



2005-2006
STATE ACCOUNTABILITY REPORT
FOR THE
COLLEGE OF CHARLESTON

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

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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:

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

In the past year, the College has made great strides in the pursuit of improvement of programs and services. The Fourth Century Initiative (4CI), a quality enhancement plan created and overseen by former College of Charleston President Leo I. Higdon, included eight goals intended to move to College from regional to national preeminence:

- Reducing average class sizes and student/faculty ratios
- Increasing the quality of student-faculty interaction
- Increasing faculty and student joint research activities
- Reducing undergraduate enrollment
- Enhancing financial aid and employment opportunities for students
- Increasing student quality and keeping more of South Carolina’s top students in state
- Boosting the number of full-time faculty and key student support staff
- Expanding and improving campus facilities

Each of these goals was achieved, and results of the 4CI are available at http://crmc.cofc.edu/plan/4CI_3.pdf.

The College has also continued its trend of financial stability, which is defined as the sound financial base and adequate physical resources to meet the College's mission and maintain the exceptional quality of our educational and co-curricular experiences for students regardless of fluctuations in enrollments, state appropriations or other revenue sources.. Audited financial statements document a consistent pattern of growth in revenue, expenditures, and net assets. The most recent audit confirms the College's financial strength with net assets of \$123.8 million which is an increase of \$6 million over the previous year.

The College participates in additional external reviews and accreditations. In the past year, the institution has been preparing for the Southern Association of Colleges and Schools (SACS) Commission on Colleges reaffirmation of accreditation. The Compliance Audit Report was turned in September 12, 2006, and the College will be involved with various pieces of the process through March 22, 2007. From January through May, 2006, the College was involved in the National Collegiate Athletic Association (NCAA) Self-Study process; the institution was reaccredited without any recommendations from the Committee on Athletic Certification.

Examining the College's accomplishments from a "big picture" point of view reveals that the institution has successfully completed the first phase of its Strategic Plan. The first strategic plan has six main objectives: strengthen student learning; assure a high quality, diverse, and engaged student body; assure a high quality and diverse faculty and staff; enhance relationships with constituents; enhance campus environment and technology infrastructure; and improve institutional effectiveness. Phase I successes are now seen in the daily life of the College, from the improved quality of the students we attract (e.g., 1213 average SAT scores is the highest in the history of the institution) to the quality of the facilities we currently provide (e.g., renovated student center, new School of Business, and the new Addlestone Library) or will soon provide (e.g., new School of Education, new School of Sciences and Math, new School of the Arts addition, new Arena, and Dixie Plantation project).

Recognizing that planning is a dynamic process, the College is entering the second phase in which four areas will be targeted: academic programs (with particular emphasis on the General Education program and Majors and Multi-disciplinary programs of distinction and distinctiveness), co-curricular programs, student success, and diversity. Another goal for the present year focuses on the College's planning, budgeting, and assessment progression. The College of Charleston has an annual planning and assessment cycle that has been in place for over twenty years. Because South Carolina higher education institutions have experienced such drastic budget cuts in the past several years, new funds have rarely been available for action items outlined in departmental plans and budgeting has been only indirectly tied to the departmental planning process. However, in order to determine what "pent-up" fiscal needs may exist, the planning process will once again include financial implications of planning goals as well as justification for those requests. The planning cycle will continue to address the goals of the department (tied to institutional goals), and will add in budgetary needs associated with those goals. In the fall of 2006, departments will submit their Annual Actions and Three-Year plans for the 2007-2008 fiscal year; these plans will influence the Annual Operating Budget for the year and will inform departmental assessment initiatives. Furthermore, the College will begin to evaluate the strengths and challenges of current assessment procedures and determine methods of making the process more efficient, effective, and useful. The improved assessment system will embrace dismantling separate

silos of information through departmental collaboration with a focus on published student learning outcomes.

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

- While the State's economic difficulties appear to be slowly abating, because of previous dramatic cuts in the budgets of some state agencies and other articulated higher budgetary priorities for the State (e.g., K-12), the Legislature is not likely to increase higher education's appropriation.
- The budget process will be tied more directly to the annual planning and assessment processes. Departments will be expected to present non-aspirational budget items during the planning and budgeting process, which will take place during the fall semester 2006 for the 2007-2008 budget year. These Items will be reviewed by the President and, should funding be available, allocations may be made.
- Opportunities will continue to exist for additional funding from alternate sources such as grants, private gifts and public/private initiatives; however, these funds will generally be restricted to specific programs and projects. Any increase in unrestricted funds is unlikely to be sufficient to fund new initiatives after the offset for inflation in existing programs. The primary revenue sources for new initiatives will, therefore, depend upon the department's ability to locate new and reallocate existing resources.
- Revenues from student fees remain the best available source to meet any state budget cuts and to fund new initiatives and programs at the College. The ability of the College to increase student fees is dependent both upon the College's ability to fall outside of the restrictions proposed during the annual legislative process, as well as the College's ability to demonstrate how these additional funds will improve program quality and distinctiveness, student learning, and retention. The College had a single digit tuition increase last year and anticipates a comparable increase this year. The majority of the funds generated from a moderate fee increase will be necessary to cover inflation, possible mandated pay increases, etc.
- There will be continued external demand from the State government, Federal government, and from SACS, as well as increasing internal need, to demonstrate through credible measures institutional effectiveness in the delivery and quality of programs; the utilization and delivery of administrative processes; and the allocation and usage of scarce resources.
- Outcome measures, especially those which focus on student learning and persistence, are going to be increasingly important at both the state and federal levels. Current efforts are underway at the state level to revise the measures associated with performance funding and to institute new accountability measures and reporting requirements on the State's public colleges and universities. SACS guidelines require that campus-wide assessment focuses on student learning outcomes; how do we prove that we are doing what we say we are doing?

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

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

**EDUCATIONAL PROGRAMS
(UNDERGRADUATE)**

Art History
 Arts Management
 Historic Preservation
 Music
 Studio Art
 Theatre
 Accounting and Legal Studies
 Business Administration
 Economics
 Hospitality & Tourism
 Global Logistics and Transportation
 International Business
 Marketing
 Elementary/Early Childhood Education
 Special Education
 Athletic Training
 Exercise Science
 Health Promotion
 Teacher Education
 Anthropology
 Communication Studies
 Communication: Corporate and Organizational or Media Studies
 English
 History
 Philosophy
 Political Science
 Psychology
 Religious Studies
 Sociology
 Planning and Administration
 Policy and Social Problems

Classics
 French
 German
 Latin American and Caribbean Studies
 Spanish
 Astronomy
 Biology
 Biochemistry
 Chemistry
 Computer Science
 Computer Information Systems
 Discovery Informatics
 Environmental Geology
 Geology
 Marine Biology
 Mathematics: Applied, Pure, Discrete, Actuarial, or Teaching
 Meteorology
 Molecular Biology
 Physics

**EDUCATIONAL PROGRAMS
(GRADUATE)**

Historic Preservation, M.S.
 Accountancy, M.S.
 Early Childhood Education, M.A.T.
 Early Childhood Education, M.Ed.
 Elementary Education, M.A.T.
 Elementary Education, M.Ed.
 Middle Level, M.Ed.
 Special Education, M.Ed.
 English, M.A.

History, M.A.
 Public Administration, M.P.A.
 Communication, M.A.
 Bilingual Legal Interpreting, M.A.
 Computer and Information Sciences, M.S.
 Marine Biology, M.S.
 Mathematics, M.S.
 Languages, M.Ed.
 Science and Mathematics, M.Ed.
 Environmental Studies, M.S.

OFFERINGS AND SERVICES

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

The College's key student segments:

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

Stakeholder groups fall into two categories:

- **External**—freshmen and transfer students from both instate and out-of-state, 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 75 foreign countries. Primary markets include: South Carolina, North Carolina, Georgia, Virginia, Maryland and Tennessee. Secondary markets include: Ohio, New Jersey, Pennsylvania, Connecticut, Florida and Ohio.

