COLLEGE *of* CHARLESTON

2010-2011 Accountability Report

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Section I - Executive Summary

1. *Purpose, Mission, Vision, and Values*

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. Founded on the principles of the liberal arts tradition, this community 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 also provides a range of master's degree programs that are compatible with the needs of the community and the state. The College encourages and supports research. Its faculty members are important sources of knowledge and expertise for the community, state, and nation. Emphasizing lifelong learning, the College provides a 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 a set of Core Values identified in the strategic plan, "Gateways to Greatness."

2. *Major Achievements for 2010-2011*

- The class of 2014 was made up of 2,039 first year students and 801 transfer students hailing from 43 states and 12 countries. The average SAT for the entering class was 1210. The Honors College admitted 182 first year students, including ten valedictorians, with an average SAT of 1340.
- More College of Charleston students are studying abroad than ever before. From Fall 2010 through Summer 2011, a record-setting 640 students participated in a study abroad experience with the number of fall participants doubling since last year. In 2009-10, the College placed 12th among Masters' institutions in total number of students studying abroad and 40th in percentage of undergraduates participating in study abroad (*Open Doors* report of the Institute of International Education).
- The first cohort of twenty-four students completed the accelerated MBA program in August 2011 following a term in China focused on incorporating global perspectives and positioning graduates for career opportunities in the global marketplace.

- College of Charleston graduates were honored with a variety of prestigious national competitive awards to support graduate study, research and service. These include grants from the National Science Foundation, the Rotary Ambassadorial Fellowship, Fulbright, the Lional Pearson Fellowship, and the James B. Duke Fellowship. Ten graduates committed to service with Teach for America and four with Peace Corps.
- The College was recognized for its academic excellence in undergraduate education, affordability, highly engaged faculty, and prime location in several national publications including *Parade*, *Fiske Guide to Colleges*, *The Princeton Review, U.S. News and World Report, Newsweek, Barron's,* and *Kiplinger's Personal Finance Magazine.*
- The College of Charleston officially dedicated the school's new 125,000 square-foot Sciences and Mathematics Building. The new $58 million facility features a 150-seat auditorium, state-of-the-art research and teaching laboratories, and gathering areas for faculty and student interaction.
- The renovation to Randolph Hall was concluded in 2011. In 2007, the College received a $3.7M appropriation from the General Assembly to restore and preserve three of its most historic facilities – Randolph Hall, Porters Lodge, and Towell Library. These buildings enclose the area known as the Cistern Yard where students participate in commencement activities each spring. These structures are listed on the National Register of Historic Places (NRHP) as a National Historic Landmark (NHL). This four-year long project repaired and replaced portions of exterior stucco, windows, and shutters as well as included the painting of all exterior wood moldings, windows, and trims.
- A faculty member from the department of physics was awarded a $500,000 Faculty Early Career Development award from the National Science Foundation to conduct research on computational neuroscience. This award is the National Science Foundation's most prestigious award in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and the integration of education and research within the context of the mission of their organizations.
- Entrepreneur and Charleston philanthropist Anita Zucker gave $1.5 million to launch the Holocaust Education Initiative at the College.
- The U.S. Department of Education awarded the College of Charleston a Student Support Services grant for $1.1 million over five years to promote the academic success of 140 low-income, first generation, or disabled students. The program, known as ROAR at the College, joins Upward Bound and McNair Scholars among the TRIO higher education grant programs sponsored by the United States Department of Education.
- Grant funding received by the College of Charleston increased significantly from $7 million to almost $12 million dollars.

3. *Key Strategic Goals for Present and Future Years (this supports the organization's budget request)*

The College of Charleston identifies five key strategic goals in *Gateways to Greatness:*

- Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the area.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

- Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
- Achieve financial security by creating a new financial model for the College of Charleston.

4. *Key Strategic Challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges)*

Key strategic challenges include the following:

- The College continues to balance its role as the largest comprehensive university in the state with its liberal arts' emphasis on personalized education.
- Developing and revising both policy and administrative structure to modernize and support the larger institution the College has become over the last two decades is not yet complete.
- The College must develop strategies to increase and sustain diversity in its student, senior staff, and faculty populations.
- As state appropriations continue to decline (as seen in 7.3.a), the College's current funding is inadequate to provide scholarships and financial aid to all deserving students, to maintain competitive salaries and benefits for faculty and staff, and to support appropriate physical and technological infrastructure. In moving forward, the challenge will be to develop new financial models that yield adequate resources for the institution.

5. *Use of the Accountability Report to Improve Organizational Performance*

The Accountability Report's focus on institutional effectiveness serves to highlight both strengths and weaknesses in institutional planning and operations and thus provides an annual "gap analysis" between institutional goals and achievements. This report will be shared broadly and provide a base for ongoing conversations about continuous improvement.

Section II - Organizational Profile

1. *Educational programs, offerings, and services and the primary methods by which these are delivered;*
   The College of Charleston's main educational programs and services are listed and described in the Major Program Areas Chart in Appendix C. The primary methods by which the College of Charleston provides educational instruction include classroom and laboratory instruction, internships, independent studies, tutorials, and collaborative student/faculty research. A modest number of online courses are offered, primarily during summer sessions. The College also offers students the opportunity to study elsewhere through College of Charleston programs abroad in Buenos Aires, Argentina; Santiago, Chile; La Rochelle, France; Trujillo, Spain; and Havana, Cuba. Exchange and Affiliate programs expand learning opportunities even further.

2. *Key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations;*
   Students are the prominent group of stakeholders in that they derive the direct benefits from the educational experience provided by the College of Charleston. Students come from 50 states, U.S. territories, the District of Columbia, and 65 countries. Nearly 63% of undergraduate and graduate students attending the College of Charleston are from South Carolina. The College actively seeks to foster a positive, collaborative relationship with its internal and external stakeholders. The members of the Charleston community together with College of Charleston key stakeholders work together to understand and satisfy needs and expectations. Figure (7.6.a) identifies these important stakeholders and their requirements and expectations.

3. *Operating locations;*
   The core campus of the College of Charleston is located in the historic district of Charleston, SC. Courses and recreational activities are also offered at the J. Stewart Walker Sailing Complex, Patriots Point, and the Links at Stono Ferry located in Mount Pleasant, SC. Undergraduate courses, graduate courses, and the graduate certificate in Urban and Regional Planning are offered at the College of Charleston North Campus located at 5300 International Boulevard in North Charleston, SC. The Grice Marine Laboratory is the marine lab of the College of Charleston and houses academic programs in Marine Biology. Grace Laboratory is located at Fort Johnson in Charleston, SC. Field instruction in Archeology takes place at Dixie Plantation, located in Hollywood, SC.

4. *The number of employees, segmented by faculty and staff or other appropriate categories;*
   As shown in Figure 7.4.a, the College of Charleston employed 622 FTE faculty and 895 staff during FY2010-11.

5. *Regulatory environment under which the organization operates;*
   The regulatory environment includes the following:
   - The College of Charleston is a public institution governed by The Board of Trustees consisting of 18 members; two members from each of the South Carolina congressional districts, three at-large members elected by the General Assembly, one member who shall be the Governor or his designee, one member appointed from the State at-large by the Governor, and one member appointed by the Governor upon the recommendation of the College of Charleston Alumni Association. The final authority and responsibility for the governance of the College of Charleston is vested in the Board in accordance with the statutes of the State of South Carolina.
   - The College of Charleston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the baccalaureate and masters' degrees.
   - In the School of the Arts, the Music program is accredited by the National Association of Schools of Music (NASM) and the baccalaureate in Theatre is accredited by the National Association of Schools of Theatre (NAST).
   - In the School of Business, baccalaureate programs in Accounting and Business Administration are accredited by the American Association of Collegiate Schools of Business (AACSB).

- In the School of Education, Health and Human Performance, the degree in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The undergraduate and graduate programs in Early Childhood Education are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the National Association for the Education of Young Children (NAEYC). The undergraduate and graduate programs in Elementary Education are accredited by NCATE and the Association for Childhood Education International (ACEI). Middle Grades Education is accredited by NCATE and the National Middle School Association (NMSA). The undergraduate program in Physical Education is accredited by NCATE and the National Association for Sport and Physical Education (NASPE). The program in Secondary Education is accredited by NCATE and each of the cognates are accredited as follows: The American Council on the Teaching of Foreign Languages (ACTFL) accredits the Foreign Language program. The National Science Teachers Association (NSTA) accredits the programs in Biology, Chemistry, and Physics. The undergraduate program in English Language Arts is accredited by the National Council of Teachers of English (NCTE). The National Council of Teachers of Mathematics (NCTM) accredits the undergraduate secondary education cognate in Mathematics. The social studies cognate is accredited by the National Council for Social Studies (NCSS). Finally, the undergraduate program in Special Education is accredited by NCATE and the National Association of Gifted Children/Council for Exceptional Children (CEC).
- In the School of Humanities and Social Sciences, the Master's in Public Administration is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).
- In the School of Sciences and Mathematics, undergraduate degrees in Computer Science are accredited by the Computer Accreditation Commission of ABET. The American Chemical Society accredits the programs in Chemistry, Biochemistry, and Environmental Chemistry.

6. *Governance system (the reporting relationships between governance board/policy making body and senior leaders, as appropriate);*
An organizational chart showing the reporting relationships between the Board of Trustees and senior leadership is found in Appendix A.

7. *Key suppliers and partners;*
As an institution of higher education, the key "supplier" for the College of Charleston is the secondary educational system, particularly the South Carolina educational system.

8. *Key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.);*
The College of Charleston competes nationally with a broad spectrum of colleges and universities for its students, faculty, administrative leadership, and research grants. Competitive institutions include National Universities, Major Research Universities, Comprehensive Masters', and Liberal Arts Colleges, both public and private.

9. *Principal factors that determine competitive success. The key changes that are taking place that significantly impact the organization's competitive situation;*
- Central to the College's competitive success are well-prepared students who are highly engaged with a dedicated teaching faculty and staff who are recognized for their extraordinary potential and achievement.
- The College of Charleston benchmarks against various university peers and aspirant institutions in order to evaluate its success and competitive position. Some of the annual studies include: *Top 30 competitors based on application overlap; Delaware Study; and internal Salary Studies.* Categories of key performance indicators include enrollment/retention, educational quality, financial performance, student outcomes.

10. *Performance improvement systems;*
- Accreditation Reports, Self Studies, and Site Visits
- Institutional Effectiveness System (Annual Assessment Plans and Reports*, Program Reviews, IE Reports to CHE, Accountability Reports)

- Institutional Research (Annual System of Reports, Planning and Reference Guide—Fact Book, and analysis of data as requested)
- Institutional Compliance Reports
- Research Compliance Reports
- Faculty and Staff Evaluations (Annual Faculty Evaluations, Employee Performance Management System)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Course Evaluations
- Campus Master Plan

*The College has streamlined its three-year assessment progression into an annual assessment plan and report process. Academic programs, schools, and administrative unit reports are based on alignment with the mission and strategic goals of the College.

11. *Organizational Structure*
The organization of the College of Charleston is shown at the following link: http://president.cofc.edu/orgchart/index12.php. Briefly, the President reports to the Board of Trustees, and the Leadership Team listed below reports directly to the President:

- Provost and Executive Vice President, Academic Affairs
- Executive Vice President, Business Affairs
- Executive Vice President, External Relations
- Executive Vice President, Institutional Advancement
- Executive Vice President, Student Affairs
- Senior Vice President, Legal Affairs
- Secretary to the Board of Trustees, Vice President for college Projects
- Director, Athletics
- Chief of Staff & Senior Policy Advisor

12. *Expenditures/Appropriations Chart*
The Chart has been completed and is found in Appendix B.

13. *Major Program Areas Chart;*
The Chart has been completed and is found in Appendix C.

Section III - Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

The College's current strategic plan, "Gateways to Greatness," is the most complete statement of the College's vision and values. The strategic plan was adopted following an extensive process of consultation with representatives for all the College's stakeholders and with the full participation of a diverse planning committee. The strategic plan was approved by the Board of Trustees and is regularly discussed by members the Board, the President, the senior leaders, and various campus stakeholders, including faculty, staff, and students. Over 110 specific tactics identify specific outcomes to be achieved.

Regular updates on the strategic plan are included in meetings of the Board of Trustees and the College's senior leadership. The strategic plan is a discussion point in almost every significant speaking engagement of the President. The alignment of the strategic plan with division and departmental plans and mission statements is a goal of the College.

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

The College has a history of measuring outcomes in the achievement of its strategic plans, as demonstrated by summary documents for the now-completed "Fourth Century Initiative" strategic plan. The College's current strategic plan, "Gateways to Greatness," will be measured and assessed in a similar fashion. The President has continued to work with senior leaders to align the values, goals, strategies, and actions of the current strategic plan with the realities of a challenging economic environment. Specific early successes have been achieved, such as the approval and implementation of the College's academic program leading to the Master of Business Administration degree. Nevertheless, a strategic plan is a living document, and the current economic climate will require plan adjustments over time.

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

Multiple offices on campus are responsible for monitoring or ensuring compliance with federal and/or state laws (e.g., Office of Human Resources). The College has developed and maintains policies designed to promote legal and ethical behavior and to provide for appropriate organizational accountability. These policies are revised and improved over time and are updated to comply with applicable laws (see policy.cofc.edu). Employees are encouraged at all levels to seek advice on legal and ethical behavior, including advice from the College's Office of Legal Affairs. Faculty/Staff and Student Resource Coordinators are available to assist those individuals who have ethical concerns and are uncomfortable approaching their immediate supervisors.

Senior leaders are accountable to the Board of Trustees for the financial wellbeing of the College. The Board receives quarterly budget updates and budget adjustments, as actual revenues and expenditures require quarterly budget adjustments. The President regularly discusses accountability and related issues with senior leaders, including academic leaders and the Director of Athletics.

The College prepares a Comprehensive Annual Financial Report for each fiscal year. From 2002 to the present, each version of the CAFR is available on the College's website at http://controller.cofc.edu/comprehensive-annual-financial-reports/index.php, along with select NCAA reports. The College employs an Internal Auditor, and the Board of Trustees operates its own Audit Committee.

Faculty are provided with guidance specific to their responsibilities in the *Faculty/Administration Manual*, which is updated annually. Students find guidance relevant to several specific concerns in the Student Handbook which includes material on the Code of Conduct and the Honor Code). (http://deanofstudents.cofc.edu/policies-and-procedures/student-handbook.php),

1.4 How do senior leaders create an environment for organizational and workforce learning?

As a teaching and learning organization, the College of Charleston provides an array of opportunities for faculty and staff development. The College employs multiple training professionals who offer non-credit-bearing courses and training programs for faculty and staff. Some departments and divisions offer training specific to their areas (e.g., library technology, diversity). Individualized instruction can be arranged for faculty and staff who have particular development needs, especially in information technology. Staff are eligible under certain conditions to take credit-bearing academic courses for purposes of professional development.

Academic and administrative departments have professional development budgets to support on-site development programs or travel for development purposes. Tenured faculty have access to a sabbatical program designed to allow faculty to pursue research projects or acquire new skills. Faculty and students have access to a variety of resources for completing academic research projects.

New employees of the College are required to complete orientation programs. Annual evaluations for employees allow employees and their supervisors to plan for appropriate professional development.

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

President Benson has emphasized the importance of succession planning and development of current employees in his communication with the College's Executive Team. All departments and divisions are encouraged to engage in suitable professional development for employees and to identify individuals who should be cultivated for more senior administrative and leadership positions. Departmental and divisional budgets support professional development for these purposes.

In the academic departments and schools, the current academic leaders are encouraged to identify prospective future leaders and to encourage them to consider pursuit of leadership positions. Many of the College's academic departments and schools have designated associate department chairs and associate deans. One of the advantages of such appointments is the creation of a greater reservoir of administrative talent and more opportunities for planned leadership succession.

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

The College of Charleston publishes an employee newsletter and a magazine for which employees are one audience. Senior leaders use a variety of communication channels, including email newsletters and bulletins, individual meetings, and department and divisional meetings. Such communication efforts are especially important when making critical decisions about the future of the College. For example, extensive focus group research was essential to the development of the last two strategic plans at the College.

Senior leaders consult with the elected leaders of student and faculty organizations, such as the Faculty Senate. Beginning in 2011, President Benson has created a similar staff organization to facilitate better communication and similar communication opportunities among all campus constituencies. In each semester, President Benson leads town hall meetings with faculty, staff, and students.

Faculty and staff performance is assessed through annual evaluations and, in the case of faculty, a merit evaluation system. Employees with superior performance ratings are recognized through compensation enhancements and, in exceptional cases, award programs for such activities as teaching and advising. Employees are nominated by supervisors and/or senior leaders for local, state, national, and international awards, as appropriate.

The tenured faculty play an important role and are empowered in the evaluation and recommendation of the roster faculty for tenure and promotion, with the President making tenure and promotion decisions following his review of such recommendations. Through the Faculty Senate, the faculty are instrumental in reviewing and approving academic courses and degree programs, consistent with the expectations of our regional accreditor.

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

The Board of Trustees completes an annual evaluation each year for the President of the College. The senior leadership of the College is evaluated annually by the President. These evaluations are both summative and formative. The Board of Trustees has a system of self-evaluation, which is intended to improve the organization and decision making of the Board.

