COLLEGE OF CHARLESTON

2007-2008 ACCOUNTABILITY REPORT

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

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Accountability Report Transmittal Form

Organization Name	College of Charleston
Date of Submission	September 15, 2008
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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 from *Building Bridges to the Future: Interim Report, Summer 2008* by the Strategic Planning Committee of the College of Charleston, which may be found at http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf
[note: these are the first draft of new Core Values, which may, upon further dissemination, be revised for the final version of the Strategic Plan]:

- **Educational Excellence** that furthers intellectual, creative, ethical, and social development through a broad range of programs centered on the liberal arts and sciences
- **Student-Focused Community** that embraces mutual respect, collaboration, and diversity for the welfare of the individual and the institution
- **History, Traditions, and Environment of Charleston and the Lowcountry** that foster distinctive opportunities and relationships that advance our public mission in the city of Charleston, the state of South Carolina, and the world

In the past year, the College has made great strides in the pursuit of improvement of programs and services. The following outlines many of these achievements:

Financial:
- 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.
- Clean audit by Elliott Davis
- Successful issuance of Bonds to support Athletic Arena/New Residence Halls/Cato Arts Center
- $23,557,000 raised from external sources

Organizational Changes
- Performance-based compensation system developed and implemented
- Senior Executive Vice President Model initiated

Faculty
- Tenure, Promotion and Post-Tenure Reviews were conducted for 59 faculty members
- Recruitment of new and replacement faculty members during the year resulted in 28 new tenure-track and 17 new visiting faculty members joining the College in fall 2008.
- 35 faculty members retired or resigned.
- Six faculty members received Fulbright Awards

Senior Personnel New to the College of Charleston
- Athletic Director
- Legal Counsel
- Director Government Relations
- Executive Vice President of Institutional Advancement
- Director of Events
- Senior Vice President for Strategic Planning

Programs
- The Call-Me MISTER teacher Recruitment Program (a program to recruit African American role models into teaching) was initiated
- First-Year Experience Program recognized by U.S. News and World Report as one of the programs highlighted in their section on innovative programs
- The articulated bridge program with Piedmont Technical College adds to the program agreements with York Technical College, Greenville Technical College, and several ongoing programs with Trident Technical College

Accreditations
- The Commission on Colleges Southern Association of Colleges and Schools (SACS) reaffirmed the College of Charleston accreditation through 2017.
- Dept. of Theatre was accredited by the National Association of Schools of Theatre.
- The Master's of Public Administration (MPA) was re-accredited by the National Association of Schools of Public Administration (NASPA)

Facilities
- Completion of new residence halls and cafeteria, School of Education, Health and Human Performance, interior of President's home, renovation of historic buildings at 7 and 9 College
- In progress are athletic arena, science center, President's home grounds
- Plans underway for Randolph Hall and Cistern Yard exterior and Dixie Plantation
- New contract with East Shore Fitness Center at 11 locations for use by students
- Residence hall work, including:
  - Repairs (e.g., Exterior wood repairs and paint at 29/31/34 Coming and 298/300 Meeting Street)
  - Roof replacements (90 and 92 Wentworth Street, Buist, Rutledge and McConnell Residence Halls)
  - Wheelchair ramp addition to Berry Residence Hall
  - Various other rebulids, installations, and repairs

Students
- SAT range for entering freshmen 1080-1290 (average 1220)
- Record number of applications for new first-time freshmen, 9,956
- 2,293 undergraduate degrees awarded
- 192 graduate degrees awarded

Marketing and Communications
- Redesign of College Magazine (National Award of Excellence)
- Development of the *Portico* (faculty/staff newsletter – National Gold Medal Award)

Technology
- BATTERY Project (ERP System) contract awarded to Sungard.
- Purchase and implementation of Cougar Alert to communicate with the campus community in case of an emergency

Examining the College's accomplishments from a "big picture" point of view reveals that the institution has undertaken the development of a new Strategic Plan. An Institutional Strategic Planning Committee was appointed by President Benson in November 2008 and the committee began meeting in December of that year. The committee was subdivided into the following Subcommittees:

- Environmental Analysis
- Competitive Analysis
- Focus Groups
- SWOT Analysis
- Dixie Plantation
- Assessment

The subcommittees met from January-June 2008, and the results of their analyses may be found at
http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf.

Annual assessment at the College also continues under the direction of the Office of Accountability, Accreditation, Planning and Assessment (AAPA). 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 year 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.

The College's first year of the new strategic planning process provides a comprehensive view of the opportunities and barriers that may affect the College's success in fulfilling its mission and achieving its strategic goals. In addition to the SWOT analysis conducted spring 2008, the environmental scan and the competitive analysis also illuminated the current landscape of the College of Charleston and point to key strategic challenges for the College in the next few years. These analyses are outlined in the College's *Building Bridges to the Future: Interim Report, Summer 2008* by the Strategic Planning Committee of the College of Charleston, which may be found at http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf.
Developing key strategic goals to address the issues raised through these studies is the focus of our second year of strategic planning and will be reported on in the 2008-2009 Accountability Report.

Engaging in the Accountability Report process has allowed the College to establish a baseline of performance excellence. The team who works on preparing the report has been stable from 2005 through 2008. Team meetings begin in April of each year to discuss the upcoming report and changes that have occurred across the past year. The work progresses through the summer, culminating in August with completion of the final draft report, which is then prepared by the Office of Accountability, Accreditation, Planning, and Assessment (AAPA) for submission. From September through March of each year, the team tracks changes that should be included in the upcoming report. This annual reporting process has allowed the College to analyze goals, plans, and measurements, and to document the institution's strengths and challenges that emerge through this process. In that way they become visible to the team and to the College. The Accountability Report provides an opportunity to examine the priorities of the College, and is one step of many in the College's continuing commitment to and quest for excellence in programs and services. The Accountability Report helps to shape the College's focus on quality enhancement and on generating 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	Marine Biology	History, M.A.
Anthropology	Mathematics	Languages, M.Ed.
Art History	Middle Level Education	Marine Biology, M.S.
Arts Management	Music	Mathematics, M.S.
Astronomy	Philosophy	Middle Level Education, M.Ed.
Astrophysics	Physical Education	Performing Arts, M.A.T.
Athletic Training	Physics	Public Administration, M.P.A.
Biochemistry	Political Science	Science and Mathematics, M.Ed.
Biology	Psychology	Special Education, M.Ed.
Business Administration	Religious Studies	
Chemistry	Sociology	
Classics	Spanish	**OFFERINGS AND SERVICES**
Communication	Special Education	Academic Advising and Planning
Computer Information Systems	Studio Art	Center
Computer Science	Theatre	Campus Recreation Services
Discovery Informatics	Urban Studies	Career Services
Early Childhood Education		Center for Disability Services
Economics		Center for Student Learning
Elementary Education	**EDUCATIONAL PROGRAMS**	College of Charleston Libraries
English	**(GRADUATE)**	Counseling and Substance Abuse
French	Accountancy, M.S.	Services
Geology	Bilingual Legal Interpreting, M.A.	Honors College
German	Communication, M.A.	Information Technology Literacy
Historic Preservation and	Computer and Information	Assessment
Community Planning	Sciences, M.S.	Intercultural Programs
History	Early Childhood Education,	Learning Communities
Hospitality & Tourism	M.A.T.	New Student Programs
International Business	Early Childhood Education, M.Ed.	Residence Life and Housing
Latin American and Caribbean	Elementary Education, M.A.T.	Service Learning
Studies	Elementary Education, M.Ed.	Student Health Services
	English, M.A.	Technology Support
	Environmental Studies, M.S.	Writer's Group
	Historic Preservation, M.S.	

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 instate and out-of-state, working adults and professionals 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 69 foreign countries. Primary markets include: South Carolina, North Carolina, Georgia, Virginia, Maryland and New Jersey, and Ohio. Secondary markets include: Pennsylvania, New York, Massachusetts, and Florida.

