

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2005-06

FRANCIS MARION UNIVERSITY



September 2006



FRANCIS MARION UNIVERSITY

Office of the President

September 11, 2006

Office of the State Budget
Attn: Karen Rhinehart
1201 Main Street, Suite 870
Columbia, SC 29201

Dear Ms. Rhinehart:

Francis Marion University is pleased to submit the attached accountability report for Fiscal Year 2005-06. The report includes an executive summary, a profile of the University, and responses to the Baldrige Criteria, Categories 1-7. The appendices include the University mission statement and a sample administrative evaluation survey form.

We believe the enclosed report demonstrates that Francis Marion University serves the State of South Carolina extraordinarily well. We are proud of our institution's quality and would welcome any inquiries pursuant to this report.

Sincerely,

A handwritten signature in black ink, appearing to read "Luther F. Carter".

Luther F. Carter
President

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SECTION I. EXECUTIVE SUMMARY

Mission and Values

Summary of Mission Statement¹

The mission of Francis Marion University (FMU) is to provide a Baccalaureate education in Liberal Arts and in professional programs in Business, Education, and Nursing and a Master's education in professional programs in Business, Education, and Psychology. In fulfilling its academic mission, the University promotes the economic, cultural, and educational development of the Pee Dee region and the state of South Carolina.

Values

- Academic and intellectual development of students
- Scholarly and professional development of faculty
- Educational and cultural enrichment of citizens of the Pee Dee
- Delivery of educational opportunities to a diverse population
- Preparation of SC students to contribute to the growth and quality of life in SC
- Development of professional programs and graduate programs in response to community needs
- Examination of a common body of knowledge which ensures that students have the necessary skills and information to function effectively and ethically in a rapidly changing world
- Recognition of increased interdependence in the world and awareness of other cultures

Major Achievements of the Past Year

- 8.4 % increase in total enrollment from Fall 2004 to Fall 2005 while continuing to have the highest percentage of in-state students (95%) of all SC four-year public universities and colleges (undergraduate increase=8.5% ; graduate increase=7.9%)
- Assumed academic and administrative control of the MUSC-satellite Nursing Program at FMU: expanded number seats in the program; increased size of nursing faculty; achieved accreditation by the National League of Nursing; and constructed Nursing Building
- Established grant-supported Center of Excellence in the School of Education to train teachers who teach classes with a high proportion of children who live in poverty

¹ See Appendix A for the complete Mission Statement of Francis Marion University

- Enhanced services offered by the Kelly Small Business Institute and opened new office
- Provided office space and support services to the Northeastern Strategic Alliance which is devoted to economic development of the region
- Formalized relationship between FMU and regional schools participating in the Teacher Cadet Program
- Began exploration of collaborative academic programs with the Nonprofit Leadership Institute
- School of Education accredited by the National Council for Accreditation of Teacher Education; Theater and Art Programs reaccredited by National Association of Schools of Theatre and National Association of Schools of Art and Design, respectively
- High level of faculty participation in the Institutional Technology Committee grant program to fund innovative use of technology in teaching
- Increasing interest by students and faculty in the International Student Exchange Programs

Key Strategic Goals for Present and Future Years

- Continued delivery and development of the achievements indicated above
- Develop the Center for the Child to provide opportunities for research and child care; construct building to house the center
- Provide areas on campus for students to assemble that facilitate a sense of community among students
 - Expand on-campus housing facilities that are designed to promote and enhance group activities
 - Provide a centrally located Student Activities Center for commuting students and residential students to interact

Opportunities (•) and Barriers (o)

Students

- Value faculty as advisors because they are their primary/only source of information about college and professional careers
- Consistently rate faculty effectiveness between good and excellent
- Express high satisfaction with the General Education Program
- Value degrees as avenues to intellectual development and long-term professional advancement
- Ethnic and cultural diversity among students reflects the increasingly diverse world in which people must function
- o Want only enough courses to increase earnings immediately
- o Use freshman and/or sophomore years to learn about college life and then transfer to a larger and/or more distant institution
- o High percentage of first-generation-college students

Alumni

- Core of alumni who are very supportive with time and finances
- Encourage potential students to attend FMU
- Despite positive attitudes, have a low rate of involvement in formal alumni groups and activities; number of contributors is low

Faculty and Administration

- Tuition costs among the lowest in the state; for the past five years has had the lowest rate of increase
- Low student/teacher ratio
- Low administrative/academic cost ratio
- Faculty expertise used to accomplish administrative functions
- Collegial relationship between faculty and administrators
- Strong administrative support for instructional technology
- Quality teaching and involvement with students is required for maximal professional success
- Strong administrative support for professional development

Geographical Region and Local Community

- Positive relationship with business and cultural community
- Good attendance rate at frequently-scheduled public recitals, lectures, and forums on civic issues
- Good financial support from the community
- Community service by the faculty is valued by the University
- Percentage of citizens who are college graduates is among the lowest in the state
- Demographic characteristics rank low when compared to other regions of SC

Facilities

- Two major projects completed for 2006-07: Nursing Building and Student Activity Center
- Substantial funding for construction provided by outside sources
- A Facilities Master Plan which provides for the systematic implementation of new building and renovation projects in a manner that is fiscally sound and least disruptive to the ongoing activities of the University.

Use of Accountability Report to Improve Performance

Information from this document, the strategic planning process, and other institutional assessments are used in decision making.

SECTION II. ORGANIZATIONAL PROFILE

1. Organization's main educational programs, offerings, and services and the primary methods by which these are delivered:

Founded as a state college in 1970, FMU adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, and psychology. Educational offerings are provided through traditional classroom instruction augmented by technology and collaborative learning opportunities (e.g. internships, student research, etc.)

2. Key student segments, stakeholder groups, and market segments:

With its large in-state enrollment, FMU primarily benefits the people of the state of South Carolina. FMU students benefit from baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, and psychology. Almost 95% of FMU students come from South Carolina with approximately 60% from the Pee Dee Region

- The University also provides student life services to FMU students with over 1,300 students in campus residence halls or apartments.
- To provide continuing educational opportunities for persons already employed in the Pee Dee Region, FMU offers Master's programs in Business and Education with courses during the evening hours.

The FMU Board of Trustees - The FMU Board of Trustees is charged with responsibility for overseeing the University.

FMU Faculty and Staff - The University provides employment to over 400 full-time employees with over \$20 million paid out annually for personnel services.

The Pee Dee Region and the State of South Carolina - The University serves the Pee Dee Region and the State of South Carolina.

- After leaving FMU, graduates impact the South Carolina economy with over 75% of graduates residing in the State (over 50% residing in the Pee Dee Region). The total University alumni base is approximately 15,000.
- FMU is the largest supplier of classroom teachers in the Pee Dee Region.

3. Operating location:

Francis Marion University is situated adjacent to U.S. Highways 301/76, about seven miles east of Florence, South Carolina. Florence is the economic and cultural center of

the Pee Dee region, an eight-county area located in the northeastern section of South Carolina. This is the University's principal operating location.

4. Regulatory environment under which FMU operates:

The University falls under the designation of State Colleges and Universities as denoted in the Code of Laws of South Carolina, Section 59-101-10.

Francis Marion University is a public, co-educational institution accredited by the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's level degrees. The University is approved by the S.C. State Board of Education.

5. Governance system:

The governing body of Francis Marion University is the Board of Trustees, which is by statute constituted as a body corporate and politic under the name of the Board of Trustees for Francis Marion University and is charged with responsibility for overseeing the University.

The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University. The President relies on a management team comprised of the senior administrative officials of the University.

Governance of the faculty includes a Faculty Senate consisting of some senators elected at-large and some elected from departments or schools. The General Faculty meets at least three times a year to vote on curriculum changes and other resolutions forwarded from the Senate. Much of the work of the faculty takes place in standing committees, for which the membership is elected.

6. Key suppliers and partners:

FMU students are primarily from families in South Carolina and are the products of the state K-12 educational system. Almost 95% of FMU students come from South Carolina. Of those, approximately 60% come from the Pee Dee Region.

Top feeder counties providing new students for Fall 2005 were Florence, Richland, and Darlington. Top counties for students graduating in Spring 2006 were Florence, Darlington, and Horry.

The University faculty provide instruction to students. Classes at FMU are taught by professors, not graduate students. Currently the student to faculty ratio is 17:1 and the

average class size is 22. Therefore, FMU faculty have the opportunity to better know their students than in larger classroom settings.

Currently, 81% of the 179 full-time faculty members hold doctoral or terminal degrees. There are approximately 46 part-time faculty members.

7. *Key strategic challenges:*

- Increase student enrollment.
- Increase external funding.
- Improve student academic success rates.
- Increase the emphasis of career planning and job placement for all students of the University.
- Increase opportunities for student involvement with local business, governmental, and non-profit organizations.
- Increase opportunities for all students and faculty of the University to be aware of global issues and have international study/employment opportunities.
- Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality.
- Continue to build an excellent faculty and continue efforts to diversify faculty.
- Raise the quality, diversity, and visibility of athletic programs supported by the community.
- Enhance the University's image through an aggressive, focused marketing campaign.
- Develop the physical facilities, natural resources and infrastructure of the campus.
- Develop the technology on campus to address future needs of students, faculty, staff, and administrators.

8. *Performance improvement systems:*

The University's Institutional Effectiveness system uses a multi-faceted approach to ensure input and evaluation of all segments of the University and to allow for provision of information and data needed for development and implementation of the University's Strategic Plan and adherence to the University's Mission Statement.

- *Institutional Effectiveness Committee:* The committee recommends criterion-referenced assessment instruments for the evaluation of academic programs, academic support programs, and other areas where assessment is deemed appropriate.
 - *Planning Process:* Institutional Effectiveness is a component of the University's planning process. The Faculty's Institutional Effectiveness Committee reviews IE reports each year, provides an evaluation of the quality of the report, and makes suggestions for improving the value of the studies. The Office of Institutional Research maintains the reports and

provides support for data collection, analysis, and measurement by the authors of the reports.