Review processes are in place for Deans and Department Chairs in the academic units. For example, Department Chairs receive a major evaluation at the conclusion of five years of service.

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

The College's Executive Team meets regularly and reviews data relevant to institutional effectiveness and performance. Other senior leaders regularly review data relevant to their functional areas. Examples of the data reviewed by appropriate senior leaders include student admissions and retention reports; financial aid applications and student-need data; employee compensation and retention data; performance of student athletes; annual and quarterly financial statements; crime statistics; summaries of media reports relevant to the College; and Delaware and IPEDS data on state, regional, and national peers and competitors of the College. The President and the Executive Team seek out new data or reports of existing data as needed, in cooperation with the Office of Institutional Research and the Office of Institutional Effectiveness.

1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

The College's Executive Team meets regularly and discusses emerging threats to the health of the institution, including fluctuations in enrollment, new initiatives by our competitor institutions, changes in the legal or regulatory environment, and challenges in the retention of key employees. The development of the College's current strategic plan included a review of potential adverse impacts, complete with a discussion of local, state, national, and internal threats.

An emergency management and preparedness plan is maintained by the College, with appropriate supervision by a designated Executive Policy Group and an Emergency Management Team. With a location in a low-lying coastal city, the College must plan for severe weather events and, in particular, hurricanes, tropical storms, and earthquakes (see emergency.cofc.edu). Preparation for severe weather, earthquakes, and episodes of campus violence is the subject of emergency management meetings, tabletop exercises, and other emergency management drills.

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

The College's strategic plan emphasizes the connection of the institution to "the history, traditions, culture and environment of Charleston and the Lowcountry." Multiple academic programs at the College are strongly linked to Charleston and the region (e.g., marine biology, Southern Jewish Studies, historic preservation). Other academic programs encourage students to complete internships, provide community service, or complete service learning projects that, collectively, provide thousands of hours of support for local governmental agencies and non-profit organizations. Volunteer and service projects are regular features of campus life and involve diverse campus organizations. College-sponsored research projects also provide support for various community groups or in service to the community (e.g., tourism impact studies, archaeological investigations at Dixie Plantation). The College has multiple initiatives in K-12 education in the Charleston region.

The College provides many educational and cultural opportunities for community members, often at little or no charge (e.g., academic course enrollments for senior citizens, lectures and guest speakers, theatrical and musical events). With over 20 NCAA Division I sports, the College sponsors numerous sporting events throughout the year in the Charleston region.

Through payroll deduction and direct contributions, the College encourages employees to provide financial support for the United Way, the American Heart Association, the College of Charleston Foundation, and other community non-profit groups. College of Charleston faculty and staff are essential unpaid volunteers in numerous regional non-profits.

Category 2 – Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address: a. your organizations' strengths, weaknesses, opportunities and threats; b. financial, regulatory, and other potential risks; c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition; d. workforce capabilities and needs; e. long-term organizational sustainability and organizational continuity in emergencies; f. your ability to execute the strategic plan.
Gateways to Greatness, the College of Charleston's strategic plan, was developed under the leadership of the current President. This plan was completed following a year of preparation and includes more than 30 diverse focus group discussions, a competitive analysis comparing the College of Charleston to peer institutions on factors of importance, an environmental scan and trend analysis, and an analysis of strengths, weaknesses, opportunities and threats conducted by every unit of the College.

The decreasing state support for higher education presents a significant financial challenge for the College of Charleston. The strategic plan acknowledges this and emphasizes the need to achieve financial security by creating a new financial model for the College. Discussions for a comprehensive fund-raising campaign are ongoing; deans and academic units discuss the possibility of revenue-generating programs; and effective enrollment planning management of instructional resources are underway.

The College has retained professional consultants to review the master space plan and to address possible future shifts in key areas such as technology and student demographics. In addition, the institution has an emergency management plan to provide for business continuity in the event of a crisis, and health and safety plans and procedures are in place.

Faculty and staff needs are assessed regularly through both comparative data and functional performance reporting. Deans provide one-year hiring plans as well as one-three year staffing needs assessments each year.

The ability to execute the strategic plan relies upon investment in strong student support services, technology infrastructure, and faculty in strategic areas. Resources adequate to support this investment will be required.

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary?
As stated in *Gateways to Greatness*, the strategic objectives are specifically intended to enable the College to continue to offer students the personal services of a small teaching College combined with the curricular, co-curricular and extracurricular opportunities emphasized at a research institution. The first three goals specifically focus on 1) the student-centered liberal arts and sciences education enhanced by high impact experiences; 2) opportunities for academic programs that speak to the uniqueness of Charleston's geographical and cultural position; and 3) the expansion of the student's world view beyond the local and regional context. Goal 4 addresses the student's co-curricular and extracurricular opportunities, while Goal 5 addresses financial stability.

2.3 How do you evaluate and improve your strategic planning process?
As stated above in Section 1.2, the President works with the senior leadership to align values, goals, strategies, and actions of the current strategic plan with the realities of a challenging economic environment. In addition, unit heads regularly report to supervisors on progress toward meeting planned goals. Deans report annually to the Provost on school progress on past goals and the setting of future goals. The planning structure and associated processes are undergoing refinement during this fiscal year.

2.4 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.
Action plans and related assessments are developed by academic and administrative units at all levels and aligned with the College mission, vision, and goals. Progress is monitored through annual reviews. The College

continually strives to generate additional resources at the school and department level to provide additional support for the implementation of strategic goals. Deans reallocate resources in order to address changes in curricular programs as needed.

2.5 *How do you communicate and deploy your strategic objectives, action plans and related performance measures?*
Internal communication of strategic objectives takes place through departmental and school retreats and annual meetings, presentation of dean priorities to the Executive Team, and regular meetings of the Provost with the Academic Affairs Planning and Priorities Committee, consisting of the deans, academic associate vice presidents, senior vice and associate provosts, and faculty from the Faculty Budget Committee, and the Academic Planning Committee. Strategic objectives and action plans are communicated externally through senior leadership presentations at various community and social events.

2.6 *How do you measure progress on your action plans?*
Unit heads and deans submit annual reports that document progress on strategic goals. The reports include such measures as department costs relative to peers, faculty workload, and the development of majors, minors, and new initiatives. The Provost and other members of the Executive Team review the progress of the functional units. Performance indicators related to the student body are made available to the Board of Trustees routinely.

2.7 *If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.*
The College's strategic plan includes the five goals listed below. A copy of the Strategic Planning Chart is found in Appendix D. A complete copy of *Gateways to Greatness* may be found here: http://www.cofc.edu/strategicplan/

- Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
- Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
- Achieve financial security by creating a new financial model for the College of Charleston

Category 3 – Student, Stakeholder, and Market Focus

3.1 ***How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?***
The College of Charleston's market focus is guided by its overall mission and ten-year strategic plan. The College also utilizes enrollment planning information to help ensure that enrollments are aligned with educational programs, faculty workload, and student services. Regular monitoring of this activity is the responsibility of the Enrollment-Finance Committee. The offices of Enrollment Planning, Admissions, and Marketing-Communications have a well-developed process to help build a student population aligned with the strategic plan. These offices use a number of commercially available tools, including a robust Customer Relations Management (CRM) system to develop and execute annual recruiting/marketing strategies. Primary focus is on South Carolina and the Southeast but new markets are emerging as the College of Charleston gains greater national prominence. (http://admissions.cofc.edu/explorethecollege/counselorsontheroad/index.php)

Student populations targeted for enrollment are driven by our curriculum. All new programs are developed at the school level and subject to review by our Faculty Senate, the College of Charleston Board of Trustees, the policies applied to South Carolina public institutions at CHE as well as our regional accreditor, SACS. The College's educational offerings must demonstrate their relationships to The College mission and the strategic plan.

*3.2 **How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?***
The Office for Institutional Effectiveness implements two major series of nationally-normed, widely used surveys to collect feedback from students and faculty. Beginning in the 2010-2011 academic year and every three years thereafter, the College conducts a series of three surveys generated by the Cooperative Institutional Research Program of the Higher Education Research Institute: The Freshman Survey (incoming freshmen), The Your First College Year Survey (end of freshmen year), and The College Senior Survey (end of senior year). Beginning in the 2012-2013 academic year and every three years thereafter, The College implements a series of three surveys affiliated with Indiana University: The Before College Survey of Student Engagement (incoming freshmen), The National Survey of Student Engagement (freshmen and seniors), and the Faculty Survey of Student Engagement (faculty). The Office for Institutional Effectiveness also conducts annual surveys of recent alumni to gather feedback from those stakeholders.

The Division of Student Affairs is also committed to listening to the students of the College of Charleston. As one would expect, much listening takes place outside of the formal classroom. Professionals attend several meetings every week coordinated by students and hear and record concerns and suggestions. For example, directors and assistant directors attend the weekly meetings of sports club presidents, student media editors, Greek chapter presidents, spiritual organizations, event programming board, student leadership seminars and many other group gatherings. The Executive Vice President for Student Affairs, Victor K. Wilson, regularly arranges meals with students (intentionally inviting students who do not hold leadership positions) to listen and respond to questions. Since his arrival, Mr. Wilson has hosted an event called "Wilson's Winter Wonderland." The Executive Vice President sits in the lobby of the Student Center for half a day to hear directly from students.

Many directors in the Division of Student Affairs have established mechanisms to collect routinely student feedback and to let other offices how the feedback is valuable to their operations such as: Focus groups; Program evaluations; Debriefing meetings with relevant student leaders that were involved in planning/helping with the program; Links on our web sites which allow for suggestions and feedback; Training workshops with Admissions staff on a regular basis(at least once in the fall and once in the spring) to educate them on Student Affairs program offerings, mission, purpose; Discussion of how our programs are relevant to student retention with Admissions staff.

Sharing student feedback through the Division is done at monthly meetings and retreats and through the Division Assessment Committee. The Assessment Committee is empowered to search for patterns and construct assessment tasks to better understand and verify the student feedback. This Committee also coordinates with the affected departments, data-driven operational adjustments.

*3.3 **How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?***
The surveys referenced in 3.2 are posted on the Office for Institutional Effectiveness website. In the spring of 2011, the Office for Institutional Effectiveness implemented a training program to teach students to lead focus groups with other students. As a result of that initiative, a series of student-lead focus groups were conducted around the topic of online course evaluations and integrative learning practices (using BCSSE and NSSE results). In addition, the Office for Institutional Effectiveness conducted focus groups with faculty to discuss the results of the BCSSE and NSSE data as a part of our participation in the Wabash National Study 2010.

Within Student Affairs, information collected through formal assessment projects and feedback excavated more informally are cycled through program review processes. Whether the Student Affairs departments are preparing formal assessment reports or just reviewing the satisfaction with a single program, student input is weighed. For example, information gathered through AlcoholEdu (an on-line alcohol prevention tutorial) and surveys completed by students were used to launch group sessions in the Office of Counseling and Substance Abuse Services. There are numerous examples of program enhancement based on student feedback including:

- Cougar Activities Board (Student Life) – hosting more large-scale concerts

- Higdon Center for Student Leadership – creation of Cougar Excursion (an off-campus student leadership retreat for in-coming students)
- Counseling and Substance Abuse Services – revision of walk-in clinic hours
- Counseling and Substance Abuse Services – launching of a peer counseling program
- Career Center – purchasing more on-line programs geared toward exposing students to developing occupations and needed skill areas
- Campus Recreation Service – expanding the number and type of fitness classes and spaces

Victim Services – expansion of prevention programming hosted by students

All First-Year Experience (FYE) students and faculty are surveyed regarding their experience in their FYE class. FYE is required for all entering freshmen in 2011-12. These in-depth surveys go beyond the standard course evaluations and generally cover material and pedagogies specifically relevant to first-year students. Faculty training and course development is adjusted yearly in response to these surveys.

3.4 *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve your institution?*
Methods used to determine student satisfaction includes a selection of questions from the surveys referenced in 3.2 and documented in category 7. Also refer to the listening description on 3.3.

3.5 *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.*
The First-Year Experience program has grown yearly since 2008-2009, when 20 First-Year Seminars and 10 Learning Communities were offered. In 2011-12, the First-Year Experience is required for all entering first-year students, and offers 52 First-Year Seminars and 38 Learning Communities to meet the needs of 2300 students. Reactions from participating students and faculty have been very positive. Course descriptions may be found in the First-Year Experience Academic Guide located on the FYE website at www.cofc.edu/fye.

The Center for Student Learning is a key component in building positive relationships in two ways: The Center employs approximately 130 student leaders in positions as tutors, consultants, and Supplemental Instruction Leaders as a way to connect them to their academic programs and the faculty therein, providing opportunities to enhance their exposure to their fields of study. These students serve as models for other students who seek to develop methods and processes that promote learning. Each tutor is held to high standards: has achieved a 3.0 GPA or higher on a 4.0 scale, is recommended by at least one professor, submits application documents, participates in an interview, and attends training that follows either College Reading and Learning Association standards or standards set by the International Center for Supplemental Instruction. Many tutors return a second or even third year in their positions, indicating satisfaction with their roles. Students who are regularly engaged in the business of the College reap the benefits of their work and are more likely to be successful. By assisting all students, Center for Student Learning tutors work with a large segment of the student population, historically 40% of the student body, providing academic assistance so that students might study more effectively, learn course content, and achieve the outcomes they desire.

The College of Charleston developed a comprehensive peer education center May 2010-11, The Center for Excellence in Peer Education, which prepares outstanding students to mentor, tutor, and assist their peers, as well as offering resources, services, and training opportunities to other college and university peer educator groups. The Center for Excellence in Peer Education will train First Year Experience peer facilitators, Center for Student Learning peer academic coaches, REACH mentors, Cougar Excursion executive board members, Greek leaders, honors peer facilitators, resident assistants, and Bonner leaders. There are currently more than 100 trained peer educators on campus. All peer educators trained at the Center take a two-credit course in the Department of Teacher Education. This course trains them to develop peer education skills through reading, discussion, and collaborative learning about leadership, mentoring, and historical background of peer education. Through their peer educator experience, they gain skills that will benefit them in their careers including: recognizing strengths/weaknesses of self and others, implementing diverse approaches to learning, modeling appropriate/professional behavior and attitudes, and gaining effective conflict management skills.

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

Multiple offices on campus are responsible for monitoring or ensuring compliance with federal and/or state laws (e.g., Office of Human Resources). The College has developed and maintains policies designed to promote legal and ethical behavior and to provide for appropriate organizational accountability. These policies are revised and improved over time and are updated to comply with applicable laws (see policy.cofc.edu). Employees are encouraged at all levels to seek advice on legal and ethical behavior, including advice from the College's Office of Legal Affairs. Faculty/Staff and Student Resource Coordinators are available to assist those individuals who have ethical concerns and are uncomfortable approaching their immediate supervisors.

Faculty are provided with guidance specific to their responsibilities in the *Faculty/Administration Manual*, which is updated annually. Students find guidance relevant to several specific concerns in the Student Handbook which includes material on the Code of Conduct and the Honor Code). (http://deanofstudents.cofc.edu/policies-and-procedures/student-handbook.php),

Category 4 – Measurement, Analysis, and Knowledge Management

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

Student learning outcomes and organizational performance goals are defined by all academic departments and administrative functional units. These outcomes and goals are measured through the planning and assessment process. As stated in the Organizational Profile, the process has been streamlined and reports are prepared and collected annually.

The operations and measures used to determine student learning and to track organizational performance and progress are aligned throughout the College to meet the institutional mission and strategic goals. The overarching goal is to ensure continuous improvement and renewal at all levels of the College.

Typical benchmark data is used for peer analysis. This includes average SAT scores of entering students (Figures 7.5.a), graduation and retention rates (Figures 7.1.b and 7.1.c), and faculty credentials (Table 7.5.a). These standard measures allow the College to compare performance to select peer institutions. Individual programs and service units also select additional assessment measures and key performance indicators that are tailored to their specific goals and initiatives.

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

Data collected through the assessment process from program and departmental reports, national surveys, local surveys, focus groups, exit exams, exit interviews, and other measurements is summarized and analyzed. 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, support decision making, and achieve strategic goals.

As mentioned previously, progress toward goals and initiatives is evaluated continuously based upon information collected. The cycle allows assessment information to inform the planning and decision-making process to ensure goals and objectives can be reached. At the unit level, course evaluation results are shared with faculty to provide feedback about effectiveness in the classroom. Staff are reviewed annually which allows units to set goals that are aligned with the broader College mission.

As a requirement for accreditation through SACS, faculty within each academic program establish student learning outcomes, assess the extent to which outcomes are achieved, and use the results for program improvement. Administrative units also engage in this process of identifying, measuring, and analyzing outcomes to improve student support programs and stewardship of College resources**.**

4.3 How do you keep your measures current with educational service needs and directions?

Assessment Reports include a section for recommended changes based on data collection and analysis. Additionally, information from national surveys, internal surveys, analyses of peers and aspirants, exit interviews, focus groups and other measurements are used for benchmarking.

