The College actively supports the community and encourages its employees and students to participate in and promote various local and state community programs and professional organizations such as the Chamber of Commerce, state, city and county boards, and service organizations.
- The College provides educational and cultural opportunities (i.e., credit courses, continuing education, musical events, plays, dance performances, lectures, poetry readings, and gallery exhibits). The College also sponsors and supports Division I and club sport athletic programs.
- The College collaborates and engages in partnerships with PK-12 schools, government, business and industry, community agencies, and post-secondary schools to further develop the academic and student learning experience.
- The College encourages employees to become involved with neighborhood associations and historic preservation groups to demonstrate its commitment to surrounding neighborhoods, as well as the city and state.
- Through payroll deduction and direct contributions, the College encourages employees to support the United Way, the College of Charleston Foundation and other community non-profit groups.

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

- a. Your organizations' strengths, weaknesses, opportunities and threats*
- b. Financial, regulatory, and other potential risks*
- c. Shifts in technology, student and community demographics, markets, and competition*
- d. Human resource capabilities and needs;*
- e. The opportunities and barriers you described in the Executive Summary (question 4);*
- f. Long-term organizational sustainability and organizational continuity in emergencies*
- g. Your ability to execute the strategic plan*

- In 2006, a five-year strategic planning process was brought to a close and plans began for a new strategic planning initiative.
- With the June 30, 2006 departure of former President Leo I. Higdon, strategic planning was put on hold until a new president could be hired.
- Under the Interim President, Conrad Festa, a new president, P. George Benson, was hired and began at the College in February 2007.
- During the first months of his presidency, Dr. Benson conducted a full environmental scan of the College of Charleston to help him assess strengths and weakness, opportunities and threats.
- Dr. Benson introduced a new strategic planning process to the Board of Trustees that will begin in the fall 2007. This process will include a SWOT analysis including a thorough examination of financial and regulatory risks, demographics, shifts in technology, human resource capabilities, long-term sustainability of the institution, and continuity in emergencies. Responses to the opportunities and barriers described in the Executive Summary, question 4, will also form a part of the new strategic planning process.
- An Emergency Management Team has been appointed that has comprehensively reviewed and revised the emergency planning process at the College of Charleston so that quick and adequate response is planned in the event of an emergency. The team, led by the Chief of Security, has developed a new plan that will be shared with the entire campus.

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*2.2 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?*

- The focus of strategic objectives at the College of Charleston centers on providing high-quality education to a diverse and engaged student body.
- Additionally, strategic goals and objectives require that in order to maintain those commitments the College must strengthen relationships with all constituent groups and must ensure a campus environment that has a sound technology infrastructure, engaging educational experiences, enhanced student learning opportunities, and methods of assessing the effectiveness of its programs and services.
- The current fiscal realities in the state and in the nation, present unique strategic challenges, as at its heart our mission is to provide quality education that is not economically beyond the reach of students in the State of South Carolina.
- Our strategic goal of improving institutional effectiveness challenges us to assess what we are doing to determine if it is effective from the student learning point of view, but also that provides programs and services that have a sound financial basis as well.
- State and Federal grants and private philanthropy must increase to meet the financial needs of the College without increased state support. A capital campaign will be launched in conjunction of the new strategic plan to address College priorities.
- In this way, the College will be poised to meet strategic challenges and to address the important goal of educational affordability for all South Carolina students through careful and prudent planning for the future.

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

- Each strategic planning process builds on the previous while seeking to improve the process based upon what was learned in the past.
- The new strategic planning process scheduled to begin fall 2007 will incorporate elements of past planning.
- An assessment and evaluation process will be built into the strategic planning process.

## CATEGORY 2: STRATEGIC PLANNING

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

- In the past, action plans have been developed and tracked by cross-divisional teams.
- The regular planning and assessment process in place at the College of Charleston also provides a tracking mechanism for key strategic objectives as administrative and academic departments must tie their goals to the overarching goals of the College and to the strategic planning goals in place at the time.
- Resources are allocated but through the strategic planning process by associating each allocation with a specific planning initiative. Resources are also through the departmental planning and budget cycle conducted annually.

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

- The objectives, action plans and performance measures are deployed to the campus in a variety a ways including public forums, committee reports, the College website, general emails to the campus, and through the regular planning and assessment cycle conducted annually with all Schools and Departments.
- All reports are available online.

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

- Progress is measured via achievement of outcome measures.

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

- The College of Charleston's strategic plan is available at <http://www.cofc.edu/~lrpcc/StrategicPlan.html>. The new strategic plan for the College of Charleston will be available on the College's website upon completion.



### Strategic Planning

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective                | Related FY 06-07 Key Agency Action Plan/Initiative(s)   | Key Cross Reference for Performance Measures*                   |
|--------------------------|---|---|---|
|                          | Goal 1: Strengthen Student Learning                               | <ul style="list-style-type: none"> <li>· Promote the value of a Liberal Arts &amp; Sciences education and its place at the College to ensure all students understand the value of a liberal arts experience.</li> <li>· Ensure high quality of all undergraduate disciplinary programs.</li> <li>· Improve the quality of instruction at all levels in all disciplines.</li> <li>· Support and nurture interdisciplinary and international programs.</li> <li>· Ensure high quality of graduate programs.</li> </ul>  | PI 4, 5, 6<br>PI 2, 3, 4, 6<br>PI 1, 2, 6<br>PI 5, 6, 7<br>PI 3 |
|                          | Goal 2: Assure a high quality, diverse, and engaged student body. | <ul style="list-style-type: none"> <li>· Strengthen programs to recruit a high quality and diverse student body.</li> <li>· Strengthen programs to retain and graduate a high quality and diverse student body.</li> <li>· Increase student participation in co-curricular and extra-curricular activities.</li> <li>· Increase the number and quality of post-graduate scholarships and fellowships awarded to our students.</li> <li>· Promote the values of integrity, diversity, civility, and collegiality as integral to curricular, co-curricular, and extracurricular programs.</li> </ul>  | PI 6, 7<br>PI 1, 2, 4, 5, 8<br>PI 1, 3<br>PI 9<br>PI 1, 3       |
|                          | Goal 3: Assure high quality and diverse faculty and staff         | <ul style="list-style-type: none"> <li>· Recruit high quality and diverse faculty and staff.</li> <li>· Retain high quality and diverse faculty and staff.</li> </ul>   | PI 1, 2, 4, 6<br>PI 3, 4, 5, 6, 7                               |
|                          | Goal 4: Enhance relationships with constituents                   | <ul style="list-style-type: none"> <li>· Strengthen appropriate collaborations and partnerships with other educational institutions (including K-12 as well as post-secondary schools), government, business and industry, community agencies, and friends of the College such as parents and neighbor</li> <li>· Expand graduate and professional programs identified as needed in the region and of strategic importance to the College of Charleston.</li> <li>· Promote College cultural and athletic programs that enrich the quality of life for external and internal constituents.</li> <li>· Strengthen the Alumni Association, engaging alumni in the life of the College and promoting the importance of lifelong connections with the College.</li> </ul> | PI 1<br>PI 2<br>PI 2, 3, 5<br>PI 4, 5                           |
|                          | Goal 5: Enhance campus environment and technology infrastructure  | <ul style="list-style-type: none"> <li>· Provide and maintain physical facilities appropriate for a preeminent liberal arts and sciences university and address space needs of faculty, staff, and programs in developing and implementing the campus master plan.</li> <li>· Assure state of the art technology for faculty, staff, and students.</li> <li>· Provide and maintain physical facilities that promote civility, collegiality, and diversity.</li> <li>· Strengthen student information technology competency.</li> </ul>  | PI 1<br>PI 2, 3<br>(PI 1, 3)<br>(PI 4)                          |
|                          | Goal 6: Improve institutional effectiveness                       | <ul style="list-style-type: none"> <li>· Increase financial resources to support the institutional mission and goals.</li> <li>· Link the assessment, planning, and budgeting processes to ensure that results will be used for improvement of services or programs.</li> </ul>   | PI 3<br>PI 1, 2   |

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

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## CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

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

- The Offices of Enrollment Planning and Admissions utilize Recruitment Plus, a software program that has student demographics for the entire country, allowing for the creation of an annual recruitment/marketing plan. Focus is on South Carolina and the southeast region as primary markets but new markets are emerging as the College of Charleston gains greater national prominence.
- Admissions staff visits high schools and 2-year institutions, uses direct mail campaigns, and offers features on its web site which focus on the academic programs of distinction offered at College of Charleston.
- The Office of Admissions uses a variety of Student Search programs available for the purchase of prospective students whose academic and personal interests match with offerings at the College of Charleston.
- The Office of Admissions has an Associate Director of Admissions and several counselors charged with Diversity recruiting who concentrate on both in-state and regional recruiting. These individuals work in team with members from the Multicultural Student Center to offer both on-campus as well as state-wide receptions for underrepresented students who wish to stay within the State of South Carolina. The College hosted two new initiatives this year to bring underrepresented students for a week-long on-campus experience – College Summit and YesCarolina.
- Out-of-state/national visibility is achieved in a variety of ways including rankings and ratings in college guides; cities and locations with concentrations of alums; outreach to national media including the experts' guide; and professional memberships and attendance and presentations at conferences.
- Out-of-state/national visibility is also achieved through the dissemination of high-quality admissions publications (such as the viewbook and Honors College brochure).
- All segments and programs are limited to policies applied to South Carolina public institutions, the College of Charleston Board of Trustees and CHE. The College's educational offerings must demonstrate their relationships to the local, regional, and national portions of the master plan.
- Interdisciplinary programs are developed in several ways including national trends, those unique to the South Carolina, Lowcountry, and the institutional mission.

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

- The key goal of The Office of Accountability, Accreditation, Planning and Assessment (AAPA) is to enhance and coordinate the results of a multitude of surveys and other assessment measures.
- The College participates in the comprehensive National Students' Voice survey every other year; the results are made available to all on campus. The survey covers issues such as student affairs, student satisfaction, and student expectations. The College also administers the NSSE (National Survey of Student Engagement) every other year. Information gained from the 2005 NSSE results were used extensively in planning our new First Year Experience. In addition, all incoming students fill out the CIRP (Combined Institutional Research Project – sponsored by UCLA). The CIRP provides both demographic information and insights into the expectations of our new students. Both the NSSE and the CIRP data was used in creating the current proposal for a new general education curriculum at the College.
- Many departments on campus conduct surveys to gain more information about stakeholder needs. These surveys include: transfer students (transfer-in and transfer-out), high school guidance counselors, and departmental evaluations/exit interviews with graduates for information and/or accreditation requirements.
- AAPA conducts an annual survey of graduates (six months and two years after graduation). The alumni survey provides details on paths taken by College of Charleston graduates and their assessment of their experiences at the College.
- The Office of Admissions, the Office of the Academic Experience, and the Division of Marketing and Communications are involved with EduVentures, an educational collaborative that researches projects and shares its results. The Office of Admissions also conducts a student withdrawal survey each year to determine how potential students assess the College of Charleston strengths and weaknesses relative to its competitors.

## CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

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

- Information is gathered from transfer students during New Student Orientation. Many Schools conduct exit interviews. The School of Education conducts a survey of new graduates in teaching positions that is required by NCATE.
- Professional growth and development is encouraged for both faculty and staff at the College. Ideas from professional organizations and conferences to develop or improve programs and services are shared within and among departments.
- Students routinely share needs with various offices/staff/faculty. This information is often “pulled together” in consideration of new programs and services to meet the needs identified by students.
- Through AAPA, there is a commitment to both identify and use information gathered for the overall improvement of the College.
- The Retention Committee developed out of the Office of Academic Experience focuses on retention efforts and uses information from students withdrawing from the College to assess programs aimed at enriching the undergraduate experience.
- The NSSE and the CIRP surveys, both of which provide information on student expectation and satisfaction, are regularly administered and used in proposing, evaluating and changing programs.