- *Office of Institutional Research:* Research design and data analysis in support of strategic planning and institutional assessment of effectiveness, including:
 - *Program Effectiveness Studies:* Faculty’s Institutional Effectiveness Committee and the Office of Institutional Research. Each academic program carries out an in-depth evaluation of its success in meeting program goals and mission. Plans for modifications and/or changes in the program’s goals and mission are made based upon the yearly findings.
 - *Performance Funding Criteria:* The State General Assembly passed Act 359 outlined 37 criteria for performance in higher education. Each year the Office of Institutional Research compiles the information and data needed to assess the University’s performance on each year’s required criteria reports.
 - *Institutional Effectiveness Reports:* Following Section 59-101-350 of the SC Code of Laws, 1976, as amended, the University provides the Commission of Higher Education with a summary of selected institutional effectiveness reports annually and results of an alumni survey every three years.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 21,247,831	\$ 10,296,625	\$ 23,402,558	\$ 10,701,922	\$ 22,091,507	\$ 10,620,072
Other Operating	\$ 12,768,299		\$ 12,793,113		\$ 13,913,868	
Special Items	\$ 306,147	\$ 306,147	\$ 1,794,178	\$ 1,794,178	\$ 2,479,178	\$ 2,479,178
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 5,460,896	\$ 2,588,875	\$ 5,989,521	\$ 2,753,482	\$ 5,647,604	\$ 2,835,332
Non-recurring				\$ 128,853		
Total	\$ 39,783,173	\$ 13,191,647	\$ 43,979,370	\$ 15,378,435	\$ 44,132,157	\$ 15,934,582

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		\$ 2,000,000
Capital Reserve Funds		\$ 1,500,000
Bonds		

Major Program Areas

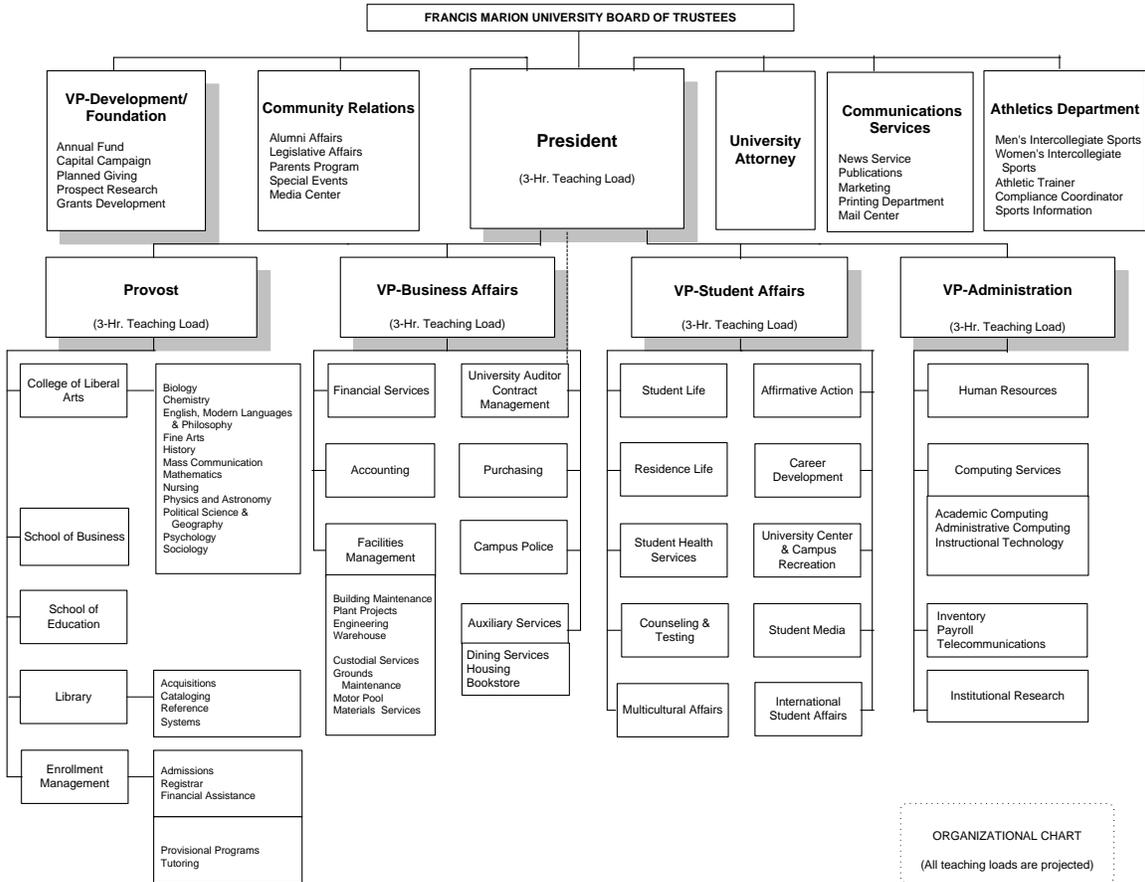
Program Number and Title	Major Program Area Purpose	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Organizational Results*
I. Educational & General	Instruction, Academic Support & Below the Line Nursing Program Award	State: 13,135,500 Federal: - Other: 6,459,298 Total: 19,594,798 % of Total Budget: 49%	State: 15,322,288 Federal: - Other: 5,708,712 Total: 21,031,000 % of Total Budget: 44%	7.1.1; 7.1.2; 7.1.3; 7.1.4; 7.1.5; 7.1.6 7.2.2; 7.2.3; 7.2.4 7.3.1, 7.3.3 7.4.1; 7.4.2; 7.5.1
I. Educational & General	Student Services	State: - Federal: - Other: 3,778,656 Total: 3,778,656 % of Total Budget: 10%	State: - Federal: - Other: 4,173,931 Total: 4,173,931 % of Total Budget: 9%	7.1.7 7.2.1 7.2.5
I. Educational & General	Institutional Support & Operation and Maintenance of Plant	State: - Federal: - Other: 9,907,100 Total: 9,907,100 % of Total Budget: 25%	State: - Federal: - Other: 11,890,430 Total: 11,890,430 % of Total Budget: 25%	7.3.4
I. Educational & General	Scholarships	State: - Federal: 4,267,719 Other: 1,257,043 Total: 5,524,762 % of Total Budget: 14%	State: - Federal: 4,209,234 Other: 1,727,411 Total: 5,936,645 % of Total Budget: 13%	7.3.2

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

Remainder of Expenditures:	State: 56,147	State: 3,556,147
Research, Public Service, Auxiliary Enterprises, & Below the Line Flow Through Funds;	Federal: 512,952	Federal: 397,670
FY06 Buildings: Center for the Child & Nursing School	Other: 408,758	Other: 493,547
	Total: 977,857	Total: 4,447,364
	% of Total Budget: 3%	% of Total Budget: 9%

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart or Table number that is included in the 7th section of this document. Please see Table of Contents for page numbers.

FMU Organizational Chart



ORGANIZATIONAL CHART
(All teaching loads are projected)

SECTION III. BALDRIDGE CRITERIA

Category 1. Leadership

Founded in 1970, Francis Marion University is one of South Carolina's public, coeducational institutions of higher education. The University offers baccalaureate and selected master's degree programs. A 17-member Board of Trustees is charged by statute with oversight of the University. Most trustees are elected by the General Assembly and serve four-year terms. Other appointments to the Board of Trustees are made by the Governor of South Carolina. The Board of Trustees elects its own chair, vice-chair, and secretary, and is organized into the following Board committees: (1) Executive Affairs Committee; (2) Academic Affairs and Accreditation Committee; (3) Financial Affairs and Facilities Committee; (4) Student Affairs and Athletics Committee; (5) Development and Alumni Committee.

The chief administrative officer of the University is the President, who is appointed by the Board of Trustees. The President is responsible for the overall management of the University, which is organized into the following divisions: (1) Academic Affairs; (2) Business Affairs; (3) Administration; (4) Student Affairs; (5) Communications Services; (6) Community Relations; (7) Development; (8) University Outreach; (9) Intercollegiate Athletics. The President relies on a management team comprised of the senior administrative officials of the University: the Provost, the Vice President for Business Affairs, the Vice President for Administration, the Vice President for Student Affairs, the Vice President for Development; the Director of Community Relations; the Director of Communication Services; and the Director of Intercollegiate Athletics. The President meets weekly with this senior management team, also known as the President's senior staff, who are responsible for the effective functioning of their respective divisions of the University.

As the chief academic officer of the University, the Provost oversees the Division of Academic Affairs, which includes all academic departments and programs, organized into the Francis Marion College of Liberal Arts and two professional schools: the School of Business and the School of Education. Other areas within the Division of Academic Affairs are Enrollment Management (Admissions, Registrar, and Financial Assistance), the James A. Rogers Library, and graduate programs in Business, Education, and Applied Psychology.

The Vice President for Business Affairs is the University's chief financial officer. Under his direction, the Division of Business Affairs handles the University's fiscal and business functions. These include accounting services (tracking all revenues and expenditures), the maintenance and operation of the physical plant, campus police, purchasing, and contract compliance.

The Division of Administration, headed by the Vice President for Administration, consists of the following offices: Office of Human Resources, Academic and

Administrative Computing Services; Institutional Research; and Telecommunications, Payroll and Inventory.

The Vice President for Student Affairs and the staff of the Division of Student Affairs are responsible for the growth and development of students outside the classroom. Among the areas within this division of the University are Student Activities, Campus Recreation Services, Career Development, Counseling and Testing, Student Health Services, Multicultural Affairs, International Student Affairs, and Student Conduct.

The University is committed to the concept of shared governance among the Board of Trustees, the faculty, and the administration. The faculty elects its own officers and committees.

Category 2. Strategic Planning

Strategic planning plays an important role in decision-making at Francis Marion University. The process is patterned on the model set forth in Dr. Fred David's Strategic Management: Concepts and Cases (2001).² Dr. David is a Professor of Business at FMU and a nationally renowned expert on strategic planning. His model emphasizes a reflective, collaborative process in which stakeholders have an opportunity to chart a course for the University's future through systematic assessment of organizational resources and needs.