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

Comparisons with peers allow the College to set benchmarks by which to measure progress.   National surveys, such as the Before College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE), and the National Survey of Student Engagement (NSSE) (see Table 7.1.f) and HERI's Cooperative Institutional Research Program (CIRP), Your First College Year (YFCY), and College Senior Survey (CSS), provide benchmarking and longitudinal information. Internal surveys, such as the Alumni Survey and Senior Exit Survey, are administered regularly and also provide comparative data over time. The College also uses College and University Professional Association for Human Resources (CUPA) data from a set of peer institutions to benchmark salaries for new faculty hires. National rankings, such as those found in US News and World Report, the Princeton Review, and Barron's are reviewed and made available to stakeholders http://cofc.edu/about/guidesandrankings/index.php.

The College also participates in The National Study of Instructional Costs & Productivity ("The Delaware Study") which is now generally acknowledged as the "tool of choice for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline." Additionally, the College of Charleston was one of 30 institutions invited to collaborate with the Center of Inquiry in the Wabash Study 2010. This is a three-year project designed to create a deliberative process for using evidence upon which an institution can build to improve student learning.

4.5 How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The College of Charleston has processes in place for deployment of data, both on our web sites (Institutional Research, Marketing, OIT, Records/Registration, Athletics, and Institutional Effectiveness) and available through our online request processes. Further, information made available adheres to best practices of Student Right to Know, Title II, Higher Education Opportunity Act, FERPA, and other federal and state requirements.

Access-secured online reports are made available to the appropriate faculty and staff and an interactive website (Sharepoint), is used for workforce groups contributing to projects. Data and information are also shared through the Online Academic Knowledge System (OAKS).   Based on the Desire2Learn platform, the system provides tools to help foster communication, collaboration, and facilitate learning outside the classroom.

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

Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards provide principles for 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 Information Technology division and access is only added on a per-user request basis. Access to data files are only allowed after written justification is reviewed by IT and the OIR.

Functional areas such as the Registrar's Office have a data steward assigned whose main 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 closely adheres to FERPA guidelines.

The College Of Charleston's IT Division continually evaluates and updates security practices and policies. The data in the administrative system is protected by username/password pairs and central authentication. Servers housing institutional data are in physically secured areas and restricted to essential users only. All data is backed up regularly to secure offsite tape libraries and copies sent to a remote secured site. Network design includes firewalls, intrusion protection, and other security features; the campus maintains enterprise anti-virus protection.

4.7 *How do you translate organizational performance review findings into priorities for continuous improvement?*
The College of Charleston engages in ongoing, integrated, and institution-wide research-based planning and assessment of its programs and services. In short, the College demonstrates its commitment to continuous improvement by systematically outlining and evaluating future outcomes and measuring whether or not those outcomes have been met.

Academic departments and administrative offices participate in the planning and assessment process which has been restructured from a three-year progression to an annual process. Departments and offices consult with Institutional Effectiveness and Planning and their respective divisions to ensure that assessment plans align throughout all units with institutional mission and goals.

4.8 *How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?*
Upon hiring, all employees participate in an orientation. Staff orientations are conducted twice a month and a faculty orientation is conducted prior to the beginning of the academic year. A deans' and chairs' retreat and individual staff department/division retreats are held annually, and workshops are held for new academic chairs to assist them in administrative duties. Faculty and staff follow guidelines outlined in formal policies and procedures manuals. Faculty knowledge is documented, at least partially, through the tenure and promotion process.

Academic and administrative departments conduct monthly departmental meetings to transfer employee knowledge and to keep all department members informed. Information about new policies, procedures, and other news is broadcast through campus email, listservs, in a variety of places on the College of Charleston home page and website, and in the above-mentioned departmental meetings.

Employees—both faculty and staff—have the opportunity to participate in workshops, lectures, and classes that highlight best practices in higher education. The Center for Faculty Development promotes and coordinates professional learning opportunities. Other learning and development opportunities are available through Human Resources, the Career Center, and the Libraries. The department of 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 and updated techniques. Employees who attend professional development workshops are encouraged to share information with their colleagues.

Catalogs for both undergraduate and graduate programs, print and electronic, serve to communicate university policies and procedures to all stakeholders.

Category 5 – Workforce Focus

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

Three-year plans, strategic plans, and core purpose and values anchor and focus faculty and staff workload. Results are reviewed and updates are completed annually. Faculty workload is carefully monitored and regularly assessed. George W. Hynd, the current Provost, has reorganized staff for efficiency and improved faculty communication. Academic leaders meet monthly to plan, coordinate, and address issues that have surfaced. Ideas and action plans are disseminated to respective departments. Open forums are held for issues that are particularly important and relevant to faculty and staff.

Academic work is organized and managed through six schools and the academic departments housed in those schools, plus the Honors College, Graduate School, libraries, and North Campus, as well as interdisciplinary programs and several research centers with community outreach components. These organizational structures provide faculty members opportunities to collaborate both within and across disciplines in teaching, research, and service. Deans, department chairs, and center and program directors participate in the strategic planning process, develop action plans for their own units, and pursue and maintain those plans. Faculty members are invited to participate in this process, through departments, programs, and centers in which they participate, and as faculty representatives on committees in our shared governance system. The deans, Provost, and Provost's leadership team collaborate on short-term projects and longer term planning efforts.

The campus has a master plan to build, remodel and shift physical locations to be more conducive to coordinating student-centered needs and activities. 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 assessment process encourages inter-departmental collaboration when examining the effectiveness of common issues such as diversity, alumni, or student satisfaction.

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

The President and Executive Team host fall and spring Town Hall meetings to update the campus on major events and receive questions and comments from faculty and students. The President's Office has established a Chief of Staff and Senior Policy Advisor, whose primary purpose is to ensure that the office responds appropriately to external issues, requests, and opportunities. He is also the liaison between the President and members of the Executive Team. 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.

The College's shared governance system supports effective communication across academic units, through faculty-administration committees, Faculty Senate, the Provost's leadership team, and unit-level administrators, including deans, department chairs, and academic program directors. The Provost hosts a retreat for deans and chairs each year, addressing one or more topics of primary concern on campus. Additionally, there are Provost's Working Forums throughout the academic year, typically two or three each semester, for deans, chairs, and faculty leaders to work together on particular initiatives. New faculty members participate in a two-day orientation, during which they are introduced to feature programs, resources for faculty and students on campus, and key academic policies. Teaching, Learning, and Technology staff members provide technology training to new faculty, training on new systems, such as OAKS, our learning management system, and a summer Faculty Technology Institute. New department chairs undergo a small-group training by the Provost's Office with assistance from former chairs.

Human Resources has a full-time training position that offers a variety of learning opportunities through speakers and content experts. Learning and development opportunities are also available through Career Services, the Addlestone Library and Department of Teaching, Learning and Technology.

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

The faculties receive annual reviews, student evaluations, tenure and post-tenure reviews. Staff receives 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. "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 in writing (part one) and delivering (part two) performance evaluations that encourage employees to develop skills and accomplish goals.

Additionally, there is a rigorous system of third-year review for junior faculty, tenure and promotion for tenured and tenure-track faculty, and promotion and renewal for instructors, as well as post-tenure review for tenured faculty who have not undergone a recent promotion review. Tenure, promotions to Associate Professor, Professor, and Senior Instructor, renewals as Senior Instructor, and superior post-tenure reviews carry a monetary reward. These all contain a peer review component using agreed upon standards. In all of these reviews, faculty members submit narratives which outline their contributions in concert with strategic plans.

5.4 *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?*
Staff succession planning is done informally by the vice presidents for their functional areas. The Classification System is used extensively to assess positions and responsibilities and band/classification changes are made as necessary. Staff are encouraged to apply for open positions, which are posted on e-mail and through the HR website.

Progression of faculty throughout their career is managed via a rigorous review process combined with feedback from annual reviews. Our tenure, promotion, and renewal system includes a third-year review for all untenured faculty, tenure and promotion reviews for Assistant Professors, promotion reviews for Associate Professors, promotion and renewal reviews for Instructors and Senior Instructors, and post-tenure review for Associate Professors and Professors. Faculty are provided development opportunities via conference participation, funds for research travel and equipment, and competitively awarded summer research stipends.

5.5 *How does your development and learning system for leaders address the following: a. development of personal leadership attributes; b. development of organizational knowledge; c. ethical practices; d. your core competencies, strategic challenges, and accomplishment of action plans?*
Faculty and staff are encouraged to attend workshops and conferences to build leadership qualities. The President chairs senior staff meetings and invites key guest stakeholders for pertinent topics. Annual performance evaluation has specific categories designated to assess and encourage leadership qualities, employee evaluation accuracy and effectiveness, learning environment encouragement, and diversity support.

As noted earlier in 5.2, the Provost hosts a retreat and multiple working forums each year for deans, chairs, and faculty leaders to work together on particular initiatives, including execution of strategic plans. The orientation for new chairs addresses leadership style and skills, specific organizational knowledge, critical campus policies (such as procurement policies and non-discrimination and non-harassment policies), and strategic plans.

Organizational knowledge is developed, to some extent, through use of the portal, MyCharleston. Further development of organizational knowledge, as well as development of core competencies and understanding of strategic challenges, comes via faculty, department chairs, and deans, and academic administrators' involvement in development and execution of strategic plans.

5.6 *How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?*
The Strategic Plan Committee is incorporating capability and capacity action points into strategic assessments. Annually department staffs are analyzed, voids and excesses are identified and a hiring plan implemented.

Faculty staffing levels are assessed by several factors. There is a teaching workload measure, on which the College is compared with peer institutions participating in the Delaware study. Student credit hour production, adjunct dependence, and costs of interdisciplinary programs (not readily available via Delaware data) are

reviewed. Each year, during the planning process, unit leaders evaluate their current faculty staffing levels, unmet needs, and opportunities for realignment of faculty and staff towards achieving strategic objectives.

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

Search committees are formed to recruit key administrative and academic positions. Final candidates are invited to campus to meet with key constituents. Staff are recruited following State of South Carolina employment posting regulations. New staff are welcomed with a four hour orientation, and are encouraged to take advantage of available learning opportunities.

Faculty are recruited nationally through networking, referrals, graduate schools and publications. Targeted ads are used to increase representation of women and minorities, and the College abides by a non-discrimination policy throughout the recruitment process, from applicant review through hiring. Competitive starting salaries are bench-marked by discipline, as reported to CUPA-HR.

New faculty attend a three day orientation, which includes meeting select key Administration and academic personnel, introducing classroom and campus technology, attending an all campus picnic, new faculty reception hosted by Addlestone Library and other instructional and inclusive events.. Faculty are retained by providing an attractive environment for teacher-scholars, modest faculty development funds, including competitive summer research stipends, and when needed, retention offers.

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

Professional development opportunities are offered through HR, Career Services, the Addlestone Library, Academic Computing, among others. Workshop evaluations are completed and analyzed to improve content and presentation. The IT Helpdesk encourages employees to learn new skills and to share the skills with colleagues in mini-workshops. Physical Plant and Residence Life have embarked on life-long learning initiatives including computer training, supervisory practices, and job skills. The College's Staff Development Program encourages staff to take for-credit courses. The College also provides on-campus training, such as the Faculty Technology Institute and OAKS training, provided by the Teaching, Learning, and Technology staff. Additionally, work units are encouraged to hold meetings to share skills, and knowledge. New campus-wide projects have stakeholder representatives who report back to departments.

Individual performance evaluation goals are to be consistent with department goals and the College's Strategic Plan goals. Supervisors are trained to write performance evaluation goals that are developmental and motivational for employees. Departments combine resources to tackle large training needs.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

The organizational structure is reviewed by an Executive Vice President, HR, and Human Relations for every open position. The HR Director is frequently a guest/consultant at Executive Team meetings to discuss significant key topics, (e.g. compensation, hours of work). A reporting system for performance evaluations is utilized to analyze key performance evaluation characteristics for any employee segment of the institution. This aids in evaluation consistency and action plan development.

5.10 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The Faculty Senate and Faculty Committees discuss and resolve or advise on issues. The Open-Discussion forum 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 (e.g., parking, new buildings, strategic plans) welcome faculty and staff input. Informal exit interviews attempt to analyze turnover issues and trends.

The President's Advisory Committee is used largely to hear from faculty regarding their well-being and satisfaction with the direction of the College. He also holds frequent town hall meetings open to the campus. There is a Faculty Welfare Committee, and the Provost and his staff work closely with it on issues that impact faculty well being; there is also a Faculty Compensation Committee, which has representation from the Provost's Office. Additionally, the Provost holds several Academic Working Forums each year and works

closely with the deans and department chairs to address issues of current concern, such as workload policies, campaign planning, and tenure and promotion procedures.

5.11 *How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?*
Satisfaction assessment findings are used throughout the College to determine areas for improvement. These are then prioritized by academic and administrative unit heads to develop appropriate action plans.

The Faculty Senate, the Faculty Welfare Committee, and the Faculty Compensation Committee are the voices of the faculty on issues of faculty workforce satisfaction. The Provost is attuned to their concerns. Information collected via individual faculty members, department chairs, deans, and the committees in the shared governance system is reviewed by the Provost and his leadership team. The Provost's Office, working with the deans, may develop a new policy. Or, for issues of broader and greater impact, the Provost may convene and facilitate faculty forums or working groups for dialogue leading to the development and implementation of a new policy.

5.12 *How do you maintain a safe, secure, and healthy work environment? (Include the organization's workplace preparedness for emergencies and disasters.)*
The College has an up-to-date Emergency Management and Preparedness Plan, with a very active Emergency Management Team whose members comprise a cross-section of the campus community. An emergency alert system has been implemented and is routinely tested. Employees and students are immediately notified of a campus emergency and given directives or instructions for safety.

Campus police have an active community oriented policing program Fire & EMS and Campus Police meet with all new employees during New Employee Orientation and all new faculty in Faculty Orientation. A whistle defense program is used to alert officers of dangerous situations. Campus Police offer on-campus safety escorts during evening hours. Campus Police have crime prevention officers who are responsible for the presentation of Crime Prevention Programs. Public Safety uses modern safety technology (e.g., emergency call boxes and closed circuit television, a graphic communication fire alarm monitoring system, and panic alarms) to assist in keeping the community safe.

Human Resources conducts a "Health Month" including a benefits fair, six health related workshops, and worksite screening in the month of April. S.A.V.E. (Strategies to Assist Valued Employees) is a counseling agency retained to provide short-term counseling, referral and follow-up service for employees and dependents. The college pool, gymnasium and weight room, and yoga classes are available to assist our employees in their exercise regimes.

Environmental Health and Safety provides employee general safety and health training to encourage employees to work safely. Environment Health and Safety offers targeted training to employees related to personal protective equipment, chemical safety, driving safety, and ergonomics. A campus-wide smoking policy has been adopted and is enforced**.**

Category 6 – Process Management

6.1 *How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?*
The College of Charleston Strategic Plan states that the Core Purpose of the College is to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society. The Values include educational excellence that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences; student-focused community that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution; the history, traditions, culture and environment of Charleston and the Lowcountry that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world.

The *Statement of Institutional Goals* provides guidelines for the design of educational programs, curricula, and supporting services. "Each unit of the College will articulate the goals of learning which reflect its unique

discipline, field, or area of service. Though strategies of implementation will vary from area to area, the goals address undergraduate and graduate education as well as offices of administrative services, thus providing the basic framework for articulation of goals by academic and administrative units."

Additions, deletions, and changes to academic and administrative programs must be consistent with the College's mission and goals. Academic program proposals are reviewed by the Provost and by the Faculty Senate. They are also reviewed by CHE Commissioners and voted on by CHE membership. SACSCOC must also formally accept all new programs before students are allowed to enroll.

6.2 *What are your organization's key work processes?*

As an institution of higher learning, "key work processes" may be defined as those processes that have at their heart the institutional mission and goals, the College's core values, and the strategic planning process. Processes are evaluated and renewed through regional accreditation; professional, discipline-specific accreditation; annual assessments, and reports.

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

The College of Charleston adheres to the guidelines promulgated by accreditors and regulators in collecting, analyzing, and utilizing data collected from campus stakeholders. In addition, the College regularly makes use of internal processes such as online course evaluations, graduate exit surveys, and an annual assessment cycle for academic and administrative programs. Individual departments, schools, and programs make regular use of advisory councils and steering committees to seek input from community partners. Alumni of the College are surveyed just prior to graduation and at one, three, and five year intervals.

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

As stated above, organizational knowledge is developed, to some extent, through use of the portal, MyCharleston. Further development of organizational knowledge, as well as development of core competencies and understanding of strategic challenges, comes via faculty, department chairs, and deans, and academic administrators' involvement in development and execution of strategic plans. In addition, the Addlestone Library offers remote access to more than 275 resource databases, 45,000 print and electronic journals, and 200,000 ebooks so that members of the College community can search for, view, download, and print citations and articles from any Internet connection. Additionally, the library has over 185 research guides which is a tool that librarians have developed to consolidate information from a variety of sources so patrons can hone in on an academic subject and specific topic. The library has successfully partnered with academic libraries throughout the state to develop a digital collection which provides virtual access to rare and unique collections. As a member of PASCAL (Partnership Among SC Academic Libraries) as well as other national Consortia, the library has negotiated a number of cost-saving cooperative licensing agreements for electronic resources.