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)

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

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

Three systems of governance exist at the College:

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

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

The College's key suppliers and partners include:

- All secondary schools within South Carolina
- Approximately 2600 out-of state secondary schools
- Sixteen community colleges within South Carolina
- Approximately 40 out-of-state community colleges

Key competitors of the College:

University of South Carolina
Clemson University
University of Georgia
Elon University
Univ. of North Carolina
Chapel Hill

James Madison University
Univ. of North Carolina
Wilmington
Furman University
Tulane University
Virginia Tech

Winthrop University
University of Virginia
University of Maryland
College Park
University of Delaware
University of Miami

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

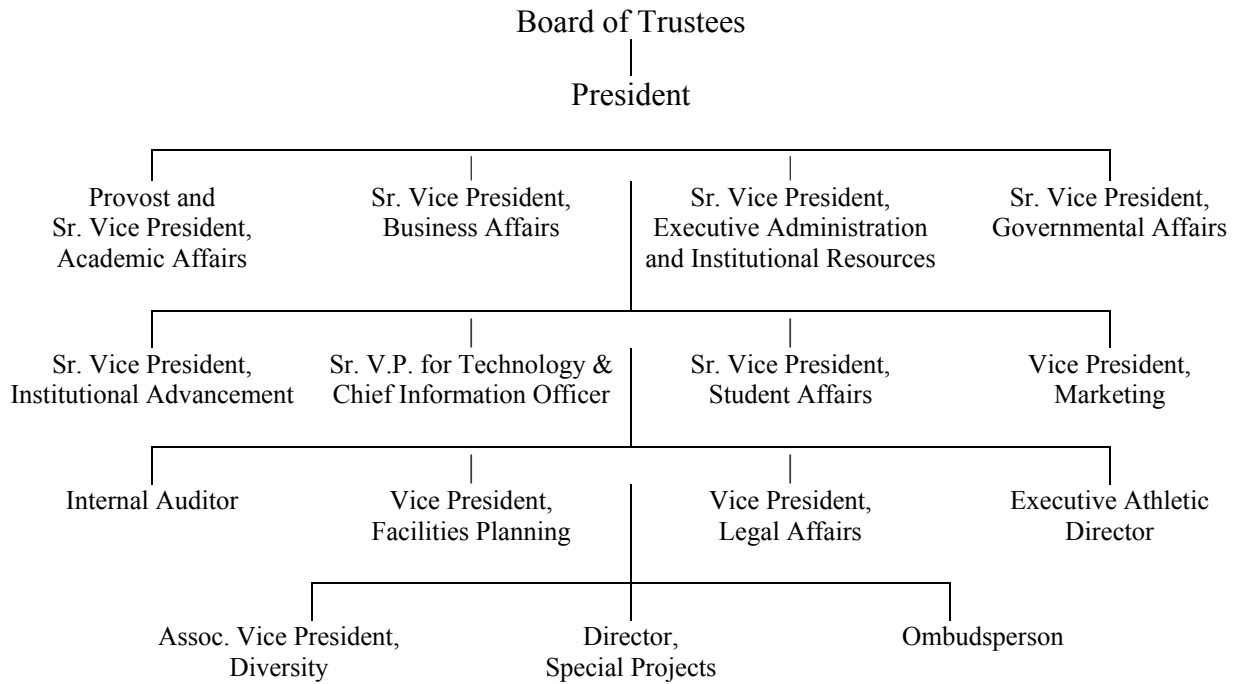
Changes impacting on competitive situation:

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

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

- **Regional accreditation** The College undergoes SACS accreditation every ten years. We are currently in the midst of the 2007 reaffirmation of accreditation.
- **Discipline-based accreditation** In the last two years, programs and departments at the College have been accredited by the NCAA, the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), and the National Association of Schools of Music (NASM).
- **Program Reviews** Although no longer required, the College follows Program Review procedures set forth by the CHE to review programs that do not undergo discipline-based accreditation.
- **Assessment Process** Each academic and administrative department participates in the College's assessment process.
- **Institutional Effectiveness Report** The College submits an annual Institutional Effectiveness Report to the CHE that addresses such issues as academic assessment outcomes and plans for improvement, graduation rates, minority enrollment, professional examination scores, and more.
- **Accountability Report** Establishing the baseline with the 2005-2006 Accountability Report allows the College to more easily recognize areas needing attention.
- **Faculty Evaluation and Employee Performance Management Systems** These systems provide a structure for annual faculty, unclassified, and classified College employee evaluations.

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



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

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	69,447,503	22,589,082	75,603,427	23,586,203	79,726,504	24,482,826
Other Operating	60,622,673		60,215,437		67,285,754	
Special Items	983,017	983,017	2,076,367	2,076,367	2,076,367	2,076,367
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	16,399,267	3,467,424	17,925,311	3,620,483	18,332,556	3,758,115
Non-recurring						
Total	147,452,460	27,039,523	155,820,542	29,283,053	167,421,181	30,317,308

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		329,000
Capital Reserve Funds		
Bonds		

College of Charleston Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results
368-372 Instruction	To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston.	State: 12,386,208.00 Federal: 1,300,000.00 Other: 38,302,424.00 Total: 51,988,632.00 % of Total Budget: 35.36%	State: 12,631,516.00 Federal: 568,155.00 Other: 39,500,301.00 Total: 52,699,972.00 % of Total Budget: 33.73%	
378 Institutional Support	To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations, development	State: 5,166,072.00 Federal: 0.00 Other: 15,581,448.00 Total: 20,747,520.00 % of Total Budget: 14.11%	State: 5,160,712.00 Federal: 0.00 Other: 15,831,906.00 Total: 20,992,618.00 % of Total Budget: 13.44%	
379 Operation and Maintenance of Plant	To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution	State: 3,085,418.00 Federal: 0.00 Other: 9,305,965.00 Total: 12,391,383.00 % of Total Budget: 8.42%	State: 3,221,112.00 Federal: 0.00 Other: 9,881,649.00 Total: 13,102,761.00 % of Total Budget: 8.39%	
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: 0.00 Federal: 4,640,000.00 Other: 7,744,147.00 Total: 12,384,147.00 % of Total Budget: 8.42%	State: 0.00 Federal: 6,600,085.00 Other: 7,866,861.00 Total: 14,466,946.00 % of Total Budget: 9.26%	
384-391 Auxiliary Enterprises	Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking, and Athletics	State: 0.00 Federal: 0.00 Other: 23,800,000.00 Total: 23,800,000.00 % of Total Budget: 16.19%	State: 0.00 Federal: 0.00 Other: 26,500,000.00 Total: 26,500,000.00 % of Total Budget: 16.96%	

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....Special Items

Remainder of Expenditures:	State: 5,537,549.00 Federal: 4,060,000.00 Other: 16,137,137.00 Total: 25,734,686.00 % of Total Budget: 17.50%	State: 7,003,512.00 Federal: 2,831,760.00 Other: 18,645,782.00 Total: 28,481,054.00 % of Total Budget: 18.22%
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* 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.

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

- In 2002, the College updated its previous strategic plan and developed a four-year quality enhancement initiative, known as the Fourth Century Initiative (FCI). The 4CI and the College's strategic plan succinctly communicate the College's vision and goals. The College's strategic plans and its values are published on the College's website. The College's values are also displayed throughout the campus on posters.
- Senior leaders involved various constituents to participate in the development of the College's strategic plan and in the creation of its seven core values. Such involvement included open forums, steering committees, focus groups, and surveys.
- 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 invites faculty, staff, and students to periodic "Town Meetings."
- 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.
- The College has gained momentum to enter into a second phase of strategic planning this upcoming academic year.

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

- Senior leaders ensure that all College employees adhere to all state and federal regulations that apply to higher education institutions.
- Senior leaders have implemented internal policies and procedures, which are expected to be followed by all employees and/or students (i.e., Faculty and Student Handbooks; 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; Office of the Ombudsperson).
- The College has an internal auditor and a Board of Trustees' Audit Committee to review financial records and issue reports as appropriate in both fiscal and program areas. The College is also reviewed by the State Auditor's Office.
- Senior leaders prepare an annual operating budget and submit it to the Board for approval.
- The College's Board of Trustees receives quarterly updates of year-to-date actual revenue and expenditures and a comparison to budget.
- The College is audited on a periodic basis by the Division of General Services to ensure compliance with the provisions of the South Carolina Procurement Code.
- The College prepares annual reports of financial and operational data which are available to the General Assembly of South Carolina and the public for review.

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

- Senior leaders assess their respective departments every 3 years 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.
- The President invites faculty, staff, and students to periodic "Town Meetings."
- 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.

How do senior leaders create a focus on action to accomplish the organizational, faculty, and staff learning?

The College offers faculty and staff the following learning opportunities:

- Continuing education and skill enhancement courses
- Credit courses
- New-hire Faculty and Staff Orientation
- Various training and personal and professional development courses are offered through Human Resources, the Library, Information Technology, and Career Services
- One-on-one instruction (i.e., technology)
- Faculty sabbaticals
- Faculty and faculty/student research initiatives

How do senior leaders promote and personally participate in succession planning and the development of future organization 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.

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

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

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

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

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 should be reported in Category 7).

- Each senior leader must present new initiatives, programs, and/or services their Department want to implement to all senior administration.
- 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.

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

- The College actively supports the community and encourages its employees and students to participate in and promote various local and state community programs and professional organizations.
- 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 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.