Strategic planning at Francis Marion University is a multi-faceted process. Individual offices and departments are encouraged to create and maintain unit-level strategic plans while also participating in the development of the university-wide strategic plan. Within the academic affairs division, strategic plans exist for the College of Liberal Arts, the School of Education, and the School of Business. Individual departments are also active in the strategic planning process. As a case in point, the newly created FMU Department of Nursing is now in the input phase of the planning process with the goal of producing a completed plan by the end of the year.

At the institutional level, the University's Strategic Plan is one of five planning processes that address the eleven Planning Assumptions developed in May, 2000. Taken together these processes comprise the major planning activities of the University. In addition to the Strategic Plan, the other major plans include the Facilities Master Plan, the Accreditation Plan, the Development Plan (Capital Campaign), and the Technology Enhancement Plan.

The University's Strategic Plan was developed collaboratively over the last two years with significant input from the community, administrative officers, and the faculties of the School of Business, the School of Education, and the College of Liberal Arts. Development of the plan is overseen by a Strategic Planning Workgroup that is

² Fred R. David, *Strategic Management: Concepts and Cases*, 10th ed. New York: Prentice Hall, 2004.

composed of the Vice President of Administration (chair), Provost, Associate Provost, Director of Institutional Research, and Chair of the Faculty.
The University's Strategic Plan culminates with the articulation of objectives and strategies that are aligned with performance results and planning assumptions.

Strategic Goals and Objectives

#	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan and Initiatives	Cross Reference for Organizational Results
1	Maintain and expand quality academic programs and maintain academic accreditations as indicators of program quality	<ul style="list-style-type: none"> • Continue all program effectiveness reports • Establish new Bachelor of Science in Nursing program • Task University Accreditation Committee with coordinating accreditation efforts 	7.1.3 (26) 7.1.4 (27) 7.2.3 (30) 7.2.2 (30) 7.5.1 (39)
2	Improve student academic success rates.	<ul style="list-style-type: none"> • Raise admission standards for students entering Fall 2005 	7.1.1 (24) 7.1.3 (26)
3	Continue to build an excellent faculty.	<ul style="list-style-type: none"> • Continue mentoring system for new faculty • Continue to address salary compression and related issues 	7.1.5 (27) 7.4.2 (37)
4	Increase opportunities for students and faculty to become aware of multicultural and global issues and to have international study/employment opportunities.	<ul style="list-style-type: none"> • Explore possibility of using Quality Enhancement Plan to focus on nontraditional learning opportunities 	7.1.6 (28)
5	Develop the technology on campus to address future needs of students, faculty, staff and administrators.	<ul style="list-style-type: none"> • Follow priorities identified by Information Technology Committee 	7.1.7 (28) 7.4.1 (37)
6	Maintain investments in information resources and educational support services.	<ul style="list-style-type: none"> • Update resources of Rogers Library, Media Center, Writing Center, and Tutoring Center 	7.1.7 (28) 7.4.1 (37)
7	Increase student enrollment and retention	<ul style="list-style-type: none"> • Develop plan to get alumni more actively involved in recruitment activities 	7.2.3 (30) 7.2.4 (31)
8	Increase external funding.	<ul style="list-style-type: none"> • Continue to support Capital Campaign (2001 to present) 	7.3.3 (35)
9	Increase opportunities for student involvement within the business, governmental, and public organizations within the local community.	<ul style="list-style-type: none"> • Explore possibility of developing Quality Enhancement Plan to focus on nontraditional learning opportunities 	7.1.6 (28) 7.2.1 (29)
10	Emphasize career planning and job placement for all students.	<ul style="list-style-type: none"> • Restructure Office of Career Development 	7.2.1 (29) 7.2.5 (32)
11	Raise the quality, diversity and visibility of athletic programs supported by the community.	<ul style="list-style-type: none"> • Review the appropriateness of divisional classifications 	
12	Develop the physical facilities, natural resources and infrastructure of the campus.	<ul style="list-style-type: none"> • Continue construction of Nursing building • Initiate/continue construction of Student Activity Center 	7.1.7 (28) 7.3.4 (36)
13	Enhance the University's image through an aggressive, focused marketing campaign.	<ul style="list-style-type: none"> • Promote success of graduates and faculty achievements • Market campus activities to the public 	7.2.2 (30) 7.2.3 (30) 7.2.4 (31)

Category 3. Student, Stakeholder, and Market Focus

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

Almost 95% of FMU students are from South Carolina and approximately 60% come from the Pee Dee region. Recruiting efforts are conducted throughout the state with admissions counselors attending college fairs across South Carolina as well as select fairs in North Carolina and Georgia. Based on past out-of-state enrollment, the Admissions staff travels to larger comprehensive fairs in Ohio, Maryland, Virginia, and New York. Private visits to high schools are also made where admissions counselors meet with guidance counselors and students with attention given to historically top feeder high schools.

The University has recently introduced two new academic offerings. The addition of the Medical Technology concentration within the Biology major is a joint effort with the School of Medical Technology at McLeod Hospital. The University has also added a concentration in Criminal Justice jointly within the Political Science and Sociology programs.

One substantial change in academic offerings is the recent transfer of the Medical University of South Carolina's satellite nursing program at FMU to a stand-alone FMU program. In conjunction with this transfer is a planned expansion of the program from 32 seats available in each nursing class to 60 which will assist in supplying the region's growing demand for nurses. This program provides a means for students to achieve a Bachelor of Nursing degree within the Pee Dee region. This program has already been favorably received by the two major hospital systems in Florence. A new Department of Nursing Building, gifted largely through a local philanthropic foundation, has been constructed and opened for the Fall 2006 semester.

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

Survey instruments used by the University include the Student Rating Form which affords students of each course the opportunity to evaluate their instructor, instructor availability, the academic course, and the grading for the course. An Advising Survey is carried out on a three-year cycle to determine the evaluation of advising by students. An Exit Survey is given to students in each graduating class. The Alumni Survey is also on a three year cycle; every three years students who graduated the previous year and those who graduated three years prior are surveyed.

The Student Government Association (SGA), an elected, representative body comprised of FMU students, provides input regarding student concerns. A Student Advisory Board to the Vice President for Student Affairs meets three to four times annually while the Provost's Student Advisory Committee meets once per semester.

Accreditation efforts provide the University with the opportunity for self-study and a national comparison to other institutions. FMU is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's level degrees.

In addition, several individual academic programs have been accredited by specialized accreditation organizations. The business programs are accredited by the AACSB International-The Association to Advance Collegiate Schools of Business. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina Board of Education under standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The graduate psychology program is accredited by the Master's in Psychology Accreditation Council (MPAC) and meets the standards of training approved by the Council of Applied Master's Programs in Psychology (CAMPP). The graduate program in school psychology is accredited by the National Association of School Psychologists (NASP). The theatre arts program is accredited by the National Association of Schools of Theatre (NAST). The visual arts and art education programs are accredited by the National Association of Schools of Art and Design (NASAD). The nursing program is accredited by the National League of Nursing (NLN). These accrediting bodies provide information on offerings of other schools and common standards and practices.

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

Results of the Student Rating form are shared with the instructor and chair of the academic department. Aggregate data is forwarded to the University Provost. This information can be used as part of the annual evaluation of the faculty member. An Advising Survey is carried out on a three-year cycle to determine the evaluation of advising by students. An Exit Survey is given to students in each graduating class.

The Alumni Survey is also on a three year cycle; every three years students who graduated the previous year and those who graduated three years prior are surveyed. The summary results from this survey are sent to the Commission on Higher Education and made available to the senior staff and academic chairs.

Various accreditation efforts, as noted in the response to the previous question, provide the opportunity for self-study and comparisons to other institutions.

The Student Government Association regularly attends and reports to the Board of Trustees Student Affairs and Athletics Committee. The SGA can also make official recommendations to the University in the form of SGA resolutions. Student representation can express concerns through the Student Advisory Board to the Vice President for Student Affairs and the Provost's Student Advisory Committee.

4. How do you determine student and stakeholder satisfaction and dissatisfaction?

Prospective students who visit Francis Marion University are provided Open House and Campus Tour Evaluations. New students can evaluate the Orientation program through Orientation Evaluations.

The Student Rating form is a primary tool in evaluating student satisfaction regarding their instructors, the availability of instructors, the academic course, and the grading for the course. With a faculty-student ratio of approximately 1 to 17 and average class size of approximately 22, students have access to their professors to raise concerns. Academic advising is performed primarily by faculty members which provides another opportunity for students to communicate questions and concerns.

Student Affairs Offices utilize various methods to measure effectiveness and satisfaction, including survey tools, attendance records, office/service utilization records, focus groups, and student planning groups like the University Programming Board and Student Government Association.

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 University Admissions Office seeks to build positive relationships with potential students, their parents, and high school guidance counselors. Various means of recruiting include College Fairs, local Getting Ready for College Presentations, and private visits to high schools. Seven guidance counselor breakfasts are held throughout the state in an attempt to build relationships with high school guidance counselors. Four open houses are held during the year to provide information to prospective students and their parents. Campus tours are available daily Monday-Friday and some Saturdays. To provide ongoing contact with prospective students, specialized recruiting software provides guidance for timing of mailings and contacts. The University's Financial Assistance office provides Financial Assistance workshops at various schools upon request.

A low student-faculty ratio provides students with the opportunity to form relationships with their professors. The Division of Student Affairs is committed to enhancing the student experience at FMU by providing services and support for students as they engage in their learning experience and connect with the University community.

Instructional resources available to support student academic performance include the Writing Center and the Tutoring Center. The Writing Center is available to help students improve their current writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. The Tutoring Center, located in Student Housing, provides students the opportunity to seek academic assistance from peer tutors.

The Office of Career Development assists in the continued professional development of students and alumni by assisting with career planning. The office fosters relationships with business and industry and promotes students and alumni to recruiters from these agencies.

The Office of Alumni Affairs seeks to build relationships with alumni. Alumni events include Homecoming, the Alumni Member Appreciation Dinner, and the FMU Foundation/Alumni Golf Tournament. The Outstanding Alumni Award is given annually. The School of Business has an annual Alumni Breakfast while the School of Education has an Alumni Reception in conjunction with Homecoming activities. All Alumni are periodically mailed a View newsletter which provides updates regarding University developments and allows alumni to provide small updates about themselves within the publication. An alumni directory is accessible on the University website.