The library continues to cancel print subscriptions while seeking out electronic subscriptions, providing multiple users with simultaneous access to the materials while decreasing costs for binding and shelving materials and a decrease in shelving can potentially lead to an increase in collaborative learning spaces. The library also has a self-check kiosk to increase circulation efficiency and a color copier/printer in addition to 5 b/w copiers all of which are networked to allow scanning to college email addresses. The library and IT departments collaborate on running the 260 computer lab, located in the Addlestone Library. During 2010 the library's wireless network was upgraded to provide better access and improve capacity. In 2010 the print management system in the library was upgraded to enable students to release print jobs at any of the 7 release stations and plans are underway to offer wireless printing. This fall, the library and IT will launch a pilot program to consolidate student services for IT and library services at a central service point. This year the library will decommission its electronic reserve server and provide this service through the new Learning Management System. A new discovery tool "Encore" was added to enable patrons to search the numerous library collections including article databases through a "Google like" interface. Also in 2010 the library purchased a digital microform scanner which allows patrons to better manipulate less visible microforms and also added white boards to student study rooms. This year the library is also implementing a knowledge base

that can be queried by patrons for answers to routine questions. Queries not already found in the knowledge base will be added within a specific time limit as long as the question is not marked "private" by the user.

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

Key work processes and support processes maximize student success and involve most stakeholders. The outcomes of initiatives and processes are evaluated and reported to the President, Board of Trustees, the Provost and other senior leaders, Deans and Department Chairs, and other constituents. The standards for success and benchmarks for many measures are determined, for the most part, through continuous review of best practices and are identified as specific, expected results on annual assessment reports.

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

Key support processes sustain the infrastructure of the College and support the physical and fiscal operations. Support processes also deliver services that strengthen the learning-centered functions. A list of Student Support Services may be found at the end of Section II on the Major Program Areas Chart. Assessment of support processes are conducted through periodic reporting through administration, deans, chairs, Offices for Institutional Effectiveness or Institutional Research. Improvements and updates may also be suggested or mandated by state, federal, regional or professional accrediting agencies.

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

As a state-supported institution, the South Carolina Legislature approves the institution's budget, and regulatory agencies monitor it for legal compliance. The College adopts, on an annual basis, a budget that provides reasonable estimates of revenues and expenditures including all funds, educational and general activities, auxiliary enterprises, all sponsored program activities and all capital projects. This participatory process involves the executive management, academic and administrative heads.

The responsibility of budgetary control rests at the departmental chairperson level with appropriate oversight provided by the executive management of the College. Each budget manager receives electronic monthly financial reports that show the budget allocation (original and revised), the actual expenditures (current month and fiscal year), the open commitments (summarized and detailed), and the available balance.

For budgetary control and accountability on a broader scale, the College prepares both interim monthly and annual budgetary statements. The staff of the Budget Office of Business Affairs analyzes and reviews selected financial data at least quarterly comparing actual revenue and expenditures to approved budget. The office provides 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 Plans. These plans draw departmental goals directly from the College of Charleston mission and the College of Charleston's Strategic Plan.
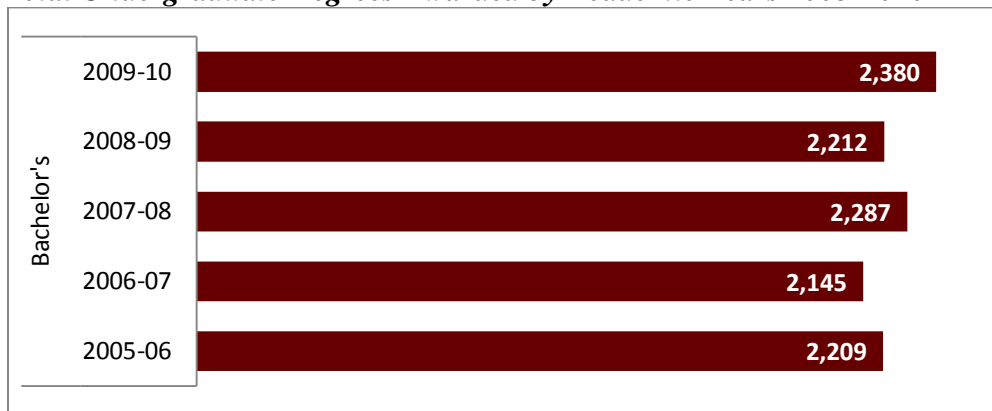
Category 7 – Organizational Performance Results

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?
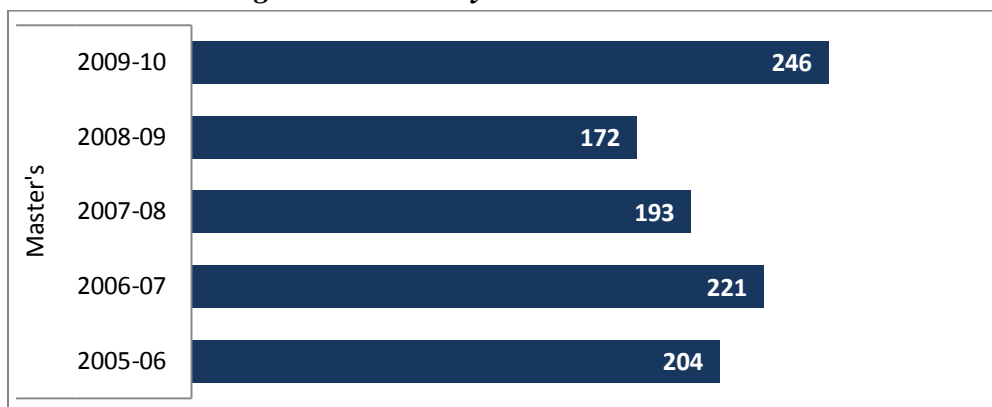
Graduation rates are an indirect, but commonly used, indicator of student learning. The percentage of students who earn a degree within four or six years of starting at The College of Charleston shows a slight increase.

Figure 7.1.a Undergraduate and Graduate Degrees Awarded by Academic Year

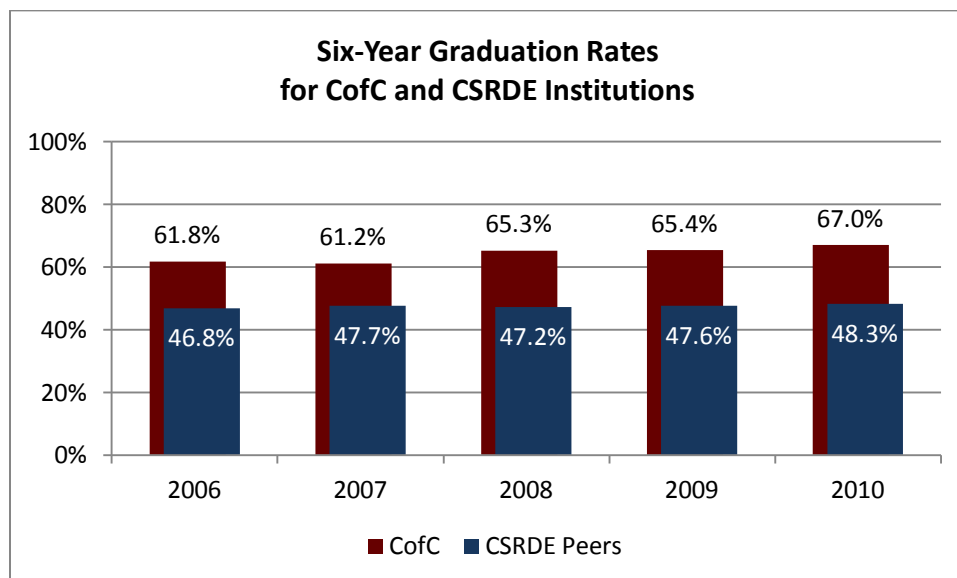*Total Undergraduate Degrees Awarded by Academic Years 2005-2010*

Bachelor's	
2009-10	2,380
2008-09	2,212
2007-08	2,287
2006-07	2,145
2005-06	2,209

Total Graduate Degrees Awarded by Academic Years 2005-2010

Master's	
2009-10	246
2008-09	172
2007-08	193
2006-07	221
2005-06	204

Source: http://ir.cofc.edu/prg/ACAD_DegreesAwarded.htm

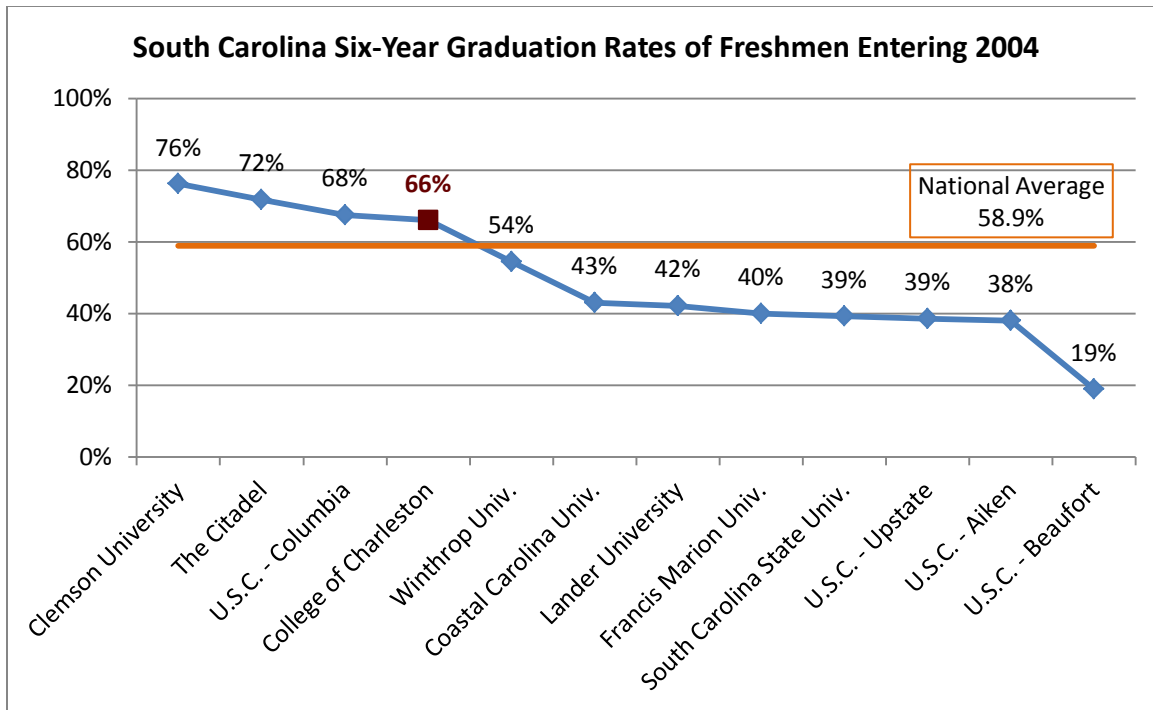**Figure 7.1.b Graduation Rates Compared with Consortium for Student Retention Data Exchange Institutions**

Six-Year Graduation Rates for CofC and CSRDE Institutions

	2006	2007	2008	2009	2010
CofC	61.8%	61.2%	65.3%	65.4%	67.0%
CSRDE Peers	46.8%	47.7%	47.2%	47.6%	48.3%

Retention Rates

The Strategic Plan articulates a goal of 87% for First-Year Retention Rates by the year 2020. As the chart below indicates, the retention rate of full-time freshmen has been consistently above 80% for the past several years. Retention rates serve as a measure of student learning as they indicate students are present and engaged in the educational process. Figure 7.1.d compares retention rates within South Carolina.

**Figure 7.1.c Retention Rates**

One-Year Retention Rate for CofC and CSRDE Insitutions

	2006	2007	2008	2009	2010
CofC	81.2%	81.9%	80.2%	82.9%	82.2%
CSRDE Peers	75.0%	75.4%	75.1%	75.3%	75.9%
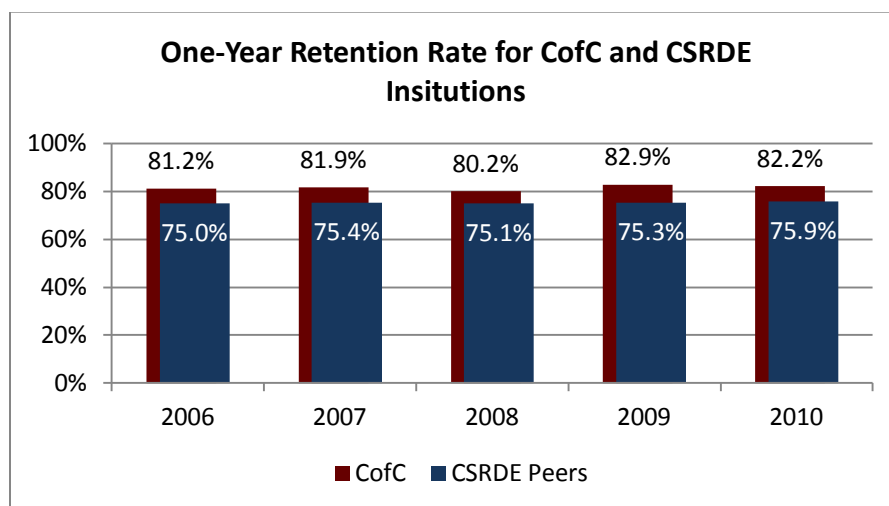
Figure 7.1.d Comparative South Carolina Retention Rates

South Carolina Six-Year Graduation Rates of Freshmen Entering 2004

Undergraduate/Graduate Abroad Enrollments.

The percent of students studying abroad has been steadily increasing for the past five years. The Strategic Plan has a strong emphasis on globalization and recommends that student study abroad participation increase to 40% by the year 2020.

Figure 7.1.e Undergraduate/Graduate Abroad Enrollments

Percent of Graduates with Study Abroad Experience
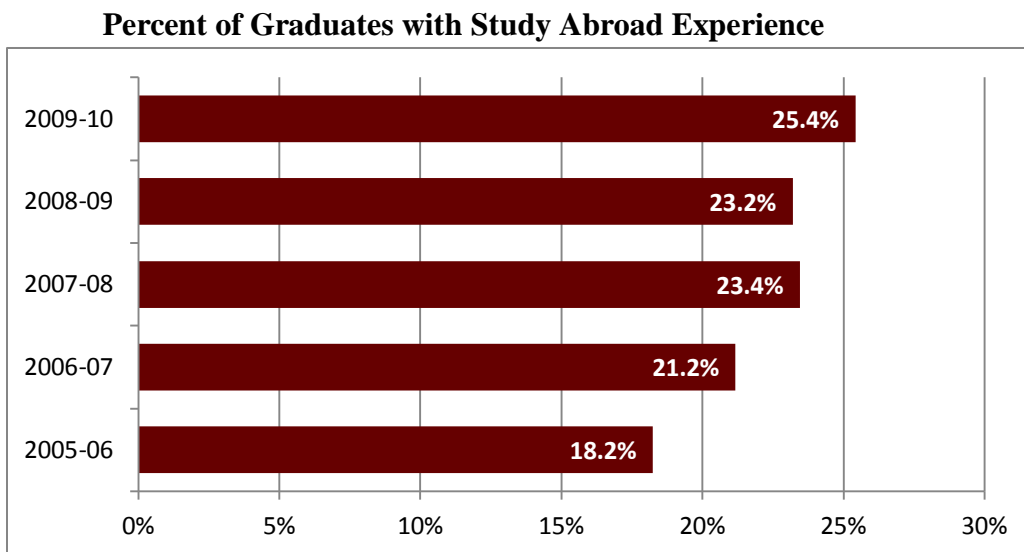
Palmetto Fellows Recipients and LIFE Recipients Retention

The scholarships represented below are awarded by the State of South Carolina and include grade point average requirements. Scholarship retention serves as an indirect measure of student learning and as an indirect measure of the effectiveness of academic support programs.

Figure 7.1.f Fall 2009 Palmetto Fellows Recipients Retaining Palmetto Fellows Scholarships in Fall 2010 and Fall 2009 LIFE Recipients Retaining LIFE Scholarships in Fall 2010.

First-Year Student Retention of State Scholarships, 2009-2010
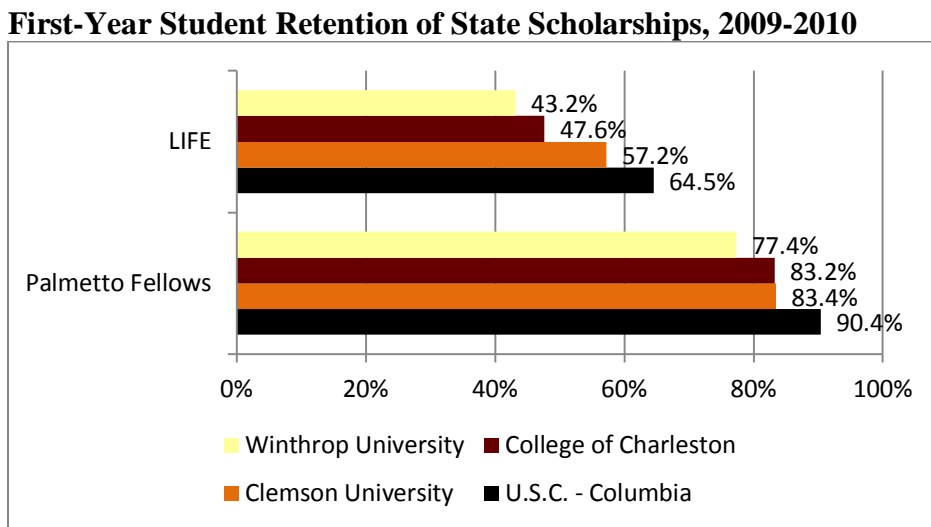
NSSE 2010 Results by First-Year and Senior-Level Students

The National Survey of Student Engagement (NSSE) created five benchmarks based on 42 key questions that help describe the academic environment. The five benchmarks are defined as follows:

- Level of Academic Challenge (LAC): created from questions concerning how much time students spend on homework each week, the types of thinking assignments require, how much reading and writing is required in courses, and the degree that studying and spending time on academic work is emphasized, among other items.
- Active and Collaborative Learning (ACL): how often students discuss readings or ideas from coursework outside of class, the frequency of in-class and out-of-class projects, community-based projects, etc.
- Student-Faculty Interaction (SFI): accessibility and supportiveness of faculty members, opportunities for students to work on research projects with faculty, and the timeliness of feedback on student work, among other items.
- Enriching Educational Experiences (EEE): types of honors courses, learning communities, and other distinctive programs offered, how often students participate in community service, study abroad opportunities, etc.
- Supportive Campus Environment (SCE): students satisfaction with their overall experience, how much time they devote to co-curricular activities, and how well students get along with administrators and staff.