<p><i>What is your Strategic Planning process, including key participants, and how does it address:</i></p> <ul style="list-style-type: none"> a. <i>Your organizations' strengths, weaknesses, opportunities and threats</i> b. <i>Financial, regulatory, and other potential risks</i> c. <i>Shifts in technology, student and community demographics, markets, and competition</i> d. <i>Long-term organizational sustainability and organizational continuity in emergencies</i> e. <i>Your ability to execute the strategic plan</i> 	<ul style="list-style-type: none"> ▪ In July 1998, the Board of Trustees of the College of Charleston and President Sanders established a long range/strategic planning initiative for the College of Charleston. ▪ A Long Range Planning Coordinating Committee (LRPCC) was formed and charged with the responsibility of creating an open and inclusive process to gather and analyze information. ▪ This committee was also charged with the responsibility of providing a preliminary report of observations and scenarios of possible institutional structures to the President and the Board, which would assist them in articulating a vision for the College of Charleston. ▪ The committee established nine working groups, composed of one hundred and thirty members of the faculty, staff, board of trustees, student body, alumni, and business community. ▪ These working groups each conducted an environmental scan, assessing various strengths and weaknesses of, and opportunities and challenges for the College. ▪ This Strategic Plan was executed. Completion occurred in 2006 and the next cycle will be launched in 2007. ▪ In order to address issues of financial and regulatory risks, as well as to address shifts in technology, to stabilize the student community, and to respond to the changing demographics of a dynamic student body, the following ten constituent groups were consulted prior to generating the first phase of the plan: The Board of Trustees, faculty, students, staff, deans, chairs, alumni, parents, the business community, donors, government officials, local residents, and educators. ▪ There were nine working groups formed: Culture and Values, Political and Legal Issues, Competitive Issues, Technology Issues, Educational Issues, Economic Issues, Social and Demographic Issues, Finance and Facilities Issues, and Programs/Enrollments and Human Resources Issues ▪ The website for these documents is: http://www.cofc.edu/~lrpcc/Archive.htm.
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<p><i>How do you evaluate and improve your strategic planning process?</i></p>	<ul style="list-style-type: none"> ▪ Each strategic planning process builds on the previous while seeking to improve the process based upon what was learned in the past. ▪ A committee, led by our Provost, Dr. Elise B. Jorgens, will be convened that will be charged with researching what worked well and what could be improved in order to inform the next.
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<p><i>What are your key objectives? (Address in Strategic Planning Chart)</i></p>	<ul style="list-style-type: none"> ▪ See Strategic Planning Chart.
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<p><i>What are your key action plans/initiatives? (Address in Strategic Planning Chart)</i></p>	<ul style="list-style-type: none"> ▪ See Strategic Planning Chart.
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<p><i>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.</i></p>	<ul style="list-style-type: none"> ▪ The LRPCC process, as described in 2.1 above, clearly outlines the committees that were formed and the constituent groups that were consulted while in the initial phase of the Strategic Planning process. ▪ The Committee moved from that phase into the actual planning stage via the discussions that resulted from the nine working groups. ▪ The working groups were charged with taking the goal statement assigned to them and transforming it into a set of specific objectives, strategies, and measures that reflect the overarching vision. Strategic planning is a continuous process, and recommendations should reflect long-term as well as short-term aspirations. <p>The working groups were also mandated to attach budgetary repercussions to their objectives. As the work progressed, resources were allocated after the completion of a prioritization process that allowed for input on all levels. Some allocations were redistribution of current funds, while other generated new budget requests.</p>
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CATEGORY 2: STRATEGIC PLANNING

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

- The campus community was informed at every step of the Strategic Planning process through a variety of methods.
- Those involved in the working groups included other participants on an ad-hoc basis as necessary. High participation created a culture of communication vis-à-vis the Strategic Planning process.
- Additionally, the campus received regular email updates from the LRPCC to inform them of the steps in the process, progress made in each area, reports that were available to read, and forums were held regularly to seek feedback from all constituencies. A website comment form was available for input throughout the entire process.

How do you measure progress on your action plans?

- We measured the progress via achievement of the outcome measures; as we met each objective and fulfilled each measure, it was obvious that progress had occurred.

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

- The focus of strategic objectives at the College of Charleston centers on providing high-quality education to a diverse and engaged student body.
- Additionally, the strategic goals and objectives require that in order to maintain those commitments the College must strengthen relationships with all constituent groups and must ensure a campus environment that has a sound technology infrastructure, engaging educational experiences, enhanced student learning opportunities, and methods of assessing the effectiveness of its programs and services.
- The current fiscal realities in the state and in the nation, present unique strategic challenges, as at its heart our mission is to provide quality education that is not economically beyond the reach of students in the State of South Carolina.
- Our strategic goal of improving institutional effectiveness challenges us to assess what we are doing to determine if it is effective from the student learning point of view, but also that provides programs and services that have a sound financial basis as well.
- Shrinking dollars lead to an environment that must embrace creativity and innovation to garner the most from the fiscal reality of 2006.
- Programs such as increasing students' opportunities for undergraduate research, the offering of majors such as Marine Biology and Historic Preservation, and the strength of the Office of Grants and Research in bringing in new dollars, will create for the College offsets to the potential diminishment of income from other sources without a need to significantly raise tuition for College of Charleston students.
- In this way, the College will be poised to meet strategic challenges through careful strategic planning and prudent planning for the future.

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

- The preamble is available at <http://www.cofc.edu/~lrpcc/Preamble.html>.
- The Strategic Plan is available at <http://www.cofc.edu/~lrpcc/StrategicPlan.html>.

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan/Initiative(s)	Key Cross Reference for Performance Measures*
	Goal 1: Strengthen Student Learning	<ul style="list-style-type: none"> · 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.	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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.

CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

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 Office of Admissions uses a program called Student Search that allows it to buy names and identify segments/categories of potential College of Charleston students from South Carolina. The Office of Admissions has a counselor charged with Diversity recruiting who does both in-state and regional recruiting.
- Enrollment Management and Admissions have a software product from the College Board that has demographics for the southeast and has created a marketing plan for this area. Admissions staff visits schools, uses direct mail campaigns and offers features on its web site with a focus on this and other geographic areas.
- Out-of-state/national visibility is achieved in a variety of ways including rankings and ratings in college guides; cities and locations with concentrations of alums; outreach to national media including the experts' guide; and professional memberships and attendance and presentations at conferences.
- All segments and programs are limited to policies applied to South Carolina public institutions, the College of Charleston Board of Trustees and CHE. The College's educational offerings must demonstrate their relationships to the local, regional, and national portions of the master plan.
- Interdisciplinary programs are developed in several ways including national trends, those unique to the South Carolina Lowcountry, and the institutional mission.

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 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 Office of Accountability, Accreditation, Planning and Assessment (AAPA) was created in December 2005. The key goal of AAPA is to enhance and coordinate the results of a multitude of surveys and other assessment measures.
- Many departments on campus conduct a variety of surveys to gain more information about stakeholder needs. These surveys include: transfer students (transfer-in and transfer-out), high school guidance counselors, and departments/schools conducting evaluations/exit interviews with graduates for information and/or accreditation requirements.
- The Office of Admissions and the Division of Marketing and Communications are involved with EduVentures, an educational collaborative that researches projects and shares its results.
- Institutional Research conducts its 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.

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

- Information is gathered from transfer students during New Student Orientation. Many Schools conduct exit interviews. The School of Education conducts a survey of new graduates in teaching positions that is required by NCATE.
- Professional growth and development is encouraged for both faculty and staff at the College. Ideas from professional organizations and conferences to develop or improve programs and services are shared within and among departments.
- Students routinely share needs with various offices/staff/faculty. This information is often "pulled together" in consideration of new programs and services to meet the needs identified by students.
- Through AAPA, there is a commitment to both identify and use information gathered for the overall improvement of the College.

CATEGORY 3: STUDENT, STAKEHOLDER AND MARKET FOCUS

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 and the Office of Institutional Research (OIR) routinely does 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.

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. Many relationships are built during the first year.
- In 2006, New Student Orientation changed its scheduling format to offer more orientation sessions with fewer students in each section. This allows incoming freshmen to build stronger bonds earlier in their college experience.
- In 2006, additional Learning Communities have been created and implemented based on student-suggested themes. Other new programs and services have been and are being developed based on student input.
- The College is implementing a branding program that will accurately communicate the institution's goals, vision, and mission. The Division of Marketing and Communications promotes a growing sophistication in communicating with various stakeholders.
- Campus-wide improvements have been made to meet and exceed student and stakeholder learning expectations. Representatives from several departments have been working to improve access to information on the College's web site. Facilities have improved dramatically to support the College's mission. The 4CI resulted in greater emphasis on diversity, additional student support services (advising, career services, new student programs, center for student learning), additional faculty, new programs, and more.