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

- For students, the National Students’ Voice survey provides valuable information regarding student satisfaction and student expectations.
- Retention statistics are analyzed by various departments across campus and are used to gauge satisfaction and dissatisfaction.
- Satisfaction with Alumni Services is measured by funds donated to the College’s Foundation.
- Students partake in class evaluations each semester. Information gleaned from this process is included in faculty tenure and promotion reviews as well as in the Student-Produced Course Information Publication (SCIP) available to students when they register for classes.
- AAPA routinely conducts surveys of faculty and staff. These surveys cover topics from student satisfaction to advisor course recommendations to students.
- The College has a number of advisory groups that provide feedback on the usefulness and effectiveness of programs and services. Advisory groups across campus include the Board of Trustees, the Parent Advisory Council, the Foundation Board, the Alumni Association Board, the Student Government Association and other student organizations, local schools, Lowcountry Graduate School, and employers.

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

- The First Year Experience has gained focus and is currently the subject of the College’s Quality Enhancement Plan for the SACS reaffirmation of accreditation. The First Year Experience is designed both to challenge and support students as they enter the institution. Faculty participating in the program go through a week-long training program, and students who work in the program as peer facilitators take a half-semester long course to develop skills in helping students meet and exceed their expectations for learning. One goal of the FYE is to develop relationships at all levels; among entering students, between students and faculty, and among upper-level and lower-level students.
- In 2006, New Student Orientation changed its scheduling format to offer more orientation sessions with fewer students in each section. The new orientation format allowed for the development of an enhanced parent orientation and helped incoming freshmen to build stronger bonds earlier in their college experience.
- In 2006 and 2007, additional Learning Communities have been created and implemented based on student-suggested themes.
- In 2006, the new mandatory advising plan for entering students went into effect. Students now have contact with a professionally trained advisor earlier and more often than before.

### **CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS**

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*3.5 continued*

- Based on an analysis of student learning needs, the Center for Student Learning provides ongoing tutoring and supplemental instruction for a variety of courses. The Center for Student Learning recently added a Speaking Lab, for instance, to help students prepare better in-class presentations. The Center also provides a wide array of study skills seminars throughout the semester.
- The College is implementing a branding program that will accurately communicate the institution's goals, vision, mission and promise to its constituents. The Division of Marketing and Communications promotes a growing level of sophistication in communications with various stakeholders.
- Campus-wide improvements have been made to meet and exceed student and stakeholder learning expectations. Representatives from several departments have been working to improve access to information on the College's web site. Facilities have improved dramatically to support the College's mission. Two additional residence halls were open this year (640 beds) in support of the College's goals to build a stronger residential environment and become more student-centered. The 4CI resulted in greater emphasis on diversity, additional student support services (advising, career services, new student programs, center for student learning), additional faculty, new programs, and more.

## CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

- Student learning outcomes and organizational performance goals are laid out by academic departments, administrative offices, the examination of General Education, and the First Year Experience. These outcomes and goals are defined and measured through the annual planning and assessment process, Program Reviews (reinstated by the Graduate School after the Commission on Higher Education ceased such reviews), and special initiative assessment plans.
- Academic departments and administrative offices participate in the planning and assessment process. Departments and offices submit annual and three-year plans that outline their annual action and overarching goals, respectively. Attainment of these goals often entails measuring student learning outcomes.
- In the fall of 2006, AAPA began to examine the College's assessment process to determine what, if any, changes need to be made in order to increase institutional effectiveness. It is intended that academic and administrative departments will not only have the opportunity to assess their own departmental goals and objectives, but they will also be able to participate in campus-wide topical assessment. Areas such as advising, alumni, critical thinking, diversity, general education, and writing skills are not specific to any one department; rather, they are areas that, in the past, certain departments have chosen to measure individually. Topical assessment would provide an avenue for combining departmental efforts into a cohesive whole while gathering data on an institutional scale. Goals of the comprehensive revisions to the College's assessment process include increasing the efficiency of assessment of topics such as these and dismantling the separate silos of institutional effectiveness data.

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*4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?*

- Each year, Institutional Research and Enrollment Planning join forces to create a projection system that includes "what if" scenarios. The system allows senior administrators to determine, for example, what the fiscal impact would be if 30% of College of Charleston students were out-of-state, and how that would change if that percentage increased or decreased.
- Financial estimates, based on the projection system and "what if" scenarios, lead to the budget put forth by senior administration in the Business Affairs division. In the 2007-2008 fiscal year, departmental and office annual planning will also be incorporated into the College of Charleston operating budget. The perceived budgetary needs outlined in departmental and office annual planning will allow for focused budget practice as opposed to general budgeting.
- External accreditation reports, done by the National Council for Accreditation of Teacher Education, the Association to Advance Collegiate Schools of Business, the National Association of Schools of Music, The National College Athletic Association, and other national organizations, potentially offer recommendations for programmatic improvement. Such recommendations, when given, are incorporated into departmental and program goals, plans, and student learning outcomes.
- Data collected through the assessment process from national surveys, local surveys, focus groups, exit exams, exit interviews, and other measurements is summarized and analyzed in departmental and office Assessment Reports. Each Assessment Report contains a section on use of findings and recommended actions, which explains how the department or office will utilize the findings to improve student learning.

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*4.3 What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?*

- Each summer, the College submits an Institutional Effectiveness Report to the CHE. This report provides summary information on academic assessment outcomes and plans for improvement, accreditation status, sponsored student research, alumni data, professional examination scores, and more. Preparing the Institutional Effectiveness Reports allows the College to maintain currency with educational services needs and directions as prescribed by CHE.

## CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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### 4.3 continued

- Improvement of physical facilities is an additional key measure. The Campus Master Plan, which has four phases, focuses on both the immediate spatial needs of the campus as well as looking at the needs of the campus with a 20-30 year lens. In addition to the major renovation and construction projects outlined in the Campus Master Plan, ongoing work includes projects related to campus beautification, deferred maintenance, and parking and transit.
- Our financial stability is another key measure. The College had approximately \$172.3 million invested in capital assets, net of accumulated depreciation of \$74.8 million at the end of June 30, 2006. Total capital assets in 2006 increased by \$5.9 million or 3.5% in comparison to 2005. Accumulated depreciation for the year ended June 2006 was \$74.8 million compared to \$69.3 million in 2005.

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

- The College participates in several national surveys: Cooperative Institutional Research Program (CIRP), National Students' Voice (NSV), National Survey of Student Engagement (NSSE), and the HERI Faculty Survey. These allow the College to gather benchmarking information to determine our strengths and challenges. Areas that are defined as challenges are then addressed through departmental, office, and campus-wide planning.
- The Office of AAPA creates internal surveys upon request. Surveys such as the Alumni Survey (distributed six months after graduation as well as two years after graduation), the Transfer-In Survey, and the Transfer-Out Survey are administered every year. Other surveys are administered on an as-needed basis. In the last year, the internal surveys that have been administered on an as-needed basis focus on three areas: assessment of educational programs and services, marketing, and satisfaction.
- In the area of assessment, for example, the Strategic Diversity Management Council coordinated a campus-wide survey assessing the climate of the campus as well as issues related to diversity. This survey was groundbreaking in two ways: 1) the survey was offered to the entire body of students, faculty, and staff; and 2) the instrument itself delved deeper into diversity issues than previous surveys given research of what has been conducted nationally. The survey was offered in the Fall of 2006 largely via the internet (although paper versions were made available to those staff who do not have email accounts). The results indicate that the College offers a campus climate where people feel comfortable. For example, 82% of the respondents felt that the College supported and made efforts to improve diversity. From these findings, the Office of Diversity recommended that the College design and implement strategies which respond to needs identified in the results, that the College broaden its characterization of inclusiveness, and hopes to institutionalize the survey so that it can be replicated every 4-5 years.
- In the area of marketing, for example, the College of Charleston's Division of Marketing and Communications conducted in-depth question and answer sessions with 44 faculty, students, alumni, administrators and community members. These 45-minute sessions were qualitative in nature, and were designed to uncover perceptions and beliefs about the College's brand identity held by those who know the institution most intimately. The responses are being used, along with existing research, to develop a foundation and a strategic direction for the College's marketing communications, including a Brand Manual and Style Guide, a complete brand story, a redeveloped website, a new logo and a complete visual identity.
- In the area of satisfaction, for example, the Office of Financial Aid distributed a customer service survey via the internet, during the spring 2007 semester. With the data collected from the survey, the Office of Financial Aid will research and, where possible, implement changes based on survey response to better serve their customer.

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

- Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards. These principles provide professional development, guidelines and voluntary standards to be used by higher education officials regarding the best practices in records management, enrollment management, student services and administrative technology to ensure data integrity, timeliness, accuracy, security and availability for decision making.

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## CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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### 4.5 continued

- The College of Charleston's Office of Institutional Research (OIR) is the area responsible for all state and federally-mandated data and reporting. Several times each year, the OIR reports unit-record and summary data from the College's mainframe system in order to meet the reporting requirements set by the governing entities. The data extracts are reviewed, audited, cleansed, summarized and submitted. Upon receipt, the files are again run through an auditing process by the recipient and if discrepancies are found, the OIR is notified, makes needed corrections, and re-submits. Upon final receipt of a set of clean, processed data, the files are stored in the College's mainframe environment permanently and are then used as the primary source for all data and reporting by the OIR. Data files are extracted on or around the College's official census dates so that consistency in reporting and timeliness is maintained from year to year. All access to the College's mainframe system is scrutinized by the IT division and access is only added on a per-user request basis. Access to data files are only allowed after written justification is reviewed by IT and the OIR.  
Functional areas such as the Registrar's Office have a data steward assigned whose responsibility is to provide accurate and timely reporting to constituents. These positions are supported by IT professionals committed to maintaining secure platforms for data retrieval. The Registrar's Office has adopted and follows the principles set forth by The American Association of Collegiate
- The College Of Charleston's Office of Information Technology pursues excellence in online data protection through continually evaluated and updated security practices and policies. All student academic records are protected by username/password pairs. Most access to data is encrypted. Systems with academic record data or with access to this data are regularly updated and are maintained with current anti-malware software where applicable. Systems housing academic record data are in physically secured areas and restricted to essential users only. All data is backed up regularly to secure offsite tape libraries. Print files are protected via locked cabinets, inaccessible areas for file storage, placement of monitors and desks, limiting of verbal information, etc. The institution protects all records and maintains security adequate to ensure print and electronic records.

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### 4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

- The College's assessment cycle spans three years. In the first year, departments submit an Initial Assessment Document which essentially offers a plan for their current assessment cycle. In the second year of the cycle, the measurements listed in the Initial Assessment Document are carried out in order to determine achievement of the designated goals. This information is submitted as the Data Collection Report, which serves to ensure that departments are on track to utilize the data collection to lead to clear results and use of findings. Finally, in the third year of the assessment cycle, the assessment loop is closed. Departments evaluate their data collection findings and plan a path forward based upon the information they have acquired and the data they have analyzed in the assessment process. They determine the strengths and weaknesses garnered from the assessment cycle and determine the best ways to use the information gathered for improvement of student learning processes and/or programmatic or service changes. Departments who completed assessment reports this year included: Anthropology, Hispanic Studies, Physics and Astronomy, School of Business and Economics (Accounting and Legal Studies, Economics and Finance, Hospitality and Tourism Management, Management and Entrepreneurship, Marketing and Supply Chain Management), and Sociology
- This past year the College of College underwent its review for re-accreditation by the SACS-COC and expects to receive official affirmation of its re-accreditation status in December Of 2007. The accreditation process results in only 2 recommendations to be addressed by the College in results to the on-site evaluation process.

## CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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*4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?*

- Upon hiring, all employees participate in an orientation. Staff orientations are conducted twice a month and a faculty orientation is conducted prior to the beginning of the academic year. A deans and chairs retreat and individual staff department/division retreats are held annually, and workshops are held for new academic chairs to assist them in administrative duties.
- Academic and administrative departments conduct monthly departmental meetings to transfer employee knowledge and to keep all department members “in the loop.” Information about new policies, procedures, and other news is broadcast through campus email, in a variety of places in the College of Charleston website, and in the above-mentioned departmental meetings.
- Employees—both faculty and staff—have the opportunity to take part in workshops, lectures, and classes that highlight best practices in higher education. The Center for Faculty Development promotes and coordinates faculty development. Learning and development opportunities are available through Human Resources, the Career Center, and the Libraries. Human Resources has a full-time training position, and offers motivational, supervisory, personal development, computer, and life-long learning opportunities. Academic Computing offers several intensive technology institutes per year to educate faculty in technology learning techniques. Employees who attend professional development workshops are encouraged to share information with their colleagues.



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

- Three-Year Plans, Strategic Plans, and Core Values anchor and focus faculty and staff workload. Results are reviewed updates completed annually. Faculty workload is carefully monitored and regularly assessed.
- The President's staff is in the process of being has been reorganized to more closely align with institutional needs and strategies.
- The six academic deans along with deans of honors, graduate school, libraries, and North Campus meet twice monthly to plan, coordinate, and address issues that have surfaced. Ideas and action plans are disseminated to respective departments.
- Open forums are held for issues that are particularly important and relevant to faculty and staff.
- The campus has a master plan to build, remodel and shift physical locations to be more conducive to coordinating student-centered needs and activities.
- Cooperation is seen across campus. Steering committees and focus groups are utilized for brainstorming and implementing cross-departmental issues. Faculty are encouraged to develop interdisciplinary teaching (internally and with other schools). Faculty and faculty/student teams are supported in research activities. The College's new assessment process will encourage inter-departmental collaboration when examining the effectiveness of common issues such as diversity, alumni, student satisfaction, etc.
- Technology assists faculty and staff workload management through the availability of email, calendaring, shared drives, and Web CT. Software has been standardized in offices and classrooms. Faculty and staff are able to "work smarter" through self-service (i.e., address change on-line, student self registering, book ordering on-line, on-line forms and digital signatures and electronic time entry system).

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*5.2 How do you evaluate and improve your organization and human resource related processes*

- The Human Resources and Human Relations departments have recently shifted to report the Sr. Vice President for Business Affairs, which more closely aligns with the state organizational structure.
- The organizational structure is reviewed by a Sr. Vice President, HR, and Human Relations for every open position.
- HR Director is frequently a guest/consultant at Senior Management meetings to discuss significant key topics, (i.e. compensation, hours of work).
- HR processes are reviewed and updated at monthly meetings and during a day-long retreat. Evaluations of programs such as Employee Orientation are reviewed; this allows HR to assess the effectiveness of programs and services.
- An essential element of the ERP replacement initiative, know as the BATTERY project, is the review and evaluation of how the College does business and includes all HR processes.
- Monthly meetings are held with HR and other stakeholders to discuss and resolve HRS issues.

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

- Staff orientations are conducted twice a month and a Faculty Orientation is conducted prior to the fall semester.
- Human Resources has a full-time training position, who offers motivational, supervisory, personal development, computer, and life-long learning opportunities through on and off campus speakers and content experts. Learning and development opportunities are available through Human Resources, Career Services, and the Addlestone Library. Academic Computing offers several intensive technology institutes per year to educate faculty in technology learning techniques.
- A deans and chairs retreat and individual department/division retreats are held annually. Workshops are held for new academic chairs to assist them in administrative duties. New Board of Trustees members also participate in an orientation workshop to become familiarized with the College's policies and procedures.
- A Faculty Activity System (FAS) allowing faculty members to enter their accomplishments and curriculum vita in an electronic system has been implemented.

*5.3 continued*

- Employees who attend professional development workshops are encouraged to share information with their department and other College of Charleston colleagues.
- Email and Outlook calendaring are used extensively throughout the campus to share information. Websites are maintained by each department and are easily accessible through the College homepage.
- Open positions are posted via e-mail and on-line postings to HR website.

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*5.4 How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?*

- Faculty receive Annual Reviews, Student Evaluations, Tenure and Post-Tenure Reviews. Staff receive an annual evaluation structured by the Employee Performance Management System.
- Both faculty and staff receive verbal and written evaluations.
- Every level in the organization has the opportunity to integrate institution/unit goals into individual performance evaluations.
- Staff is encouraged to become an integral component of the evaluation process. “Managing Your Own Performance” workshops are conducted, and employees are encouraged to complete candid self-evaluations.
- Supervisors have the opportunity to attend HR-sponsored workshops such as “Employee Performance Management System - A Motivational Approach.” This two-part workshop can assist them in writing (part one) and delivering (part two) performance evaluations that encourage employees to develop skills and accomplish goals.

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*5.5 How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?*

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

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*5.6 How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?*

- Individual performance evaluation goals are encouraged to be consistent with department goals and the College’s Strategic Plan goals. Supervisors are trained to write performance evaluation goals that are developmental and motivational for employees.
- Professional development opportunities are offered through HR, the Addlestone Library, Career Services, Academic Computing, and individual department budgets. Workshop evaluations are completed and analyzed to improve content and presentation. Administrative Computing Helpdesk supplies time for employees to learn new skills and holds training sessions to share the new skills. Physical Plant and Residence Life have embarked on Life-Long Learning initiatives including computer training, Supervisory Practices, Job Skills, and GED courses. The College’s Staff Development Program encourages staff to take for-credit courses.
- Departments/divisions are encouraged to hold department meetings to share skills, and knowledge.
- New campus-wide projects have stakeholder representatives who report back to their departments.

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*5.7 How do you motivate faculty and staff to develop and utilize their full potential?*

- Salary Analysis and subsequent adjustments for faculty and staff have been implemented in the past two years.
- Strategic Plans assist in setting directions for Performance Evaluation goals.
- The Center for Faculty Development provides orientation for new faculty and faculty workshops throughout the year. The Center also provides assistance to faculty members with teaching and sends electronic “tips and ideas”.
- Staff Development supports and encourages employees to take college courses.

*5.7 continued*

- Training and Development is offered through Human Resources, the Library, Academic Computing and Career Services. A recent informal survey indicated that 52% of staff employed within the past year and 72% of their supervisors had attended an HR development workshop during the year. The same survey indicated 99% of supervisors of new employees felt that the College was either very or somewhat supportive of employee development.
- Academic schools and departments have Research and Development accounts to fund professional development for faculty, staff and students. Many staff departments have small professional development accounts.
- Many departments send staff to off-site professional conferences.
- Faculty/student research initiatives are supported and funding is made available.
- Research and Grants Office conducts workshops and assists in Grant fund searches.
- Faculty sabbaticals are supported.
- Faculty and staff celebrate service awards at a Back-to-School picnic for all faculty and staff.
- Faculty have monetary awards for: Teaching, Research, Teaching/Scholar, Service, and Advising Excellence.
- Honorary Chairs are supported by endowments.
- Individual departments (i.e., Physical Plant and Residence Life) have employee awards.
- Many life-balancing benefits are offered to faculty and staff including:
  - S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents who want assistance in dealing with the stress caused by life changes. An ombudsman position has been established.
  - Discounts are offered by the College Bookstore and for theater tickets.
  - A benefits fair is conducted annually with door prizes and gifts.
  - Cultural events are offered almost daily and most are free.
- State Employee Appreciation month is celebrated and State Perk Cards are distributed.

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

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

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*5.9 How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?*

- The satisfaction assessment findings are used through the College's planning and assessment cycle to determine areas for improvement that are then prioritized by academic and administrative department heads in discussions with other personnel in their area.

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

- Administration makes decision to implement emergency master plan with each appropriate department (e.g., Public Safety, Residence Life, Physical Plant) who then implement their emergency plans to secure the campus and ensure the safety of faculty and staff.
- Public Safety and Fire & Life Safety discuss safety with all incoming Freshmen and their parents. Fire & Life Safety Prevention Plan provides monthly fire inspections and individual workplace inspections to ensure OSHA compliance. All on-the-job injuries are investigated to determine corrective action. Fire & Life Safety continues to offer workshops to all supervisors through the HR Supervisor Practices workshops.

*5.10 continued*

- Campus police have recently been reorganized into community patrols to foster a greater sense of partnership with faculty, staff, and students.
- Fire & Life Safety and Public Safety meet with all new employees during New Employee Orientation and all new faculty in Faculty Orientation.
- A new whistle defense program has been implemented and publicized.
- Public Safety offers Safe Rides during evening hours.
- Public Safety has four crime Prevention officers who are responsible for the presentation of Crime Prevention Programs.
- Public Safety uses modern safety technology (i.e., emergency call boxes and closed circuit television station) to assist in keeping the community safe.
- Human Resources conducts a “Health Month” including a benefits fair, six health related workshops, and worksite screening in the month of April.
- S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents who want assistance in dealing with the stress caused by life changes.
- The college pool, gymnasium and weight room, yoga classes are available to assist our employees in their exercise regimes.

*6.1 How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?*

- All learning-centered processes have at their heart the institutional mission and goals, the College's core values, and the strategic planning goals.
- The College of Charleston embraces its identity as a liberal arts and sciences institution that offers students a strong common core of knowledge paired with their choice of over 45 major programs of study.
- The College is a unique amalgam of a mid-size institution with a low student-to-faculty ratio (13:1). This low ratio allows faculty to provide in-depth, individualized learning opportunities for each student.
- Students in all disciplines are able to work on, or create, their own research projects. In fall 2006, there were 109 undergraduate and 61 graduate students participating in sponsored research opportunities.
- Technology is used to enhance instruction both in and out of the classroom. The College is truly cutting edge, with a high-speed wireless network, lab and "smart" classrooms, an online course management system (WebCT), remote access to library resources, virtual reference services, and electronic course reserves.
- Recent initiatives—such as the development of the Academic Advising and Planning Center to staff professional advisors, the First Year Experience quality enhancement plan, and currently-debated proposals to change its general education curriculum—have sought to highlight the relationship between general education and major disciplines of study.
- Through a minimum of three mandatory advising sessions, students are educated about the importance of the general education curriculum and how they can satisfy the general education requirements.
- The First Year Experience is structured to support entering students' learning environment through participation in either a Learning Community (currently offered) or a First Year Seminar (beginning fall 2008). Peer facilitators will cover topics such as the importance of a liberal arts and sciences education and the role of general education in the total college experience. First Year Seminars will be academic in nature and will provide early exposure to academic rigor.

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*6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?*

- Faculty across campus were recently engaged in several rounds of discussion concerning the College's identity as a liberal arts and sciences institution.
- Faculty, staff, and students have been heavily involved in the Ad Hoc Committee on General Education and the lively debate that the committee's curricular proposals have generated.
- Students participate in surveys such as the CIRP (Cooperative Institutional Research Program) Freshman Survey and the NSSE (National Survey of Student Engagement). Results of these surveys are used to guide decision-making about learning-centered processes. For example, results from the NSSE indicated that students feel the College is lacking in the area of academic rigor. One means of addressing this issue is through the First Year Experience. Learning Communities and First Year Seminars will introduce students to academic rigor in their first year at the College.
- Another example of campus-wide input into learning-centered processes is the Strategic Diversity Management Council. During the 2006-07 academic year, the College assessed its environment as it related to diversity issues via the SDMC's Campus Climate Survey. Results of this survey will be evaluated and translated into policy during the 2007-08 academic year.

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

- In spring 2007, there were 18 computer classrooms across campus in which the instructor as well as every student sat at a computer. Almost all other classrooms at the College are either Smart Classrooms, which contain a teacher desk that houses a computer, VCR, and/or digital presenter unit attached to a digital or LCD projection unit; or Laptop Ready Classrooms, which contain a digital or LCD projection unit and a wall hook-up plate for laptop and other devices capable of projecting.