Table 7.1.g NSSE 2010 Benchmarks

	CofC	Carnegie Class			NSSE 2010 Top 50%			Top 10%		
	Mean	*Mean*	*Sig*	*Effect size*	*Mean*	*Sig*	*Effect size*	*Mean*	*Sig*	*Effect size*
First-Year LAC	54.4	53.6		.06	57.2	***	-.22	60.5	***	-.48
ACL	44.2	44.4		-.01	48.1	***	-.23	52.2	***	-.46
SFI	36.4	35.5		.05	39.9	***	-.18	44.1	***	-.36
EEE	31.8	26.8	***	.38	31.1		.05	33.6	***	-.13
SCE	63.7	62.5		.06	67.2	***	-.20	70.8	***	-.40
Senior LAC	58.5	57.9		.04	60.9	***	-.18	63.8	***	-.39
ACL	53.2	53.3		.00	56.6	***	-.20	60.3	***	-.40
SFI	46.7	43.8	***	.18	49.3	**	-.12	55.3	***	-.39
EEE	49.3	40.1	***	.51	47.7	*	.09	55.8	***	-.38
SCE	60.1	60.9		-.05	64.7	***	-.25	68.6	***	-.46

Note: Sig = statistical significance, * = p<.05, ** = p<.01, and *** = p<.001.

NSSE results indicate that the College of Charleston scores significantly higher than other schools in the same Carnegie Classification for providing an enriching educational experiences as rated by both first-year and senior students. Student faculty interaction was also significantly higher for College of Charleston seniors than for seniors at institutions in the same Carnegie Classification. What may be interesting to note over time are the changes in the active and collaborative learning scores, particularly for freshmen. It is expected that these scores will improve over time due to the College's recent entrance into the Wabash National Study which focuses on integrative learning in various high impact practices such as the First-Year Experience and study abroad.

Learning Communities

The First-Year Experience, detailed in the QEP requirements for SACS reaffirmation, provides learning communities (two courses linked thematically and supported by a one-hour synthesis seminar) and first-year seminars for beginning students. The variety and breadth of topics offer freshmen the opportunity to experience coursework that is challenging and provides early examples of the academic rigor to be faced in upper-level classes.

Table 7.1.h Learning Communities.

Learning Communities	
Visions of Brazil: Language and Culture	Seeing with New Eyes (What Does Google Know?)
Biology and Psychology: Gateway to Neuroscience	Psychology of Women's Studies and Gender Issues
Games, Sports & Rituals in American Experience: Playing with our American Identities	Sacred Ritual to Performance: The Power and the Glory
Putting the Spanish in Spanish America	Business, Technology, and Innovation
Business Apps and Web Design	Exploring Ancient Rome
Chemistry and Biology for Pre-Med Students	The City of Light: A History of Paris
People, Power, and Influence: Interpersonal Communication and Psychological Science	Math and Life: Understanding Biology through Statistics
Communication and Advocacy	Movers and Shakers: Politics on a Changing World
Discover the World: Regional Contexts and Global Issues	Precalculus with Computer Programing
Games Cultures Play: Sports in German Culture and Beginning German	Healing Narratives: Understanding Illness Through Storytelling
Society and the Individual	Stress and Coping: Individual and Family Factors
Computer Music and the Quest for Beauty	Gender and Theatre

First-Year Seminars	
Me, Myself and My 23: Living in the Genetic Era	Molecular Biology in the News
Games & Gladiators: Athletic Competition in the Greco-Roman World	Gaming 101: An Introduction to Videogames and the Study of Play
Shakespeare on Screen	Neurobics: Sparking Mental Connections
Teaching Fellows	The History of Latinos/as in the United States
A Window into Russia: the Major People, Events, and Influences of Russia's Cultural History	The Maltese Flamingo: Modern Crime Fiction from Hammett to Hiaasen
Film and Southern History	Magic and the Supernatural in European History
World History Through Food	The City of Light: A History of Paris
Understanding Israel	Children and the Holocaust
The Mathematical Mechanic	Funny Numb3rs for Business Students
Stories of Chinese Youth: Tradition and Culture in Chinese Cinema	The US Intelligence Community: Separating Fact From Fiction
The Rule of Law	How Things Work: The Physics of Everyday Life
Decision Science: The Mistakes that Everyone Makes	Business Skills, Student Leadership: Taking the Plunge
The Sociology of Food	American Football as Cultural Performance
Female Action Figures on the Screen	Visual Culture in Theatre Practice
The Economics of Globalization	Stereotypes, Prejudice, and Discrimination
The Role of the Quran in Contemporary Islam	

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

Survey results from the National Survey of Student Engagement (NSSE) (Figures 7.2.a-b) and the alumni survey (Figure 7.2.c) demonstrate student and stakeholder satisfaction.

Results from National Survey of Student Engagement 2010

The National Survey of Student Engagement Student measures stakeholder satisfaction and is administered every three years. The most recent administration was in the spring of 2010. The results reveal that when compared with Carnegie peers or the entire NSSE national group, freshmen at The College of Charleston reported higher levels of satisfaction with academic advising, their academic experience, and their likelihood to choose the institution again. For seniors this same trend holds for the overall academic experience and the likelihood to choose the institution again but the ratings for quality of academic advising dip lower than the comparison groups for seniors. This might be attributed to the transition freshmen and sophomores make from a center focused exclusively on advising to an academic advisor in their major.

The first table below represents satisfaction ratings for College of Charleston Freshmen compared to Carnegie Peers and the NSSE National Group. The second table provides satisfaction ratings for College of Charleston Seniors compared to Carnegie Peers and the NSSE National Group.

*Figure 7.2.a-b Results from National Survey of Student Engagement 2010*
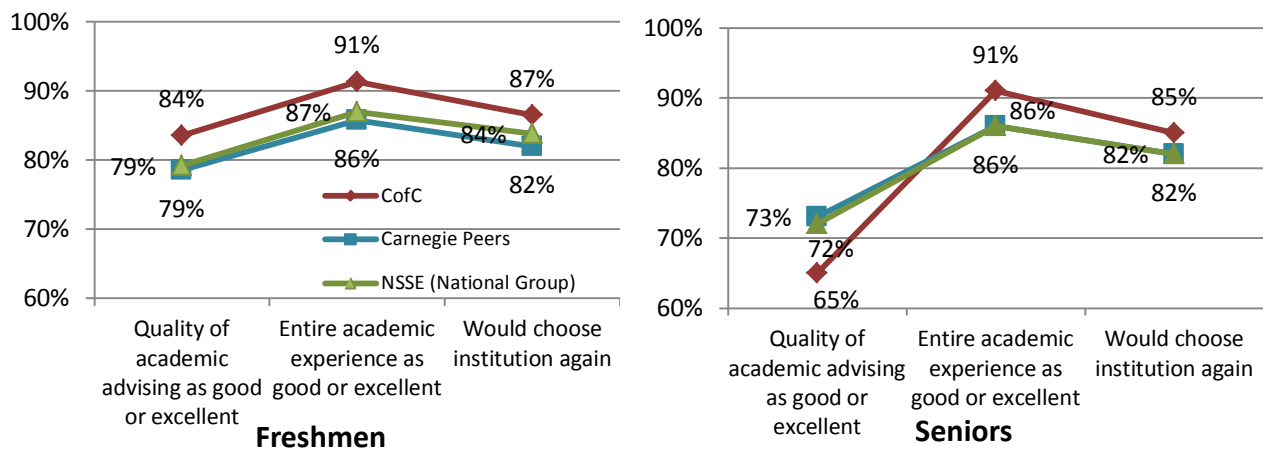
Student Satisfaction

The College of Charleston administers an annual survey to College of Charleston alumni who graduated two to three years prior to the survey date as well as to graduating seniors. Results presented below demonstrate that satisfaction levels are high for the College of Charleston alums in regards to the academic experience. Levels for 2010 increased for all measures from the previous year. Graduating seniors report high levels of satisfaction with their academic experience. Figure 7.2.d also illustrates the potential for growth in the area of general education which would likely result in higher levels of satisfaction in preparation for professional employment and continuing education.

Figure 7.2.c Alumni Satisfaction
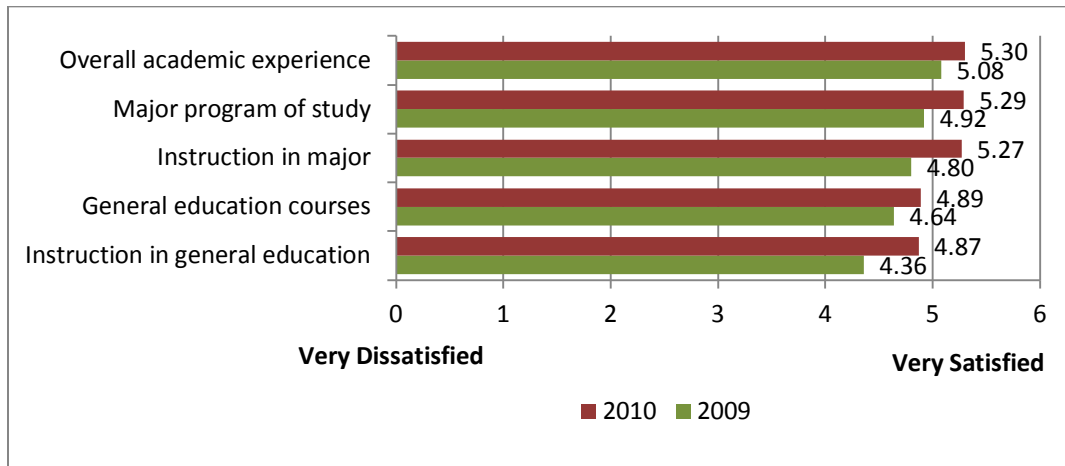

Figure 7.2.d Graduating Seniors Satisfaction
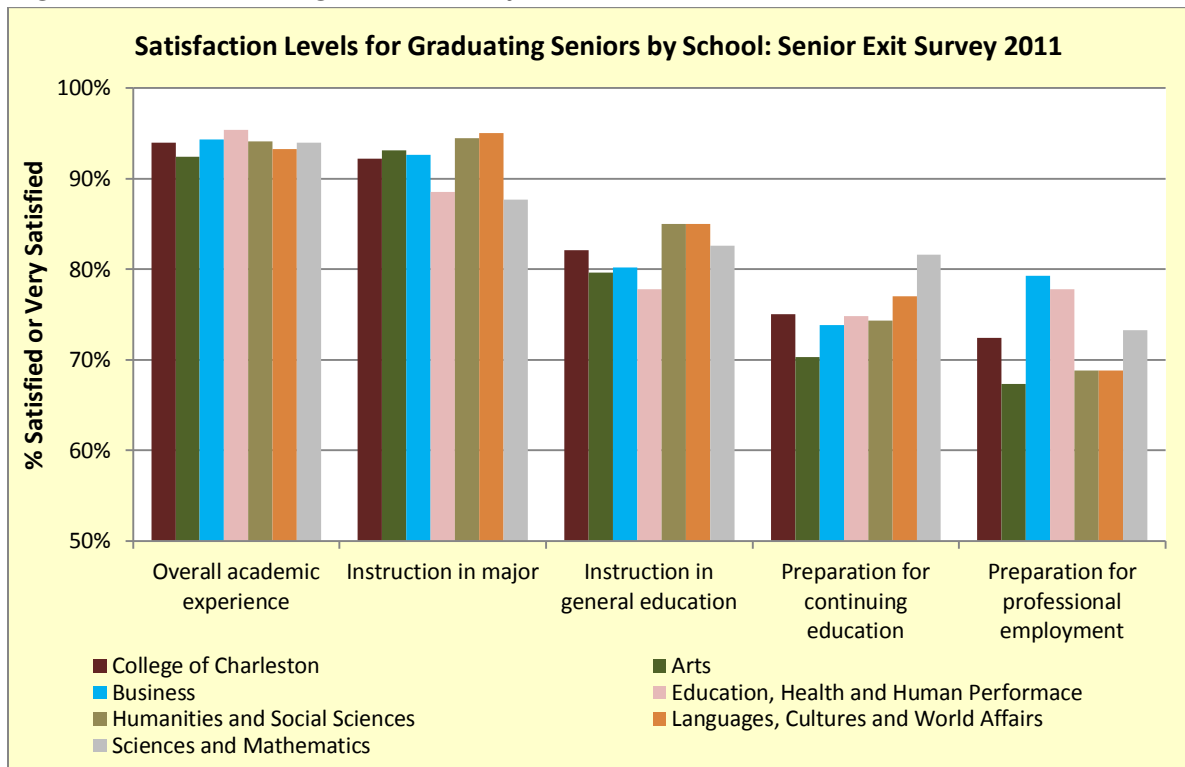
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

The College prepares on an annual basis, a budget that provides reasonable estimates of revenues and expenditures. The budgetary process encompasses all operating budgets of the College to include educational and general activities, the operations of auxiliary enterprises, all sponsored program activities, and all capital projects. Executive management, academic officials, and department heads develop a programmatic budget and present it to the Board of Trustees for approval. Using a comprehensive account classification and tracking system, the responsibility for budgetary control rests at the departmental level with appropriate oversight provided by the executive management of the College. The Board on a quarterly basis approves any adjustments, and/or revisions to the budget. Additionally, the College prepares annual budgetary reports that are available to the General Assembly of South Carolina and the public for review. These reports provide information that demonstrates the ability of the College to accomplish its mission in a manner that ensures legislative compliance and prudent management of public funds.

In Fall 2010, the College instituted the Comprehensive Program for Quality and Efficiency (CPQE) which is a mechanism for the ongoing review of the management, programs, divisions, and offices of the College of Charleston. Grounded in nine core principles, the CPQE specifically addresses quality enhancement, productivity improvement, and cost containment.

Figure 7.3.a State Appropriations

College of Charleston
State Appropriations as a % of Budget

(Source: Business Affairs)
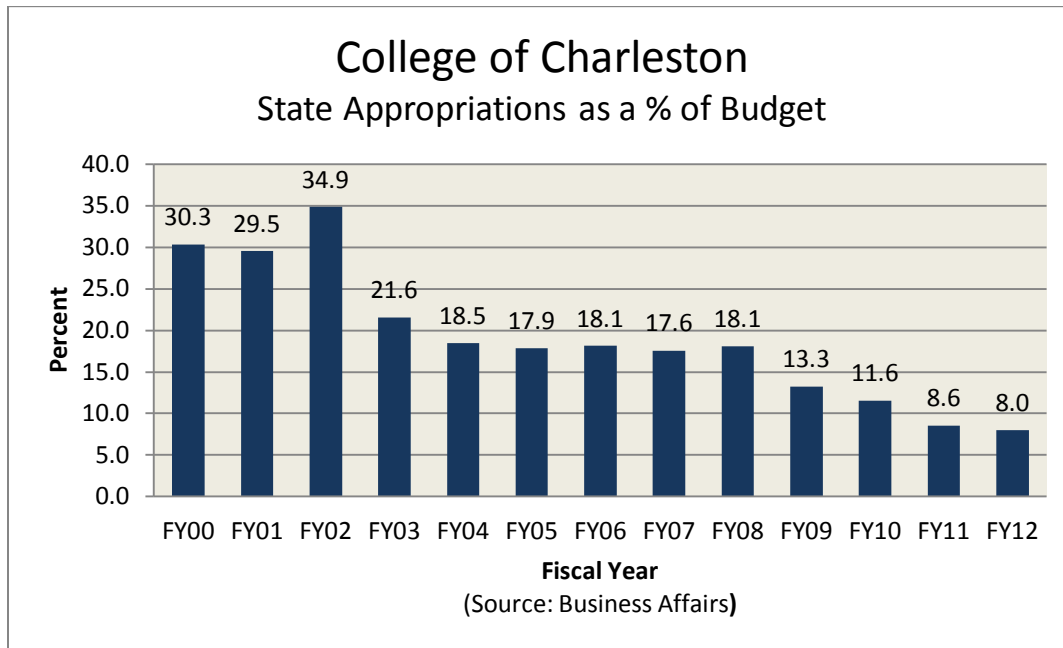
Figure 7.3.b Deferred Maintenance
As seen in the table below, the cost of maintaining a campus of historic buildings in an urban environment remains physically and financially challenging.