CATEGORY 4: MEASUREMENT, ANALYSIS, & REVIEW OF ORGANIZATIONAL PERFORMANCE

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

- Student learning outcomes and organizational performance goals are laid out by academic departments, administrative offices, and special endeavors such as the Fourth Century Initiative, the examination of General Education, and the First Year Experience. These outcomes and goals are defined and measured through the annual planning and assessment process, Program Reviews (reinstated by the College of Charleston after the Commission on Higher Education ceased such reviews), and special initiative assessment plans.
- All 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.
- Departmental and office annual and three-year plans as well as special initiatives are tied to the College of Charleston Strategic Planning Goals and Institutional Goals.
- From the annual action and three-year plans, one to three goals are chosen for evaluation and measurement in departmental and office assessment cycles. This three-year cycle includes assessment planning in the first year, data collection in the second year, and assessment review and reporting in the third year.

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

- Each year, Institutional Research and Enrollment Planning join forces to create a projection system that includes “what if” scenarios. The system allows senior administrators to determine, for example, what the operating budget would be if 30% of College of Charleston students were out-of-state, and how the budget would change if that percentage increased or decreased.
- Financial estimates, based on the projection system and “what if” scenarios, lead to the budget put forth by senior administration in the Business Affairs division. In the 2007-2008 fiscal year, departmental and office annual planning will also be incorporated into the College of Charleston operating budget. The perceived budgetary needs outlined in departmental and office annual planning will allow for focused budget practice as opposed to general budgeting.
- After the Commission on Higher Education discontinued Program Reviews, the College of Charleston reinstated such reviews in order to measure and maintain standards for curricula and student learning outcomes. The external evaluations and benchmarking included in the Program Reviews provides insight for determining departmental and program goals, plans, and student learning outcomes.
- External accreditation reports, done by the National Council for Accreditation of Teacher Education, the Association to Advance Collegiate Schools of Business, the National Association of Schools of Music, 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, student portfolios, 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 outcomes.

CATEGORY 4: MEASUREMENT, ANALYSIS, & REVIEW OF ORGANIZATIONAL PERFORMANCE

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

- Each summer, the College submits an Institutional Effectiveness Report to the CHE. This report provides summary information on academic assessment outcomes and plans for improvement, graduation rates, minority enrollment, transfer-in and transfer-out 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 \$166.4 million invested in capital assets, net of accumulated depreciation of \$69.3 million at the end of June 30, 2005. Total capital assets in 2005 increased by \$16.5 million or 11.0% in comparison to 2004. Accumulated depreciation for the year ended June 2005 was \$69.3 million compared to \$63.8 million in 2004.

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.
- OIR and AAPA create internal surveys. Surveys such as the Alumni Survey (distributed six months after graduation as well as two years after graduation), the Transfer-In Survey, and the Transfer-Out Survey are administered every year. Other surveys are administered on an as-needed basis. In the last year, the internal surveys that have been administered on an as-needed basis focus on three areas: assessment of educational programs and services, marketing, and satisfaction.
- In the area of assessment, for example, the English Department took a number of measures to both provide more courses at the 200-level to meet student interest and to increase the number of non-majors in taking English courses by offering a wider array of 200 level courses. Department faculty were surveyed to gauge the level of interest in teaching existing 200-level courses and in creating and teaching new 200-level courses. Freshmen students in English 101 courses were also surveyed to determine the level of interest in current 200-level course offerings and in possible future offerings, as well as the level of interest in English as a major and as a minor. In addition, data was collected comparing the number of non-majors enrolled in English courses (especially at the 200-level) with the number of non-majors enrolled in the courses of other departments in the humanities, specifically the departments of Philosophy and History. From these findings, the English Assessment Committee recommended that the department offer more 100- and 200-level courses that (1) are non-threatening to non-majors, and (2) are literature-based but not necessarily gateways to the major.

CATEGORY 4: MEASUREMENT, ANALYSIS, & REVIEW OF ORGANIZATIONAL PERFORMANCE

*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?
(continued)*

- In the area of marketing, for example, the Office of Admissions and the Associate Vice President of Diversity distributed a survey to two different groups: (1) minority students who were accepted to begin at the College of Charleston in Fall 2006 but who chose not to attend, and (2) students who participated in the 2006 SPECTRA (Speedy and Consolidated Transition) program for under-represented incoming freshmen. The survey included questions about marketing and media materials for the College of Charleston, and data collected from the survey will inform decisions regarding changes made in said materials.
- In the area of satisfaction, for example, the Office of the Registrar distributed a customer service survey via Cougar Trail, the College's online registration system, during spring 2006 registration. With the data collected from the survey, the Office of the Registrar will research and, where possible, implement some of these suggestions offered by survey respondents to better communicate services available and will consider said comments when selecting a new ERP system.

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

- 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 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.

CATEGORY 4: MEASUREMENT, ANALYSIS, & REVIEW OF ORGANIZATIONAL PERFORMANCE

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

- The College's assessment cycle spans three years. In the first year, departments submit an Initial Assessment Document which essentially offers a plan for their current assessment cycle. In the second year of the cycle, the measurements listed in the Initial Assessment Document are carried out in order to determine achievement of the designated. This information is submitted as the Data Collection Report, which serves to ensure that departments are on track to utilize the data collection to lead to clear results and use of findings. Finally, in the third year of the assessment cycle, the assessment loop is closed. Departments evaluate their data collection findings and plan a path forward based upon the information they have acquired and the data they have mined in the assessment process. They determine the strengths and weaknesses garnered from the assessment cycle and determine the best ways to use the information gathered for improvement of student learning processes and/or programmatic or service changes.
- College of Charleston departments and programs undergo extensive program reviews, originally established by Commission on Higher Education, which are applied to all programs and departments which are not reviewed through a programmatic accrediting agency. The CHE reviews were suspended in the late 1990s; however, the College continues to follow the same program review format for its graduate programs. In consultation with the dean of the appropriate school, external reviewers are selected and scheduled for a campus visit. The reviewers receive the self-study and relevant program materials in advance. While on campus, they meet with program faculty and students, as well as chairs, deans and the provost. They report their preliminary findings in an exit interview, followed by a written report. The program director and steering committee develop an action plan and timeline to respond to the reviewers' recommendations. The action plan and timeline are regularly reviewed.
- Departments can also gauge the efficacy of their programs through additional external reviews and accreditations. External accreditation reports, done by the Association to Advance Collegiate Schools of Business, the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the National Collegiate Athletic Association, and other national organizations, potentially offer recommendations for programmatic improvement. Such recommendations, when given, are incorporated into departmental and program goals, plans, and student learning outcomes.

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

- Upon hiring, all employees participate in an orientation. Staff orientations are conducted twice a month and a Faculty Orientation is conducted at the 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 Teaching and Learning promotes and coordinates faculty development. Learning and development opportunities are available through Human Resources, Career Services, 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 encourage to share information with their department and/or college colleagues.

CATEGORY 5: FACULTY AND STAFF FOCUS

*How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organizations' objectives, strategies, and action plans?
How do you evaluate and improve your organization and HR processes?*

- Three Year Plans, Strategic Plans, and Core Values anchor and focus faculty and staff workload. Results are reviewed updates completed annually. Faculty workload is carefully monitored and regularly assessed.
- The President holds weekly meetings with members of senior administration to review priorities, and senior administration is charged with distributing information to all employees.
- Supporting our “student centered” philosophy, an Associate Vice President of Academic Experience position was developed to coordinate programs to assist students in becoming more socially and academically engaged.
- 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 are being researched).
- Employee Orientation and training workshops are sponsored by Human Resources (HR). HR processes are reviewed and updated at monthly meetings and during a day-long retreat. Evaluations of programs such as Employee Orientation are reviewed; this allows HR to assess the effectiveness of programs and services.

How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

- An active senior administration has weekly meetings to discuss current and future issues and opportunities.
- The organizational structure is reviewed by a Senior Vice President and HR for every open job.
- The former President, Leo Higdon, invited faculty and staff to periodic “Town Meetings.” Other 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 supports innovation by allowing web access, supporting wireless network connections, and developing listservs.

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

CATEGORY 5: FACULTY AND STAFF FOCUS

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

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

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

- Succession planning is inherent in the faculty tenure system.
- Staff succession planning is done informally by the vice presidents for their areas.
- The reclassification 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.

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

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

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

- Salary Analysis and subsequent adjustments for faculty and staff have been implemented in the past two years.
- Strategic Plans assist in setting directions for Performance Evaluation goals.
- 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.
- Many departments send staff to off-site 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.

CATEGORY 5: FACULTY AND STAFF FOCUS

How do you motivate faculty and staff to develop and utilize their full potential? (continued)

- 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.
- 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.
- An ombudsman position has been established.
- State Employee Appreciation month is celebrated and State Perk Cards are distributed.