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
- Commission on Colleges Southern Association of Colleges and Schools
- Discipline-specific accrediting bodies (i.e., AACSB, NCATE)

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 (graduate and undergraduate)

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
Boston University
Clemson University
Coastal Carolina University
Davidson College
Elon University
Emory University
Furman University
George Washington University
James Madison University
Miami University Oxford

New York University
Penn State University
    College Park
Presbyterian College
Tulane University
University of Delaware
University of Georgia
University of Maryland   College
    Park
University of Miami

University of North
    Carolina Chapel Hill
University of North Carolina
    Wilmington
University of Richmond
University of South Carolina
University of Virginia
Vanderbilt University
Virginia Tech
Villanova University
Wake Forest University
Winthrop 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

The organizational structure of the College's senior staff is as follows:
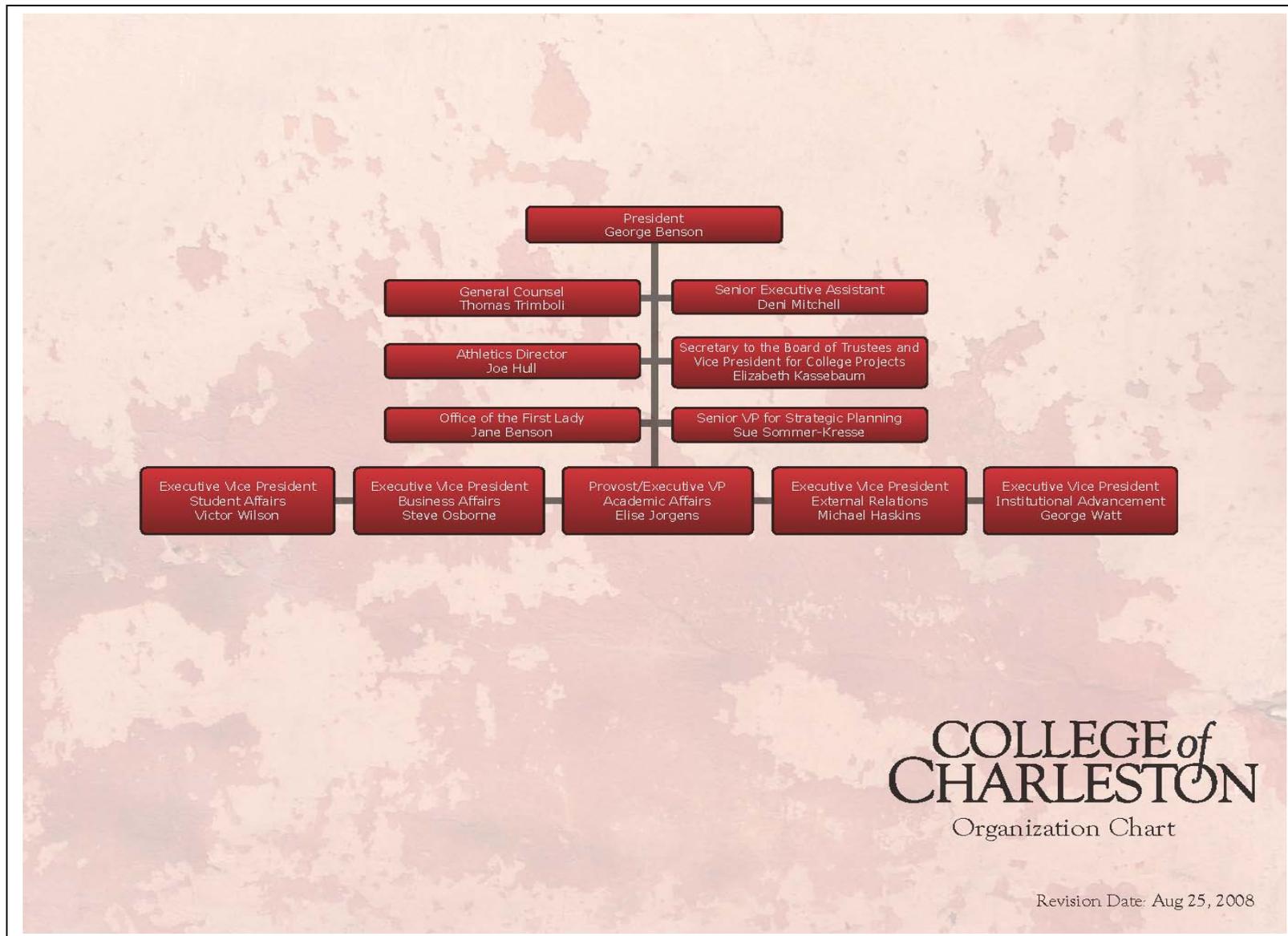
College of Charleston Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 79,036,976	$ 24,482,826	$ 83,802,220	$ 26,320,770	$ 90,709,008	$ 24,383,769
Other Operating	$ 63,290,765		$ 66,616,891		$ 79,986,859	
Special Items	$ 2,076,367	$ 2,076,367	$ 2,076,367	$ 4,192,131	$ 4,192,131	$ 4,192,131
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 19,076,761	$ 3,758,115	$ 21,269,025	$ 4,082,003	$ 22,290,533	$ 3,970,764
Non-recurring	$ 329,000	$ 6,290,002	$ 6,290,002			
Total	$ 163,809,869	$ 36,607,310	$ 180,054,505	$ 34,594,904	$ 197,178,531	$ 32,546,664

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	$ 6,290,002	
Capital Reserve Funds		
Bonds		
Capital Reserve Funds		
Bonds		

College of Charleston Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures		FY 07-08 Budget Expenditures		Key Cross References for Financial Results*
367-372 &1694 Instruction	To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston.	State: Federal: Other: Total: % of Total Budget:	14,079,460.00 328,950.00 46,794,865.00 61,203,275.00 35.43%	State: Federal: Other: Total: % of Total Budget:	14,871,169.00 359,575.00 51,795,087.00 67,025,831.00 35.13%	
378 Institutional Support	To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations and development.	State: Federal: Other: Total: % of Total Budget:	3,406,628.00 0.00 10,400,037.00 13,806,665.00 8.00%	State: Federal: Other: Total: % of Total Budget:	3,852,810.00 0.00 12,496,821.00 16,349,631.00 8.57%	
379 Operation/ Maintenance of Plant	To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution	State: Federal: Other: Total: % of Total Budget:	4,202,728.00 0.00 12,877,838.00 17,080,566.00 9.89%	State: Federal: Other: Total: % of Total Budget:	4,781,040.00 0.00 15,475,233.00 20,256,273.00 10.62%	
380 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).	State: Federal: Other: Total: % of Total Budget:	0.00 5,500,000.00 10,086,933.00 15,586,933.00 9.03%	State: Federal: Other: Total: % of Total Budget:	0.00 5,250,000.00 10,827,089.00 16,077,089.00 8.43%	
384-391 Auxiliary Enterprises	Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking, and Athletics	State: Federal: Other: Total: % of Total Budget:	0.00 0.00 28,000,000.00 28,000,000.00 16.22%	State: Federal: Other: Total: % of Total Budget:	0.00 0.00 32,000,000.00 32,000,000.00 16.77%	

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;1695-1697; 1801....Special Items

	FY 06-07		FY 07-08	
Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	13,884,239.00 4,171,050.00 18,944,200.00 36,999,489.00 21.43%	State: Federal: Other: Total: % of Total Budget:	13,661,067.00 4,390,425.00 21,011,939.00 39,063,431.00 20.48%

* 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 the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

- Dr. P. George Benson, President of the College of Charleston, appointed a Strategic Planning Committee in December 2007. The committee accomplished the following by July, 2008:
  - ➢ Developed draft statement of core purpose and values.
  - ➢ Conducted focus groups with 289 individuals including students, faculty, staff, alumni, administrators, business and community leaders and legislators.
  - ➢ Asked 123 administrative and academic units to determine strengths, weaknesses, opportunities and threats (SWOT analysis).
  - ➢ Examined competing institutions.
- An Interim Report has been distributed to the College community: http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf. The Strategic Planning Committee will draft the College's Envisioned Future for the approval of the President and Board of Trustees by summer 2009. The current plans and values are published on the College's website and serve the campus until the new plan is approved.
- 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 sustainable organization with a focus on action to accomplish the organization's strategic 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 organizational environment that fosters and requires legal and ethical behavior; and fiscal, legal, and regulatory accountability? How are these monitored?