Summary of Institutional "Deferred" Maintenance Needs (Estimates)

Rank	Four-Year Institutions	Additional Amount Needed to Eliminate DM & Get Building to 90% of Original Condition
1	USC Columbia & SOM	$295,835,640
2	Clemson	$153,652,245
3	College of Charleston	$146,942,582
4	MUSC	$87,159,941
5	Coastal Carolina	$61,943,934
6	SC State	$54,646,851
7	Winthrop	$37,743,439
8	USC Upstate	$10,605,900
9	Francis Marion	$9,065,515
10	Citadel	$8,418,620
11	Lander	$5,564,208
12	USC Aiken	$2,698,884
13	USC Beaufort	$2,160,447
	SUBTOTAL (Four-Year)	$876,438,206
	TOTAL (For All S.C. Higher Ed.)	$1,008,105,357

Dollars Awarded in Sponsored Research

The College of Charleston is committed to supporting faculty and staff in their efforts to increase the amount of funding secured through sponsored research and scholarly activities. Ongoing faculty research benefits students, the College of Charleston, and society, as well as the individual scholar. When engaged in research faculty members model the excitement of continuous learning for students. College of Charleston received $11,845,527 in external funding during FY 2011, a significant increase from the $7,034,350 received in external funding during the previous fiscal year. The College also submitted 116 proposals requesting $80,965,910 in funding during FY 2010, compared to 149 submissions requesting $26,214,565 in funding during FY 2009. Figure 7.3-2 displays total external funding amounts received by the College from FY 2007 through FY 2011.

Figure 7.3.c Dollars Awarded in Sponsored Research
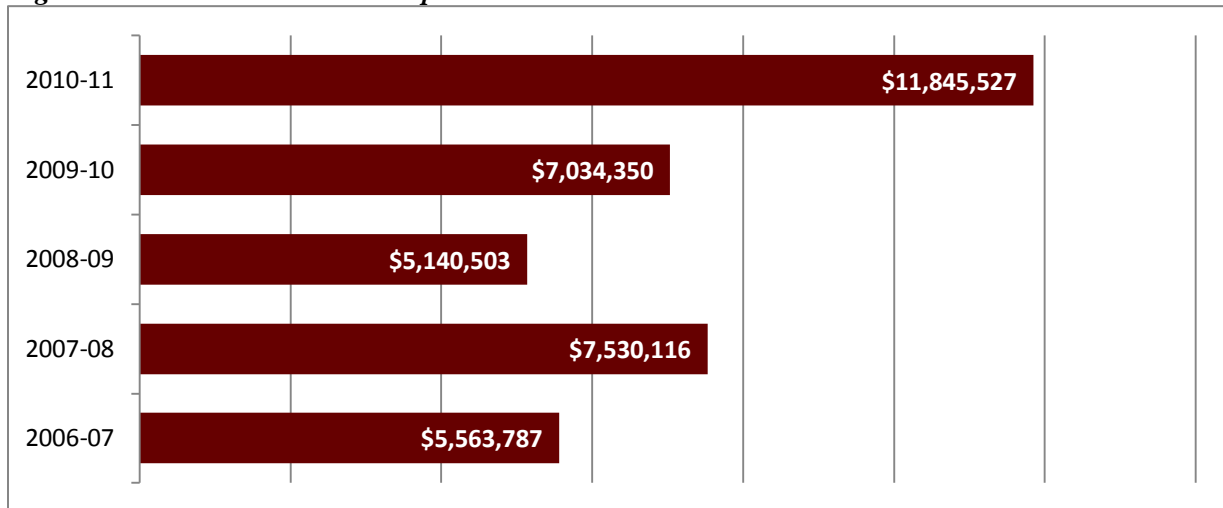
Source: Office of Research and Grants Annual
Reports: http://www.orga.cofc.edu/pub/research_cofc_reports.shtml

Private Donations

The College of Charleston had an increase of 9.3% in private donations for fiscal year 2011 as compared to fiscal year 2010. The Strategic Plan emphasizes nurturing and growing a more informed and engaged base of alumni committed to the continued health, growth, and advancement of the College.

Figure 7.3.d. Private Donations
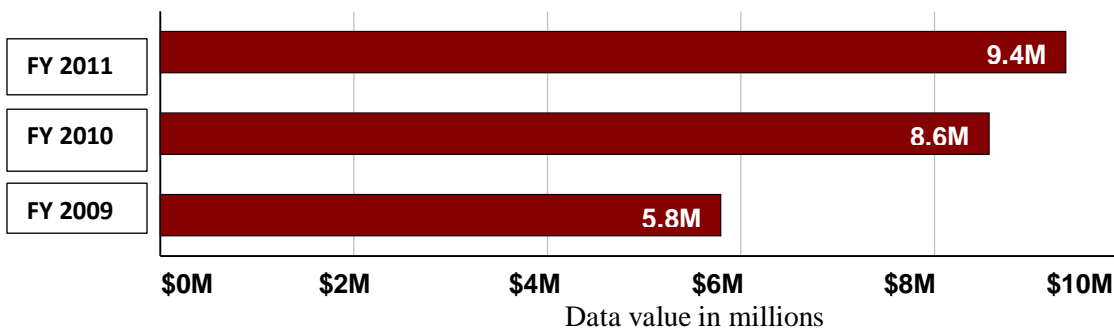
7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

Permanent employees by FTE

As seen in tables 7.4.a and 7.4.b below, The College continues to carry one of the smallest rosters of permanent employees in the state, and faculty salaries on average are below Master's Peers. Despite having the third highest student enrollment, the College ranks near the bottom for the proportion of staff available to support faculty and students.

As described in Category 5, the Office of Human Resources provides training and development opportunities for the workforce. These professional development opportunities encourage continuous improvement and provide staff with resources that enhance skills and knowledge base.

The College's Staff Development Program encourages staff to take for-credit course and also provides on-campus training, such as the Faculty Technology Institute and OAKS training, developed by the Teaching, Learning and Technology staff. Additionally, work units are encouraged to hold meetings to share skills and knowledge. New campus-wide projects have stakeholder representatives who report back to their departments.

The Office of Institutional Diversity offers many cultural events and faculty and staff are encouraged to attend. The Office of Institutional Diversity has a trainer who works with faculty and staff to incorporate diversity into the classroom and workplace. The trainer plans to offer six topical workshops per year along with an intensive 2-day workshop.

Table 7.4.a Permanent employees by FTE for FY 10-11

Institution	FTE Faculty	FTE Staff	Total FTE Employees	% Staff FTE	Rank (1=Highest Proportion of Staff)	Student FTE	Ratio of Students/FTE Employees	Rank (1=Fewest Students per Employee)
Citadel	170	462	632	73.1%	2	3,271	5.18	3
Clemson University	1,162	2,780	3,942	70.5%	3	18,421	4.67	2
Coastal Carolina University	410	716	1,126	63.6%	6	8,302	7.37	11
College of Charleston	622	895	1,517	59.0%	9	10,205	6.73	7
Francis Marion University	224	294	518	56.8%	10	3,559	6.87	9
Lander University	168	249	417	59.7%	8	2,851	6.84	8
Medical University	197	1,021	1,218	83.8%	1	2,871	2.36	1
S.C. State University	240	515	755	68.2%	5	3,998	5.30	4
U.S.C. - Aiken	177	232	409	56.7%	11	2,835	6.93	10
U.S.C. - Beaufort	86	111	197	56.3%	13	1,518	7.71	12
U.S.C. - Columbia	1,437	3,384	4,821	70.2%	4	26,934	5.59	6
U.S.C. - Upstate	273	355	628	56.5%	12	4,946	7.88	13
Winthrop University	363	609	972	62.7%	7	5,231	5.38	5

Figure 7.4.b Average Faculty Salaries by Rank
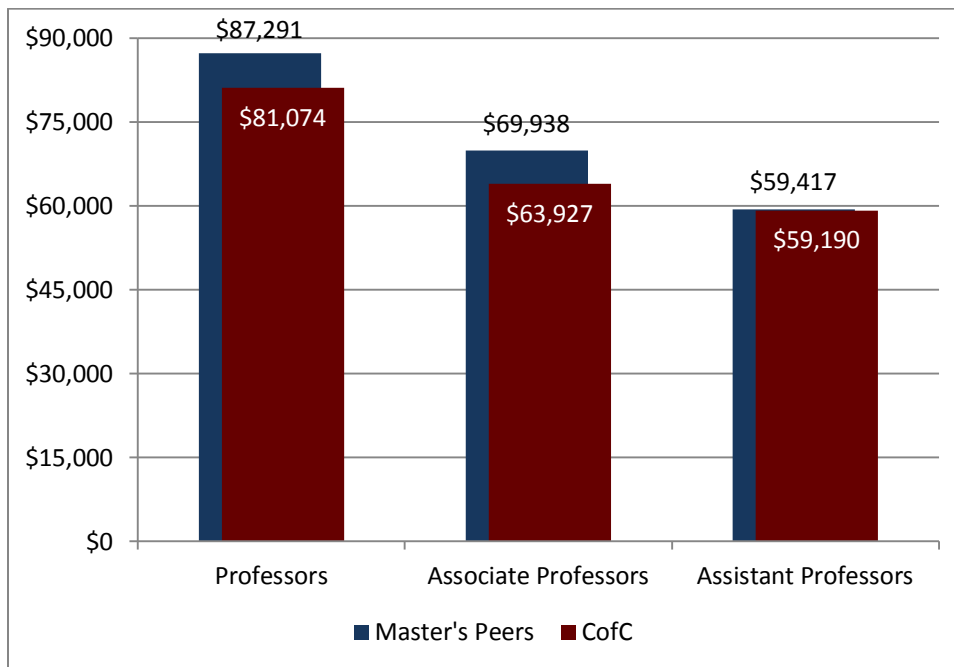
7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)

Table 7.5.a. demonstrates that The College of Charleston is above the SACS standard requiring that at least 75% of the roster faculty hold a terminal degree.

### Table 7.5.a Percent of Full-time Faculty with Terminal Degrees

	2006-07	2007-08	2008-09	2009-10	2010-11
College of Charleston	85%	86%	87%	87%	88%

Source: http://ir.cofc.edu/prg/FAC_FacRoster.htm

Freshman Class SAT Average

Figure 7.5.b. represents the selectivity the College of Charleston seeks from its applicants. Average SAT scores for the freshman class are above the South Carolina and national averages.

Figure 7.5.b Freshman Class SAT Average
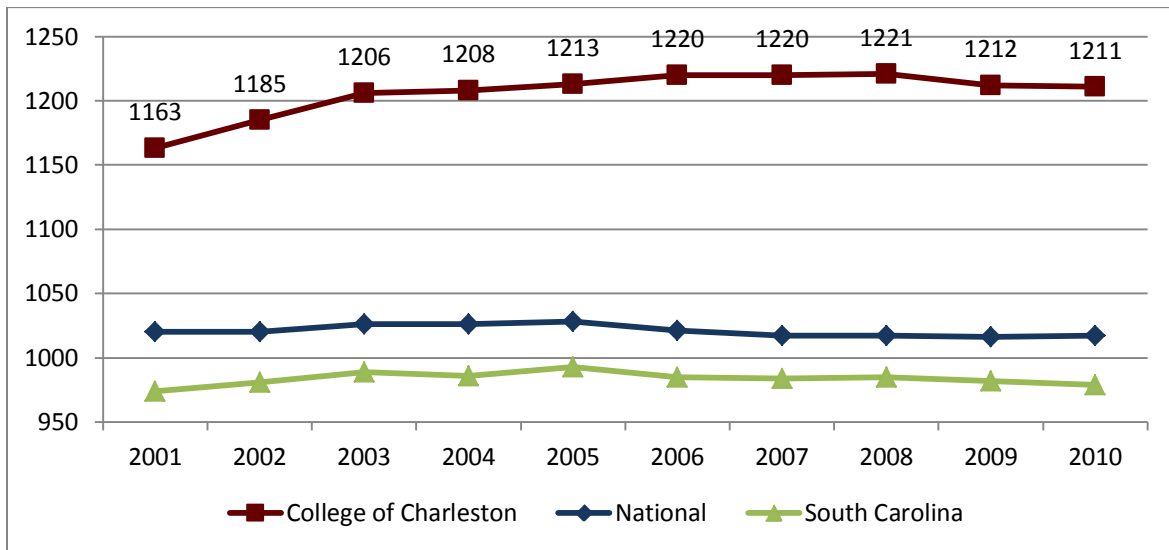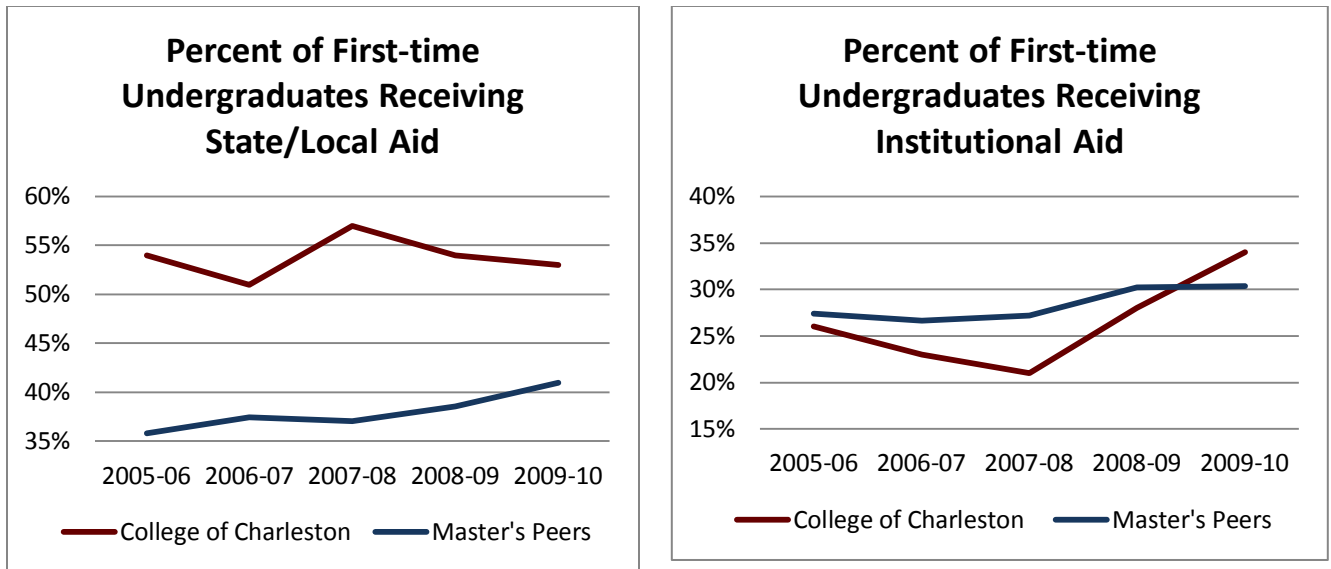
Figure 7.5.c. Student Faculty Ratio

In order to encourage student faculty interaction and engagement, the College tries to maintain a low student-faculty ratio and small class enrollments to the extent possible.
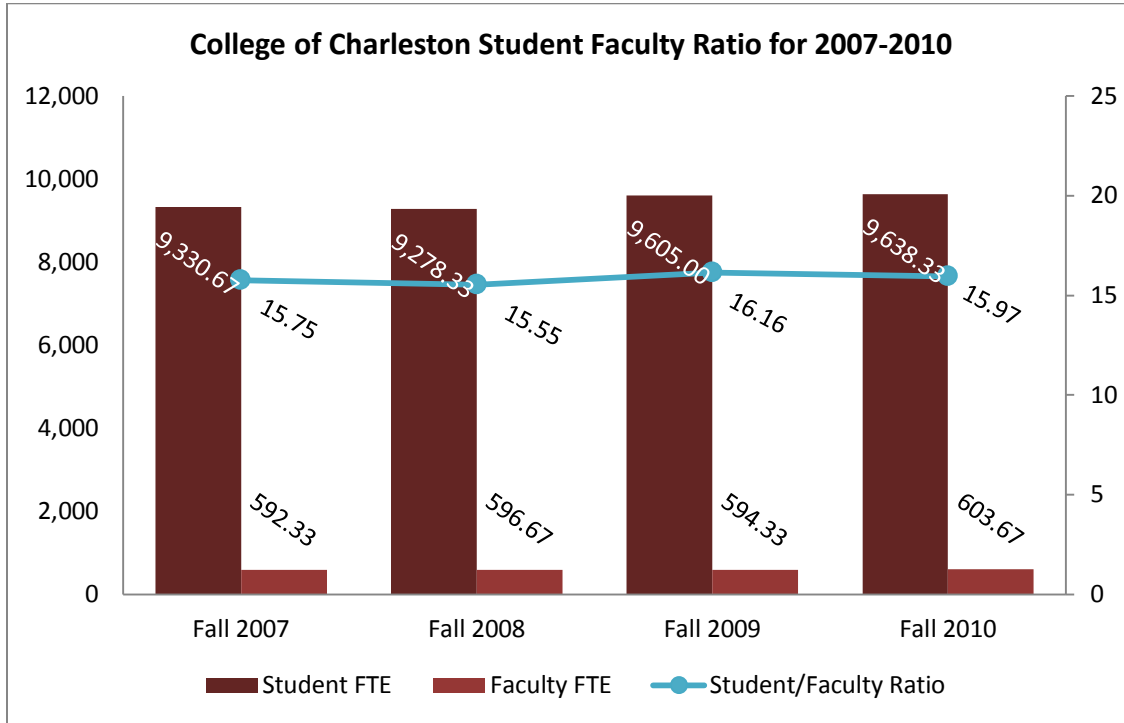
Undergraduates receiving aid

The College and the State also support student performance by supplementing students' financial resources. Figure 7.5.d highlights the percent of students receiving aid from the State or local sources, and from the College. Grant aid offered by the College and the state of South Carolina can be compared to percent of aid offered by Master's Peer institutions. The Figure illustrates the College of Charleston surpasses its Master's Peers in percent of State and Local Aid. Additionally, the College of Charleston has steadily improved in the percent of institutional aid available. Table 7.5.e summarizes both the number of students receiving aid and the average amount of aid from the State or local sources, and from the College. For the past five years, the College of Charleston has consistently offered higher average amounts of aid at State, Local and Institutional levels compared to its Master's Peers.