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

- Administration makes decision to implement emergency master plan with each appropriate department (Public Safety, Residence Life, Physical Plant) then implementing their emergency plans to secure the campus and ensure the safety of faculty and staff.
- Fire/Life Safety Prevention Plan provides monthly fire inspections and individual workplace inspections to ensure OSHA compliance. All on-the-job injuries are investigated to determine corrective action.
- Fire/Life Safety completed safety training with all Physical Plant supervisors during the past year.
- Campus police have recently been reorganized into community patrols to foster a greater sense of partnership with faculty, staff, and students.
- Fire and Safety and Public Safety meet with all new employees during New Employee Orientation.
- A new whistle defense program is being implemented and publicized.
- Public Safety has four crime Prevention officers who are responsible for the presentation of Crime Prevention Programs.
- Public Safety uses modern safety technology (i.e., emergency call boxes and closed circuit television station) to assist in keeping the community safe.
- Health Services provides flu shots to faculty and staff.
- Health Services works closely with Human Resources and Fire and Life Safety with injuries on campus.
- Human Resources conducted 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 are available to assist our employees in their exercise regimes.

What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

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

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

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

CATEGORY 6: PROCESS MANAGEMENT

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

- Key learning-centered processes are determined primarily through the following: regional accreditation reports; discipline-based accreditation; program reviews and the annual assessment cycle conducted by all departments at the College of Charleston.
- Other primary entities in the process are: evaluation of General Education at the College, opinion and satisfaction surveys of students, faculty and alumni to determine future needs as well as “what’s working;” focus groups, as well as the program and course proposal process that requires a review process to ensure that new programs, course offerings, minors, etc., meet the needs of current and future students at the College of Charleston.
- These processes involved internal and external evaluators (accreditation and program reviews) as well as significant input from students and faculty (the annual assessment process).
- Student services determine their key learning-centered processes through the annual assessment process, through response to strategic planning at the College, through needs surveys conducted to solicit input from key constituencies, and from responses to national surveys such as NSSE which identify areas of importance and concern.

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

- As stated in 6.1, above, we solicit input through surveys, focus groups, external evaluators reports, employer surveys, tracking of CofC students who enroll and complete graduate programs, etc.
- Our accreditation processes and the annual assessment cycle are often the impetus through which this information is collected.

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?

- The committee structures that are in place (i.e., the review of General Education at the College) incorporate organizational knowledge to illuminate the past, it’s impact on the present, and the combination that leads to the future.
- The hiring of a CIO in 2006 and the concomitant review of all IT processes and services as well as the campus engagement in a new ERP process (over the last three years) has created an atmosphere of inquiry regarding new technology and how our response to changes within that industry can help us deliver better products and services to our students.
- The annual assessment process as well as accreditation efforts ensure a timely response to constituent needs as we strive to decrease the time needed to identify those needs and to institute programs and processes in a way that is immediately responsive where possible.

What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

- The process of determining need usually involves the setting of key performance measures and indicators in order to gauge improvement.
- Through the surveys and other measurements used in the annual assessment process, needs are identified that departments utilize as an impetus for change. As change is incorporated into the cycle (i.e., through the institution of new programs, majors, or coursework), the next assessment cycle strives to incorporate assessment measures that indicate success or lack thereof of the changes that have been instituted.
- The assessment cycle (which informs the day-to-day operations of all departments) is mandatory for all academic and administrative departments.
- Participation of all departments within the discipline-based accreditation (e.g., all School of Education departments participated in the NCATE accreditation process) ensures that processes are communicated as well as used.

CATEGORY 6: PROCESS MANAGEMENT

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

- 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; and strategic planning initiatives.
- Student Learning Outcomes are determined by faculty and are communicated through the course syllabi. Assessment of 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.
- Self-examination is a part of the fabric of our institution. As the College has experienced great growth and change over the last fifteen years, we have continually challenged ourselves by asking such questions as Where are we as an institution? Are we still true to our mission? Has our mission changed? Examples of this self-examination are seen repeatedly in the College's recent history.

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

- In addition to the academic majors programs, student support services such as advising, the Center for Student Learning, the Library, the General Education component of the curriculum, the billing processes, and communication of all processes and programs are key to customer satisfaction.
- Fiscal acuity is also key to the survival of the institution.

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

- As a state-supported institution, the South Carolina Legislature approves the institution's budget and regulatory agencies monitor it for legal compliance. The College adopts, on an annual basis, a budget that provides reasonable estimates of revenues and expenditures including all funds, educational and general activities, auxiliary enterprises, all sponsored program activities and all capital projects. This participatory process involves the executive management, academic and administrative heads.
- The responsibility of budgetary control rests at the departmental chairperson level with appropriate oversight provided by the executive management of the College. Each budget manager receives electronic monthly financial reports that show the budget allocation (original and revised), the actual expenditures (current month and fiscal year) the open commitments (summarized and detailed) and the available balance.
- For budgetary control and accountability on a broader scale, the College prepares both interim monthly and annual budgetary statements. The staff of the Budget Office of the Business Affairs Division analyzes and reviews selected financial data at least quarterly comparing actual revenue and expenditures to approved budget. They provide significant information of any budget adjustments or revisions to executive management and the board of trustees as well as to the respective budget managers.
- The Annual Operating Budget is informed by Planning Assumptions that summarize the "environmental scan" of the institution and its place in, among other factors, the South Carolina State Budget. These Planning Assumptions are also taken under advisement when academic and administrative departments create their Annual Action Plans. Annual Action and Three-Year Plans are submitted in the spring by each academic and administrative office. These plans draw departmental goals directly from the College of Charleston Mission, Strategic Plan, and - in the past - the 4CI.

CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

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?

- Every aspect of the Fourth Century Initiative was focused on improving the student experience. Using the following key measures, we have seen positive results in 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 who are choosing to attend the College are therefore increasingly more highly qualified (graph 7.1-7) with higher high school credentials than previous classes (graph 7.1-8). The College's SAT average is the second highest of all the S.C. public institutions in Fall 2005.
- CHE Performance Funding Indicator 6A/B measures the quality of the institutions' entering freshmen class. It includes SAT Scores of the student body, high school standing, and grade point average by measuring the percentage of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT, high school grade point average, or high school class standing. The College continually receives the highest percentage on this indicator than any other institution in the state (table 7.1-9).
- The College collects and reports pass rates of students taking the Praxis II examinations for students seeking certification to teach in South Carolina. The pass rates are reported both to the state government and the federal government each year. The College ranks in the top 4 among the S.C. public institutions (table 7.1-10).

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?

- Every year, the College solicits responses from alumni regarding 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 7.2-1.

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).