*6.3 continued*

- The wireless network on campus has been in existence since 2002 and has grown continually. Faculty, staff, and students are able to connect to the Internet everywhere from the library stacks to the Cistern yard.
- The Addlestone Library offers remote access to its more than 200 resource databases so that College community members can search for, view, download, and print citations and articles from any Internet connections. The library is constantly adding new databases and other learning resources to its collection. The library installed self-check kiosks in fall 2006 to increase circulation efficiency.
- Since fall 2000, WebCT has been used to enhance the learning experience by providing students with online content such as class notes, Power Point presentations, links to other resources, chat rooms, discussion boards, and even quizzes. During the spring 2007 semester, 303 faculty members utilized WebCT in 840 course sections (out of approximately 2090 total course sections)—roughly 40% of all classes are enhanced using this technology.
- The College employs six full-time Instructional Technologists whose mission is to support the faculty and the institution's core values by integrating educational technology with pedagogy and assessment. The goal of this collaboration is to promote effective and innovative instructional practices and enhanced student learning. This includes (but is not limited to) training, assisting in the creation of WebCT classes, building learning modules, creating web pages, digitizing video, and consulting on effective and pedagogical uses of technology in teaching.

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*6.4 How do you systematically evaluate and improve your learning-centered processes?*

- Student Learning Outcomes are determined by faculty and are communicated through the course syllabi. Assessment of goals and expected outcomes takes forms, from the departmental assessment process to national surveys to local, campus-wide assessment endeavors. Assessment measures are continually analyzed and improvements of programs and services are based on this analysis.
- In the fall of 2006, the Office of Accountability, Accreditation, Planning and Assessment began to examine the College's departmental assessment process to determine what, if any, changes need to be made in order to increase institutional effectiveness. It is intended that academic and administrative departments will not only have the opportunity to assess their own departmental goals and objectives, but they will also be able to participate in campus-wide topical assessment. Goals of the comprehensive revisions to the College's assessment process include increasing the efficiency of assessment of topics such as advising, alumni, critical thinking, diversity, and general education; and dismantling the separate silos of institutional effectiveness data.

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

- The College offers a number of support services in academic and student affairs. The Academic Advising and Planning Center, Campus Recreation Services, Career Center, Center for Disability Services, Center for Student Learning (which includes the math, writing, speaking, and information technology fluency labs), Counseling and Substance Abuse Services, Crisis Assistance Response and Education, New Student Programs, Residence Life and Housing, Student Health Services, and Undergraduate Academic Services are but some of the support systems available to students to enhance their learning experience.
- Faculty and staff benefit through access to all Addlestone Library resources, Human Resources training opportunities, the S.A.V.E. short-term counseling service, bookstore discounts, and free classes.

*6.5 continued*

- In 2006, the College initiated the BATTERY Project to choose and implement a new ERP system. This multi-year, multi-million dollar effort involves many College constituents working collaboratively to select a suite of integrated computer programs and an institutional database to support many administrative functions such as admissions, financial aid, student records, finance, advancement, and much more. Replaced will be the multiple, obsolete, legacy application programs and multiple, separate databases currently used to conduct the administrative business of the College. The BATTERY Teams will collate requirements for the new system, procure new software and hardware within College and State guidelines, and implement the new system.

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*6.6 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 education related initiatives?*

- As a state-supported institution, the South Carolina Legislature approves the institution's budget and regulatory agencies monitor it for legal compliance. The College adopts, on an annual basis, a budget that provides reasonable estimates of revenues and expenditures including all funds, educational and general activities, auxiliary enterprises, all sponsored program activities and all capital projects. This participatory process involves the executive management, academic and administrative heads.
- The responsibility of budgetary control rests at the departmental chairperson level with appropriate oversight provided by the executive management of the College. Each budget manager receives electronic monthly financial reports that show the budget allocation (original and revised), the actual expenditures (current month and fiscal year) the open commitments (summarized and detailed) and the available balance.
- For budgetary control and accountability on a broader scale, the College prepares both interim monthly and annual budgetary statements. The staff of the Budget Office of the Business Affairs Division analyzes and reviews selected financial data at least quarterly comparing actual revenue and expenditures to approved budget. They provide significant information of any budget adjustments or revisions to executive management and the board of trustees as well as to the respective budget managers.
- The Annual Operating Budget is informed by Planning Assumptions that summarize the "environmental scan" of the institution and its place in, among other factors, the South Carolina State Budget. These Planning Assumptions are also taken under advisement when academic and administrative departments create their Annual Action Plans. Annual Action and Three-Year Plans are submitted in the spring by each academic and administrative office. These plans draw departmental goals directly from the College of Charleston Mission and Strategic Plan.

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## CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

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*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?*

- The College routinely follows a set key measures to monitor student success outcomes: retention rates (graph 7.1-1), graduation rates (graph 7.1-2), average cumulative GPA (table 7.1-3), and minority student retention rates (graph 7.1-4). The College participates in the Consortium for Student Retention Data Exchange (CSRDE) in order to report and receive comparative retention and graduation information with peer institutions. In all cases and subcategories, the College's retention and graduation rates far exceed the rates of our peer institutions (graphs 7.1-5,7.1-6).
- As the College's academic reputation continues to be enhanced by the publication and broadcast of the successes of our key measures, the College's applicant pool has continued to reflect that the College continues to be the choice for top college-bound seniors. The College has thus become more selective and continues to reap the benefits from our increasing applicant yield rates. The students that are choosing to attend the College are therefore increasingly more highly qualified (graph 7.1-7) with higher high school credentials than previous classes (graph 7.1-8). The College's SAT average is the second highest of all the S.C. public institutions in Fall 2005.
- CHE Performance Funding Indicator 6A/B measures the quality of the institutions' entering freshmen class. It includes SAT Scores of the student body, high school standing, and grade point average by measuring the percentage of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT, high school grade point average, or high school class standing. The College continually receives the highest percentage on this indicator than any other institution in the state (table 7.1-9).
- The College collects and reports pass rates of students taking the Praxis II examinations for students seeking certification to teach in South Carolina. The pass rates are reported both to the state government and the federal government each year. The College ranks in the top 4 among the S.C. public institutions (table 7.1-10).

*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?*

- An additional measure of stakeholder satisfaction was taken through a survey that was administered to all students, faculty, and staff regarding several aspects of diversity. This survey also included a question about general satisfaction with the College: would you choose the College of Charleston again? Additionally, this question is asked on the Alumni survey required for the CHE Institutional Effectiveness reporting every two years. Data showing responses to this question from both the Alumni Survey and the Campus Climate Diversity survey can be seen in table 7.2-1.
- Every year, the College solicits alumni for their responses on their satisfaction with their academic experience at the College. Every two years, these data are submitted to the CHE for the annual Institutional Effectiveness reporting. Alumni are asked to rate their level of satisfaction with their major program of study, instruction in the major, general education program, instruction in general education, and their overall academic experience. Comparative data showing our alumni responses as compared with other S.C. public institutions is shown in table 7.2-2.

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

- The College measures and reports the percentage of alumni giving each year. When U.S. News and World Report rankings are released, we compare our alumni giving rates with the segment of institutions with whom we are ranked (table 7.3-1).
- The College Senior Staff and Board of Trustees evaluate our state appropriations per FTE as compared with other institutions within South Carolina (table 7.3-2).



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## CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

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7.4 *What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?*

- As reported in 5.4, the College's faculty receive Annual Reviews, Student Evaluations, Tenure and Post Tenure Reviews and staff receive an annual Performance Evaluation. Data for the results of these instruments and reviews are part of an employees' private employment record and are therefore not available for summarizing or comparative purposes.
- The College evaluates faculty and staff salaries and conducts statistical salary analyses, using peer institutions and other state agencies as the comparison groups where appropriate. Results of the studies are shared with the Senior Staff and Provost to determine what action to take where inequities might lie based on available funding. Because of the private nature of the individual's salaries, results cannot be published outside the senior administration.
- Aggregate faculty salary data published by rank and/or discipline by the CHE are referenced, however, are used cautiously as the data are not represented by years in rank, level of terminal degree, etc. (table 7.4-1).

7.5 *What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process 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).*

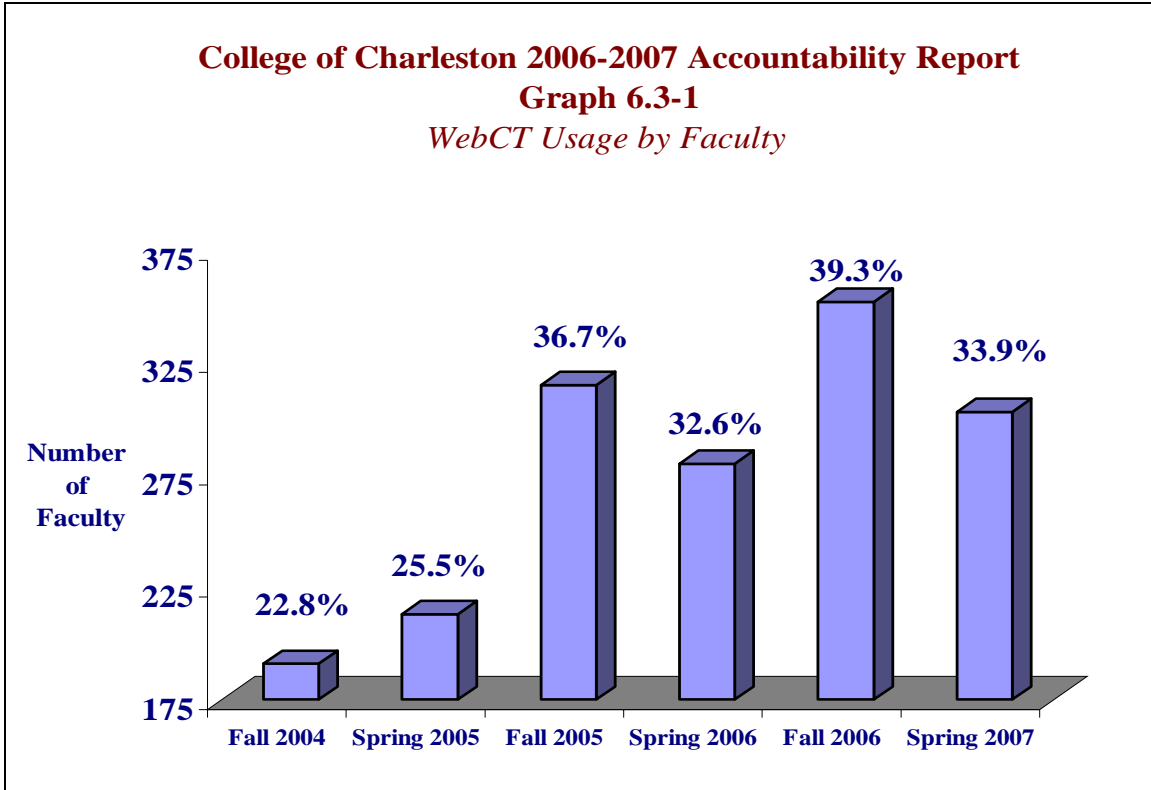
- The College of Charleston has a rich history of self-examination, planning, assessment, and assessment-based improvement. Goals and expected outcomes for educational programs and administrative and education support services are identified and published in several areas: departmental goals and objectives; departmental three-year and annual action plans; Strategic Planning initiatives; and the Undergraduate and Graduate Catalogs. Student Learning Outcomes are also communicated in course syllabi. Assessment of these goals and expected outcomes comes in many forms, from the College of Charleston assessment process, which is followed by all academic departments and administrative and student support offices, to national surveys, such as the Cooperative Institutional Research Program and the National Survey of Student Engagement. Assessment measures are continually analyzed and improvements of programs and services are based on this analysis.

