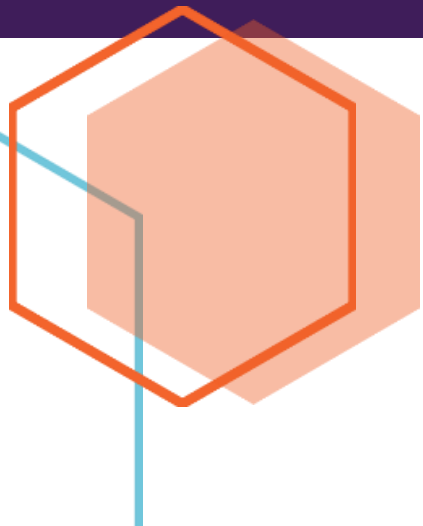


# Support Services: Student, Academic & Administrative Institutional Effectiveness Report **Francis Marion University**

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**Director of Institutional Effectiveness**  
**Academic Year 2018-19**

The academic, student, and administrative support services units at Francis Marion University are committed to ongoing continuous improvement. All units engage in a process that involves regular review of operational activities, establishment of goals and outcomes, assessment of outcomes, validation of results, and designing planned improvements based on assessment results.





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## Introduction

All 25 academic & student support units and 15 administrative support units submitted yearly Institutional Effectiveness reports for 2018-19 academic year. The reports represented the following administrative areas across campus: i.) Provost Office, ii.) Vice President for Administration and Planning iii.) Vice President for Business Affairs, iv.) Vice President for Development & Executive Director of Foundations, v.) Vice President for Enrollment Management, vi.) Vice President for Student Affairs, vii.) Vice President for University Communications viii.) University Attorney, and ix.) Director of Athletics. *Table 1* provides the represented academic and student support services reports, while *Table 2* provides the represented administrative support service reports by administrative office, office/unit, preparer, preparer's email and reports submitted from 2015 to 2018 Institutional Effectiveness (IE) cycles. Following, the report expands by presenting the components of an IE report (*Figures 1 & 2*), IE academic cycle (*Figure 3*), workshops and surveys conducted (*Table 3*), assessment of reports (*Tables 5, 6, 7 8, and 9, and Figure 4 & 5*), and student exit survey results (*Tables 10 & 11*) for the 2018-19 IE academic cycle.

For the 2018-19 IE academic cycle, the majority of the support service units provided four or more desired outcomes. A total of 139 academic & student support-service-desired outcomes and 95 administrative support service desired outcomes were identified for this cycle. To provide continuous improvement across all support services, each unit's desired outcome was mapped to FMU's planned assumptions along with the population impacted across campus (See *Tables 8 & 9*). The cumulative report and its findings will be presented during yearly meetings and workshops for 2019-20 IE academic cycle to address areas of improvement.

**Table 1: Academic & Student Support Services 2018-19 Reports**

Administrative Office	Academic & Student Support Services		Preparer	Email	Submitted Reports			
					2015-16	2016-17	2017-18	2018-19
Provost - Peter King	James A. Rogers Library		Demetria Pearson	dpearson@fmarion.edu			*	*
	CASA	Career Development	Jennifer Kunka & Ronald Miller	jkunka@fmarion.edu jphilips@fmarion.edu			*	*
		Tutoring Center	Jennifer Kunka & Lee Philips	jkunka@fmarion.edu jphilips@fmarion.edu				
		Writing Center	Jennifer Kunka	jkunka@fmarion.edu & meynolds@fmarion.edu				
		Advising	Jennifer Kunka	jkunka@fmarion.edu				
	International Studies		Mark Blackwell & Melissa Dungan	jblackwell@fmarion.edu & melissa.Dungan@fmarion.edu				*
	Registrar		Ann Williams	awilliams@fmarion.edu	*	*	*	*
VP Administration and Planning - Charlene Wages	Instructional Technology		John Dixon	jdixon@fmarion.edu	*	*	*	*
	Office of Counseling & Testing		Rebecca Lawson	rlawson@fmarion.edu			*	*
	Campus Technology		John Dixon	jdixon@fmarion.edu	*	*	*	*
	Campus Police		Donald Tarbell	dtarbell@fmarion.edu	*	*	*	*
VP Business Affairs - Jay Kispert	Financial Assistance		Kim Ellisor	kellisor@fmarion.edu			*	*
	Auxiliary Services	Bookstore	Eric Garris	egarris@fmarion.edu		*	*	*
		Dining Services						
	Housing and Residence Life		Cheryle Tuttle	ctuttle@fmarion.edu			*	*
		Michael Clark	michael.clark@fmarion.edu					
VP Development & Executive Director of Foundations - Darryl Bridges	Student Health Services		Sharon Walters	swalters@fmarion.edu				*
VP Enrollment Management - Alissa Warters	Admissions		Jamee Hunt	jhunt@fmarion.edu			*	*
VP Student Affairs - Teresa Ramey	Student Life	International Student & Multicultural Affairs	Christopher Kennedy Teresa Ramey Daphne Carter-McCrants Alex McGill Kevin Shupp LaTasha Brand	ckennedy@fmarion.edu kevin.shupp@fmarion.edu lbrand@fmarion.edu			*	*
		Student Services or Student Life						
		Dean of Students						
University Attorney – Jonathan Edwards	Ombudsman		Catherine Barnette	ombudsman@fmarion.edu				*
Director of Athletics - Murray Hartzler	Athletics	Athletics	Murray Hartzler	mhartzler@fmarion.edu	*	*	*	*
	Campus & Recreational Services	University Center	Dean Blackburn	dblackburn@fmarion.edu				*
		Campus Recreational Services	Derrick Young	dyoung@fmarion.edu				*