CATEGORY 7: ORGANIZATIONAL PERFORMANCE RESULTS

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

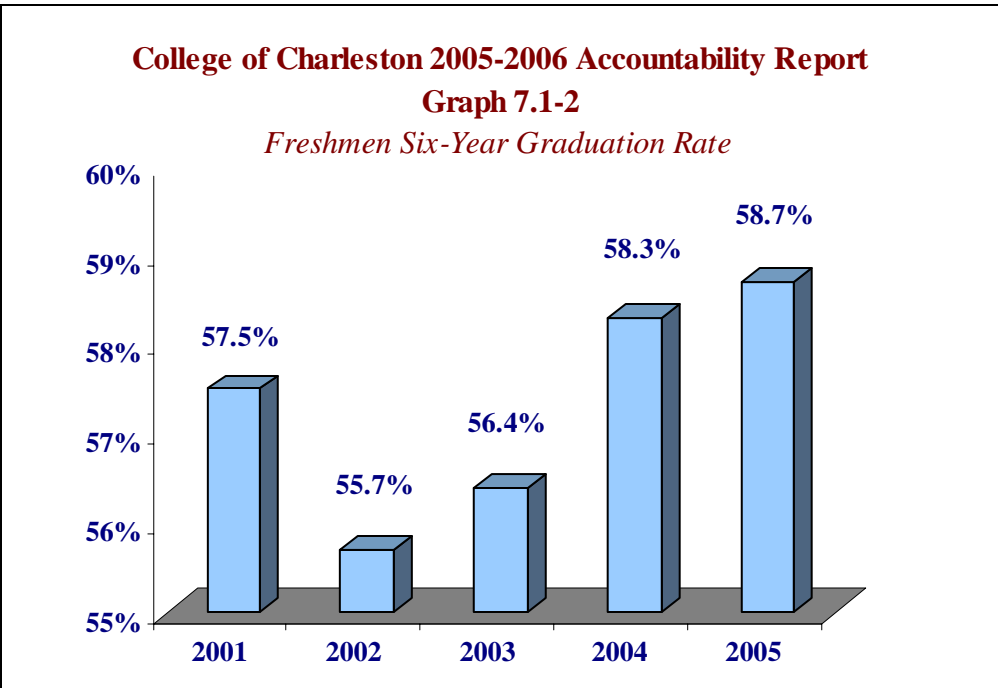
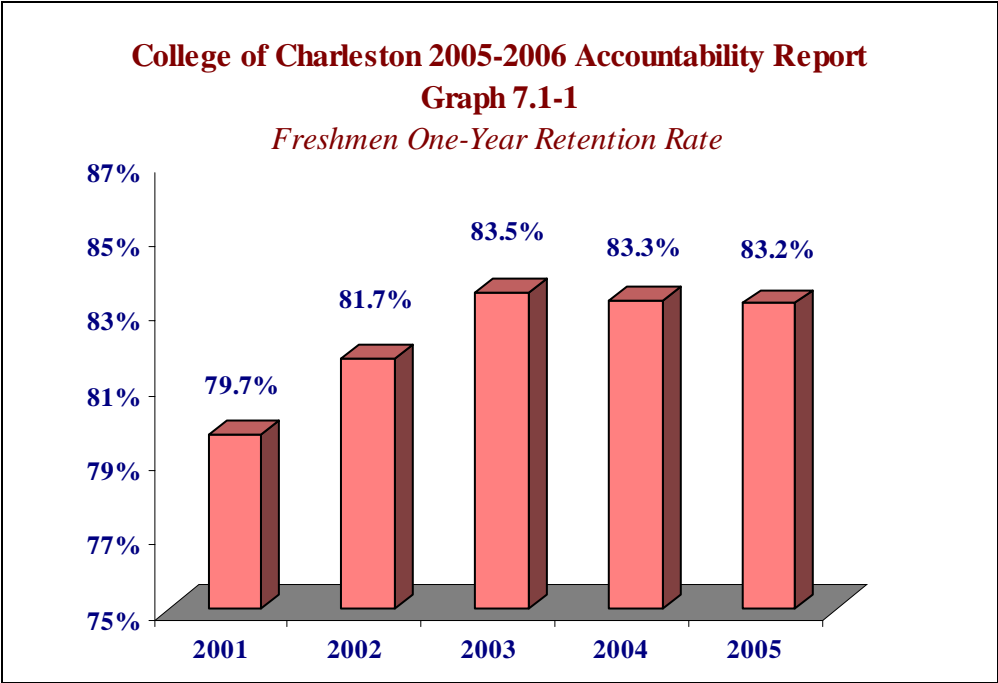
- The College's faculty receive Annual Reviews, Student Evaluations, Tenure and Post Tenure Reviews and staff receive an annual Performance Evaluation. Data for the results of these instruments and reviews are part of an employees' private employment record and are therefore not available for summarizing or comparative purposes.
- The College participates in national faculty surveys in order to compare the College's participants responses with peer institutions (see table 7.4-1).
- 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 as referenced, however, are used cautiously as the data are not represented by years in rank, level of terminal degree, etc. (see table 7.4-2).

What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

- The 4CI focused on many initiatives that were measured by a key set of outcomes measures. The College's Strategic Plan, which was in place shortly after President Higdon's arrival also included outcomes measures that supported the 4CI. All of these measures were drafted in order that the strategies and initiatives' effects could be evidenced as they relate to the institution's effectiveness, efficiency, student learning and performance, support of the education climate, and responsiveness to student and stakeholder needs (see table 7.5.1).

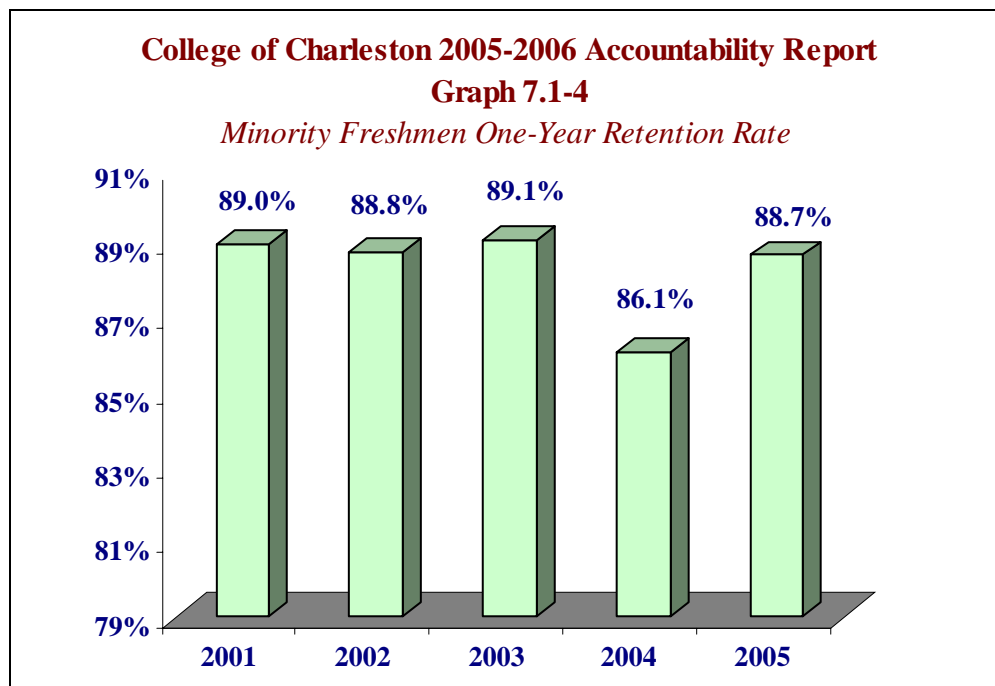
What are your performance levels for your key measures related to leadership and social responsibility:
a.) accomplishment of your organizational strategy and action plans;
b.) stakeholder trust in your senior leaders and the governance of your organization;
c.) fiscal accountability; and regulatory, safety, accreditation, and legal compliance.

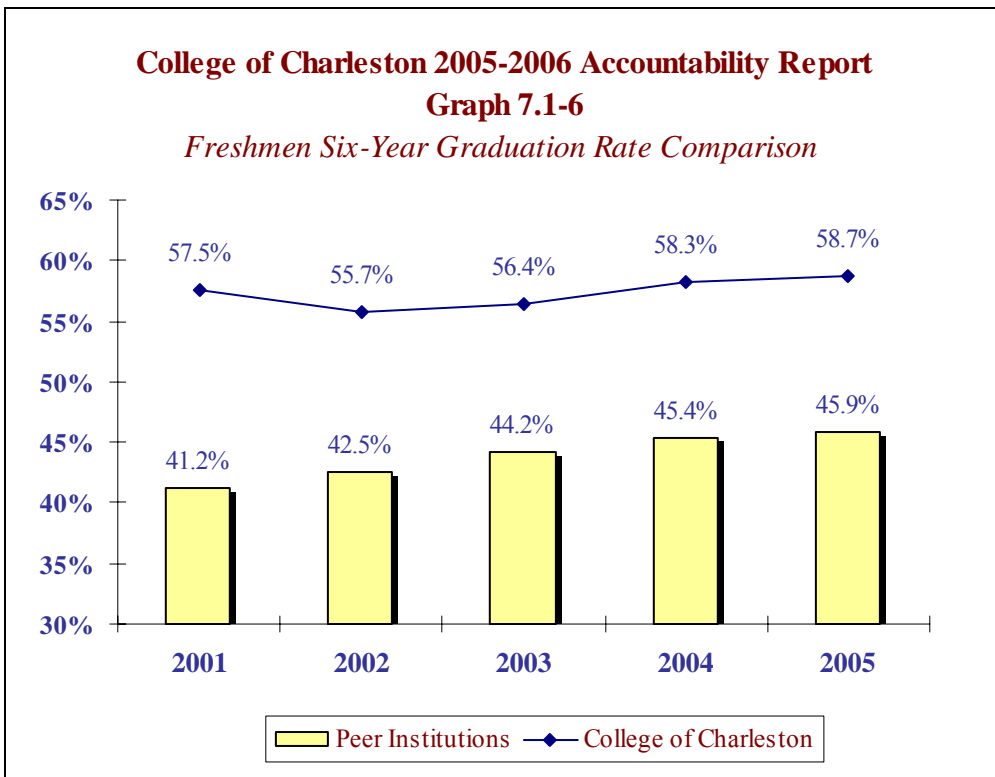
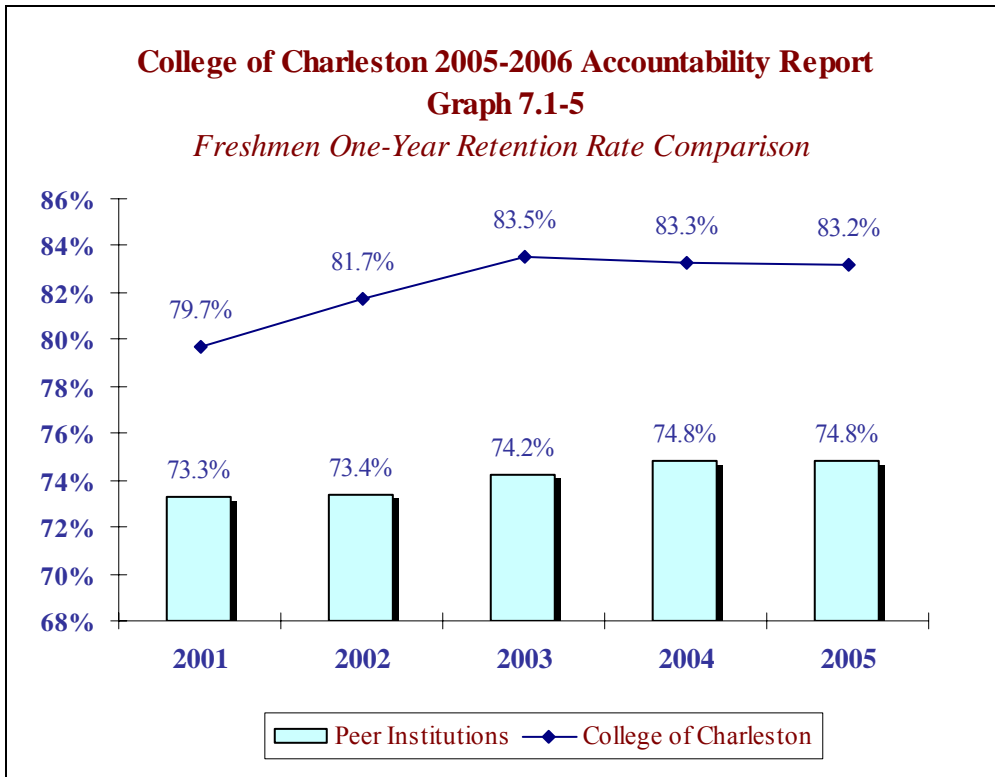
- (a) Because of the comprehensive planning processes involved with both the 4CI and Strategic Plan, key measures and progress towards the set goals are shown in table 7.5-1.
- (b) Senior leaders undergo annual evaluations by the President, which are based upon the key performance measures assigned in 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 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). 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 five 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. Also, 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 (see table 7.6-2).