The Office of Community Relations seeks to build relationships with the community. The campus has hosted the annual Art's Alive festival for 28 years, and has been home for the community's International Festival for the last 8 years. The University also provides student performances in music and theatre, art exhibits, Artist Series, and planetarium and observatory shows, all of which are open to the public.

Category 4. Measurement, Analysis, and Knowledge Management

4. 1. Determination of measures

The University has a complex system used to evaluate our effectiveness as an institution of higher learning. The key measures required by any institution of higher learning are detailed records of student performance in course work. These records ensure that students fulfill the published requirements for academic programs approved by the University. The University has developed this system using the best practices recommended by the South Carolina Commission of Higher Education, Southeastern Association of Colleges and Schools, the Association of Institutional Research, and the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics. These data are used to assess obtainment of the University's mission goals.

A wide range of external and internal tests, performance measures, surveys, and external data are used on a yearly basis in strategic planning. In addition, these measures are used to ensure that the quality of academic programs is maintained.

The University prepares reports on student data for the South Carolina Commission on Higher Education and for the federal government. The University provides data for a number of external organizations and agencies that enable the public to obtain an accurate picture of the University's programs, student body, faculty and financial costs. All of this information is available for use by the senior leadership of the University for planning, budgeting, etc. The Office of Institutional Research supervises program effectiveness evaluations and provides summaries of these reports to the senior leadership. In addition, periodic analyses of student data are carried out for use in decision making.

Basic data on the characteristics of the faculty, student body, financial status, and resources are made available to the general public through postings of a Fact Book on the University's internet site (<http://www.fmarion.edu/about/FactBook>).

4.2. Key measures

The University measures program effectiveness with a variety of methods consistent with best practices for assessment in higher education. The primary measures are demographic characteristics of the student body, student performance, and program evaluation by students, internal and external measures of learning, and student and alumni surveys on the major factors dealing with faculty and program efficacy, and data from comparable academic institutions. All of these measures ensure that the faculty and administration offer valid instruction in majors and programs offered by the University. Students respond to a Course Evaluation survey in each of their courses. The survey evaluates the efficacy of the course instructor, appropriateness of the stated goals of the course, assigned textbook, grading and availability of faculty.

4.3. Data quality, reliability, availability

The University maintains a group of data bases that allow information to be extracted for use in planning and evaluation at program specific, office and University levels. The student records data base contains detailed information on the demographic characteristics of all students, their performance in each course, their current academic status, nature of admissions, etc. In addition, specific populations are flagged to facilitate assessment group performance. For example, students who participate in one or more of the University's inter-collegiate athletic programs are flagged to facilitate preparation of the annual academic report to the NCAA. Other data dealing with the University's finances, student scholarships and loans, etc. are also maintained and can be merged when needed for planning and evaluation. The University carries out a nightly backup of its data bases. These backups are maintained in a separate building on campus. Monthly backups are maintained in an off-campus building and a detailed disaster recovery system is fully operational. The academic programs and offices of support services maintain specific assessment data and the Office of Institutional Research maintains copies of the annual Institutional Effectiveness reports and University-wide assessment data.

4.4. Using data/information in decision making

The University uses the data and reports in annual budget decision making, development of new programs, the modification/change in existing programs, recruitment of students, and community involvement. All data and all reports are made available to the senior leadership for their use. For example, a department chair and the Provost can draw upon program effectiveness data in developing plans dealing with staffing, curriculum changes and additions, etc. The enrollment office uses demographic data on entering students, national enrollment data, applicant performance measures and enrollment trends to make recommendations for enrollment strategies and yearly goals. The University uses these data to identify emerging trends, potential shortages in resources, need for new faculty, etc.

4.5. Comparative data use

The University compares its data with that of sister colleges within the state and with more comparable public four-year colleges in evaluating its effectiveness. This year the University began participation in the National Survey of Student Engagement of a stratified random sample of newly enrolled freshmen and graduating seniors. This survey measures the perceptions and evaluative opinions of all aspects of their university experiences and the changes in such perceptions over the course of their tenure as students of the University. These data also provide the University with a detailed report comparing the experiences of our students with an appropriate national sample.

4.6. Management organizational knowledge/best practices

To ensure that there is continuity in assessment and data collection the University has an Institutional Effectiveness Committee which supervises the Office of Institutional Research and academic programs' work on evaluation and measurement. The University's Accreditation Committee monitors maintenance and use of data required for University and program specific accreditations.

The University's shared governance structure insures that all members of the faculty are made aware of the information and best practices in higher education. For example, all new faculty take part in a mentoring program which insures the learning of the University's mission, goals and expected best practices.

Category 5. Faculty and Staff Focus

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

FMU strives for an organizational model which promotes harmonious and productive relationships between faculty and staff. Five committees within the faculty governance system include members of the staff:

- Academic Affairs
 - Registrar, *ex officio*
- Academic Support
 - Director of the Media Center & Director of the Physical Plant, *ex officio*
- Admissions, Advising, and Retention
 - Associate Provost for Enrollment Management; Director of Admissions; and Registrar
- Budget Review and Planning
 - Provost; Vice-President for Administration; Vice President for Business Affairs (chair); Vice-President for Student Affairs
- Institutional Effectiveness
 - Director of Institutional Research, *ex officio*
- Information Technology
 - Director of the Academic Computer Center; Director of Administrative Computing Services, *ex officio*

The Chair of the Faculty is a member of the senior staff which meets weekly, as a group, with the President. Senior administrative officers encourage communication within and between their areas. Increasingly there are opportunities for faculty and staff to interact socially (e.g., cookouts for faculty, staff, and members of the University Board of Trustees; annual Christmas Party).

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

The governance process at FMU is designed to facilitate interaction between administrative and academic units (see Appendix C). The Faculty Senate Executive Committee, the President, and the Provost meet monthly. Faculty participate in department/school meetings, faculty senate meetings, and general faculty meetings. Senior staff members meet with supervisors within their departments.

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

The planning and evaluation stages of the EPMS for staff allow the supervisor and employee to discuss the extent to which the employee is performing his or her duties effectively. This discussion also allows for a consideration of the extent to which the current position description is still the most effective way to accomplish the desired outcomes. Review of the evaluations by the reviewing officer and the Vice-President for Administration also call to their attention the need for specific training opportunities. A Human Resources staff member is currently working on an orientation to the EPMS program for supervisors which stresses the importance of continuous feedback throughout the year.

Faculty have the opportunity to consult with their chairs/deans, individual mentor, and other colleagues as they engage in their teaching, research, and service

responsibilities. The annual report, and subsequent consultation with the chair/dean, is the formal opportunity for faculty to set goals and discuss resources needed to maintain productivity.

4. *How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training?*

Each newly-hired faculty member, regardless of years of experience, is assigned a faculty mentor and attends a New Faculty Orientation Session during their first year at FMU.

We are currently in the process of strengthening our professional development program for staff. Surveys have been sent to employees and supervisors. A Human Resources staff member coordinates the program and is in the process of developing the Harvard Model of professional development. Development opportunities are posted on the FMU website and distributed to supervisors. Particularly relevant opportunities are also sent by e-mail.

Each year two members of the faculty and/or staff attend the Executive Institute Training Program sponsored by the SC Budget and Control Board. Female faculty and staff participate in the SC Women in Higher Education organization which promotes leadership development.

The effect of professional development activities is monitored during the annual evaluation of faculty and staff.

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

Deans and chairs of the academic areas and supervisors of staff use the *Annual Report* and the planning and evaluation stages of the *Employee Performance Management System*, respectively, to identify faculty and staff who have the desire and potential to move into other positions. Vice-Presidents also become engaged in the succession process as they, and supervisors who report to them, consider the personnel needs in an area. Succession plans are also discussed each year at the Senior Staff Planning Retreat.

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

The governance structure provides for extensive interaction between the faculty and administration. Each year all faculty are given the opportunity to complete an anonymous evaluation of their chair/dean, the Provost, and the President. The evaluation process and the statistical analyses are supervised by the Faculty Senate Executive Committee. Each administrator receives his/her evaluation summary data. The person to whom the administrator reports also receives a copy of the summary

data (i.e., chairs/deans to the Provost; Provost to the President; President to the Chair of the Board of Trustees).

A staff advisory committee meets monthly. This committee has been asked to review current practices for obtaining information related to well-being, satisfaction, and motivation. Some offices conduct surveys to determine user satisfaction:

- Accounting: Cashier's Office—during each Fall semester survey cards are available to all users
- Library—biennial survey distributed to all faculty and staff and approximately 500 randomly-selected students
- Media Center—annual survey of students who pick up form from the User's Service Desk; biennial survey distributed to all faculty and staff

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

The Campus Police Department provides 24-hour protection to the campus community and visitors with officers who are class 1-LE State Constables with full arrest authority. The department enforces all statutes and university regulations. The campus is equipped with 20 push button emergency call boxes with eight located in elevators of major buildings. The remaining 12 are placed throughout campus along sidewalks and in parking lots. Push button telephone keypad phones are positioned in the student housing area, the outdoor pool, and the athletics fields.

The university safety coordinator works closely with all supervisors to ensure that safety standards are known and followed. Safety audits are conducted by an external investigator who is invited by the university; the Campus Police Department; and federal and state inspectors. Cardiac defibrillators have recently been installed at seven sites on campus. Florence County EMS has a 24 hour ambulance substation located in the campus housing area.

An *Emergency Preparedness Plan* (2005) is published and distributed. It is reviewed annually.

The Benefits Coordinator in Human Resources arranges for workshops to occur on campus which deal with health issues. The coordinator also announces health-related events occurring within the community.

8. *How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement? (see also the response to Question 6).*

Statistical analyses are performed with all data. The descriptive statistics are used to determine the strengths and weaknesses of the individual or unit which are then addressed by the rated person or unit. The data are used in *Annual Reports* of faculty; the annual *Agency Head Evaluation Form*; Tenure and Promotion reviews; and in the *Institutional Effectiveness Reports* of the respective units.

Category 6. Process Management

Governance of the faculty includes a Faculty Senate consisting of some senators elected at-large and some elected from departments or schools. The General Faculty meets at least three times a year to vote on curriculum changes and other resolutions forwarded from the Senate. Much of the work of the faculty takes place in standing committees, for which the membership is elected.