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**Table 2: Administrative Support Services 2018-19 Reports**

Administrative Office	Office	Preparer	Email	Submitted Reports			
				2015-16	2016-17	2017-18	2018-19
Provost Office - Peter King	Provost Office	Christopher Kennedy	ckennedy@fmarion.edu	*	*	*	*
	Grants Development	Jane Madden	hmadden@fmarion.edu				
	McNair Center for Research & Services	Christopher Johnson	cjohnson@fmarion.edu		+		*
VP Administration and Planning - Charlene Wages	Human Resources, Affirmative Action and Title IX	Charlene Wages	cwages@fmarion.edu			*	*
	Office of Planning	Cheri Richardson	crichardson@fmarion.edu				*
	Institutional Effectiveness	Minerva Brauss	mbrauss@fmarion.edu	*	*	*	*
	Institutional Research	Neidi McHugh	mchugh@fmarion.edu	*	*		*
	Inventory	Brigid Kennedy	bkennedy@fmarion.edu				*
VP Business Affairs - Jay Kispert	Financial Services	R. Thomas Welch	rwelch@fmarion.edu	*		*	*
	Purchasing	Paul MacDonald	pmacdonald@fmarion.edu	*	*	*	*
	Facilities Management	Ralph Davis	rdavis@fmarion.edu	*	*	*	*
	Accounting and Payroll	Cathy Swartz	cswartz@fmarion.edu	*	*	*	*
VP University Communications - Tucker Mitchell	Communications and Office Services	Mat Mccoll	mmccoll@fmarion.edu				*
VP Development & Executive Director of Foundations - Darryl Bridges	Development, Community Relations & Foundation	Darryl Bridges Mat Mccoll Josh Lloyd Frank Larrimore	dbridges@fmarion.edu mmccoll@fmarion.edu jlloyd@fmarion.edu flarrimore@fmarion.edu				*

## Components of an IE Report

*Figure 1* identifies the components of an Institutional Effectiveness (IE) report for academic, student and administrative support services at Francis Marion University, while *Figure 2* illustrates the template of an IE report. Each report identifies its individual unit along with its i.) Mission Statement, ii.) Goals, iii.) Desired Outcomes, iv.) Assessment Methods and Procedures, v.) Results, and vi.) Planned Improvements Based on Assessment Results/Action Items. An explanation of the components of an IE report is given below.

### **Components of an Academic, Student and Administrative Support Services IE Report**

- i.) *Mission Statement* - The mission statement is limited to a short paragraph and aligns with the university's mission statement or strategic plan.
- ii.) *Goals* - Each academic, student and administrative unit identifies at least 4 goals that are aligned with the unit's mission statement.
- iii.) *Desired Outcomes* – One or more desired outcomes are identified for each goal (for a total of 4 or more desired outcomes). Each desired outcome is derived from either student learning outcomes, performance operational outcomes, and/or task operational outcomes that depend on the specific academic, student and administrative support service. All desired outcomes are measurable and aligned with their particular goal.
- iv.) *Assessment Methods and Procedures* - Assessment methods and procedures are determined for each desired outcome along with a baseline, benchmark and target. The baseline (past) is a measure determined from result(s) of previous year(s) data, the benchmark (present) provides the measure desired for the current academic year, and the target (future) provides a

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measure the unit would like to reach in the future. The assessment methods and procedures should be able to measure the desired outcomes.

v.) *Assessment Results* – The findings of the assessment results are discussed. The sample size and population size are identified. The assessment results are compared to the benchmark and target.

vi.) *Planned Improvements Based on Assessment Results* - Planned improvements (or action items) for the unit are based on the assessment results. Each unit uses the assessment results to locate barriers or areas to monitor, remediate or improve. Action items pinpoint these barriers or areas that might exist and indicate the steps that will be taken to monitor, remediate, or improve. Each unit seeks to improve based on their assessment results.