- Senior leaders ensure that all College employees adhere to all state and federal regulations that apply to higher education institutions.
- Senior leaders have revised and 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 that aligns with the goals of the institution 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 and workforce 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.

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.

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

- President Benson initiated a merit pay system for faculty and staff in 2007-08 and salary increases above those required by State law were awarded on a merit basis.
- 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 reward staff in their respective departments for performance.

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

- 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 of performance.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

- Reports, measures, and data that are regularly reviewed by senior leaders include:
  - ➢ Admissions, retention, and graduation data
  - ➢ Fund raising reports on annual fund and major gifts totals
  - ➢ Enrollment data
  - ➢ Faculty workload
  - ➢ Student-faculty ratio and average class size
  - ➢ Public safety reports
  - ➢ BATTERY and technological updates
  - ➢ Ad hoc reports from departmental and/or divisions
  - ➢ Marketing and communication reports

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

- 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.
- Internal and external advisory committees and boards serve as review bodies and "sounding" boards for new programs and initiatives.

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

- 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.
- The Office of Service Learning coordinates opportunities for students to serve the community within the Academic structure.
- Student organizations and individual students volunteer thousands of hours in the community each year encouraged by a campus-wide volunteer fair to which community organizations are invited.

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, student and stakeholder preferences, and competition
 d. human resource capabilities and needs;
 e. long-term organizational sustainability and organizational continuity in emergencies;
 f. your ability to execute the strategic plan.

- The College began a new strategic planning process in November 2007. President Benson appointed a 19 member Strategic Planning Committee (SPC) to lead the College through this process. The Co-Chairs of the Committee are: P. George Benson (College President), James Deavor (Chair, Chemistry and Biochemistry Department), Amy Thompson McCandless (Dean of the Graduate School), and Sue Sommer-Kresse (Sr. Vice President of Institutional Advancement and Planning). The Office of Accountability, Accreditation, Planning, and Assessment (AAPA) was charged with the administrative systems for the strategic planning process.
- Organizational meetings of the SPC began in December 2007.
- In January 2008, five subcommittees were formed: Environmental Analysis, Competitive Analysis, Focus Groups, SWOT Analysis, and Assessment. In February 2008, the Dixie Plantation Subcommittee was added.
- The Environmental Analysis Subcommittee conducted an environmental scan.
- The Competitive Analysis Subcommittee narrowed an initial list of 81 institutions down to fourteen.
- The Focus Group Subcommittee and AAPA conducted 35 focus group meetings with 289 individuals, including students, administrators, business and community leaders, legislators, alumni, faculty, and staff, to solicit ideas for improving the College. An online focus group received approximately 100 additional responses.
- The SWOT Analysis Subcommittee created a web-based SWOT analysis that provided the 123 identified academic and administrative units from across the campus the opportunity to provide responses and to identify the strengths, weaknesses, threats and opportunities facing the College in the next decade.
- In August 2008, the SPC published *Bridges to the Future: Interim Report 2008* which provides greater detail on the results and conclusions of the of the subcommittees and may be found at http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf

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

- The new strategic objectives at the College of Charleston will be developed across the 2008-2009 academic year as the SPC formulates the new Strategic Plan. The focus of these objectives will remain centered on providing high-quality education to a diverse and engaged student body.
- Additionally, the work of the subcommittees thus far show clearly that whatever strategic goals and objectives are developed, the College of Charleston must strengthen relationships with all constituent groups and must ensure a campus environment that has a sound technology infrastructure, engaging educational experiences, enhanced 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 institutional goal of improving institutional effectives 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. The Assessment Subcommittee of the SPC, AAPA, and Institutional Research will play key roles in this assessment.
- 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.

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 will incorporate elements of past planning.
- An assessment and evaluation process will be built into the strategic planning process.

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.	▪ Action plans that will be developed by the SPC will be tracked by cross-divisional teams as well as through the assessment mechanisms described in 2.3 above. ▪ 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 once they are developed. ▪ Resources are allocated 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.
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 publications like *Building Bridges to the Future: Interim Report 2008 of the Strategic Planning Committee* (sent via campus mail to all CofC employees), public forums, committee and subcommittee reports, the College website and the Strategic Planning 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.
2.6 How do you measure progress on your action plans?	▪ Progress is measured via achievement of outcome measures.
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.	▪ *Bridges to the Future: Interim Report 2008* which provides greater detail on the results and conclusions of the of the subcommittees and may be found at http://strategicplan.cofc.edu/newsletters/interimreport%20august%202008.pdf

College of Charleston Goals and Objectives [Note: New Strategic Planning Goals will be drafted as a part of the second year of our strategic planning process and will be provided in the 2008-2009 Accountability Report]. The goals and objectives below are those previously established at the College.

Program Number and Title	Supported Agency Goal/Objective	Related FY 07-08 Key Agency Action Plan/Initiative(s)	Key Cross Reference for Performance Measures*
	Goal 1: Strengthen Student Learning	· Promote the value of a Liberal Arts & Sciences education and its place at the College to ensure all students understand the value of a liberal arts experience. · Ensure high quality of all undergraduate disciplinary programs. · Improve the quality of instruction at all levels in all disciplines. · Support and nurture interdisciplinary and international programs. · Ensure high quality of graduate programs.	PI 4, 5, 6 PI 2, 3, 4, 6 PI 1, 2, 6 PI 5, 6, 7 PI 3
	Goal 2: Assure a high quality, diverse, and engaged student body.	· Strengthen programs to recruit a high quality and diverse student body. · Strengthen programs to retain and graduate a high quality and diverse student body. · Increase student participation in co-curricular and extra-curricular activities. · Increase the number and quality of post-graduate scholarships and fellowships awarded to our students. · Promote the values of integrity, diversity, civility, and collegiality as integral to curricular, co-curricular, and extracurricular programs.	PI 6, 7 PI 1, 2, 4, 5, 8 PI 1, 3 PI 9 PI 1, 3
	Goal 3: Assure high quality and diverse faculty and staff	· Recruit high quality and diverse faculty and staff. · Retain high quality and diverse faculty and staff.	PI 1, 2, 4, 6 PI 3, 4, 5, 6, 7
	Goal 4: Enhance relationships with constituents	· 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 · Expand graduate and professional programs identified as needed in the region and of strategic importance to the College of Charleston. · Promote College cultural and athletic programs that enrich the quality of life for external and internal constituents. · Strengthen the Alumni Association, engaging alumni in the life of the College and promoting the importance of lifelong connections with the College.	PI 1 PI 2 PI 2, 3, 5 PI 4, 5
	Goal 5: Enhance campus environment and technology infrastructure	· 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. · Assure state of the art technology for faculty, staff, and students. · Provide and maintain physical facilities that promote civility, collegiality, and diversity. · Strengthen student information technology competency.	PI 1 PI 2, 3 (PI 1, 3) (PI 4)
	Goal 6: Improve institutional effectiveness	· Increase financial resources to support the institutional mission and goals. · Link the assessment, planning, and budgeting processes to ensure that results will be used for improvement of services or programs.	PI 3 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.