All educational programs are initiated by the faculty and are subject to approval by the University Provost, President, and Board of Trustees. Within the College of Liberal Arts, curriculum initiatives begin at the level of the department. Within the Schools of Business and Education, they begin at the level of the school. Curriculum changes must then be approved by the faculty Academic Affairs Committee and subsequently the Senate and General Faculty. Academic programs are administered by the Office of the Provost in cooperation with individual academic units.

The educational process is supported by the library, media center, and Center for Academic Computing. The Vice President for Student Affairs and the Dean of Students coordinate student services such as Health Services and the Center for Counseling and Testing.

The Student Government Association provides input to the administration on topics relating to students. The Staff Advisory Committee gives a voice to staff concerns, expressing these to the Vice President for Administration.

Organizational knowledge, new technology and cost controls (as they pertain to curriculum and educational programs) are the responsibility of faculty working within discipline-related units. Cycle time is largely determined by demands of the annual calendar. The faculty committee on Instructional Technology is responsible for helping the faculty as a whole remain current in its use of technology. Academic uses of computing are coordinated by the Office of Academic Computing, although increasingly individual schools and departments are responsible for their computer labs and facilities. Administrative computing comes under the purview of the Vice President for Administration.

The Vice President for Business Affairs oversees efficiency and effectiveness factors as they pertain to facilities maintenance and construction, dining services, the bookstore, purchasing, and other business matters. He chairs the Budget Committee, which has representation from administration, faculty, and staff. The Vice President for Development serves on this committee and is responsible for fundraising in the private sector. The budget itself is prepared through consultation with the President.

Learning-centered processes are monitored through a system of institutional effectiveness, with each academic unit submitting an annual report. The faculty

Institutional Effectiveness Committee is responsible for overseeing and assessing this system in close cooperation with the Director of Institutional Research.

Key units in support of the curriculum include the Office of Academic Computing, the Rogers Library, and the Media Center. These units measure effectiveness and responsiveness through surveys and advisory committees.

Category 7. Organizational Performance Results

7.1 Student Learning Results

The University has several ways to assess student learning in addition to the required in-class measures of academic achievement. First, students enrolled in our teaching training programs are required to take both the Principles of Learning and Teaching and Specialty Area sections of the PRAXIS II Examination. These scores are required for state teacher certification and by Title II of the Higher Education Reauthorization Act. As shown in Table 7.1.1, our education majors have the expected pass rate on all levels of the Principles of Learning and Teaching and Specialty Area Sections of the PRAXIS II.

*Table 7.1.1
Praxis II Scores*

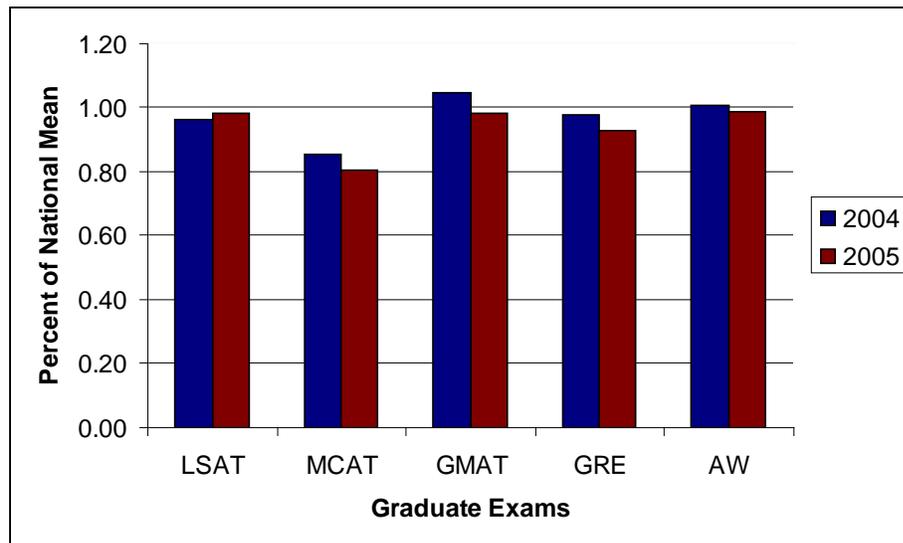
Year	Principles of Learning and Teaching								Passing %
	K-6			5-9			7-12		
	Enrollees Taking Exam	Enrollees Passed Exam	Passing % Exam	Enrollees Taking Exam	Enrollees Passed Exam	Passing % Exam	Enrollees Taking Exam	Enrollees Passed Exam	
2005-2006	21	18	86	1	1	100	3	3	100

Year	Total of All Specialty Area Exams		
	Enrollees Taking Exam	Enrollees Passed Exam	% Passing Exam
2005-2006	132	118	89

Those students seeking admission to law schools, medical schools, master’s programs in business or graduate programs in other disciplines are required to take admission tests. The four major exams used for admission are the Law School Admission Test (LSAT), the Medical College Admissions Test (MCAT), the Graduate Management Admissions

Test (GMAT), and the Graduate Record Exam (GRE), in addition the GRE measures skills in Analytical Writing (AW). In order to compare our students with the national averages and compare performance across areas, a percent of national mean was computed, (FMU mean divided by national mean). With this measure a score of 1.0 means our mean was identical to the national mean, a score of .85 indicates our mean was within 85 percent of the national average. As seen in Figure 7.1.2 our students are within 80 percent or more of the national average on the common admissions tests. In light of the inclusive admissions policy of the University, scoring at this level is strong evidence for the soundness of our students' learning. Given industry's concerns over the ability of college graduates to write, it is of particular interest that our students perform at the national average on the GRE's Analytical Writing section.

*Figure 7.1.2
Graduate Admission Scores*



National Survey of Student Engagement

The University began participation in the National Survey of Student Engagement (NSSE) program which is intended to provide information for planning by all segments of the university and to provide benchmark comparisons with representative samples from academic peer institutions. Responses of our students are compared with peer groups that are composed of three distinct samples of colleges. The selected peer group consisted of 12 colleges from the southeast that were most comparable to our demographics and detailed Carnegie classification. The Carnegie comparison peers consisted of those colleges in the entire NSSE sample for 2006 which belonged to our

major Carnegie groupings. Finally, comparisons were made with the entire NSSE sample. A stratified random sample of freshmen and seniors was constructed by NSSE and used in the survey of our students. The findings for each of the major areas covered by NSSE are detailed below.

Level of Academic Challenge (LAC): *Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.*

There were no significant differences in the perceived degree of Academic Challenge between FMU and any of the comparison peers with one exception. The degree of Academic Challenge for the freshmen was slightly lower than the full NSSE sample (49.2 versus 51.8, $p < .05$, $d = -.19$). We can say with some confidence that our students do not view our programs as any less demanding than those of other colleges. It is pleasing to see the perceived academic demands do increase from the freshmen to senior samples (49.2 versus 53.9). Summary statistics:

Table 7.1.3
NSSE: Degree of Academic Challenge

Francis Marion University compared with:

Class	FMU		Selected			Carnegie			NSSE 2006	
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	49.2	50.6			51.0			51.8	*	-.19
Senior	53.9	55.2			55.6			55.8		

* $p < .05$

Active and Collaborative Learning (ACL): *Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.*

Our seniors do not differ in the perceived amount of active and collaborative learning from those of any of our comparison peer groups. Essentially, our seniors see themselves as being as actively involved within, and outside of the classroom, in their learning as do those at comparable colleges. However, our freshmen do not see themselves as being as actively involved as do those students in our three comparison groups. Thus, we see a meaningful shift from a more passive form of learning from the freshmen to senior year that might merit further investigation. One hypothesis relates to our general education requirements. Our peers may not require as many basic level skill courses as FMU, especially in mathematics and science. Such courses typically do require less active

questioning and “exploration” than courses with more latitude for opinion and individual conclusions.

*Table 7.1.4
NSSE: Perceptions of Learning*

Francis Marion University compared with:

<i>Class</i>	FMU		Selected		Carnegie			NSSE 2006		
	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
First-Year	35.9	42.9	***	-.42	41.6	***	-.35	41.3	***	-.34
Senior	50.9	53.4			51.4			50.4		

*** $p < .001$

Student-Faculty Interaction (SFI): *Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.*

These findings reflect what has long been one of the trademarks for the University: faculty-student involvement. One would not expect freshmen to become heavily involved in active relationships with their professor and that is not found. Nor are our freshmen less involved than any of our peer groups. Our seniors are significantly more involved with their faculty than our Carnegie and NSSE comparison groups and almost significantly higher than our selected peers. This is an important finding that validates one of characteristics of the University that we claim. In fact, when you examine the individual item evaluating quality of academic advising our mean (3.17) is significantly higher than that of our selected (2.82), Carnegie (2.83), and NSSE (2.82) peers, p 's $< .001$, d 's $> .36$.

*Table 7.1.5
NSSE: Student-Faculty Interaction*

Francis Marion University compared with:

<i>Class</i>	FMU		Selected		Carnegie			NSSE 2006		
	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
First-Year	31.1	33.0			32.2			32.1		
Senior	45.9	42.3			41.2	*	.23	41.3	*	.22

* $p < .05$

Enriching Educational Experiences (EEE): *Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about*

themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

As shown in this body of data our seniors experience the same level of extra-curricular experiences as all of our comparison groups; however, the actual level is obviously very low. Yet, our freshmen do show a significant deficit in these areas compared to all three of our comparison groups with a moderately strong effect size. This finding for freshmen, and the low level for seniors, is supportive of our tentative Quality Enhancement Plan.

*Table 7.1.6
NSSE: Complementary Learning Experiences*

Francis Marion University compared with:

Class	FMU				Selected			Carnegie			NSSE 2006	
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
First-Year	22.6	27.2	***	.35	25.8	**	-.25	26.7	***	-.32		
Senior	37.7	38.6			38.2			39.9				

p < .001

Supportive Campus Environment (SCE): *Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.*

Our freshmen’s perception of the quality of support the University provides is no different from that experienced by other students in our comparison groups. Our seniors, however, see our University as far more supportive of their academic and non-academic efforts than all of our comparison groups. This is another finding in which we can take pride and use to build upon in our future planning and development.