College of Charleston 2005-2006 Accountability Report
Table 7.1-3
Average Cumulative GPA of Degree-Seeking Undergraduates

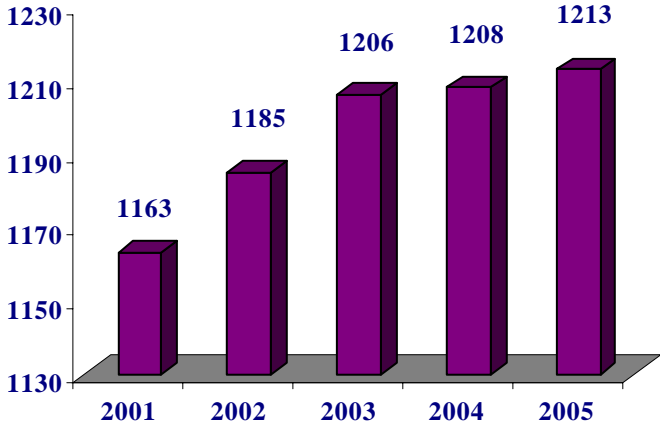
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Freshmen	2.63	2.74	2.81	2.83	2.83
Sophomores	2.76	2.79	2.85	2.88	2.87
Juniors	2.82	2.86	2.86	2.92	2.95
Seniors	2.94	2.95	2.99	2.98	3.03
All Undergraduates	2.78	2.83	2.88	2.90	2.92





College of Charleston 2005-2006 Accountability Report
Graph 7.1-7

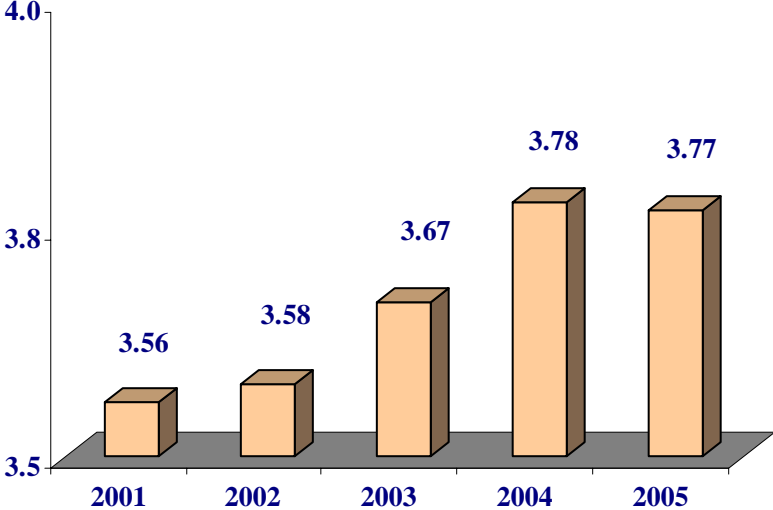
Average SAT Score of Entering Freshmen



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

College of Charleston 2005-2006 Accountability Report
Graph 7.1-8

Average High School GPA of Entering Freshmen



College of Charleston 2005-2006 Accountability Report
Table 7.1-9

Qualifications of Entering Freshmen, Percent meeting CHE Benchmarks

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
CofC	98.3%	98.1%	99.1%	99.6%	99.5%
Clemson	98.7%	98.4%	99.1%	99.1%	99.3%
USC Columbia	95.8%	96.4%	98.1%	99.1%	99.2%
Winthrop	93.3%	93.3%	95.8%	97.7%	98.2%
Citadel	82.5%	81.7%	88.7%	92.8%	88.9%
USC Aiken	71.0%	81.7%	88.7%	82.5%	87.9%
USC Upstate	66.1%	71.1%	74.4%	85.1%	87.6%
Coastal	79.9%	82.9%	87.1%	85.6%	86.7%
Lander	70.8%	81.5%	84.3%	90.4%	82.1%
Fran Marion	58.4%	73.7%	71.8%	76.9%	75.3%
USC Beaufort	47.5%	47.2%	46.4%	54.4%	66.5%
SC State	46.2%	35.5%	41.5%	47.3%	49.9%

Source: S.C. Commission on Higher Education

College of Charleston 2005-2006 Accountability Report
Table 7.1-10

Percent of Students Passing Praxis II Examinations

	1999-00	2000-01	2001-02	2002-03	2003-04
SC State	90.4%	90.6%	80.0%	100.0%	100.0%
Fran Marion	75.8%	76.2%	80.1%	88.7%	98.5%
USC					
Columbia	95.3%	96.3%	97.1%	95.4%	97.5%
CofC	88.9%	88.6%	91.7%	93.2%	92.2%
Winthrop	88.4%	92.3%	92.0%	94.3%	91.2%
USC Aiken	90.1%	88.8%	89.3%	87.7%	91.0%
USC Upstate	89.0%	74.4%	81.0%	79.7%	87.6%
Clemson	85.3%	89.8%	74.2%	92.4%	86.9%
Coastal	78.7%	80.0%	89.4%	91.1%	85.7%
Citadel	83.5%	83.5%	78.1%	80.7%	79.4%
Lander	89.9%	76.9%	89.0%	89.5%	73.8%

Source: S.C. Commission on Higher Education

College of Charleston 2005-2006 Accountability Report
Table 7.2-1

Alumni Satisfaction with Overall Academic Experience

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

Source: S.C. Commission on Higher Education

College of Charleston 2005-2006 Accountability Report
Table 7.3-1

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

U.S. News Rank	Institution	2005 Alumni Giving Percent	2006 Alumni Giving Percent
1	Rollins College (FL)	25%	28%
2	James Madison University (VA) *	11%	10%
3	Elon University (NC)	27%	28%
4	Samford University (AL)	14%	12%
5	Stetson University (FL)	26%	18%
6	University of Mary Washington (VA) *	31%	28%
7	Loyola University New Orleans (LA)	15%	15%
7	The Citadel (SC) *	26%	34%
9	Mercer University (GA)	11%	11%
10	Belmont University (TN)	20%	17%
11	College of Charleston (SC) *	29%	26%

Source: U.S. News and World Report

College of Charleston 2005-2006 Accountability Report
Table 7.3-2
State Appropriations per FTE

	2003-04 Appropriation	Fall 2003 FTE	2003 Appr/FTE	2004-05 Appropriation	Fall 2004 FTE	2004 Appr/FTE
Coastal	\$11,213,779	5,795.04	\$1,935	\$11,285,709	6,141.17	\$1,838
USC Beaufort	\$1,815,469	723.06	\$2,511	\$1,845,975	831.51	\$2,220
CofC	\$25,546,431	9,860.19	\$2,591	\$26,056,506	9,941.94	\$2,621
USC Upstate	\$10,535,981	3,851.66	\$2,735	\$10,775,082	3,794.00	\$2,840
Lander	\$8,501,491	2,454.66	\$3,463	\$8,710,405	2,524.25	\$3,451
USC Aiken	\$9,349,575	2,737.48	\$3,415	\$9,578,918	2,761.36	\$3,469
Winthrop	\$19,539,367	5,453.66	\$3,583	\$19,963,829	5,458.92	\$3,657
Fran Marion	\$12,577,375	3,062.52	\$4,107	\$12,885,500	3,126.06	\$4,122
Citadel	\$12,918,675	3,060.82	\$4,221	\$13,056,497	2,992.38	\$4,363
SC State	\$19,433,964	3,949.08	\$4,921	\$19,674,637	3,975.96	\$4,948
Clemson	\$84,192,213	15,779.82	\$5,335	\$85,371,275	15,947.52	\$5,353
USC						
Columbia	\$146,360,388	21,782.35	\$6,719	\$149,253,812	22,371.55	\$6,672
All*	\$361,984,708	78,510.34	\$4,611	\$368,458,145	79,866.62	\$4,613

*Excludes MUSC and USC School of Medicine.