Figure 7.5.d First-time, full-time undergraduates receiving aid

Percent of First-time Undergraduates Receiving State/Local Aid — College of Charleston, Master's Peers (2005-06 to 2009-10)

Percent of First-time Undergraduates Receiving Institutional Aid — College of Charleston, Master's Peers (2005-06 to 2009-10)

Source: IPEDS Data Center, IPEDS Students Financial Aid surveys

Table 7.5.e

|	2005-06		2006-07		2007-08		2008-09		2009-10	
	CofC	Master's Peers	CofC	Master's Peers	CofC	Master's Peers	CofC	Master's Peers	CofC	Master's Peers
Number receiving state/local grant aid	1077	711	1005	736	1179	763	1050	754	1142	877
Avg. amount of state/local grant aid	$5,043	$2,792	$5,310	$2,982	$5,079	$3,162	$5,124	$3,260	$5,081	$3,356
Number receiving institutional grant aid	510	545	461	525	433	561	544	590	722	651
Avg. amount of institutional grant aid	$4,166	$3,689	$6,432	$3,941	$5,998	$3,980	$5,242	$4,248	$5,368	$4,508

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

7.6.a. Accomplishment of your organizational strategy and action plans

The College's strategic planning process includes all stakeholders and the Strategic Plan is publicly available through multiple media. The broadly representative Strategic Planning Committee included students, alumni, faculty and staff, board members and donors, as well as the local community. The *Gateways to Greatness* Strategic Plan is available at: http://www.cofc.edu/strategicplan/

As shown in figure 7.6.a., College of Charleston applications have continued to increase over the last five years indicating strong community interest in The College of Charleston as an institution of academic excellence in South Carolina. However, the College of Charleston's Strategic Plan caps the undergraduate student body at approximately 10,000 with the entering freshmen class enrollment projections based on the number needed to maintain this overall student body size.

Figure 7.6.a. Freshmen and Student Admissions
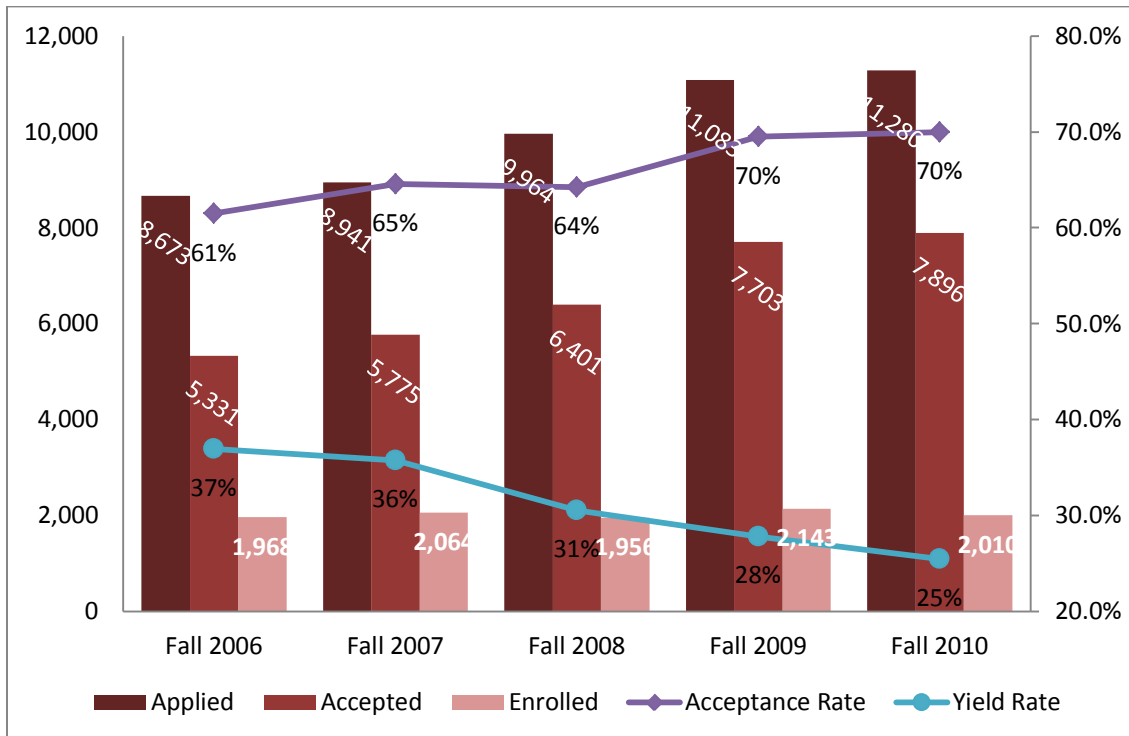
Source: Annual Common Data Sets, Section C. http://ir.cofc.edu/cds/

Key Stakeholders and Their Requirements and Expectations

The table below outlines the expectations, requirements, and interconnections between the various constituents connected to The College and supports Strategy 8 of the Strategic Plan. The College engages with local, national, and international constituents to leverage higher education for a stronger South Carolina.

Table 7.6.a. Key Stakeholders and Their Requirements and Expectations

Stakeholders	Requirements and Expectations
Student	• Arriving prepared to meet the rigors of the curriculum • Passion for learning • Exceptional educational experience • High impact educational experience with faculty and other students • Dynamic living and learning experiences • Comprehensive academic and student support services • An opportunity to compete globally in the job market
Parents	• Resources needed to encourage and support student growth and success • An educational experience that prepares students for life • A safe and nurturing environment
Faculty and Staff	• Resources required to promote student learning teaching and research • Cultural and professional development opportunities • Safe, enriching environment
Secondary and 2nd year Guidance Community	• A college-match for their students which promotes students success • Arriving prepared to pursue college-level training
Alumni and Community	• Opportunities to stay connected with all aspects of the College of Charleston • Advocate and provide support for a high quality, high impact academic experience • Support for lifelong learning and professional development
Business and Industry Partners	• Well-educated graduates prepared for employment • Source of internships and jobs for students and graduates • Responding to changing needs/trends • A resource for cultural, social and intellectual opportunities
State	• Sound fiscal management • Compliance with standards • Leadership and economic development in community and state through well-educated graduates
Accrediting Organizations	• Comprehensive standards and compliance with all requirements

7.6.b Alumni Giving

While the economy has impacted alumni giving, the College has committed to establishing campus-wide policies and practices aimed at developing other non-state sources of revenue and resources and promoting greater fiscal responsibility and self-sufficiency.

Figure 7.6.b Average Alumni Giving Rate
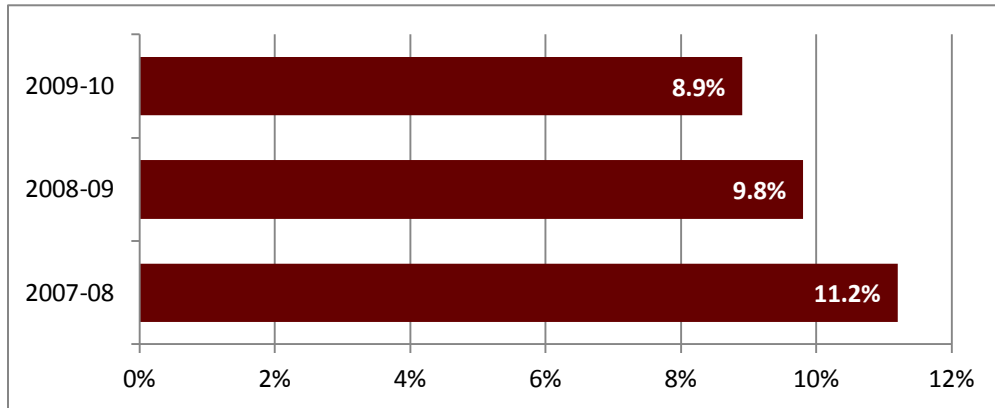
7.6.c Fiscal accountability; and regulatory, safety, accreditation, and legal compliance

The accreditation of the College and its programs has been reaffirmed by the accrediting agencies listed below.
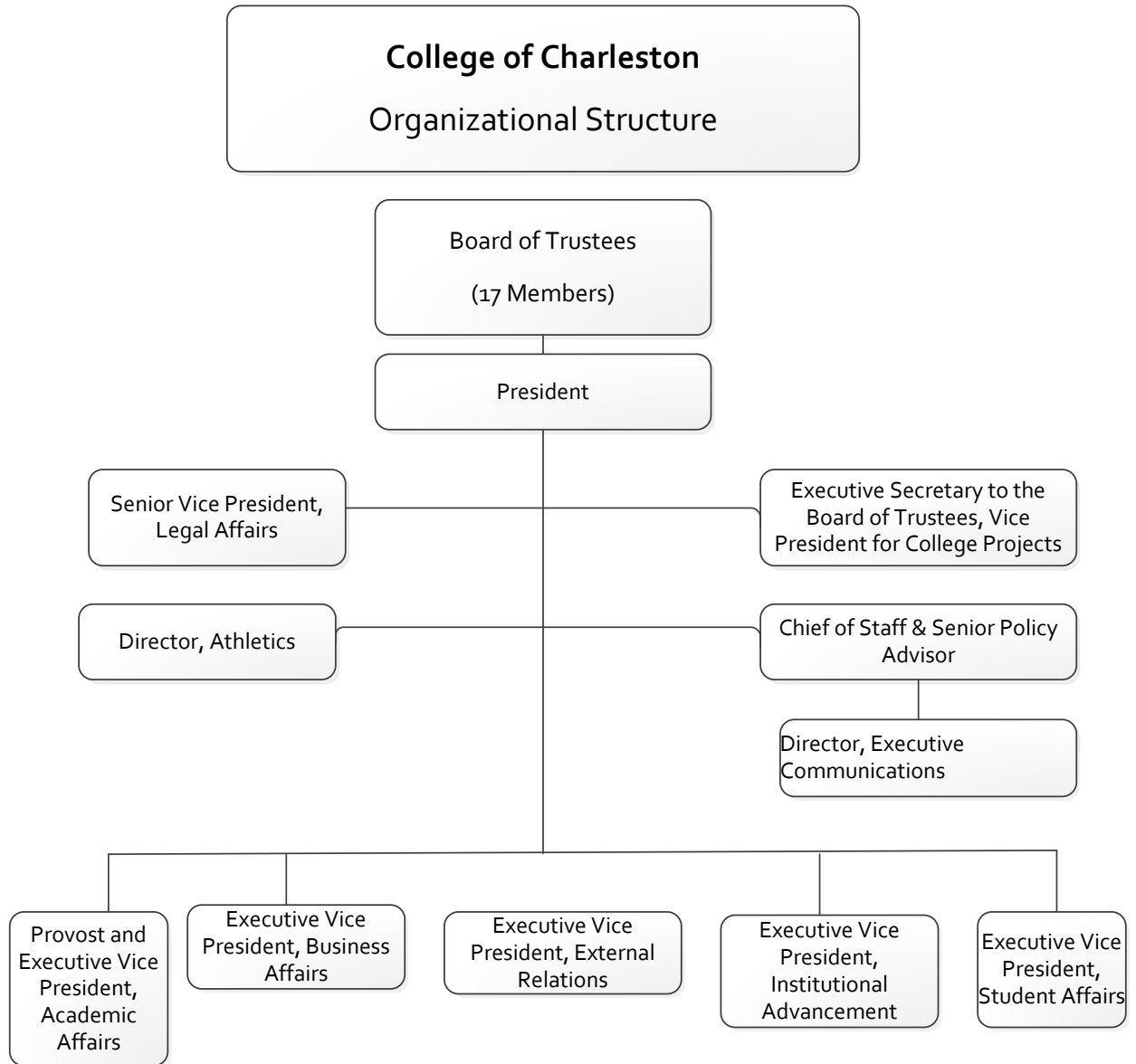
Figure 7.6.c Professional Accreditation

College of Charleston Regional and Professional Accreditation	
Regional Accreditation	**Accredited by**
College of Charleston	Southern Association of College and Schools SACS
School of the Arts	
Degree Program	**Accredited by**
Music (BA)	National Association of Schools of Music (NASM)
Theatre (BA)	National Association of Schools of Theatre (NAST)
School of Business	
Degree Program	**Accredited by**
Accounting (BS)	American Association of Collegiate Schools of Business (AACSB)
Business Administration (BS)	American Association of Collegiate Schools of Business (AACSB)
School of Education, Health, and Human Performance	
Degree Program	**Accredited by**
Athletic Training (BS)	Commission on Accreditation of Athletic Training Education (CAATE)
Early Childhood Education (BS, MAT)	National Council for Accreditation of Teacher Education (NCATE) and National Association for the Education of Young Children (NAEYC)
Elementary Education (BS, MAT)	NCATE and Association for Childhood Education International (ACEI)
Middle Grades Education (BS)	NCATE and National Middle School Association (NMSA)
Physical Education (BS)	NCATE and National Association for Sport and Physical Education (NASPE)
Secondary Education (BS)	NCATE and:
Foreign Language	American Council on the Teaching of Foreign Languages (ACTFL)
Biology	National Science Teachers Association (NSTA)
Chemistry	National Science Teachers Association (NSTA)
Physics	National Science Teachers Association (NSTA)
English/Language Arts	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)
Social Studies	National Council for Social Studies (NCSS)
Special Education (BS)	NCATE and National Association of Gifted Children/ Council for Exceptional Children (CEC)
School of Humanities and Social Sciences	
Degree Program	**Accredited by**
Public Administration (MPA)	National Association of Schools of Public Affairs and Administration (NASPAA)
School of Sciences and Mathematics	
Degree Program	**Accredited by**
Computer Science (BS and BA)	Computer Accreditation Commission of ABET
Chemistry	American Chemical Society
Biochemistry	American Chemical Society
Environmental Chemistry	American Chemical Society

7.6.d. Organizational citizenship in support of your key communities

The College of Charleston participates in the Voluntary System of Accountability which communicates information about the undergraduate student experience through a common web reporting template. The College of Charleston's Portrait may be found here: http://www.collegeportraits.org/SC/COC.

Appendix A

College of Charleston
Organizational Structure

Board of Trustees
(17 Members)

President

Senior Vice President, Legal Affairs

Executive Secretary to the Board of Trustees, Vice President for College Projects

Director, Athletics

Chief of Staff & Senior Policy Advisor

Director, Executive Communications

Provost and Executive Vice President, Academic Affairs

Executive Vice President, Business Affairs

Executive Vice President, External Relations

Executive Vice President, Institutional Advancement

Executive Vice President, Student Affairs

Appendix B

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 85,682,339	$ 19,748,698	$ 87,960,031	$ 15,608,626	$ 91,687.827	$14,663,793
Other Operating	$ 66,747,800		$ 96,344,210		$102,004,998	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 21,945,174	$ 4,003,809	$ 22,699,828	$ 3,155,845	$24,678,050	$3,170,586
Non-recurring	$ 4,692,447	A.R.R.A. Funds	$ 4,988,026	A.R.R.A. Funds		
Total	$ 179,067,760	$ 23,752,507	$ 211,992,095	$ 18,764,471	$ 218,370,875	$ 17,834,379

Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		Key Cross References for Financial Results*
367-372 & 1694 Instruction	To provide consistently high-quality academic programs for students in all disciplines offered at the College of Charleston.	State: Federal: Other: Total: % of Total Budget:	14,020,557.00 116,793.00 48,066,285.00 62,203,635.00 32.76%	State: Federal: Other: Total: % of Total Budget:	10,504,056.00 124,713.00 53,759,043.00 64,387,812.00 31.64%	
378 Institutional Support	To provide day-to-day operational support: executive management, legal, fiscal, general administrative, human resources, information technology, public relations and development.	State: Federal: Other: Total: % of Total Budget:	4,044,231.00 17,457,661.00 21,501,892.00 11.32%	State: Federal: Other: Total: % of Total Budget:	3,116,526.00 19,985,829.00 23,102,355.00 11.35%	
379 Operation / Maintenance of Plant	To acquire and maintain facilities and equipment to support the goal of the College to become a nationally preeminent public liberal arts and sciences institution.	State: Federal: Other: Total: % of Total Budget:	1,430,012.00 15,903,721.00 17,333,733.00 9.13%	State: Federal: Other: Total: % of Total Budget:	1,060,204.00 17,896,834.00 18,957,038.00 9.32%	
380 Scholarships and Fellowships	To provide financial assistance to those students demonstrating exceptional abilities (merit) and / or financial inability to bear the cost of their education (need).	State: Federal: Other: Total: % of Total Budget:	 9,487,814.00 12,349,871.00 21,837,685.00 11.50%	State: Federal: Other: Total: % of Total Budget:	 9,804,157.00 13,612,936.00 23,417,093.00 11.51%	
384-391 Auxiliary Enterprises	Residence Halls, Food Service, Health Services, Other Rentals, Vending, Bookstore, Parking and Athletics.	State: Federal: Other: Total: % of Total Budget:	 32,958,932.00 32,958,932.00 17.36%	State: Federal: Other: Total: % of Total Budget:	 35,176,577.00 35,176,577.00 17.29%	

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

373 Research; 374 Public Service; 375 Academic Support - Other; 376 Academic Support - Libraries; 377 Student Services;

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	4,257,706.00 5,837,896.00 23,932,957.00 34,028,559.00 17.92%	State: Federal: Other: Total: % of Total Budget:	3,153,593.00 7,693,931.00 27,611,943.00 38,459,467.00 18.90%

* 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.