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

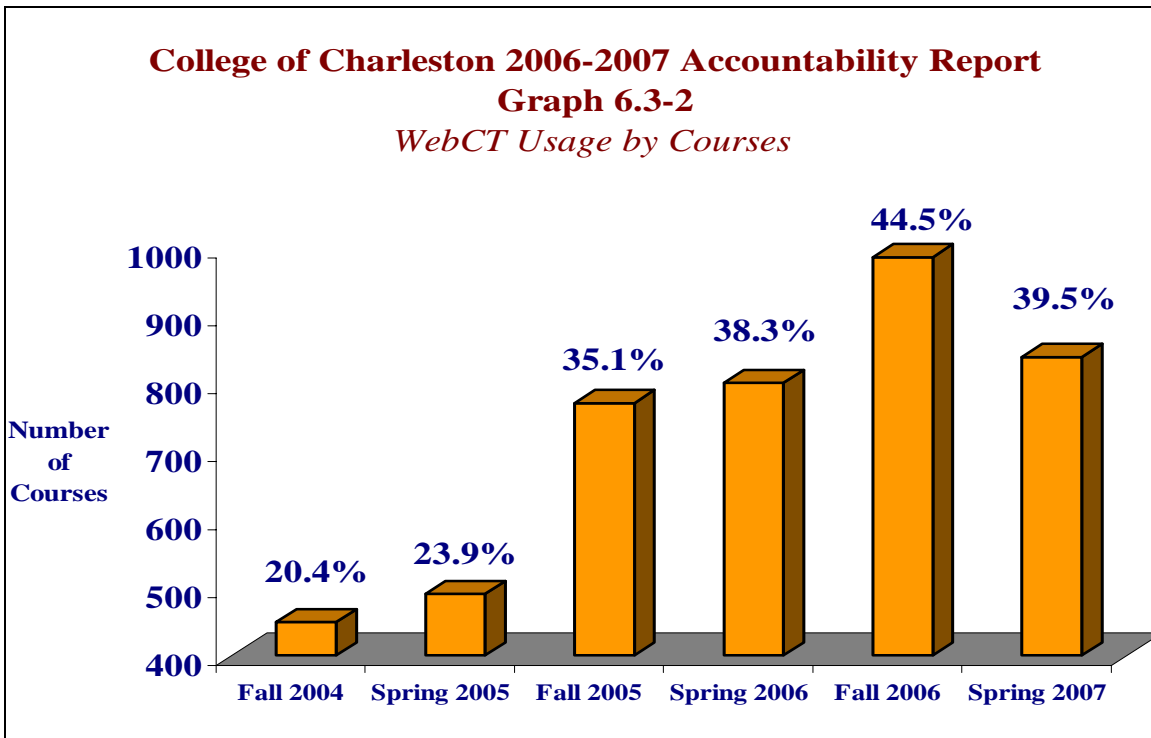
- a.) *accomplishment of your organizational strategy and action plans;*
- b.) *stakeholder trust in your senior leaders and the governance of your organization;*
- c.) *fiscal accountability; and regulatory, safety, accreditation, and legal compliance.*

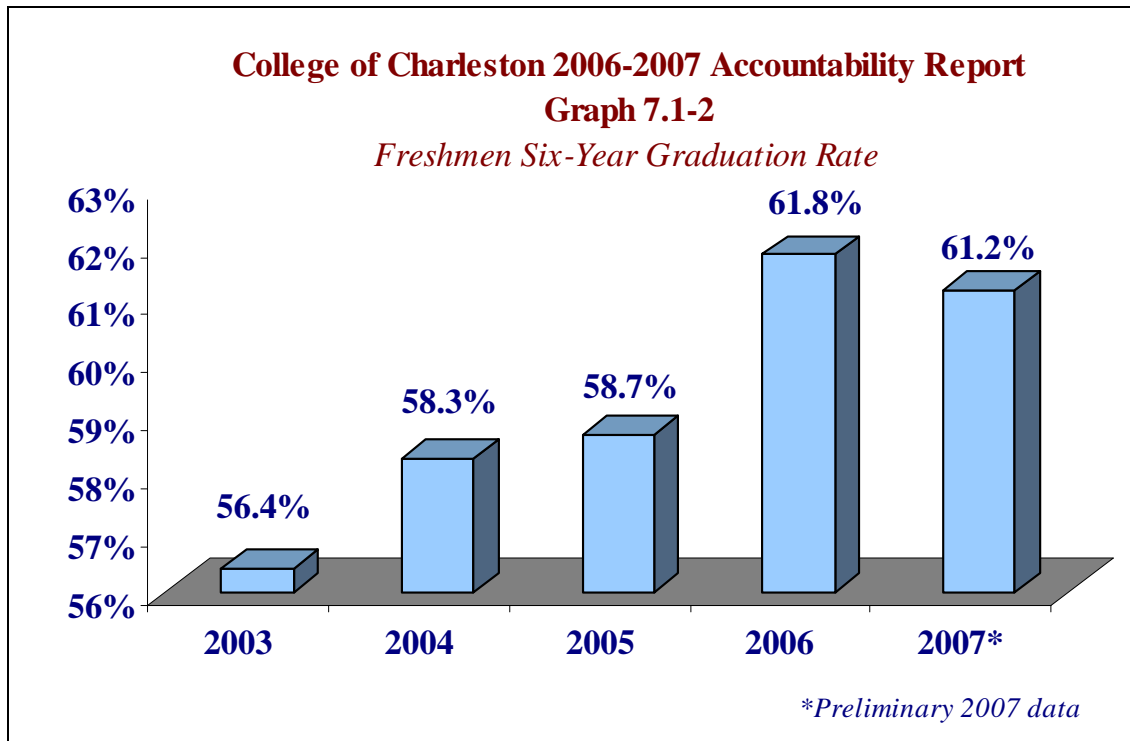
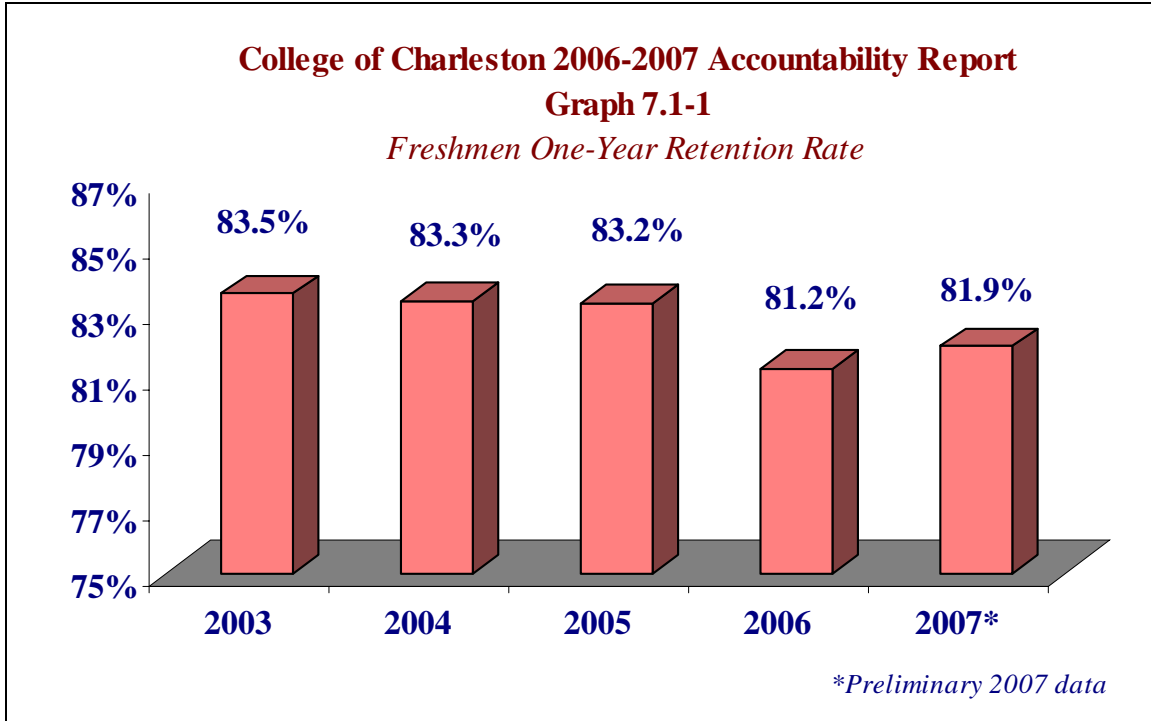
- A. As referenced in 1.1, due to the Presidential transition year, senior leaders continued to implement and monitor progress on the existing strategic plan to ensure a solid foundation for the next phase of planning which will begin August 2007.
- B. As referenced in 1.7, senior leaders undergo annual evaluations by the President, which are based upon the key performance measures assigned in their respective departments to determine if the performance measures reflect the College's vision and overall strategic plan. Senior leaders use these performance reviews to determine what goals and objectives need to be set forth for the next year to accomplish the College's vision in their respective fields of expertise. An example of one of the senior leader's set of goals is shown in table 7.6-1. The College's Board of Trustees is charged with evaluating the President of the College annually. The effectiveness of the President's leadership is demonstrated by the Board's on-going support of the 4CI and the College's strategic plan.
- C. The Office of the Controller at the College produces an annual Comprehensive Annual Financial Report (CAFR) which is available at <http://controller.cofc.edu/pdf/CAFR-2005.pdf>. The material is audited by a contract auditor, under the auspices of the State Auditors Office, and is also reviewed and approved by the State Comptroller General's Office before being included in the State of SC CAFR. The College has not had any material weaknesses cited in more than 5 years. Within the CAFR, the Management Discussion and Analysis (MD&A) presents an overview of its financial condition and guides the reader toward significant financial matters for the year ended June 30th.
- C. The College reports to the CHE the number of our academic programs that are eligible to be accredited and those of that group that are accredited. The information is shown in table 7.6-2.

**College of Charleston 2006-2007 Accountability Report**  
**Graph 6.3-1**  
*WebCT Usage by Faculty*



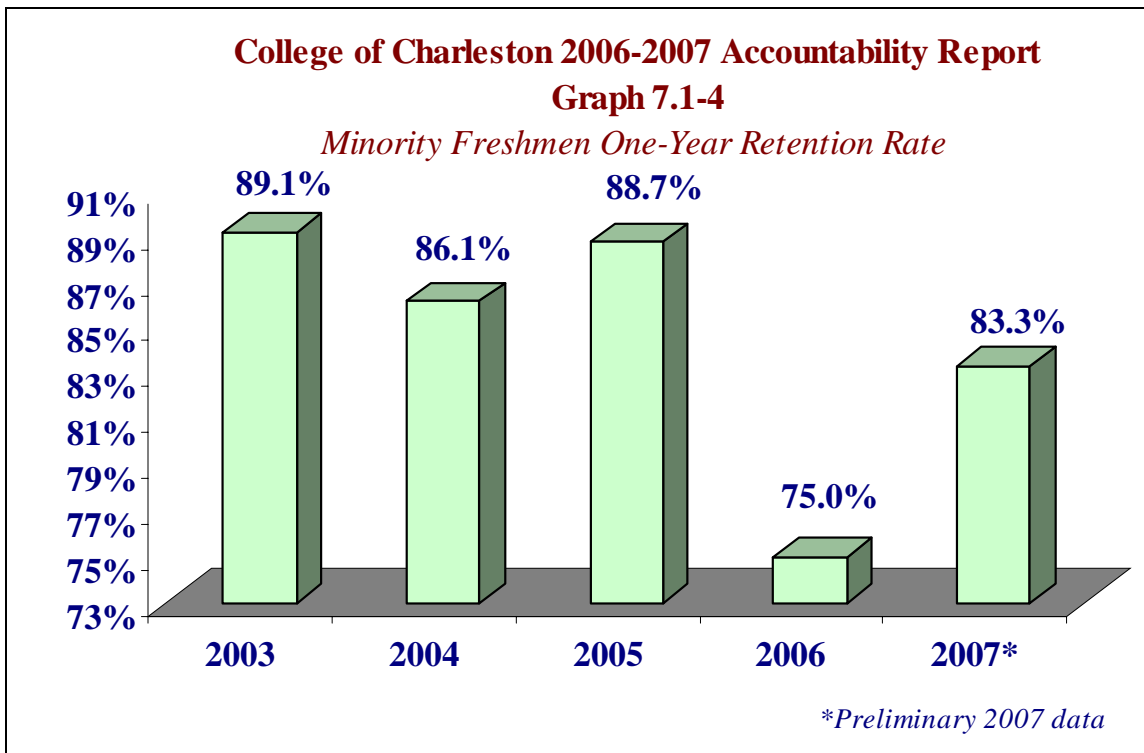
**College of Charleston 2006-2007 Accountability Report**  
**Graph 6.3-2**  
*WebCT Usage by Courses*