*Figure 1: Components of an IE Report*

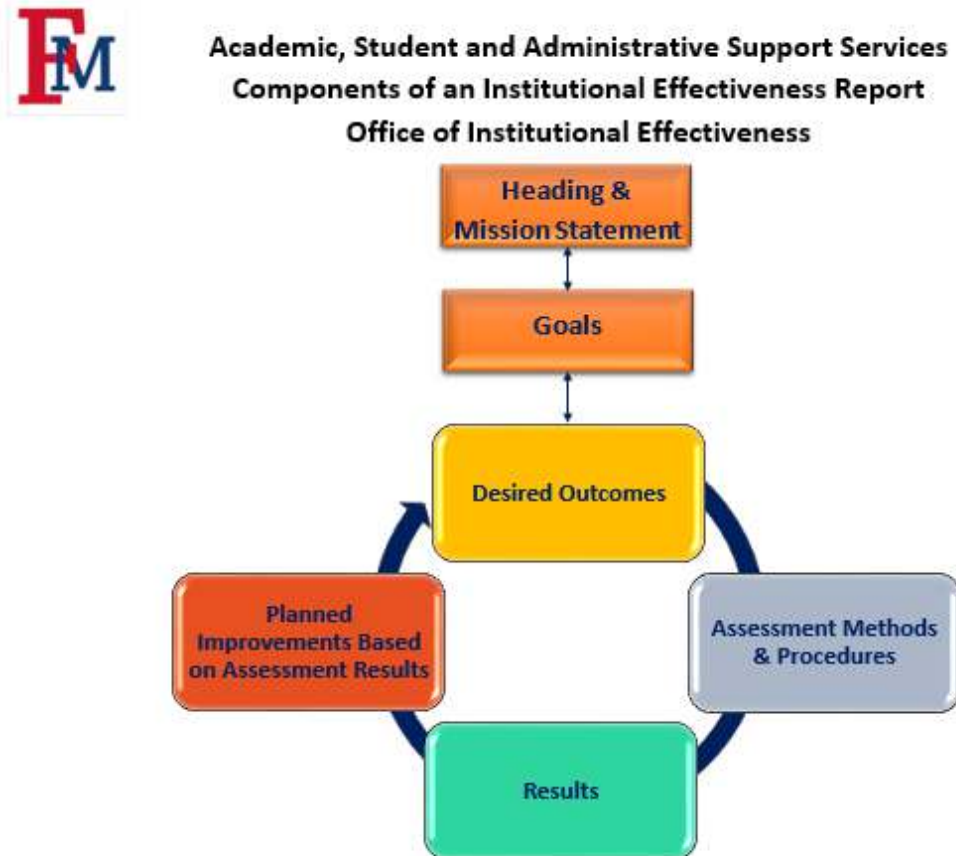





Figure 2: Support Services' IE Template

 <b>FRANCIS MARION UNIVERSITY</b> OFFICE OF [                    ] <b>IE DEPARTMENTAL ASSESSMENT PLAN</b>				
<b>ASSESSMENT PLAN PERIOD:</b> July 1, 2018- June 30, 2019				
<b>DEPARTMENTAL MISSION STATEMENT:</b>				
Goal	Desired Outcome	Assessment Methods and Procedures	Results	Planned Improvements Based on Assessment Results/Action Items