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 and the Center for Cultural Diversity to offer both on-campus as well as state-wide receptions for underrepresented students who wish to stay within the State of South Carolina. For the second consecutive year, the College hosted two initiatives 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 alumni; 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.

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 administers an Admitted Student Questionnaire (ASQ) each year to determine how potential students assess the College of Charleston strengths and weaknesses relative to its competitors.

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

- The College of Charleston monitors through its Admissions Office (and elsewhere), information provided on its newly launched YouTube and Facebook sites.
- 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 CIRP surveys, both of which provide information on student expectation and satisfaction, are regularly administered and used in proposing, evaluating and changing programs.

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.

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.

- 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.
- Building upon its strong foundation as a public liberal arts and services university, the College is in the process of a strategic plan to create a world class institution. To determine its path forward we are re-examining our core values and purpose to set priorities for future development.
- 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 recently opened in support of the College's goals to build a stronger residential environment and become more student-centered.

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

- 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 (reinstituted 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.
- Recently, the Office of Accountability, Accreditation, Planning and Assessment (AAPA) began to examine the College's assessment process to determine what, if any, changes needed to be made in order to increase institutional effectiveness. Goals of the comprehensive revisions to the College's assessment process included increasing the efficiency of assessment efforts and dismantling the separate silos of institutional effectiveness data. In January – February 2008, Dr. Eleanor Nault, Director of Assessment at Clemson University, conducted a number of focus groups for College of Charleston chairs, deans, faculty assessment committee members, and other interested faculty to determine what is working and what is not regarding departmental and program assessment. Part workshop and part focus group, these sessions provided the opportunity for participants to review the demands for assessment; they also allowed participants to voice their concerns about the current assessment process. Members of AAPA were not present so that participants could voice any and all concerns in an anonymous environment.
- As a result of the workshops conducted by Dr. Nault, AAPA will pilot a new assessment process for academic programs and services. In the first year of the new process, only student learning outcomes for academic programs and services and assessment plans based on said outcomes will be collected. From that point forward, departments will report annually on their assessment endeavors, including any program/service changes that have been made as a result of assessment findings.

4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

- 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 2008-2009 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 (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), the National Association of Schools of Music (NASM), the National College Athletic Association (NCAA), 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.

4.3 How do you keep your measures 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.
- 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 $197.3 million invested in capital assets, net of accumulated depreciation of $80.3 million at the end of June 30, 2007. Total capital assets in 2007 increased by $25 million or 14.5% in comparison to 2006. Accumulated depreciation for the year ended June 2007 was $80.3 million compared to $74.8 million in 2006.

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 two areas: assessment of educational programs and services, and satisfaction.
- In the area of assessment, for example, the Strategic Diversity Management Council released the results of its ground breaking diversity study to the campus community. Among other things, the survey results helped to inform the strategic planning process. 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 satisfaction, for example, the Dept. of Public Safety distributed a community perception and satisfaction survey via the internet, during the spring 2008 semester. The survey was offered to all students, faculty and staff that had internet access. With the data collected from the survey, the Department of Public Safety will research and, where possible, implement changes based on survey response to better serve their customer.
- Additionally, approximately 35 focus groups were conducted in 2007-2008 as a key component of the Strategic Planning process. They targeted key campus constituents including faculty, staff, students, parents, alumni, community stakeholders, Board of Trustees members, and legislators. The goal was to determine and rank necessary improvements for the College to be recognized as a world-class institution. These issues will be addressed in the upcoming strategic plan.

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.
- 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 Information Technology Division pursues excellence in online data protection through continually evaluated and updated security practices and policies. The data in the administrative system is protected by username/password pairs and central authentication. Servers housing institutional data are in physically secured areas and restricted to essential users only. All data is backed up regularly to secure offsite tape libraries and copies sent to a remote secured site. Network design includes firewalls, intrusion protection, and many security features. Campus maintains enterprise anti-virus protection. Data accuracy is maintained by responsible users; data are available via online systems and reporting tools.

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

- The College of Charleston engages in ongoing, integrated, and institution-wide research-based planning and assessment of its programs and services. In short, the College demonstrates its commitment to continuous improvement by systematically outlining and evaluating future outcomes and measuring whether or not those outcomes have been met.
- Currently, the College's assessment cycle spans three years; this cycle allows one year for assessment planning, one year for data collection using multiple measures, and one year for evaluation of assessment results and evidence-based programmatic changes. However, during the next year, AAPA will pilot a new assessment process for academic programs and services in which departments will report annually on their assessment endeavors, including any program/service changes that have been made as a result of assessment findings.
- In the CHE Institutional Effectiveness Report, we summarized the assessment activities of Computer Science, Psychology, Religious Studies, School of Education, Health, and Human Performance, and Theatre.
- In December 2007, the College's accreditation was reaffirmed by the Commission on Colleges Southern Association of Colleges and Schools (SACS) until 2017. There were no recommendations on the College's Quality Enhancement Plan (QEP) on the First-Year Experience. There were only two recommendations, one of which has been completed and the second is in the final stages of completion.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets) ? 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 your workforce 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 and updates completed annually. ▪ Faculty workload is carefully monitored and regularly assessed. ▪ The President's staff has been reorganized to more closely align with institutional needs and strategies. Key administrative positions have been upgraded and recruited. ▪ 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) New ERP, Web CT, and Content Management system will significantly impact efficiency.
5.2 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 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?	▪ Faculty 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.

5.4 How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce 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.

5.5 How does your development and learning system for leaders address the following:
a) development of personal leadership attributes
b) development of organizational knowledge
c) ethical practices
d) your core competencies, strategic challenges, and accomplishment of action plans?

- Faculty and staff are encouraged to attend workshops and conferences to build leadership qualities.
- President chairs senior staff meetings and invites key guest stakeholders for pertinent topics.
- Annual performance evaluation has specific categories designated to assess and encourage leadership qualities, employee evaluation accuracy and effectiveness, learning environment encouragement, and diversity support.
- Strategic Planning committee is currently engaged in a planning process to articulate an envisioned future for the institution. Department and individual plans and actions will align with the overall institution goals.
- Core values are posted on websites and in Human Resources Office.
- Leadership workshops are offered through Human Resources.

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

- Strategic plan committee is incorporating capability and capacity action points.
- Specific growth departments such as IT have been targeted as growth departments. The current staff has been analyzed, voids identified and a hiring plan implemented.
- Academic departments are reviewed annually to determine growth objectives and needs. Evolving departments, such as Communication, are planned with additional faculty and expansion of physical locations.

5.7 How do you recruit, hire, and retain new employees?

- Search committees with a chair person are formed to recruit key administrative and academic positions. Final candidates are invited to campus to meet with key constituents.
- Faculty are recruited through networking, referrals, graduate schools and publications.
- New faculty attend a three day orientation, which includes meeting key administration and academic personnel, introducing classroom and campus technology, attending all campus picnic, and other instructional and inclusive events.
- Academic departments hold retreats or meetings prior to the start of the school year and new faculty are able to quickly assimilate with their peers.
- Teaching workshops are available for new faculty to share ideas and instructional methods.
- Staff are recruited using state of South Carolina employment posting regulations.
- New staff are welcomed with a four hour orientation and they are encouraged to take advantage of available learning opportunities.

5.8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

- Individual performance evaluation goals are to be consistent with department goals and the College's Strategic Plan goals. Supervisors are trained to write performance evaluation goals that are developmental and motivational for employees.
- The ERP conversion has provided leadership, time management, and teambuilding workshops to facilitate cooperation between departments during the conversion.
- Professional development opportunities are offered through HR, the Addlestone Library, Career Services, Academic Computing, among others. Workshop evaluations are completed and analyzed to improve content and presentation. The IT Helpdesk allows for employees to learn new skills and to share the new skills. Physical Plant and Residence Life have embarked on Life-Long Learning initiatives including computer training, Supervisory Practices, Job Skills, etc. 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.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?	▪ 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). ▪ A new reporting system for performance evaluations has been implemented; wherein, any key element of the evaluation can be analyzed for any employee segment of the institution. This will aid in evaluation consistency and action plan development.