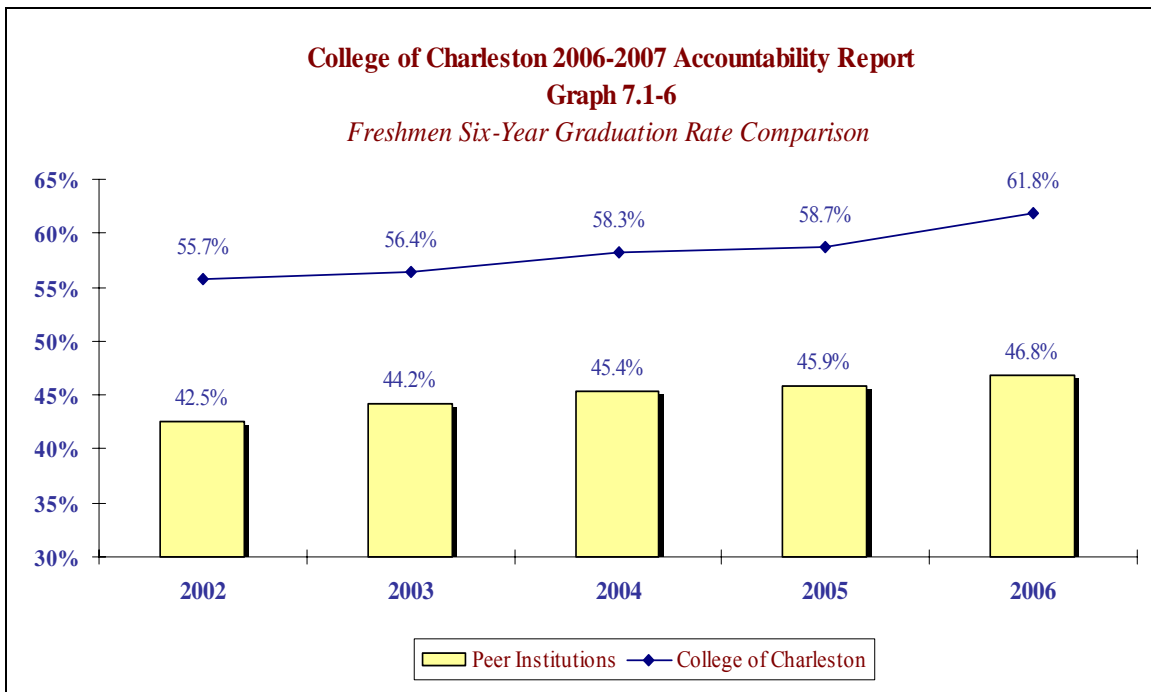
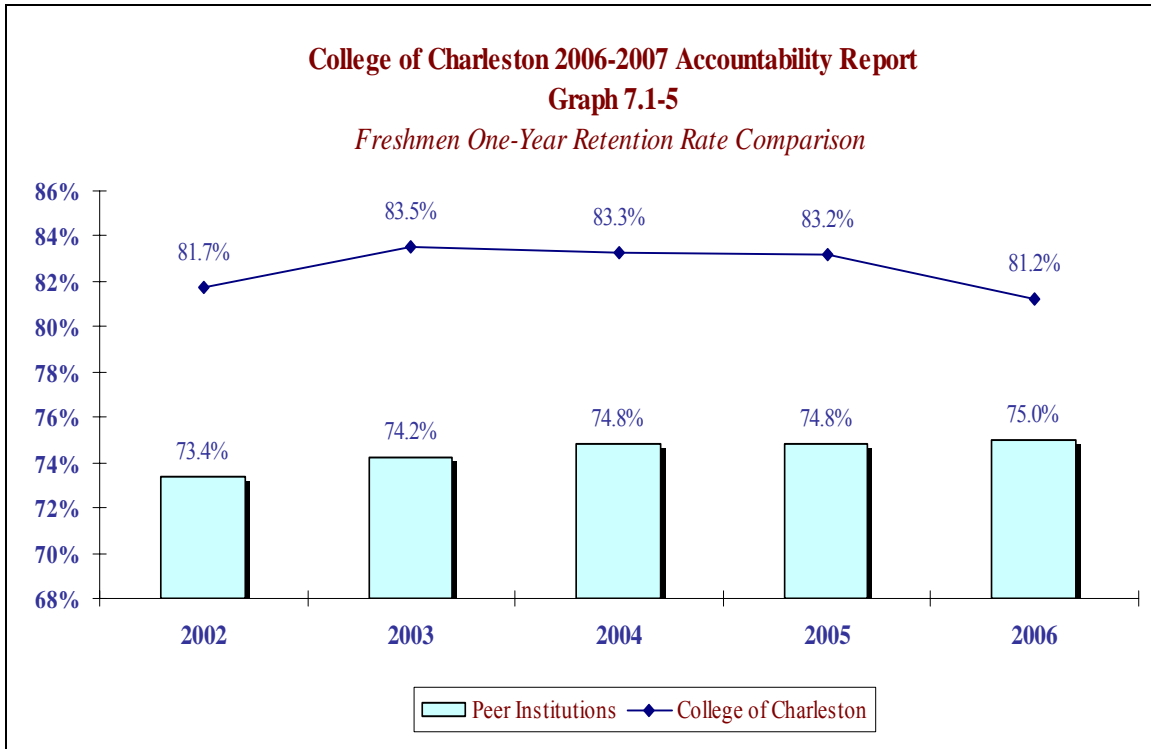


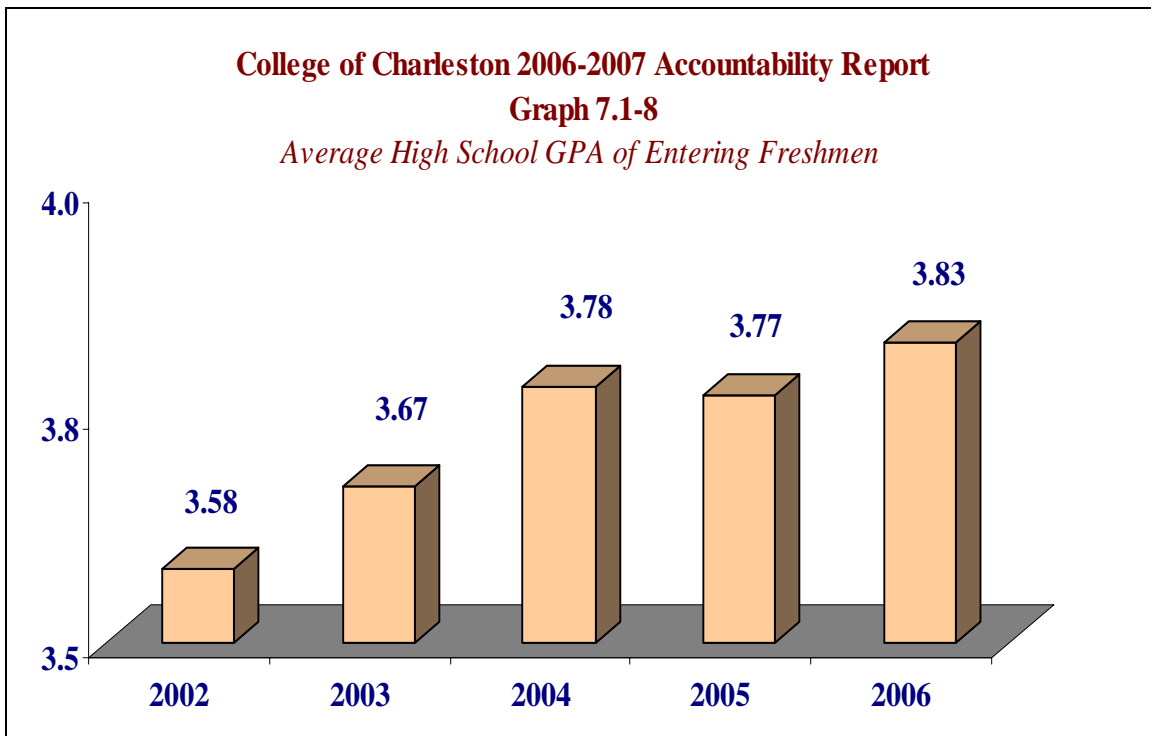
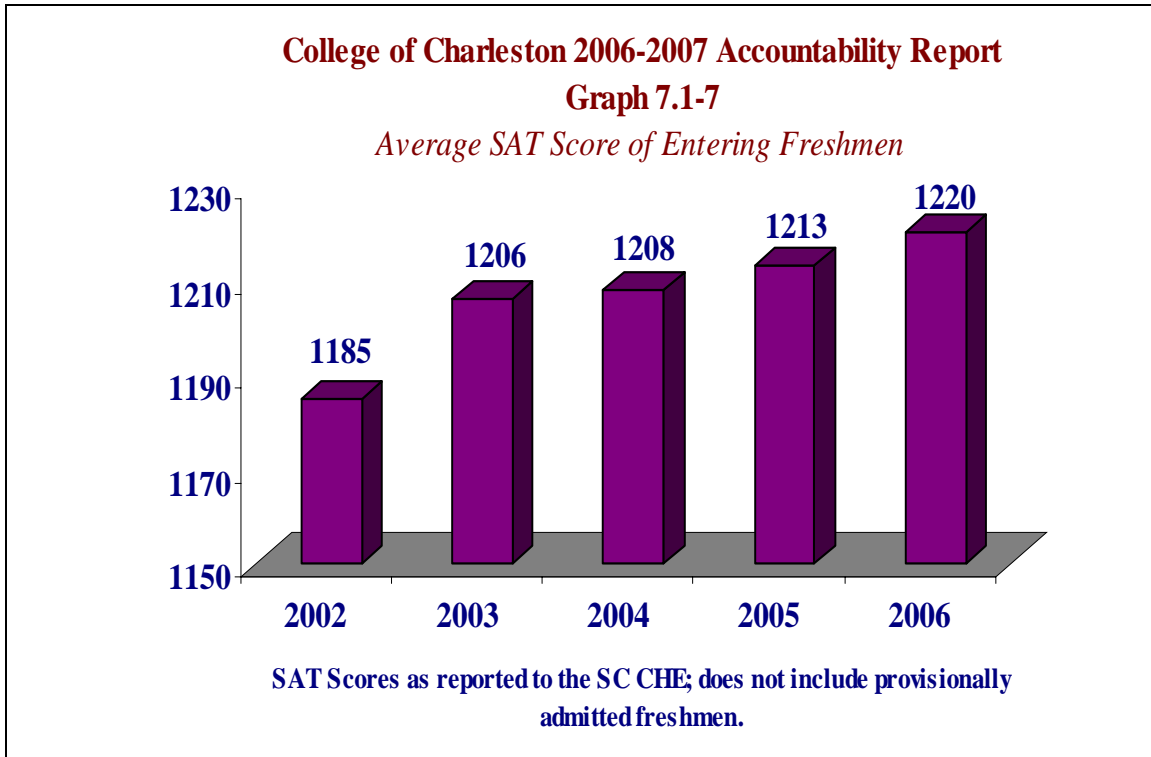