*Table 7.1.7
NSSE: Campus Environment*

Francis Marion University compared with:

Class	FMU				Selected			Carnegie			NSSE 2006	
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
First-Year	59.1	58.5			59.3			59.1				
Senior	63.1	57.5	**	.29	57.3	**	.31	56.4	***	.35		

***p<.01; ***p<.001*

7.2 Student and Stakeholder Focused Results

Student enrollment in post-graduate study provides a measure of the added value of a degree from the University and of the future value of a graduate to the state. In the 2004-2005 graduating classes a majority were planning on seeking additional education at the master's or doctoral level. Almost ten percent of all graduates seeking a master's degree had already been accepted into master's degree programs and of those seeking a doctoral degree almost seven percent had already been accepted into doctoral programs.

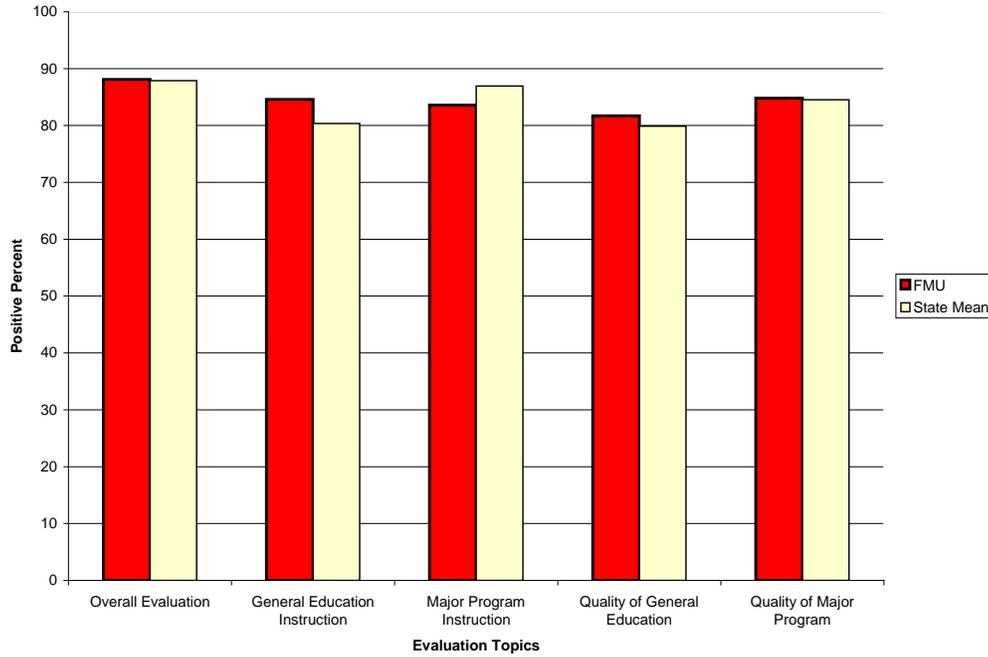
Additionally, we found that over 35 percent of our graduates already had full-time employment at the time of graduation and of those, over 70 percent had jobs that were related to their academic major. The strong linkage of major to employment is evidence of the focused nature of the University's programs.

*Table 7.2.1
Plans at Time of Graduation for Employment and Further Education*

		Percent Seeking	Percent Accepted
Further Education	Master's Degree	42.9	9.9
	Doctoral, LLD, etc.	10.9	6.7
	Additional Bachelor's Degrees	1.2	
	Percent Employed	Percent with Major Related to Job	
Full-Time Employment	36.5	71.8	

The University carries out an alumni survey every three years which allows the University to assess alumni evaluations of their experiences and allows for comparisons with results from our peer institutes. As can be seen in Figure 7.2.2, our alumni rate the overall value of their experiences, the quality of their major, the instruction in their major, the quality of the general education curriculum, and instruction in the general education curriculum very highly and in all cases our ratings were as high as, or higher, than those of our peers. As shown in Table 7.2.3, These same questions are asked of our graduating seniors and the results are as high as those of our alumni.

*Figure 7.2.2
Comparison of Alumni Survey Ratings for
FMU and State Teaching Colleges*



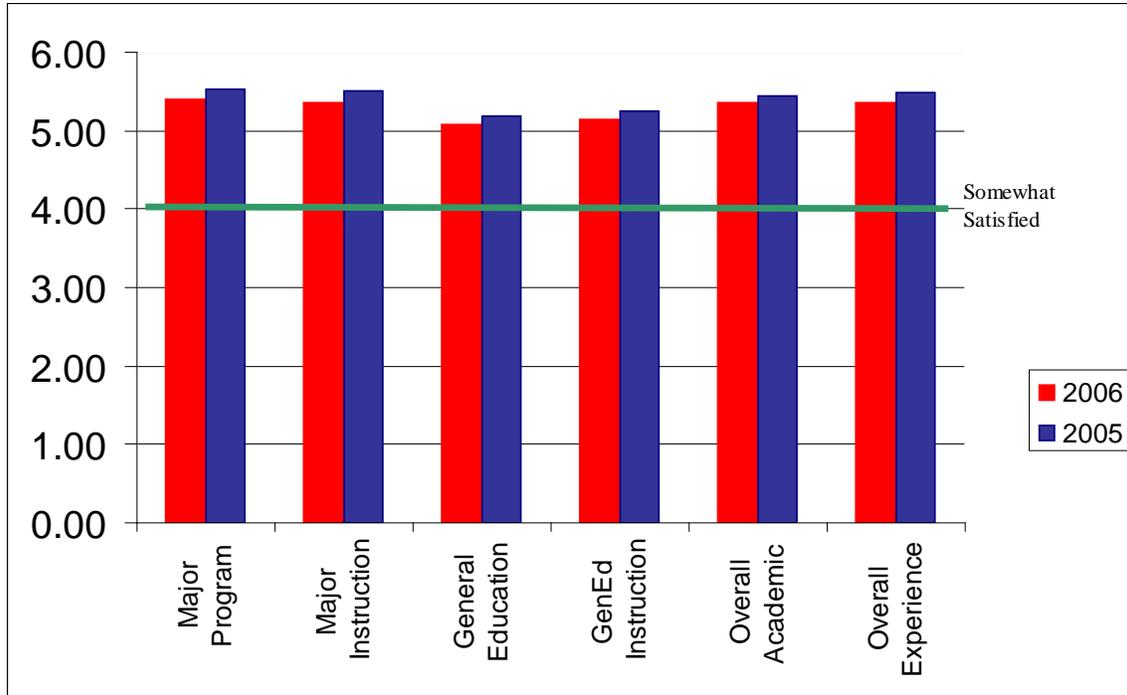
*Table 7.2.3
Mean Ratings of Academic Programs by Graduating Seniors*

Question	2005	2006
Major Program	5.54	5.40
Major Instruction	5.50	5.36
General Education	5.19	5.09
Gen Ed Instruction	5.24	5.14
Overall Academics	5.44	5.35
Overall Experience	5.48	5.35

1=very dissatisfied 2=dissatisfied 3=somewhat dissatisfied 4=somewhat satisfied 5=satisfied 6=very satisfied

All academic areas are rated significantly higher than the preset benchmark of 4.0. (all t 's > 20 , p 's $<.001$). As is shown in Figure 7.2.4, our students are more than satisfied with their experiences at the University.

Figure 7.2.4
Student Satisfaction



The University evaluates the quality and use of all services provided to our students. Table 7.2.5 indicates that the use of services is as high as one expects for each area, e.g. over 72 percent make use of the Writing Center while only 47 percent use the Campus Police. Students rate positively those services which they use.

*Table 7.2.5
Mean Ratings of Use of Student Support Services*

Service	2005			2006		
	Percent Using Service	Rating	SD	Percent Using Service	Rating	SD
Counseling	39.13%	4.09	0.82	59.2	4.08	.80
Career Development	40.00%	4.07	0.82	62.2	4.09	.88
Math Lab	33.04%	4.13	0.79	49.5	4.25	.78
Study Hall	32.61%	4.11	0.75	47.4	4.08	.83
Tutoring Center	29.13%	4.18	0.78	47.7	4.19	.83
Writing Center	60.00%	4.35	0.77	72.7	4.4	.75
Student Life	66.96%	4.29	0.71	78.2	4.27	.81
Residence Life	<i>Not included</i>			64.7	4.25	.82
Financial Assistance	81.30%	4.59	0.74	84.5	4.59	.70
Campus Police	66.09%	3.80	1.21	47.8	3.82	1.18
Business Office	61.30%	4.46	0.82	31.8	4.46	.79
Multicultural Affairs	32.17%	4.14	0.83	47.8	4.16	.80
Registrar	89.57%	4.58	0.70	94.8	4.58	.68
Student Health Services	50.00%	4.39	0.81	62.5	4.40	.78
Media Center	76.52%	4.43	0.83	86.7	4.43	.79

1=Very unhelpful 2=unhelpful 3=somewhat helpful 4=helpful 5=very helpful

7.3 Budgetary, Financial, and Market Results

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

During the recent period of fluctuations in the availability of state appropriations, Francis Marion University has maintained fiscal stability while remaining true to a long term goal which defines Francis Marion University: keeping student fees affordable to our constituency.

During the period from 2000-01 through 2005-06, as shown in a recent Commission on Higher Education report, teaching sector institutions averaged an increase to student fees of 86.3%. During this period Francis Marion's fees increased 66.2%, the lowest increase rate of any institution in the teaching sector, some of which, excluding USC Beaufort, were as high as 105.4%. In fact, of all the public institutions in the state, Francis Marion

University's fee increase rates were the lowest. This is especially significant considering that during this period, FMU's fees were near the lowest of any of the other teaching institutions. Table 7.3.1, which summarizes CHE's report, demonstrates these comparisons.