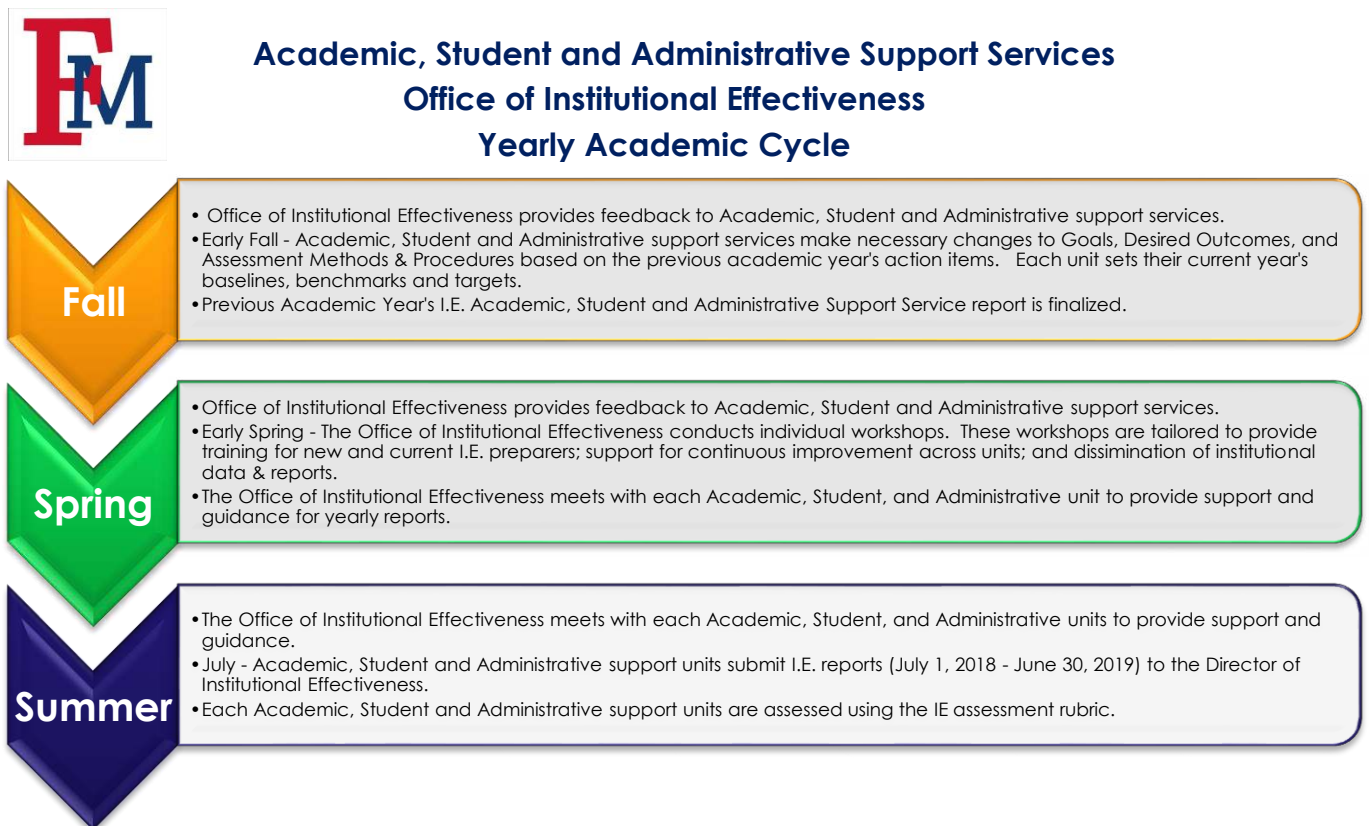




## Academic Cycle

The academic cycle for IE reports is a full calendar year from July 1 to June 30. The latest academic-reporting cycle was from July 1, 2018 to June 30, 2019. Each unit receives constant feedback by providing i.) support to new and returning preparers ii.) workshops tailored to improve the preparers' understanding of the synthesis of the components making up an IE report, iii.) a common language (e.g., baselines, benchmarks, and targets), across units, that clarifies, categorizes, and standardizes the components of an IE report, iv.) supporting material to aid in the creation of yearly reports and v.) collection, analysis, and dissemination of current data that helps to identify and support the institution's regional, national and international needs. *Figure 3* below illustrates academic, student, and administrative support services units IE Academic Cycle.

**Figure 3: Support Services: Academic, Student, and Administrative IE Academic Cycle**





## Workshops & Survey Results

In the 2018-19 academic cycle, five workshops were conducted by the Office of Institutional Effectiveness. There were four Academic & Student Support Services workshops and one Administrative Support Services workshop. The main topics of each workshop were tailored to the support service unit of the preparers. General information at the workshop was also presented concerning i.) the university's mission statement and strategic plan, ii.) the results of the exit surveys for the springs of 2016, 2017, and 2018, iii.) the number of degrees awarded for the 2017-18 academic year, iv.) the student engagement in activities and programs around campus, v.) specific examples of expected outcomes, methods, results and action items and, vi.) the alignment and standardization of the components of an IE report.