**College of Charleston 2006-2007 Accountability Report**  
**Table 7.1-3**  
*Average Cumulative GPA of Degree-Seeking Undergraduates*

|                           | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Freshmen</b>           | 2.74      | 2.81      | 2.83      | 2.83      | 2.90      |
| <b>Sophomores</b>         | 2.79      | 2.85      | 2.88      | 2.87      | 2.85      |
| <b>Juniors</b>            | 2.86      | 2.86      | 2.92      | 2.95      | 2.93      |
| <b>Seniors</b>            | 2.95      | 2.99      | 2.98      | 3.03      | 3.04      |
| <b>All Undergraduates</b> | 2.83      | 2.88      | 2.90      | 2.92      | 2.93      |







**College of Charleston 2006-2007 Accountability Report****Table 7.1-9***Qualifications of Entering Freshmen, Percent meeting CHE Benchmarks*

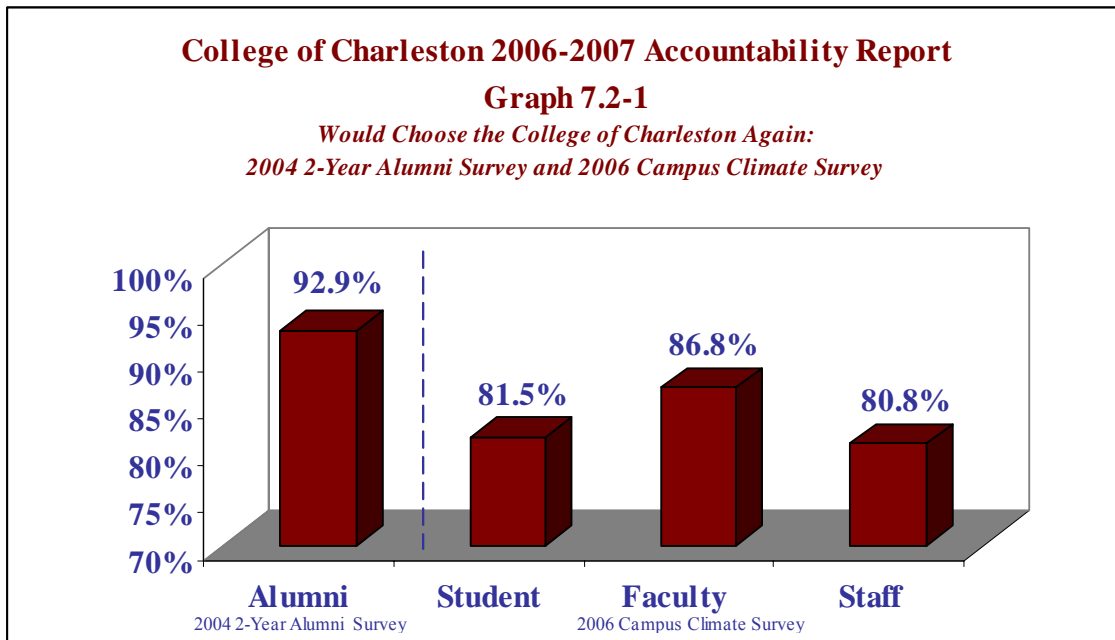
|              | <b>Fall 2002</b> | <b>Fall 2003</b> | <b>Fall 2004</b> | <b>Fall 2005</b> | <b>Fall 2006</b> |
|--------------|------------------|------------------|------------------|------------------|------------------|
| Clemson      | 99.1%            | 99.1%            | 99.3%            | 99.1%            | 99.6%            |
| CofC         | 99.1%            | 99.6%            | 99.5%            | 99.4%            | 99.5%            |
| USC          | 98.1%            | 99.1%            | 99.2%            | 99.4%            | 99.3%            |
| Winthrop     | 95.8%            | 97.7%            | 98.2%            | 98.4%            | 98.1%            |
| USC Aiken    | 88.7%            | 82.5%            | 87.9%            | 89.3%            | 91.7%            |
| USC Upstate  | 74.4%            | 85.1%            | 87.6%            | 85.9%            | 89.3%            |
| Citadel      | 88.7%            | 92.8%            | 88.9%            | 87.9%            | 88.8%            |
| Coastal      | 87.1%            | 85.6%            | 86.7%            | 86.4%            | 88.2%            |
| Fran Marion  | 71.8%            | 76.9%            | 75.3%            | 78.5%            | 83.1%            |
| Lander       | 84.3%            | 90.4%            | 82.1%            | 83.7%            | 78.2%            |
| USC Beaufort | 46.4%            | 54.4%            | 66.5%            | 63.0%            | 69.1%            |
| SC State     | 41.5%            | 47.3%            | 49.9%            | 46.8%            | 47.2%            |

Source: S.C. Commission on Higher Education

**College of Charleston 2006-2007 Accountability Report****Table 7.1-10***Percent of Students Passing Praxis II Examinations*

|              | <b>2003-04</b> | <b>2004-05</b> | <b>2005-06</b> |
|--------------|----------------|----------------|----------------|
| CofC         | 92.2%          | 94.2%          | 94.1%          |
| Winthrop     | 91.2%          | 95.5%          | 93.8%          |
| Fran Marion  | 98.5%          | 64.1%          | 89.4%          |
| USC Columbia | 90.7%          | 90.7%          | 89.3%          |
| SC State     | 96.3%          | 81.7%          | 88.6%          |
| Coastal      | 85.7%          | 86.0%          | 87.0%          |
| Clemson      | 86.9%          | 86.4%          | 86.2%          |
| Citadel      | 79.4%          | 80.2%          | 85.8%          |
| Lander       | 79.5%          | 77.8%          | 84.3%          |
| USC Upstate  | 89.3%          | 85.4%          | 83.9%          |
| USC Aiken    | 88.8%          | 92.1%          | 81.9%          |

Source: S.C. Commission on Higher Education



**College of Charleston 2005-2006 Accountability Report**

**Table 7.2-2**

*Alumni Satisfaction with Overall Academic Experience*

|              | Survey Response Rate | Number of Responses | Percent Responding |           |                    |                       |              | Overall % Satisfied |        |
|--------------|----------------------|---------------------|--------------------|-----------|--------------------|-----------------------|--------------|---------------------|--------|
|              |                      |                     | Very Satisfied     | Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Dissatisfied |                     |        |
| USC Beaufort | 100.0%               | 9                   | 33.3%              | 55.6%     | 11.1%              | 0.0%                  | 0.0%         | 0.0%                | 100.0% |
| USC Aiken    | 99.0%                | 135                 | 38.5%              | 51.9%     | 8.9%               | 0.7%                  | 0.0%         | 0.0%                | 99.3%  |
| CofC         | 97.0%                | 259                 | 46.7%              | 46.7%     | 5.4%               | 0.8%                  | 0.4%         | 0.0%                | 98.8%  |
| SC State     | 99.0%                | 146                 | 31.5%              | 37.0%     | 30.1%              | 0.0%                  | 0.7%         | 0.7%                | 98.6%  |
| USC Columbia | 100.0%               | 324                 | 29.3%              | 61.1%     | 8.0%               | 0.9%                  | 0.3%         | 0.3%                | 98.4%  |
| Coastal      | 99.0%                | 103                 | 30.1%              | 61.2%     | 6.8%               | 1.0%                  | 0.0%         | 1.0%                | 98.1%  |
| Citadel      | 100.0%               | 96                  | 37.5%              | 52.1%     | 8.3%               | 1.0%                  | 1.0%         | 0.0%                | 97.9%  |
| Winthrop     | 95.0%                | 97                  | 49.5%              | 44.3%     | 4.1%               | 1.0%                  | 1.0%         | 0.0%                | 97.9%  |
| Clemson      | 99.0%                | 179                 | 42.5%              | 44.7%     | 10.6%              | 6.0%                  | 1.0%         | 0.6%                | 97.8%  |
| Lander       | 100.0%               | 90                  | 42.2%              | 43.3%     | 11.1%              | 1.1%                  | 2.2%         | 0.0%                | 96.6%  |
| Fran Marion  | 98.0%                | 110                 | 44.5%              | 43.6%     | 8.2%               | 1.8%                  | 0.9%         | 0.0%                | 96.3%  |
| USC Upstate  | 100.0%               | 94                  | 34.0%              | 55.3%     | 6.4%               | 3.2%                  | 1.1%         | 0.0%                | 95.7%  |

Source: S.C. Commission on Higher Education



**College of Charleston 2006-2007 Accountability Report**

**Table 7.3-1**

*Alumni Giving Rate of Top U.S. News Ranked Master's Institutions*

| <b>U.S. News Rank</b> | <b>Institution</b>                   | <b>2006 Alumni Giving Percent</b> | <b>2007 Alumni Giving Percent</b> |
|-----------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| 1                     | Rollins College (FL)                 | 28%                               | 25%                               |
| 2                     | Elon University (NC)                 | 28%                               | 27%                               |
| 2                     | Stetson University (FL)              | 18%                               | 22%                               |
| 4                     | James Madison University (VA) *      | 10%                               | 9%                                |
| 5                     | The Citadel (SC) *                   | 34%                               | 36%                               |
| 6                     | Loyola University New Orleans 11     | 15%                               | 15%                               |
| 7                     | Mercer University (GA)               | 11%                               | 11%                               |
| 8                     | College of Charleston (SC) *         | 26%                               | 28%                               |
| 9                     | University of Mary Washington (VA) * | 28%                               | 26%                               |
| 10                    | Appalachian State (NC)*              | 13%                               | 13%                               |
| 11                    | Belmont University (TN)              | 17%                               | 11%                               |

\*Denotes public institutions.

Source: U.S. News and World Report

**College of Charleston 2006-2007 Accountability Report**

**Table 7.3-2**

*State Appropriations per FTE*

|              | <b>2004-05 Appropriation</b> | <b>Fall 2004 FTE</b> | <b>2004 Appr/FTE</b> | <b>2005-06 Appropriation</b> | <b>Fall 2005 FTE</b> | <b>2005 Appr/FTE</b> |
|--------------|------------------------------|----------------------|----------------------|------------------------------|----------------------|----------------------|
| Coastal      | \$11,785,709                 | 6,141.17             | \$1,919              | \$12,252,967                 | 6,943.63             | \$1,765              |
| USC Beaufort | \$2,026,215                  | 831.51               | \$2,437              | \$2,609,487                  | 997.33               | \$2,616              |
| USC Upstate  | \$10,775,082                 | 3,794.00             | \$2,840              | \$12,283,834                 | 4,198.71             | \$2,926              |
| CofC         | \$27,039,523                 | 9,941.94             | \$2,720              | \$29,283,053                 | 9,802.37             | \$2,987              |
| USC Aiken    | \$9,578,918                  | 2,761.36             | \$3,469              | \$10,021,980                 | 2,748.58             | \$3,646              |
| Winthrop     | \$19,963,829                 | 5,458.92             | \$3,657              | \$20,922,640                 | 5,416.12             | \$3,863              |
| Lander       | \$9,285,405                  | 2,524.25             | \$3,678              | \$9,695,866                  | 2,399.74             | \$4,040              |
| Fran Marion  | \$13,191,647                 | 3,126.06             | \$4,220              | \$15,249,582                 | 3,341.62             | \$4,564              |
| Citadel      | \$14,166,497                 | 2,992.38             | \$4,734              | \$14,754,261                 | 3,036.16             | \$4,860              |
| SC State     | \$20,210,171                 | 3,975.96             | \$5,083              | \$21,040,022                 | 4,104.66             | \$5,126              |
| Clemson      | \$87,617,771                 | 15,947.52            | \$5,494              | \$92,390,951                 | 16,225.50            | \$5,694              |
| USC Columbia | \$152,179,679                | 22,557.03            | \$6,746              | \$160,024,457                | 23,767.35            | \$6,733              |