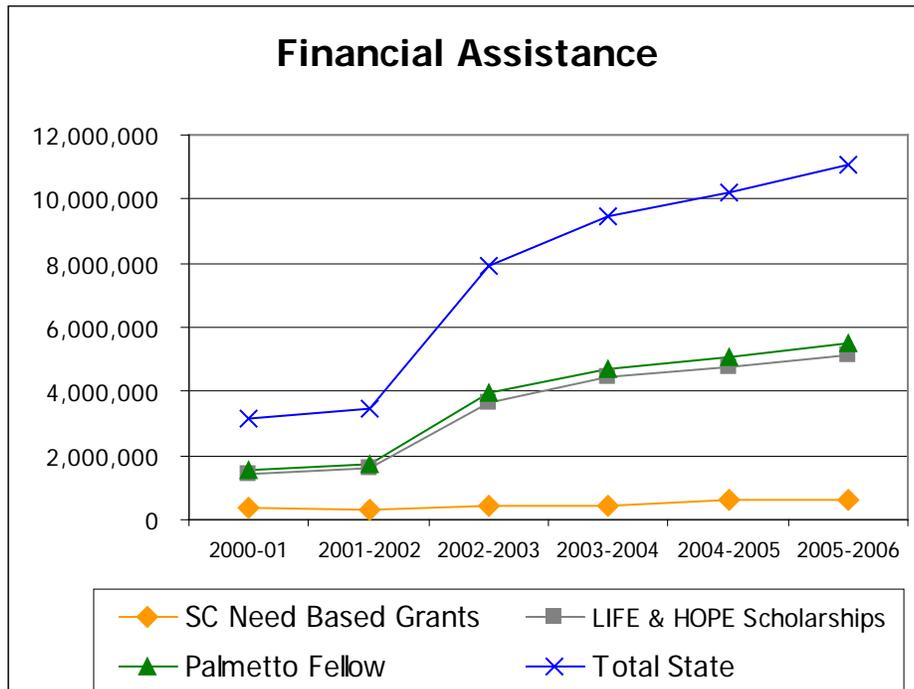
*Table 7.3.1
Comparison of Tuition and Fees*

Required Tuition & Fees - In-State, Undergraduate Students at Public Institutions							
<i>Academic Years 2000-01 through 2005-06 and Percent Change over 5 Years</i>							
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	% Change Over Five Years
Research, excl MUSC Avg	\$3,729	\$4,675	\$5,429	\$6,356	\$7,128	\$8,065	116.3%
<u>Comprehensive Teaching Colleges and Universities</u>							
Citadel	\$3,404	\$3,727	\$4,067	\$4,999	\$5,900	\$6,522	91.6%
Coastal Carolina	\$3,500	\$3,770	\$4,350	\$5,190	\$6,100	\$6,860	96.0%
Coll. of Chas	\$3,630	\$3,780	\$4,858	\$5,770	\$6,202	\$6,668	83.7%
<i>Francis Marion</i>	\$3,600	\$3,790	\$4,340	\$5,082	\$5,540	\$5,984	66.2%
Lander	\$3,888	\$4,152	\$4,704	\$5,400	\$5,866	\$6,668	71.5%
SC State	\$3,724	\$4,096	\$4,556	\$5,570	\$6,170	\$6,480	74.0%
USC Aiken	\$3,558	\$3,738	\$4,374	\$5,064	\$5,622	\$6,128	72.2%
USC Beaufort	\$2,200	\$2,410	\$3,080	\$4,208	\$4,670	\$5,214	137.0%
USC Upstate	\$3,624	\$4,058	\$4,748	\$5,460	\$6,060	\$6,636	83.1%
Winthrop	\$4,262	\$4,668	\$5,600	\$6,652	\$7,816	\$8,756	105.4%
Teaching Average	\$3,539	\$3,819	\$4,468	\$5,340	\$5,995	\$6,592	86.3%
2-Yr Regionals Average	\$2,200	\$2,410	\$3,080	\$3,656	\$4,058	\$4,324	96.5%
Technical College Average	\$1,290	\$1,733	\$2,113	\$2,499	\$2,708	\$2,824	118.8%
Statewide Average (all)	\$2,348	\$2,750	\$3,269	\$3,889	\$4,307	\$4,661	98.5%

Francis Marion University's fee structure combined with the availability of state funded scholarships has offered our students an excellent education at an affordable price. This is especially significant since 82% of our students receive some form of financial assistance and many of our students are the first in their families to attend college. Figure 7.3.2 demonstrates the increase in financial assistance awarded to our students. The state's LIFE, HOPE, SC Need Based Grants, and Palmetto Fellow scholarship programs awarded our students \$5.5 million in the past year. Totals awarded to FMU students between FY01 and FY05 show Life and Hope increasing from \$1 million in FY01 to \$4.5 million in FY06. The availability of state scholarship funds has been a significant factor

in enrollment growth at the University with a 24% increase in undergraduate enrollment between fall 2001 and 2005, including 8% in fall 2005.

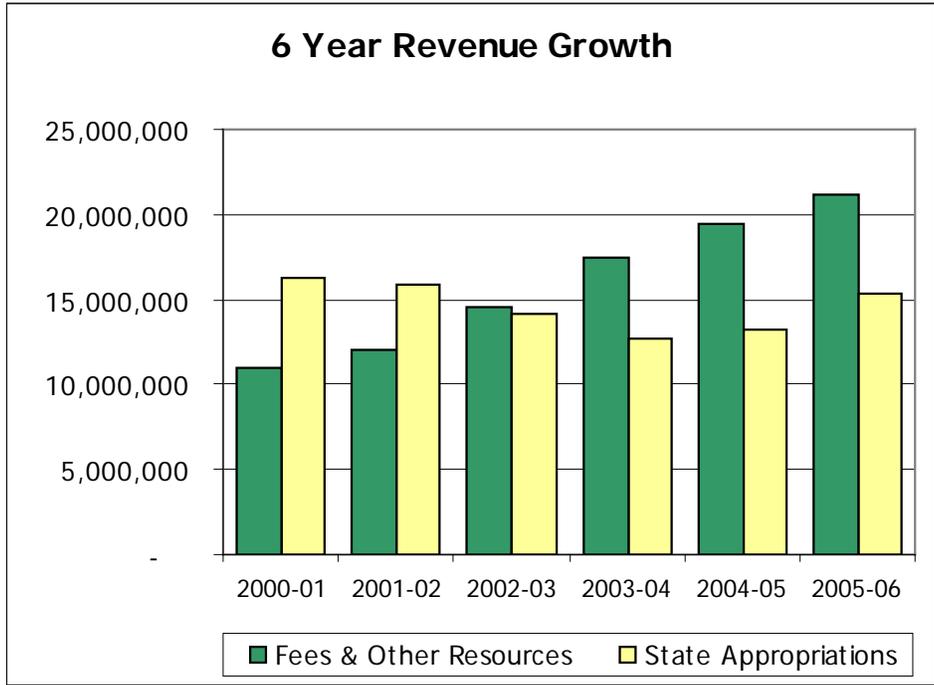
*Figure 7.3.2
Scholarships and Grants at FMU*



Overall the University has remained on a sound financial footing through creative solutions to operating budget restrictions, careful revenue management, and steady enrollment growth. The University’s operating revenues for 2005-06 show an 11.8% increase over the previous year and continues an established upward trend. One additional benefit has been the availability of technology funds through the South Carolina Lottery Act which have added a cumulative total of \$2,562,389 in the last four years.

Figure 7.3.3 shows both the overall growth in revenue during the last five years and the significance of the decrease in state appropriated funds compensated for by the rise in student fee revenues.

*Figure 7.3.3
Revenue Growth*



As evidenced by Table 7.3.4, several of the University’s strategic and long term goals have been addressed with new construction on campus. This construction has been made possible in part by the receipt of major philanthropic gifts and state appropriations, which have added significantly to the University’s physical facilities and infrastructure needs. In addition, these projects directly affect goals for the expansion of quality academic programs, improvement of student academic success rates, and increased enrollment and retention.

*Table 7.3.4
Facility Development*

Construction and Maintenance at FMU		
Facility	Construction Status	Funding
Forest Villas Apartments and Community Center	Phase I - 237 beds occupied in August 2004; Phase II – 200 additional beds for August 2007 opening	Provided through FMU Real Estate Foundation
Lee Nursing Building	Constructed 2004-06; opened in August 2006	\$5,500,000 given in 2005-06 by the Drs. Bruce and Lee Foundation; \$1,500,000 appropriated in 2005-06
Student Activities Center (the Grille)	Constructed 2005-06; opened in August 2006	\$1,550,000 in institutional bonds and University funds raised in 2005-06
Center for the Child	Planned in 2005-06; construction to begin in Fall 2006	\$2,000,000 appropriated in 2005-06
Center for the Performing Arts	Planned in 2005-06; construction to begin in 2006-07	\$1,650,000 (part of total grant of \$10,000,000) awarded in 2006-07 by the Drs. Bruce and Lee Foundation along with an additional grant from the City of Florence; \$7,000,000 appropriated in 2006-07
Deferred Maintenance	Projects cover 2005-06 and 2006-07	\$1,395,594 appropriated in 2005-06 for deferred maintenance through the Life Sciences Bill

7.4 Faculty and Staff Focus Results

The value to students of their academic advisors and the accessibility of their classroom instructors are critical measures of the role the faculty plays in the education of our students. As seen in Table 7.4.1 over 90 percent of our graduating seniors use their

academic advisors and find their instructors available outside of the classroom. In addition, they rate their advisors and instructors very positively. Two critical areas of academic support are provided by the Library and Academic Computer Center. As seen in Table 7.4.1, these services are also used by over 80 percent of our students and are both rated highly.

*Table 7.4.1
Mean Ratings of Academic and Academic Support Services*

Service	2004-2005		
	Percent Using Service	Rating of Helpfulness of Service	SD
Academic Advisor	91.6	4.31	.98
Classroom Instructor	95.6	4.65	.65
Computer Services	87.0	4.59	.65
Library	94.4	4.64	.62

1=Very unhelpful 2=unhelpful 3=somewhat helpful 4=helpful 5=very helpful

All instructors are evaluated by their enrolled students during the Fall and Spring terms. The mean evaluations are found in Table 7.4.2. As can be seen students rate the overall quality of their instructors as very good and give high marks to the overall quality of the course. In addition, the students feel the management of their classes is excellent.