5.10 How do you motivate workforce to develop and utilize their full potential?	▪ Salary Analyses are conducted with subsequent adjustments for faculty and staff.
	▪ 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. Training and Development is offered through Human Resources, the Library, Academic Computing and Career Services. A 2007 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 special discounts are communicated.

5.11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce 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.

5.12 How do you use workforce 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.

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

- The College has an up to date Emergency Management and Preparedness Plan, with a very active Emergency Management Team whose members comprise a cross-section of the campus community.
- A new emergency alert system has been implemented and tested. Workforce and students are immediately notified of a campus emergency and given directives or instructions for safety.
- Campus police have an active community oriented policing program Fire & Life Safety and Public Safety meet with all new employees during New Employee Orientation and all new faculty in Faculty Orientation.
- A whistle defense program has is used to alert officers of dangerous situations.
- Campus Police offer on-campus safety escorts during evening hours.
- Campus Police have 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, a graphic communication fire alarm monitoring system) 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 your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

- 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 46 major programs of study.
- The initial year of the College of Charleston's strategic planning process allowed the College to undertake a comprehensive scan of the competitive environment, to conduct an environmental scan, as well as a SWOT analysis in which 93% of the current academic and administrative departments participated. The College's second year of planning will highlight the core competencies of the institution that will allow it to react to and to rise to the challenges presented in the upcoming years.
- The strategic planning process will also allow for the development of fully actualized action plans for the College.

6.2 What are your organization's key work processes?

- As an institution of higher learning, our "key work processes" may be defined as those learning-centered processes that have at their heart the institutional mission and goals, the College's core values, and the strategic planning process. Among these processes, which add value for our students (customers), are:
  - ➢ 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 2007, there were 91 undergraduate and 45 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 (QEP), 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 or a First Year Seminar. 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.
- As stated above, the College's second year of planning will highlight the core competencies of the institution that will make apparent their relationship to our key learning-centered processes.

6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

- The strategic planning process garnered broad-based participation from students, faculty, staff, stakeholders, suppliers, and partners in order to facilitate determination of current key work process requirements.
- The initial year of the College of Charleston's strategic planning process allowed the College to undertake a comprehensive scan of the competitive environment, to conduct an environmental scan, as well as a SWOT analysis in which 93% of the current academic and administrative departments participated. The College's second year of planning will highlight the core competencies of the institution that will allow it to react to and to rise to the challenges presented in the upcoming years.

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

- In spring 2008, 164 classrooms (or 71% of instructional space) on campus were equipped with technology. This includes: 108 smart classrooms (containing a teacher station with computer, VCR, and/or digital presenter unit attached to a digital or LCD projection unit), 18 computer classrooms (accommodating the instructor and every student access to an individual computer), 20 department/student labs, and 18 specialized spaces.
- The wireless network on campus has been inexistence 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 255 resource databases and 41,835 electronic journals so that College community members can search for, view, download, and print citations and articles from any Internet connections. As a member of PASCAL (Partnership Among SC Academic Libraries) as well as other national Consortia, the library has negotiated a number of cost-saving cooperative licensing agreements for electronic resources. The library continues to cancel print subscriptions in favor of electronic subscriptions, providing users with simultaneous access while decreasing binding and shelving costs. The library also installed a self-check kiosk to increase circulation efficiency and a color copier/printer in response to patrons' requesting this equipment.
- 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 2008 semester, 337 faculty members utilized WebCT in 977 course sections (out of approximately 2113 total course sections)—roughly 40% of all classes are enhanced using this technology.
- The College employs seven 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, digitizing video, and consulting on effective and pedagogical uses of technology in teaching.

6.5 How do you systematically evaluate and improve your work 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 fall 2006, the Office of Accountability, Accreditation, Planning, and Assessment (AAPA) 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.
- 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.

- Each of these services also undergoes rigorous assessment to ensure satisfaction and quality in service provision. For example, the Academic Advising and Planning Center conducted a survey in both the fall and the spring semester to assess satisfaction with the advising center and assessment of the learning outcomes of the advising center.
- 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.
- In 2006, the College initiated the BATTERY Project began. 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. 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, etc. This will replace multiple, obsolete, legacy application programs and multiple, separate databases currently used to conduct the administrative business of the College.

6.6 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.
- Each of these services also undergoes rigorous assessment to ensure satisfaction and quality in service provision. For example, the Academic Advising and Planning Center conducted a survey in both the fall and the spring semester to assess satisfaction with the advising center and assessment of the learning outcomes of the advising center.
- 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.

6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

- 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.

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 2007. ▪ 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 the Alumni 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).
7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?	▪ As reported in 5.4, 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 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 and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

- 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.
  d.) Organizational citizenship in support of your key communities?

- 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-2007.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.
- d.) 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 2007-2008 Accountability Report
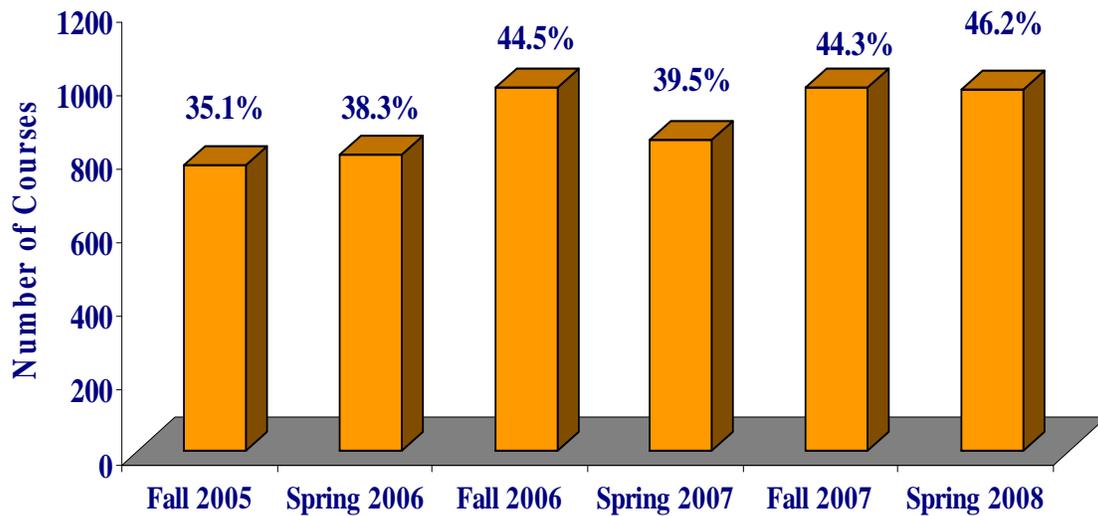**Graph 6.3-1**
WebCT Usage by Faculty
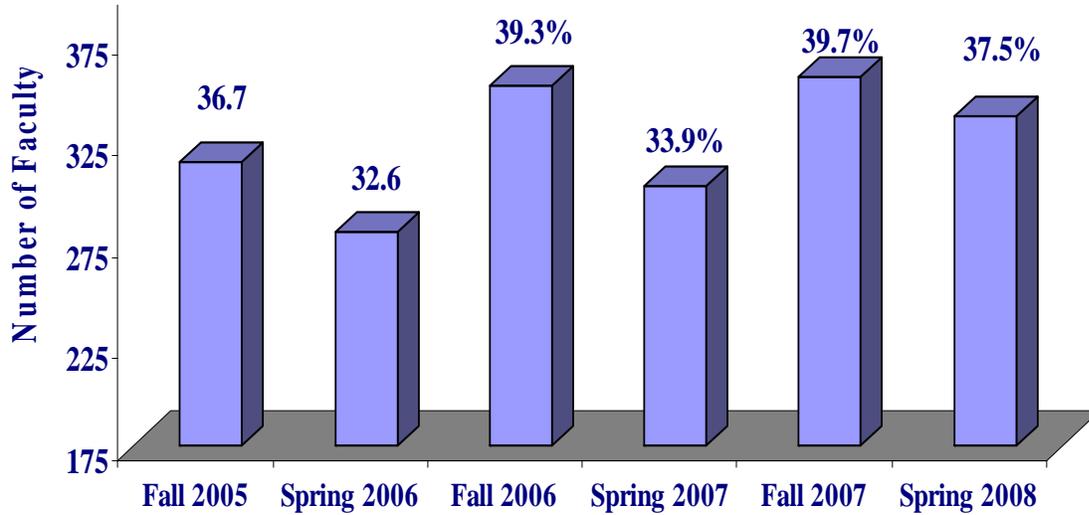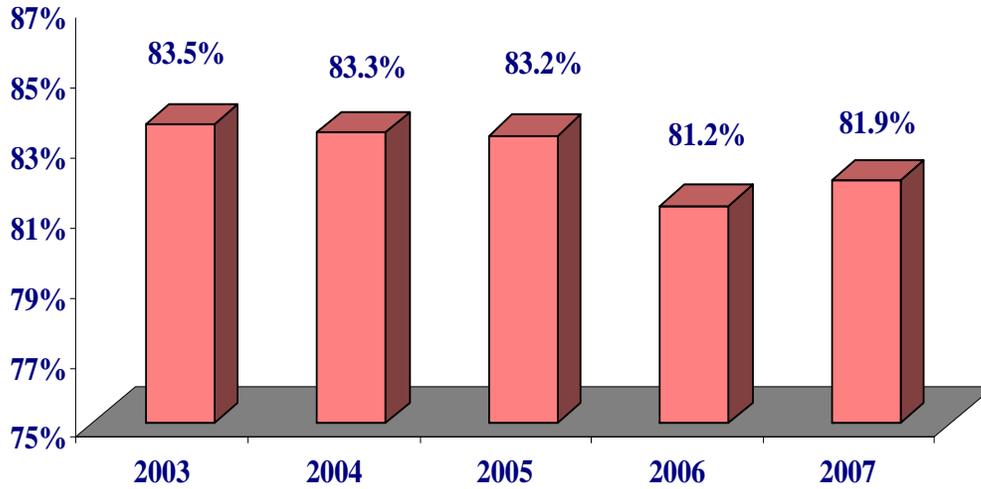