College of Charleston 2005-2006 Accountability Report
Table 7.4-1
2004-05 HERI Faculty Survey Profile

	College of Charleston FT # of Respondents	College of Charleston FT Undergraduate Faculty	Public 4-Year Colleges FT Undergraduate Faculty
Received an award for outstanding teaching	174	31.6%	41.6%
Considered leaving academe for another job	173	32.4%	30.6%
Experience joy in your work	175	72.6%	65.6%
Feel that your work adds meaning to your life	174	73.0%	67.9%
Overall job satisfaction (very satisfactory or satisfactory)	175	78.3%	75.4%

College of Charleston 2005-2006 Accountability Report
Table 7.4-2
Average Faculty Salaries, 2005-06

	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	393	\$94,641	232	\$69,760	222	\$62,495	3	\$48,310	850	\$79,290
USC										
Columbia	392	\$98,275	331	\$69,367	323	\$61,276	101	\$39,806	1147	\$74,365
MUSC	101	\$113,575	88	\$82,331	66	\$71,372	20	\$57,955	275	\$89,403
Citadel	58	\$77,745	59	\$64,425	36	\$52,627	4	\$45,250	157	\$66,152
Coastal	43	\$71,845	67	\$59,385	89	\$51,395	25	\$34,470	224	\$55,822
CofC	114	\$75,055	162	\$60,165	158	\$49,596	57	\$42,685	491	\$58,192
Fran										
Marion	66	\$66,422	33	\$57,201	63	\$47,265	14	\$40,958	176	\$55,810
Lander	33	\$58,640	23	\$52,603	44	\$46,679	20	\$37,496	120	\$49,573
SC State	36	\$64,848	47	\$58,297	83	\$49,066	24	\$38,422	190	\$52,995
USC										
Aiken	33	\$69,035	42	\$58,375	43	\$48,372	23	\$42,997	141	\$55,311
USC										
Beaufort	9	\$61,982	14	\$53,393	9	\$47,803	13	\$39,670	45	\$50,028
USC										
Upstate	49	\$65,709	35	\$55,057	47	\$47,334	51	\$41,767	182	\$52,206
Winthrop										
University	75	\$69,727	85	\$60,168	78	\$50,621	32	\$40,013	270	\$57,677

Source: S.C. Commission on Higher Education

College of Charleston 2005-2006 Accountability Report
Table 7.5-1
4th Century Initiative/Strategic Plan Metrics for Success

	SP Baseline		4CI Baseline			4CI/SP Goal
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	
<u>Quantitative Indicators:</u>						
Student/Faculty Ratios	15.2:1	14.4:1	14.2:1	14.1:1	13.8:1	14.2:1
Class Size	25.4	25.0	25.0	25.0	25.0	23.2
Percent of courses with fewer than 20 students	28.4%	31.7%	32.5%	33.3%	33.5%	31.0%
Adjunct/Roster faculty percent	27.4%	30.3%	26.4%	26.3%	25.7%	23.0%
Freshmen Retention Rate	79.7%	81.7%	83.5%	83.3%	83.2%	90%
Six-Year Graduation Rate	57.5%	55.7%	56.4%	58.3%	58.7%	75%
Minority Freshmen Retention Rate	89.0%	88.8%	89.1%	86.1%	88.7%	90%
Minority Six-Year Graduation Rate	53.3%	56.6%	60.0%	54.9%	61.8%	65%
Average SAT	1163	1185	1206	1208	1213	1200

College of Charleston 2005-2006 Accountability Report

Table 7.5-1

4th Century Initiative/Strategic Plan Metrics for Success

	SP Baseline	4CI Baseline				4CI/SP Goal
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	
Percent of Students in top 10%	27.4%	25.1%	27.8%	30.0%	25.4%	35%
Average Percentile Rank in Class	76.1%	75.4%	76.9%	77.8%	75.5%	80%
Avg. High School GPA	3.56	3.58	3.67	3.78	3.77	3.60
Acceptance Rate (freshmen only)	65.6%	59.5%	60.0%	64.9%	66.3%	50%
Yield Rate (freshmen only)	36.1%	38.9%	41.1%	37.1%	36.7%	40%
Faculty Hires		2	23	16	9	50
Staff Hires		22	9	9	10	50
Alumni Participation	27.6%	32.5%	33.9%	30.7%	26.8%	40%
Increase diversity (all non-white races-undergraduates)	14.3%	14.3%	13.9%	13.4%	13.0%	progress
Increase diversity (African-American undergraduates)	8.7%	8.8%	8.4%	7.9%	7.2%	progress
Percent of tenured/tenure-track faculty	60.0%	58.0%	59.0%	60.4%	60.7%	progress
Enhance faculty quality (percent term degrees)	82.0%	85.0%	86.0%	85.3%	85.2%	88%
Enhance faculty diversity (percent female)	40.0%	40.5%	40.1%	40.6%	40.7%	progress
Enhance faculty diversity (percent minority)	9.3%	9.6%	11.2%	11.9%	11.9%	progress
Qualitative Indicators:						
Cross-Applicant Schools						
Student satisfaction with student services						
Student involvement						
Peer Academic Reputation Rank						
Princeton Review						
Entering Freshmen Academic Profile Test Scores						
Faculty/Student Research						
Alumni continuing on to professional/graduate schools						

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Table 7.6-1
2005-2006 Goals Academic Affairs

Academic Distinction:

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

New School of World Affairs, Languages, and Cultures:

1. Appoint Dean and start operations by January 2006
2. Have consultant in place to advise on future directions by February 2006
3. Increase percentage of students/graduates participating in study abroad from 15.8 percent in 2004-2005 to 20.0 percent in 2005-2006

Retention:

1. Increase one-year retention rate of first-time full-time freshmen from 83.2 percent in fall 2005 to 85.0 percent in fall 2006
2. Increase four-year graduation rate from 46.0 percent in fall 2005 to 48.0 percent in fall 2006
3. Increase five-year graduation rate from 59.0 percent in fall 2005 to 62.0 percent in fall 2006

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Table 7.6-1

2005-2006 Goals Academic Affairs

4. Increase six-year graduate rate from 58.7 percent in fall 2005 to 61.9 percent in fall 2006

5. Implement Retention Action Plans for the following areas:

Early Alert – implement the F.A.S.T. academic intervention system

Advising – add two full-time professional advisors; improve departmental advising

Financial Aid – implement bridge scholarships for students who lose state scholarships.

First Year Experience –implement new First Year Seminars taught by roster faculty; increase learning community options.

Quality Services –implement training program for front-line staff to promote quality interactions with students

Transfer Students – create a transfer honor society; improve orientation services for transfer students

Minority Students – continue Community Enhancement grants; build a four year program for minority students that increases opportunities for peer leadership, undergraduate research, study abroad, and enhanced career services.

6. Implement Gateway Program for Undecided Students

enhance orientation experience for undecided students;

create an advising system that is highly attuned to working with undecided students;

use ‘shadowing’ to link undecided students to students in majors;

create a ‘departmental brochure’ for recruiting undecided students which indicates the high level of support available to help them make decisions about majors and careers;

enforce the 60 hour rule for declaration of major.

Institutional Distinctiveness:

1. Continue seeking opportunities for additional “below-the-line” funding for distinctive programs; add two more areas in 2005-2006 to those already funded in 2004-2005

2. Produce departmental/program fact sheets highlighting distinctiveness of our majors and programs

General Education Review and Revision:

1. Hold campus-wide review of Gen Ed objectives in Fall 2005

2. Present Gen Ed revisions to faculty in Spring 2006

3. Implement portions of new Gen Ed proposal in Fall 2007 (e.g., Freshman Seminar)

Other

1. Hire CIO

2. Hire Dean/Associate VP of Admissions

3. Hire Registrar

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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/are a 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						
<i>An institution may be accredited by the AACSB or the ACBSP</i>						
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	1	1				
Business (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 nondegree-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				