Source: S.C. Commission on Higher Education

**College of Charleston 2006-2007 Accountability Report**  
**Table 7.4-1**  
*Average Faculty Salaries, 2006-07*

|            | Full Professors |            | Associate Professors |            | Assistant Professors |            | Instructors |            | All Faculty |            |
|------------|-----------------|------------|----------------------|------------|----------------------|------------|-------------|------------|-------------|------------|
|            | Number          | Avg Salary | Number               | Avg Salary | Number               | Avg Salary | Number      | Avg Salary | Number      | Avg Salary |
| Clemson    | 362             | \$99,372   | 237                  | \$71,902   | 275                  | \$64,979   | 4           | \$59,470   | 878         | \$81,003   |
| USC        |                 |            |                      |            |                      |            |             |            |             |            |
| Columbia   | 396             | \$106,922  | 363                  | \$75,890   | 422                  | \$68,523   | 135         | \$41,969   | 1316        | \$79,386   |
| MUSC       | 92              | \$114,005  | 85                   | \$85,259   | 57                   | \$75,988   | 23          | \$60,957   | 257         | \$91,318   |
| Citadel    | 54              | \$77,994   | 52                   | \$65,858   | 55                   | \$53,043   | 2           | \$70,000   | 163         | \$65,605   |
| Coastal    | 44              | \$73,231   | 71                   | \$62,123   | 91                   | \$53,996   | 26          | \$37,009   | 232         | \$58,227   |
| CofC       | 116             | \$76,064   | 153                  | \$61,522   | 171                  | \$52,461   | 58          | \$44,603   | 498         | \$59,827   |
| Fran       |                 |            |                      |            |                      |            |             |            |             |            |
| Marion     | 66              | \$68,429   | 31                   | \$58,594   | 75                   | \$48,580   | 18          | \$41,658   | 190         | \$56,453   |
| Lander     | 31              | \$63,302   | 27                   | \$53,455   | 44                   | \$46,163   | 24          | \$37,232   | 126         | \$50,241   |
| SC State   | 31              | \$66,193   | 61                   | \$60,283   | 86                   | \$51,137   | 25          | \$38,968   | 203         | \$54,686   |
| USC        |                 |            |                      |            |                      |            |             |            |             |            |
| Aiken      | 31              | \$70,514   | 36                   | \$59,468   | 46                   | \$49,188   | 34          | \$43,980   | 147         | \$54,998   |
| USC        |                 |            |                      |            |                      |            |             |            |             |            |
| Beaufort   | 8               | \$66,345   | 13                   | \$55,994   | 8                    | \$48,058   | 17          | \$40,970   | 46          | \$50,861   |
| USC        |                 |            |                      |            |                      |            |             |            |             |            |
| Upstate    | 41              | \$67,891   | 36                   | \$55,805   | 60                   | \$50,311   | 59          | \$43,359   | 196         | \$52,905   |
| Winthrop   |                 |            |                      |            |                      |            |             |            |             |            |
| University | 68              | \$72,651   | 85                   | \$63,131   | 90                   | \$52,117   | 30          | \$41,071   | 273         | \$59,447   |

Source: S.C. Commission on Higher Education

College of Charleston 2006-2007 Accountability Report

Table 7.6-1

2005-2006 Goals Academic Affairs - Measurements

|  | Benchmark Year | Follow-up Year |
|--|----------------|----------------|
| <b>Academic Distinction:</b>   |                |                |
| 1. Increase average SAT scores of entering students from 1213 in Fall 2005 to 1220 in Fall 2006  | 1213           | 1220           |
| 2. Increase the number of students in the applicant pool with SAT $\geq$ 1200 SAT or ACT $\geq$ 26 from 40.0 percent in 2005 to 43.0 percent in 2006   | 40.00%         | 39.50%         |
| 3. Increase percentage of freshmen students retaining their state scholarships from 49.0 percent to 51.0 percent   |                |                |
| 4. Increase numbers of students participating in internships from 562 in 2004-2005 to 618 in 2005-2006; increase numbers of students participating in service learning projects from 300 in 2004-2005 to 315 in 2005-2006. |                |                |
| 5. Establish baseline for undergraduate research and creative activity using the new digital measures recording system (Faculty Activities System)   |                |                |
| 6. Increase percentage of students graduating in 4, 5, and 6 years:  |                |                |
| a. from 46.0 percent in fall 2005 to 48.0 percent in fall 2006   | 46.00%         | 48.90%         |
| b. from 59.0 percent in fall 2005 to 62.0 percent in fall 2006   | 59.00%         | 59.00%         |
| c. and from 58.7 percent in fall 2005 to 61.9 percent in fall 2006 respectively  | 58.70%         | 61.80%         |
| 7. Hire full-time Associate Dean of the Honors College for Postgraduate Fellowships and begin tracking numbers of graduating students receiving prestigious scholarships to graduate/professional schools                  |                |                |
| 8. Increase numbers of graduating students attending post-baccalaureate institutions within 5-11 months of graduation from 18.1 percent in 2004-2005 to 20.1 percent in 2005-2006.   | 18.10%         | 19.05%         |
| 9. Increase percentage of entering faculty with Ph.D.s or terminal degrees from internationally/nationally ranked institutions from 80.0 percent in fall 2005 to 85.0 percent in fall 2006.                                | 80.00%         | 73.90%         |
| 10. Establish baseline for 2005-2006 for faculty receiving national, state, and local grants, awards, and recognitions using Faculty Activities System   |                |                |
| 11. Establish baseline for 2005-2006 faculty publications using Faculty Activities System  |                |                |
| 12. Implement Distinguished Visiting Scholar Program   |                |                |
| 13. Complete Phi Beta Kappa application  |                |                |
| 14. Achieve commendations of Sociology and Anthropology programs by outside reviewers  |                |                |
| 15. Implement P-12 Teacher Recognition Program   |                |                |

College of Charleston 2006-2007 Accountability Report

Table 7.6-1

2005-2006 Goals Academic Affairs - Measurements

|   | Benchmark Year | Follow-up Year |
|---|----------------|----------------|
| <b><i>New School of World Affairs, Languages, and Cultures:</i></b>   |                |                |
| 1. Appoint Dean and start operations by January 2006  |                |                |
| 2. Have consultant in place to advise on future directions by February 2006   |                |                |
| 3. Increase percentage of students/graduates participating in study abroad from 15.8 percent in 2004-2005 to 20.0 percent in 2005-2006  | 15.80%         | 18.20%         |
| <b><i>Retention:</i></b>  |                |                |
| 1. Increase one-year retention rate of first-time full-time freshmen from 83.2 percent in fall 2005 to 85.0 percent in fall 2006  | 83.20%         | 81.20%         |
| 2. Increase four-year graduation rate from 46.0 percent in fall 2005 to 48.0 percent in fall 2006   | 46.00%         | 48.90%         |
| 3. Increase five-year graduation rate from 59.0 percent in fall 2005 to 62.0 percent in fall 2006   | 59.00%         | 59.00%         |
| 4. Increase six-year graduate rate from 58.7 percent in fall 2005 to 61.9 percent in fall 2006  | 58.70%         | 61.80%         |
| 5. Implement Retention Action Plans for the following areas:  |                |                |
| <i>Early Alert</i> – implement the F.A.S.T. academic intervention system  |                |                |
| <i>Advising</i> – add two full-time professional advisors; improve departmental advising  |                |                |
| <i>Financial Aid</i> – implement bridge scholarships for students who lose state scholarships.  |                |                |
| <i>First Year Experience</i> –implement new First Year Seminars taught by roster faculty; increase learning community options.  |                |                |
| <i>Quality Services</i> –implement training program for front-line staff to promote quality interactions with students  |                |                |
| <i>Transfer Students</i> – create a transfer honor society; improve orientation services for transfer students  |                |                |
| <i>Minority Students</i> – continue Community Enhancement grants; build a four year program for minority students that increases opportunities for peer leadership, undergraduate research, study abroad, and enhanced career services. |                |                |
| 6. Implement Gateway Program for Undecided Students   |                |                |
| enhance orientation experience for undecided students;  |                |                |
| create an advising system that is highly attuned to working with undecided students;  |                |                |
| use ‘shadowing’ to link undecided students to students in majors;   |                |                |

College of Charleston 2006-2007 Accountability Report

Table 7.6-1

2005-2006 Goals Academic Affairs - Measurements

|  | Benchmark Year | Follow-up Year |
|--|----------------|----------------|
| create a 'departmental brochure' for recruiting undecided students which indicates the high level of support available to help them make decisions about majors and careers; |                |                |
| enforce the 60 hour rule for declaration of major.   |                |                |
| <b><i>Institutional Distinctiveness:</i></b>   |                |                |
| 1. Continue seeking opportunities for additional "below-the-line" funding for distinctive programs; add two more areas in 2005-2006 to those already funded in 2004-2005     |                |                |
| 2. Produce departmental/program fact sheets highlighting distinctiveness of our majors and programs  |                |                |
| <b><i>General Education Review and Revision:</i></b>   |                |                |
| 1. Hold campus-wide review of Gen Ed objectives in Fall 2005   |                |                |
| 2. Present Gen Ed revisions to faculty in Spring 2006  |                |                |
| 3. Implement portions of new Gen Ed proposal in Fall 2007 (e.g., Freshman Seminar)   |                |                |
| <b><i>Other</i></b>  |                |                |
| 1. Hire CIO  |                |                |
| 2. Hire Dean/Associate VP of Admissions  |                |                |
| 3. Hire Registrar  |                |                |

**College of Charleston 2006-2007 Accountability Report**  
**Table 7.6-2**  
*Duplication of Accreditation Table Submitted to the CHE*

| ACCREDITING AGENCIES AND AREAS  | Accreditable Program   | Fully Accredited Program  | Details on Program<br>(if program not fully accredited-do not complete if fully accredited) |   |                                   | Date agency/area added to CHE List |
|---|--|---|---|---|-----------------------------------|------------------------------------|
|   |  |   | Year program added at institution   | Institution has chosen NOT to seek accreditation for this program | Accreditation Expected (if known) |                                    |
| <b>American Assembly of Collegiate Schools of Business - International Association for Management Education</b> |  | <i>An institution may be accredited by the AACSB or the ACBSP</i> |   |   |                                   |                                    |
|   | Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management   | 1   | 1   |   |                                   |                                    |
|   | Business (BUSBA)-Baccalaureate, Masters', and Doctoral degree programs in accounting   | 1   | 1   |   |                                   |                                    |
| <b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>  |  |   |   |   |                                   |                                    |
|   | <b>Joint Review Committee - Athletic Training (JRC-AT)</b>   | 1   | 1   |   |                                   | 11/1999                            |
| <b>COMPUTING SCIENCE ACCREDITATION BOARD, INC.</b>  |  |   |   |   |                                   |                                    |
|   | <b>Computer Science (COMP) -</b> Baccalaureate programs in computer science  | 1   | 1   |   |                                   |                                    |
| <b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>   |  |   |   |   |                                   |                                    |
|   | <b>Music (MUS) -</b> Baccalaureate and graduate degree programs  | 1   | 1   |   |                                   |                                    |
| <b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>                                     |  |   |   |   |                                   |                                    |
|   | <b>Masters of Public Administration (MPA)</b>  | 1   | 1   |   |                                   | 7/2002                             |
| <b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>   |  |   |   |   |                                   |                                    |
|   | <b>Theater (THEA) -</b> Institutions and units within institutions offering degree-granting and/or nondegree-granting programs   | 1   | 0   | 1990  |                                   |                                    |
| <b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>  |  |   |   |   |                                   |                                    |
|   | <b>Teacher Education (TED) -</b> Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools | 1   | 1   |   |                                   |                                    |