College of Charleston 2007-2008 Accountability Report
Graph 6.3-2
WebCT Usage by Courses
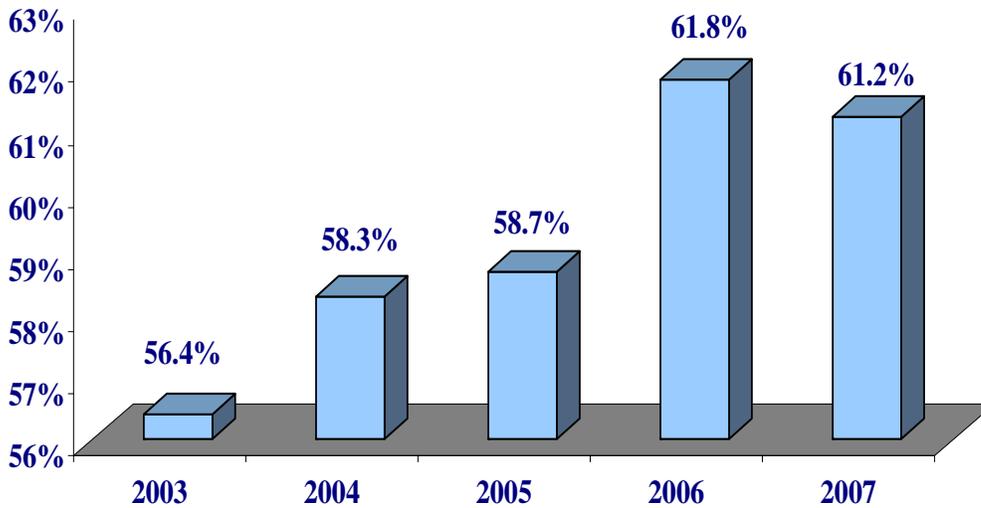
College of Charleston 2007-2008 Accountability Report
Graph 7.1-1
Freshmen One-Year Retention Rate
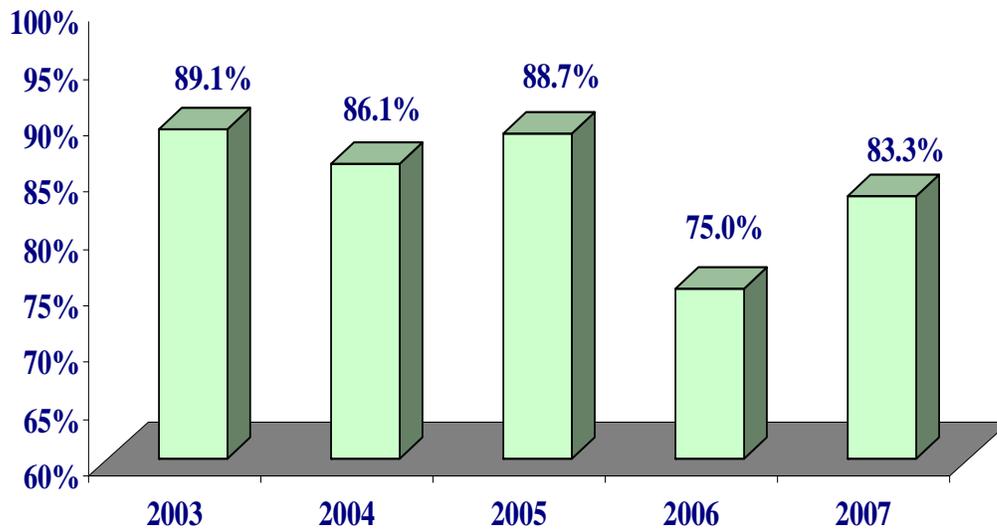