189,864,436.00   203,500,342.00

Appendix C

Major Program Areas Chart	
Baccalaureate Programs	
School of the Arts	Art History; Arts Management; Historic Preservation and Community Planning; Music; Studio Art; and Theatre
School of Business	Accounting; Business Administration; Economics; Hospitality and Tourism Management; International Business
School of Education, Health and Human Performance	Athletic Training; Early Childhood Education; Elementary Education; Middle Grades Education; Special Education; Physical Education; Secondary Education Cognate with content majors in Biology, Chemistry, English, Mathematics, Physics, History/Social Studies, Political Science/Social Studies, Sociology/Social Studies
School of Humanities and Social Sciences	Anthropology; Communication; English; History; Philosophy; Political Science; Psychology; Sociology; Religious Studies; Urban Studies; Women's and Gender Studies
School of Languages, Cultures, and World Affairs	Classical Studies; French and Francophone Studies; German; International Studies; Jewish Studies; Latin and Caribbean Studies; Spanish
School of Science and Mathematics	Astrophysics; Astronomy; Biochemistry; Biology; Chemistry; Computer Information Systems; Computer Science; Computing in the Arts; Discovery Informatics; Geology; Marine Biology; Mathematics; Physics
Special Programs	Honors College; Interdisciplinary Minors (African American Studies; African Studies; American Studies; Archeology; Arts Management; Asian Studies; British Studies; Comparative Literature; Crime, Law and Society; Discovery Informatics; Environmental Studies; European Studies; Film Studies; French Studies; German Studies; International Studies; Italian Studies; Japanese Studies; Jewish Studies; Language and International Business; Latin American and Caribbean Studies; Linguistics; Neuroscience; Russian Studies; Women's and Gender Studies)
Graduate Programs	
Master's Degree Programs	Accountancy; Business Administration; Communication; Computer and Information Sciences; Early Childhood Education; Elementary Education; English*; Environmental Studies; Historic Preservation**; History*; Languages; Marine Biology; Mathematics; Middle Grades; Performing Arts; Public Administration***; Science and Mathematics for Teachers; Special Education; Teaching, Learning, and Advocacy; Dual degree in Environmental Studies and Public Administration
Certificate Programs	Arts Management; English to Speakers of Other Languages; Gifted and Talented Education; Service-Oriented Computing; Special Education; Statistics; Urban and Regional Planning++
*Program is offered jointly with The Citadel Graduate School; **Program is offered jointly with Clemson University; ***Program is offered jointly with the University of South Carolina; ++Program is offered exclusively at the Lowcountry Graduate Center	
Student Support Services	
Academic Advising and Planning; Avery Research Center for African American History and Culture; Career Center; Campus Recreation Services; Center for Civic Engagement; Center for International Education; Center for Student Learning; Counseling and Substance Abuse Services; Center for Disability Services; First Year Experience; Greek Life; Higdon Student Leadership Center; Marlene and Nathan Addlestone Library; McNair Scholars Program; M. Pincus Language Resource Center; Multicultural Programs and Services; New Student Programs; Institutional Diversity; Office of Nationally Competitive Awards; REACH Program; Residence Life and Housing; ROAR Scholars; Student Affairs; Student Health Services; Student Life; Undergraduate Academic Services; Undergraduate Research and Creative Activities; Upward Bound; Victim Services.	

Section III Category 2

Strategic Planning			
Program Number And Title	**Supported Agency Strategic Planning Goal/Objective**	**<u>Related FY 10-11 and beyond</u> Key Agency Action Plan/Plan/Initiative(s) And Timeline for Accomplishing the Plan(s)**	**Key Cross References for Performance Measures***
Educational and General-Unrestricted	**Strategy 1: Enhance the undergraduate academic core** Strengthen the Honors College through increased funding for full and partial scholarships and dedicated faculty for innovative curriculum.	Added approximately $2.4 million dollars in scholarships and financial aid (2010-2011). Four full-support *Colonial* scholarships have been provided (2009-2011). Faculty position in Humanities and Social Sciences dedicated to Honors (2010-2011); staff position converted to half-time faculty/half-time staff (2010-2011).	Honors class of 2013: • 197 students; ave SAT 1330 Honors class of 2014: • 182 students; ave SAT 1340 Honors class of 2015: • 198 students; ave SAT 1358
	Support foreign language initiatives that combine language skills with study of global cultures and world affairs.	Increased the number of students participating in study abroad programs.	From Fall 2010 through Summer 2011, 640 students participated in a study abroad experience with the number of fall participants doubling since 2009-2010. Currently 25.4% graduates have study abroad experience (Figure 7.1.e).
	Intensify introductory and intermediate language courses and expand instruction in strategic languages.	Faculty Senate approved Hindi to meet the general education foreign language requirement (April, 2010). Arabic, Hebrew, Hindi, Japanese, and Mandarin Chinese introductory and intermediate courses moved from 3 to 4 contact hours (2010).	

	Increase the number of and enrollments in innovative, interdisciplinary courses.	First Year Experience (FYE) required of all first year full-time students in fall 2011. Learning Communities (two linked courses paired with a synthesis seminar) constitute 50% of FYE course offerings.	NSSE results indicate that a majority of students experience academically challenging courses, active and collaborative learning, a high degree of student-faculty interaction, educationally enriching experiences in support of courses, and a supportive campus environment (Table 7.1.g).
	Provide each student a personalized experience that integrates classroom learning with Enriching Educational Experiences.	FYE course(s) required of all entering, first-time students beginning fall 2011.

McConnell Residence Hall is dedicated to Living Learning Communities. Each of four floors is themed: pre-professional health, international studies, communication, arts.

Department Chairs were surveyed in fall 2010 to assess what percentage of majors offered students a high impact learning experience (senior capstone, internship or field experience, study abroad, undergraduate research or creative activity, community engagement).

All departments offer at least one high impact learning experience and a majority offer more than one. For example, eighty-six percent of majors offer or require a senior capstone. | Course titles demonstrate the breadth and interdisciplinarity of new courses offered in FYE (Table 7.1.h).

College NSSE scores are significantly higher than other institutions in the same Carnegie Class and the NSSE 2010 Top 10% for providing Enriching Educational Experiences for both first year students and seniors (Table 7.1.g). |
| | **Strategy 2: Develop nationally recognized academic programs at the graduate level**

Enhance graduate programs in marine science, environmental studies, historic preservation, and arts management to achieve national recognition. | Dr. Gavin Naylor was hired 2010-2011 into the Committee of Economic Excellence Endowed Chair in Bioinformatics in support of the joint program in Marine Genomics (in collaboration with MUSC). | College of Charleston received $11,845,527 in external funding in FY 10-11, a significant increase over the previous year (Figure 7.3.c). |

	Develop and deliver a full-time, on-campus M.B.A. program.	Accelerated MBA program approved by CHE May 2010 and SACS November 2010; implemented August 2010; first cohort of 23 students completed program August 2011.	
	Develop international master's programs in select areas.	Peace Corps Masters International in Environmental Studies founded July 2010.	
	Strategy 3: Develop and support a highly qualified, diverse and stable base of faculty and staff Recruit faculty with the potential to bring local and national recognition to the College.	Dr. Gavin Naylor was hired 2010-2011 into the Committee of Economic Excellence Endowed Chair in Bioinformatics in support of the joint program in Marine Genomics (in collaboration with MUSC).	
	Enhance support for faculty research or creative activity and for pedagogical innovation.	The College allocated $89,462 for distribution in support of faculty research by the Faculty Research and Development Committee in FY 2011. In addition, $235,000 was allocated in support of Undergraduate Research and Creative Activities (URCA) in FY 2011.	The College submitted 116 proposals requesting $80,965,910 in funding during FY 2010, compared to 149 submissions requesting $26,214,565 in funding during FY 2009 (Figure 7.3.c).
	Recognize and reward annual performance by faculty and staff in both annual raises and special awards	The merit increment awarded to tenured professors receiving a "Superior" rating under post-tenure review was increased from $2,500 to $3,000. Faculty are now eligible to receive the $3,000 each time they receive a "Superior" over the life of their career.	

Strategy 4: Identify, attract, recruit, enroll, and retain academically distinguished, well-prepared, diverse students		
Increase enrollments of degree-seeking graduate students.	Graduate enrollments have increased by 13 percent over the past five years (fall 2006-fall 2010).	
Increase diversity of students, faculty, and staff.	President's Commission on Diversity, Access, Equity and Inclusion established (June 2010). Diversity Strategic Plan due to President August 2011.	
Broaden the scope of pre-college programs to recruit a more diverse student body.	Upward Bound, hosted by the College since 1975, expanded pre-college programming to include GEAR-UP in FY 2011.	
Develop programs to assist first-generation college freshman with acclimation and academic success.	College of Charleston recipient of federal TRIO Student Support Services grant. ROAR Scholars program created to assist 140 first generation, low-income, or disabled students with academic success and college life enrichment.	
Establish a Center for Excellence in Peer Education.	Center for Excellence in Peer Education provided with space in core campus location and operating budget (August 2011). There are 61 Peer Facilitators associated with First Year Experience courses.	

	Strategy 5: Enhance and support co-curricular and extracurricular programs and facilities to promote and sustain an integrated, campuswide approach to holistic education of students Establish additional campus and off-campus transportation options.	The Cougar Shuttle, a 14-passenger van, was added in FY10. Students may request a ride anyplace on the peninsula Friday and Saturday from 10:00pm – 3:00am. Service is free for enrolled students.	
	Enhance intervention services that impact the well-being of students.	Office of Counseling and Substance Abuse Services established CofC Latenight. Office of Retention using MapWorks, an early alert tool, to identify students at academic risk and work with campus resources to intervene with assistance.	
	Strategy 6: Align all aspects of the administrative and academic policies, procedures and practices to support the College's purpose and achieve its envisioned future Initiate campuswide dialogue to clarify the meaning and practice of shared governance.	Speaker of the Faculty meets regularly with President and Provost. President hosts bi-annual Town Hall meetings with faculty and staff. Regular Provost's Chair and Dean workshops increase transparency and facilitate collaboration. Provost-Faculty retreats on matters of shared governance (e.g. tenure and promotion, August 2011).	

	Strategy 7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students		
	Enhance campuswide sustainability practices	Director of Sustainability hired.	
		Office of Sustainability represents the hub for teaching, research, and practice of sustainability on campus and in the greater Charleston community.	
	Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles	The new School of Science & Math building added approximately 30 modern science labs. Classroom spaces were created that feature an auditorium-style classroom seating approximately 140 students as well as a space with a moveable wall that allows two smaller classrooms or one large teaching space (January 2010).	
		The Cato Center for the Arts, an addition to the existing Simons Center for the Arts, added 80,000SF in teaching studios, practice classrooms, dance and paint studios, performance classrooms, and a state-of-the-art photography lab (January 2010).	
		Additional space was reconfigured in 2010-2011. For example, two spaces in the Education Center to provide for language learning labs for students; space in the Simons Center to create two new classrooms and one seminar/conference room space; half of the third floor of the Rita Hollings Science Center to create new teaching labs; space in the Robert Scott Small Building to create a large-capacity classroom seating approximately 90 students. The space is also used for special events with additional seating for 50 people; and space on the first floor of Silcox to create	

		a student and faculty research lab.	
		New IT procedure and standards. TLT conducts needs analysis and obtains signoffs for pedagogy and design goals. AV Engineering has completed design standards to be applied to all renovations and new construction. Result is significantly upgraded and useful technology in learning spaces.	
		The TLT mission for enhancing teaching / learning effectiveness is reinforced. Faculty Tech Institute strengthened, offered extra times. OAKS Learning Management System fully deployed as successor to WebCT.	
		All major Banner applications have been installed and are in production. A host of existing and new third party applications have been implemented and integrated. Operational Data Store (ODS) has been implemented and Cognos reporting is increasingly widespread.	
		Implemented and then enhanced a very successful campus portal (MyCharleston) that provides faculty, staff and students easy access to authorized information resources and applications via personalized views.	
	Develop a new master plan	Hanbury Evans Wright Vlattas; Paulien & Associates, Inc.; and Sextant Group selected to develop master plan (2010-2011).	

	Strategy 8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina	
	Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs	Established two new semester-long programs bringing the total College of Charleston semester abroad programs to seven. The College supports 22 summer abroad programs including to non-traditional destinations such as Cambodia & Vietnam, Poland, Ecuador. Established new agreements with University of Cape Coast Ghana (focus: all disciplines); National Kaohsiung Normal University Taiwan (focus: education, science & mathematics and Chinese language and culture); Universidad Carlos III de Madrid Spain (focus: areas of business and Spanish language and culture); Xiamen University China (focus: science &mathematics, business and Chinese language and culture); Fudan University China (focus: business and Chinese language and culture). A joint-degree program Kansai Gaidai University Japan allows juniors to "transfer" to College of Charleston to complete their degree. Students also receive a degree from their home institution upon completion of requirements at the College.	From Fall 2010 through Summer 2011, 640 students participated in a study abroad experience with the number of fall participants doubling since 2009-2010. Currently 25.4% graduates have study abroad experience (Figure 7.1.e).
	Expand number of international faculty teaching and conducting research at the College of Charleston	In 2009-2010, four of twenty-two new hires were international faculty; in 2010-2011, six of thirty new faculty hired were international faculty.	
	Develop and expand research partnerships and initiatives with USC, The Citadel, Trident	Dr. Gavin Naylor was hired 2010-2011 into the Committee of Economic Excellence Endowed Chair in	

		Technical College	Bioinformatics in support of the joint program in Marine Genomics (in collaboration with MUSC).	
		Require all units to identify efficiencies and eliminate redundancies	Comprehensive Program for Quality and Efficiency (CPQE) established with regular reporting to EVPs and President.	
		Strategy 9: Establish campuswide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility Establish the purpose, theme, goals and strategy for an institutional fundraising campaign	Comprehensive campaign is nearing the end of development; annual giving has increased.	Private donations increased by 9.3% in FY 2011 over FY 2010 (Figure 7.3.d).
		Strategy 10: Brand the College of Charleston Develop an overarching marketing strategy and marketing plan Integrate marketing and communication goals, policies, strategies and tactics throughout the College's schools and divisions	Implemented a comprehensive approach to student recruitment by developing complementary marketing strategies for the campus units that engage with students from the first point of contact through recruitment, application, admission, orientation, and academic experience. Created a marketing strategy for the Honors College that resulted in a record number of applicants (30% increase) with an average SAT increased by 10 points over the previous year. More than 1,000 media placements in local, national and international media outlets. Along with newspaper stories, the school averages 21 television news stories a month. Most of these stories are local or regional	

	Inform the public of the College's contributions, accomplishments, and potential	stations that generate approximately $13,202 worth of publicity per month for the College based in the advertising price of a 30-second commercial.	
	Continually refine the mix of marketing and communication tools to effectively and efficiently enhance the College's image and identity.	Division of Marketing and Communications developed a comprehensive social media infrastructure and strategy, with the result that the College can leverage messaging about events, faculty, students and initiatives to 30,000 Facebook fans, 4,000 Twitter followers, 2,600 FourSquare followers and 300,000 YouTube channel views.	
		Created the comprehensive guide to Student Affairs and developed print materials for Friends of the Library, Avery Institute, Charleston Affair, and the Office of Institutional Diversity. Realized cost savings by utilizing electronic newsletters and e-blasts.	
	Ensure that marketing and communications activities for all undergraduate, graduate and administrative units are coordinated in support of strategic plan priorities.	Division of Marking and Communications and Institutional Advancement implemented a comprehensive marketing, communications and stewardship plan to build awareness, participation and support for the College's advancement and development efforts, including a successful annual fund and faculty/staff fundraising drives, and the development of preliminary campaign materials and a campaign communications plan.	