*Table 7.4.2
Mean Ratings of University Faculty by Students*

Item	Mean
Rating of the Instructor	
Presentation of material	1.67
Ability to stimulate interest in subject matter	1.79
Ability to improve understanding of subject matter	1.73
Knowledge of subject	1.33
Ability to encourage critical thinking	1.70
Explanation of course assignments	1.64
Overall quality of instruction	1.65
Availability of instructor outside of classroom	1.51
Rating of the Course	
Overall quality of the course	1.70
Relevance of assignments to course descriptions	1.58
Value of textbook and other course materials	1.78
Timeliness of returned graded material	1.59
Fairness of grading policy	1.63

1=Excellent, 2=Good, 3=Fair, 4=Poor

Category 7.5 Organizational Effectiveness Results

Evidence of FMU's organizational effectiveness is found throughout this document. By any objective measure, it is clear that the University operates with efficiency, economy, and clarity of purpose. The most compelling indicators of this success include the following:

- Most affordable of South Carolina's public universities: 7.3.1 (p. 33)
- High rate of student satisfaction: 7.2.4 (p. 31) 7.1.4 (p. 27)
- High rate of alumni satisfaction: 7.2.2 (p. 30)
- High percentage of in-state students: *Organizational Profile* (p. 4)
- Demonstrated quality of faculty: 7.1.2 (p. 26); 7.1.4 (p. 27); 7.4.2 (p. 37)
- Demonstrated quality of academic support services: 7.1.6 (p. 28); 7.2.5 (p. 32)
- Outstanding Facility Development and Technological Upgrades: 7.3.4 (p. 36)
- Excellence in Preparation of Graduates: 7.1.1 (p. 24); 7.1.2 (p. 26); 7.2.1 (p. 29)

The University's academic programs provide additional evidence of the organization's effectiveness. As shown in Table 7.5.1, eight programs are accredited nationally and the University as a whole is accredited by the Southern Association of Colleges and Schools. These accreditations attest to program rigor, faculty quality, and excellence in instruction.

Table 7.5.1
Academic Accreditation at Francis Marion University

Academic Unit	Accrediting Body	Year of Last Accreditation or Reaffirmation
University	SACS (Southern Association of Colleges and Schools)	1997 <i>10 year cycle</i>
School of Education	NCATE (National Council for Accreditation of Teacher Education)	2005 <i>7 year cycle</i>
School of Business	AACSB (Association to Advance Collegiate Schools of Business)	2005 <i>10 year cycle</i>
Department of Psychology	MPAC (Master's in Psychology Accrediting Council)	1997 <i>10 year cycle</i>
Department of Psychology	NASP (National Association of School Psychologists)	2006 <i>5 year cycle</i>
Department of Fine Arts	NASAD (National Association of Schools of Art and Design)	2005 <i>5 year cycle</i>
Department of Fine Arts	NAST (National Association of Schools of Theater)	2005 <i>10 year cycle</i>
Department of Chemistry	ACS (American Chemical Society)	2001 <i>5 year cycle</i>
Department of Nursing	NLN (National League of Nursing)	2006 <i>5 year cycle</i>

Category 7.6 Leadership and Social Responsibility Results

An annually administered evaluation instrument contains statements about administrators to which faculty indicate the degree of their agreement on a five-point scale from “strongly disagree” to “strongly agree.”³ A sixth category offers a “no response” option. Items represent an administrator’s leadership style, interpersonal skills, and performance of duties, as well as the status of the unit.

³ See Appendix B for the Evaluation Form for Deans and Chairs. A modified version of the same instrument is used to evaluate the President and Provost.

Faculty members are given space to provide additional evaluative comments and recommendations. These subjective responses are given only to the person evaluated. Ratings are made on an op-scan sheet to facilitate scoring and data management. The data are tabulated at the Academic Computing Center, and the Faculty Executive Committee produces a summary report for each administrator.

The Executive Committee of the Faculty Senate is responsible for conducting the evaluation. Summary statistics from each year may be used to judge change in the views of the academic administrators and effectiveness of their leadership. A data summary work group of faculty members, including some trained in data analysis, is annually appointed by the Executive Committee of the Faculty Senate to prepare final analyses and summaries. Ratings are made at approximately the middle of each spring semester. The Executive Committee and work group maintain the confidentiality of the data summaries. The Provost's office makes the data summaries available for review by full-time faculty who are eligible to participate in the evaluation of a chair/dean, the Provost, or the President. The data summaries are not to be copied or removed. In the case of chairs/deans, a majority vote of faculty eligible to participate in the evaluative process may request a meeting with the chair/dean to discuss strengths/weaknesses and/or recommendations.

Appendix A

University Mission Statement

Founded as a state college in 1970, Francis Marion University adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts and selected professional programs in business, education, and nursing. Professional graduate programs at the master's level are also offered in business, education, and psychology. The University supports scholarly pursuits by students and faculty in order to promote academic development and intellectual stimulation and strives to provide the Pee Dee region of South Carolina with a variety of educational and cultural enrichment services. In order to continue to improve both quality and efficiency, Francis Marion University engages in continuous evaluations of all its activities.

As a dynamic, interactive, public regional comprehensive teaching university, located near the growing community of Florence, Francis Marion serves students who have a wide range of abilities and preparations. We welcome and encourage students of all ethnic and racial heritages and believe that the presence of a diverse student body from throughout the state, country, and world enriches the educational experience for all. Non-traditional, out-of-state, and international students make up an increasing proportion of our student population.

Francis Marion provides a student-centered learning experience that fosters mutual respect and maintains high academic standards. We emphasize an individualized approach to education through low student-faculty ratios and personalized attention to academic advising and career development. The University community contributes to the social, cultural, moral, and physical development of students as well as to their intellectual growth through both its academic and student life programs. In addition, we offer special learning experiences, such as University Life, the Honors program, internships, and cooperative degree programs.

At Francis Marion University, we seek to provide students with a foundation for lifelong learning and to help them develop skills for professional careers in business, industry, government, public service, and education as well as for more advanced study in professional and graduate schools. To that end, we place major emphasis on the quality of our faculty, staff, library, and educational support services.

Excellence in teaching and learning is our highest priority. The University has a faculty of outstanding quality and diversity and supports faculty development through scholarship and research, continuing professional study, and participation in a wide range of academic endeavors. Francis Marion faculty, staff, and students are building a learning community that promotes understanding of other cultures and prepares students to become successful citizens in a rapidly changing world.

Francis Marion University offers programs of study that encourage students to think critically and creatively, communicate clearly and honestly, develop appreciation of

aesthetic values, and be concerned with the common good as well as their own interests. Our educational goals are sustained by the liberal arts tradition and seek to provide all baccalaureate degree students with the following: proficiency in listening, reading, speaking, and writing, proficiency in the use of quantitative skills and scientific method, the ability to access and use information, an introductory level of knowledge in a variety of disciplines in the Arts and Sciences, an understanding and appreciation of the Western heritage and cultures of the United States and the world, basic computer skills, global awareness and tolerance for a diversity of ideas, a sense of individual responsibility and ability to work cooperatively, and a lifelong love for inquiry and learning.

Requirements for the bachelor's degree provide that students also achieve expertise in a particular discipline, which includes the ability to understand and apply the core concepts, principles, and methodologies of that discipline. Students are also expected to understand the relationships between their personal and professional goals and the liberal arts.

Francis Marion University strives to be responsive to the changing needs of the region by offering master's degrees in business, education, and psychology and by providing cultural and athletic events open to the community. Moreover, the University seeks to serve as a catalyst for regional development. Faculty, staff members, and advanced students consult with local businesses, industries, and governmental agencies and render academic and practical assistance to regional schools and other organizations. They also participate in community activities, such as scientific, artistic, and literary programs and are professionally active in many other ways in building a better educated, more culturally enriched, and more prosperous region.

Francis Marion University, an institution of approximately 4,000 students, is small enough to provide individualized attention to a diverse range of traditional and non-traditional students, yet large enough to make available to students, staff, faculty, and the regional community a broad variety of academic and cultural resources. Thus, Francis Marion University combines the advantages of a small liberal arts college with the resources of a public university.

Appendix B

Items for Evaluation of the Chair/Dean

Consider each of these statements concerning your chair/dean, and use the following scale to indicate the extent to which you agree that the statements are accurate descriptions of him:

1=Strongly Disagree 3=Neutral 5=Strongly Agree
2=Disagree 4=Agree 6=I choose not to rate this item.

Darken the circle on the NCS General Purpose Answer Sheet that corresponds to your choice for a given item. Be sure to use a #2 lead pencil.

Leadership Style

My chair/dean ...

1. Recognizes and rewards faculty fairly.
2. Holds effective and timely department/school meetings.
3. Includes faculty in decision-making process.
4. Exercises fairness in making course assignments during Fall, Spring, and Summer sessions.
5. I rate the administrator's overall performance in this section as good.

Performance of Duties

My chair/dean ...

6. Develops departmental/school budget with appropriate faculty input.
7. Handles the budget fairly and wisely.
8. Supports curriculum changes when needed.
9. Evaluates faculty fairly including annual merit ratings.
10. Encourages and supports faculty research and scholarship.
11. Assesses department/school needs and sets goals.
12. Provides encouragement to the faculty members of the department.
13. Facilitates obtaining grants and contracts.
14. I rate the administrator's overall performance in this section as good.

Interpersonal Skills

My chair/dean ...

15. Fosters positive faculty morale as a priority.
16. Uses discretion in handling confidential matters.
17. Communicates readily and easily with individuals.
18. Keeps abreast of ideas and new developments in discipline and profession that affect department/school.
19. Acknowledges own mistakes.
20. Leads department/school with input from the faculty and staff.
21. I rate the administrator's overall performance in this section as good.

Status and Progress of My Department/School

My chair/dean ...

22. Possesses skills and knowledge necessary to evaluate teaching.
23. Effectively represents departmental/school needs to the university.

24. Supports faculty community involvement.
25. Exercises leadership in the development of a long-term plan for program enhancement.
26. I rate the administrator's overall performance in this section as good.

Comments: Use the back of this sheet or attach another sheet.

Appendix C

An Overview of the Governance Process at FMU: The Movement of a Proposal from Initiation to Implementation