College of Charleston 2007-2008 Accountability Report
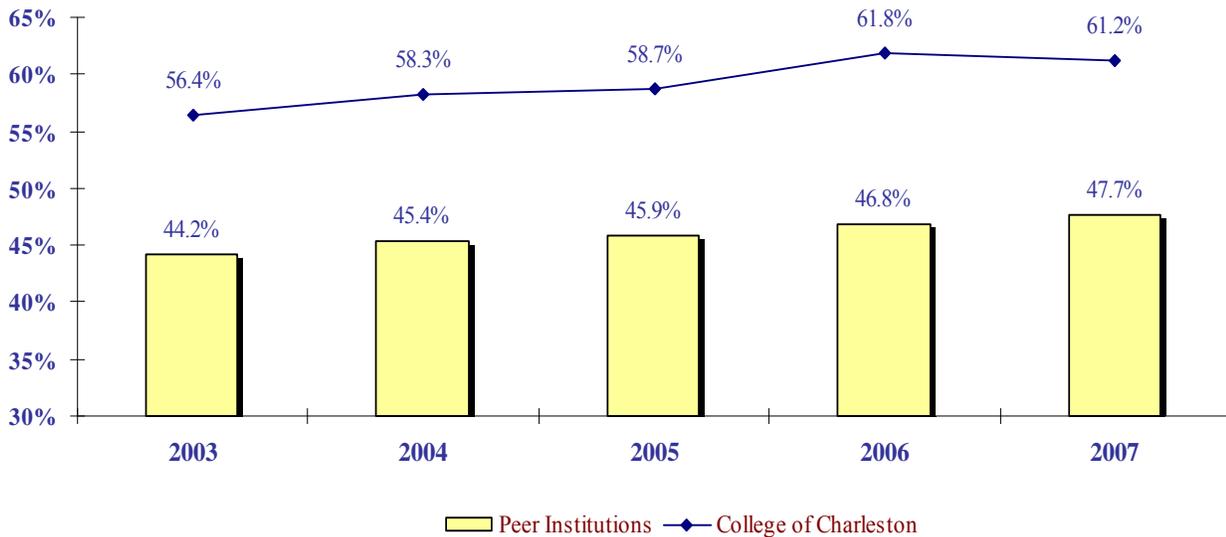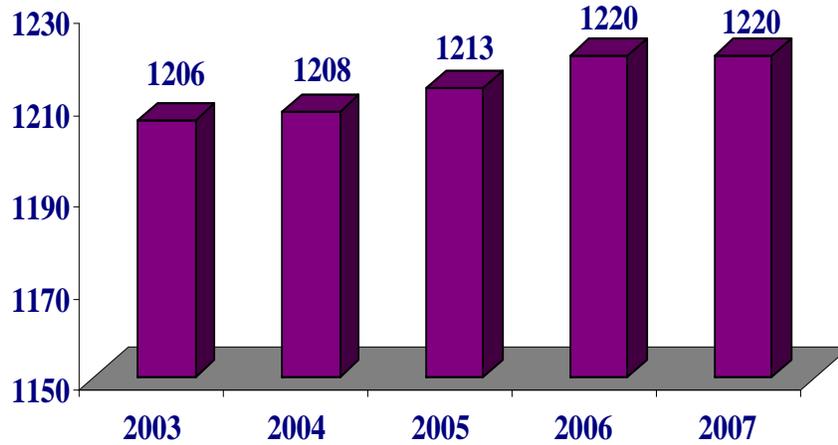**Graph 7.1-2**
Freshmen Six-Year Graduation Rate

College of Charleston 2007-2008 Accountability Report

Table 7.1-3

Average Cumulative GPA of Degree-Seeking Undergraduates

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Freshmen	2.81	2.83	2.83	2.90	2.84
Sophomores	2.85	2.88	2.87	2.85	2.88
Juniors	2.86	2.92	2.95	2.93	2.94
Seniors	2.99	2.98	3.03	3.04	3.01
All Undergraduates	2.88	2.90	2.92	2.93	2.92

College of Charleston 2007-2008 Accountability Report

Graph 7.1-4

Minority Freshmen One-Year Retention Rate

College of Charleston 2007-2008 Accountability Report
Graph 7.1-5
Freshmen One-Year Retention Rate Comparison
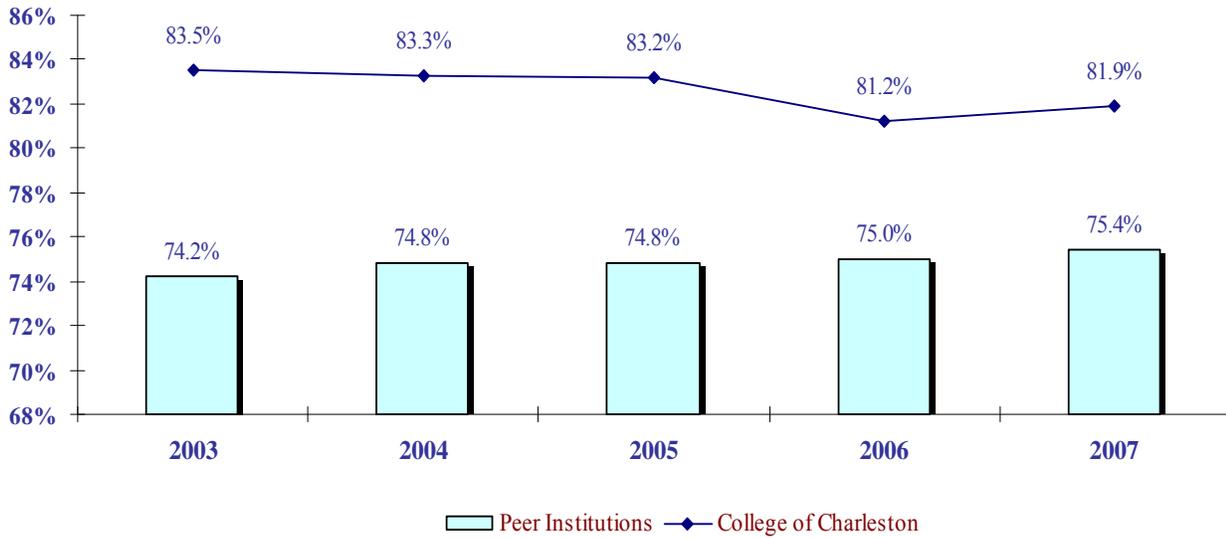
College of Charleston 2007-2008 Accountability Report
Graph 7.1-6
Freshmen Six-Year Graduation Rate Comparison

College of Charleston 2007-2008 Accountability Report
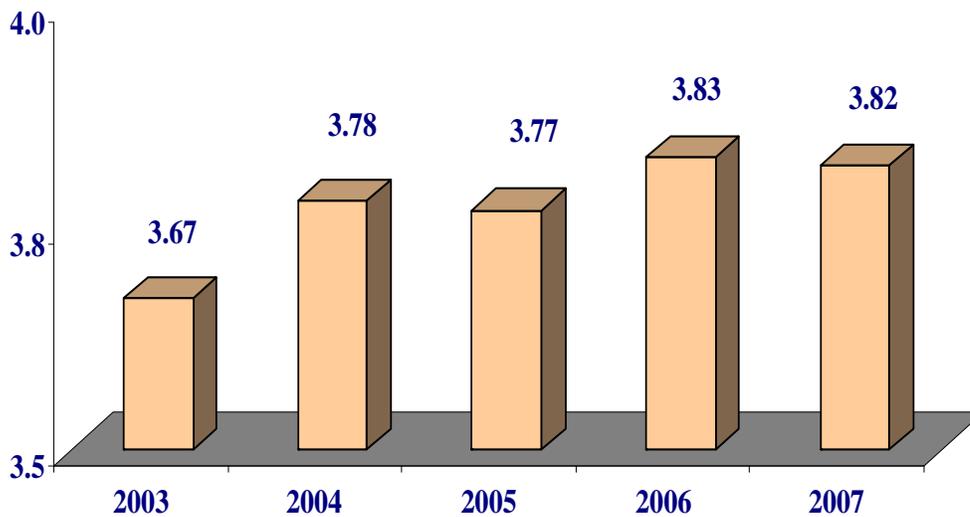**Graph 7.1-7**

Average SAT Score of Entering Freshmen

SAT Scores as reported to the SC CHE; does not include provisionally admitted freshmen.

College of Charleston 2007-2008 Accountability Report
Graph 7.1-8

Average High School GPA of Entering Freshmen

College of Charleston 2007-2008 Accountability Report

**Table 7.1-10**

Percent of Students Passing Praxis II Examinations

	2003-04	2004-05	2005-06
SC State	100.0%	100.0%	100.0%
CofC	92.2%	94.2%	94.1%
Winthrop	91.2%	95.5%	93.8%
Fran Marion	98.5%	64.1%	89.4%
USC Upstate	87.6%	85.2%	87.2%
Coastal	85.7%	86.0%	87.0%
Citadel	79.4%	80.2%	85.8%
USC Aiken	91.0%	92.6%	79.5%
Lander	73.8%	63.6%	75.0%

Source: S.C. Commission on Higher Education

College of Charleston 2007-2008 Accountability Report
Graph 7.2-1

Would choose the College of Charleston again: 2-Year Alumni Survey
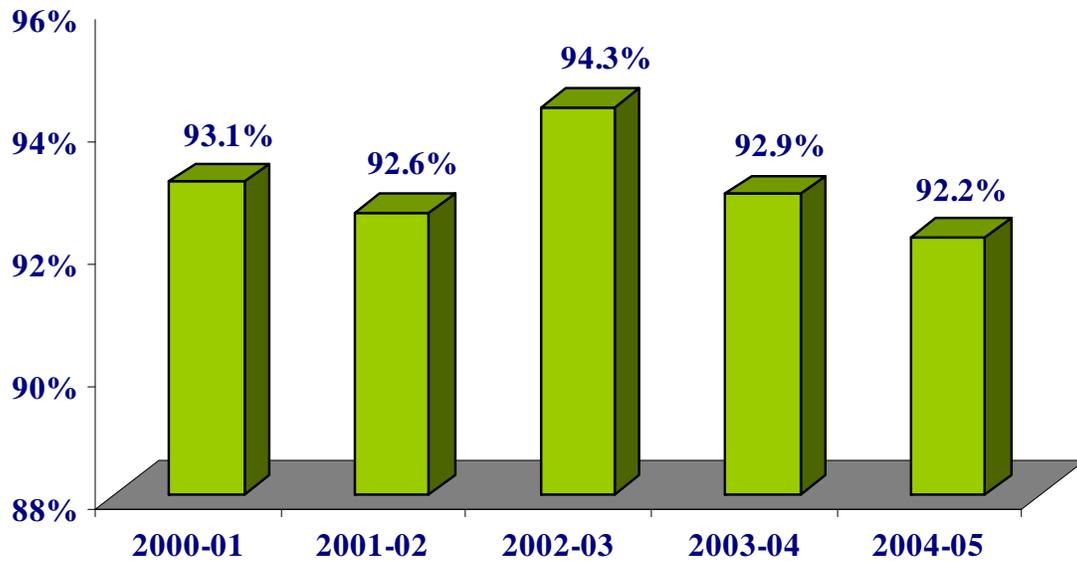
College of Charleston 2007-2008 Accountability Report
Table 7.2-2
Alumni Satisfaction with Overall Academic Experience

	Survey Response Rate	Number of Responses	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Overall % Satisfied
USC Beaufort	8.0%	6	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	100.0%
USC Aiken	24.0%	132	37.0%	48.8%	10.2%	2.4%	0.0%	1.6%	96.0%
CofC	13.0%	252	46.7%	46.7%	5.4%	0.8%	0.4%	0.0%	98.8%
SC State	27.0%	151	26.5%	66.2%	5.3%	1.3%	0.7%	0.0%	98.0%
USC Columbia	8.0%	112	32.7%	55.5%	8.2%	1.8%	1.8%	0.0%	96.4%
Coastal	13.0%	91	45.1%	46.2%	7.7%	0.0%	1.1%	0.0%	99.0%
Citadel	14.0%	84	46.3%	46.3%	2.5%	3.8%	0.0%	1.3%	95.1%
Winthrop	22.0%	223	53.3%	41.5%	5.2%	0.0%	0.0%	0.0%	100.0%
Clemson	9.0%	169	43.8%	48.5%	6.5%	0.0%	0.0%	1.2%	98.8%
Lander	11.0%	47	47.2%	43.5%	6.5%	2.2%	2.2%	0.6%	97.2%
Francis Marion	15.0%	154	42.9%	50.6%	5.8%	0.6%	0.0%	0.0%	99.3%
USC Upstate	14.0%	99	44.4%	38.4%	13.1%	3.0%	0.0%	1.0%	95.9%

Source: S.C. Commission on Higher Education

College of Charleston 2007-2008 Accountability Report
Table 7.3-1
Alumni Giving Rate of Top U.S. News Ranked Master's Institutions

U.S. News Rank	Institution	2007 Alumni Giving Percent	2008 Alumni Giving Percent
1	Rollins College (FL)	28%	23%
2	Elon University (NC)	28%	25%
2	Stetson University (FL)	18%	24%
4	James Madison University (VA) *	10%	9%
5	The Citadel (SC) *	34%	28%
5	Loyola University New Orleans 11	15%	13%
7	University of Mary Washington (VA) *	28%	24%
8	Mercer University (GA)	11%	10%
9	College of Charleston (SC) *	26%	29%
9	Appalachian State (NC)*	13%	12%
11	Belmont University (TN)	17%	9%
	* Denotes public institutions.		

Source: U.S. News and World Report

College of Charleston 2007-2008 Accountability Report
Table 7.3-2
State Appropriations per FTE

	2006-07 Appropriation	Fall 2006 FTE	2006 Appr/FTE	2007-08 Appropriation	Fall 2007 FTE	2007 Appr/FTE
Coastal	$12,667,571	6,943.63	$1,824	$16,808,315	7,177.26	$2,342
USC Beaufort	$2,677,047	997.33	$2,684	$2,875,328	1,101.33	$2,611
USC Upstate	$12,696,259	4,198.71	$3,024	$14,558,165	4,451.16	$3,271
CofC	$30,317,308	9,802.37	$3,093	$34,594,904	9,903.48	$3,493
USC Aiken	$10,381,262	2,748.58	$3,777	$11,196,080	2,711.24	$4,130
Winthrop	$21,732,096	5,416.12	$4,012	$23,480,584	5,360.41	$4,380
Lander	$10,175,198	2,399.74	$4,240	$10,937,937	2,177.11	$5,024
Fran Marion	$16,413,177	3,341.62	$4,912	$19,397,460	3,318.71	$5,845
Citadel	$15,285,183	3,036.16	$5,034	$16,287,740	3,063.14	$5,317
SC State	$21,769,768	4,104.66	$5,304	$24,386,739	4,643.96	$5,251
Clemson	$100,476,486	16,225.60	$6,192	$112,858,871	16,250.09	$6,945
USC Columbia	$170,355,770	23,571.41	$7,227	$183,772,439	23,990.86	$7,660

Source: S.C. Commission on Higher Education

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Table 7.4-1

Average Faculty Salaries, 2007-08

	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	357	$103,880	242	$75,253	290	$67,381	3	$49,209	892	$84,064
USC Columbia	385	$111,049	370	$79,666	465	$70,552	147	$43,411	1367	$81,506
MUSC	88	$119,086	78	$89,134	53	$80,603	21	$59,270	240	$95,619
Citadel	61	$77,456	47	$68,850	59	$55,655	0	$0	167	$67,332
Coastal	47	$78,667	64	$63,887	112	$57,786	22	$4,130	245	$61,905
CofC	122	$77,260	154	$63,396	167	$55,527	54	$47,053	497	$62,380
Fran Marion	64	$74,368	36	$59,211	83	$50,811	17	$44,506	200	$59,325
Lander	28	$63,068	25	$55,341	45	$47,907	27	$41,022	125	$51,303
SC State	39	$72,648	64	$64,220	86	$54,963	26	$42,550	215	$59,425
USC Aiken	30	$74,123	36	$60,122	45	$50,036	38	$43,834	149	$55,741
USC Beaufort	9	$69,685	15	$59,824	10	$49,159	14	$43,296	48	$54,630
USC Upstate	37	$70,383	35	$58,737	66	$51,911	67	$45,037	205	$54,164
Winthrop	63	$75,230	94	$65,428	90	$53,005	35	$43,951	282	$60,987

Source: S.C. Commission on Higher Education

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Table 7.6-2
Duplication of Accreditation Table Submitted to the CHE

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (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)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	*An institution may be accredited by the AACSB **or** the ACBSP*					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	1	1				
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting	1	1				
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Joint Review Committee - Athletic Training (JRC-AT)	1	1				11/1999
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science	1	1				
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs	1	1				
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)	1	1				7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or non-degree-granting programs	1	0	1990			
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	1	1				