Initial meetings with preparers were also set up in the 2018-19 academic cycle i.) to greet the preparers, ii.) address their concerns, iii.) outline and emphasize the IE report structure, and iv.) assist and guide in the changes, development, and direction of each unit's IE report. For each unit, after an initial meeting with the preparers of that unit, several one-on-one, follow-up meetings were conducted.

Workshops and initial meetings were assessed for satisfaction and improvement using the four questions: i.) "My questions regarding the I.E. report writing process were answered to my satisfaction.", ii.) "How do you rate the helpfulness of the information provided in today's workshop?", iii.) "How do you rate the clarity of the information provided in today's workshop?", iv.) "How do you rate your overall satisfaction with today's workshop?". A 7 point Likert Scale was used for the first question (1-Strongly Disagree to 7-Strongly Agree), while question 2-4 were based on a Likert scale from 1-10 (1-not very to 10-extremely). These questions were followed by 2 open-ended questions used to improve future workshops. A total of 17 participants voluntarily submitted surveys rating their



perception of the workshop or initial meeting. On the Likert Scale of 1 to 7 for question (i) participants on average rated a 6.7 out of 7. Questions (ii), (iii), and (iv) had an 8.4, 8.5 and 8.6 average score respectively on the Likert Scale of 1 to 10. The results of questions (i) – (iv) are given in *Table 3*. Answers to the two open-ended questions are shown in *Table 4*. The template of the survey can be found in *Appendix A*.

**Table 3: Survey Results for IE Workshops and Initial Meetings (Questions 1-4)**



**Office of Institutional Effectiveness  
Academic Year 2018-19  
IE Workshop Surveys**

Survey Questions	Survey Participants (n)	Average from those who responded
<b><i>Question 1:</i></b> My questions regarding the I.E. report writing process were answered to my satisfaction. Likert scale from 1 (Strongly Disagree) to 7 (Strongly Agree).	12	<b>6.7</b>
<b><i>Question 2:</i></b> On a scale of 1-10 where 1 is not very helpful and 10 is extremely helpful, how do you rate the helpfulness of the information provided in today's workshop?	17	<b>8.4</b>
<b><i>Question 3:</i></b> On a scale of 1-10 where 1 is not very clear and 10 is extremely clear, how do you rate the clarity of the information provided in today's workshop?	17	<b>8.5</b>
<b><i>Question 4:</i></b> On a scale of 1-10 where 1 is not at all satisfied and 10 is extremely satisfied, how do you rate your overall satisfaction with today's workshop?	17	<b>8.6</b>

\* n = 17 out of N= 41 Offices



**Table 4: Survey Results for IE Workshops and Initial Meetings (Questions 5 & 6)**



**Office of Institutional Effectiveness  
Academic Year 2018-19  
IE Workshop Surveys**

Do you have any suggestions on how to improve the information provided in today's workshop?	Do you have any additional comments and/or concerns that you would like to share with the I.E. office?
Hard to read Power Point and handouts. Type is too small.	Student activity: Internship/Resume/Career Development Course for all seniors (similar to senior seminar)
For general sessions good but needs to be more specific for diversity of groups.	Dr. Brauss was very clear in her explanations of what is needed for our IE report, further she listened to me and seemed to sincerely understand my questions during the meeting.
Bookstore relationships across the university; as well as participation	Thank you for a polite and professional meeting.
Great Job!	No
Have a webinar or conference call to include more people.	N/A
Send the high points in advance and then discuss them.	No
More examples, perhaps a pre-filled I.E. report.	
The Baseline/Benchmark/Target concept is clear in theory, but it is unclear how some goals can truly be measured in this manner.	
None	
No	
N/A	
None	

\* n = 17 out of N= 41 Offices

Based on answers to the open-ended questions (see *Table 4*), the Office of Institutional Effectiveness will, in the upcoming calendar year, address future workshops and initial meetings by

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- Improving workshop settings and technology to effectively present, illustrate, and accommodate preparers of each unit.
- Introducing and implementing interactive peer-to-peer learning workshops.
- Highlighting example units, during workshops, that have created IE reports that have been identified as role model reports with respect to their success at i.) addressing the alignment of report components, ii.) identifying and defining baselines, benchmarks and targets, iii.) developing and enhancing goals, desired outcomes, assessment methods, results and action items.

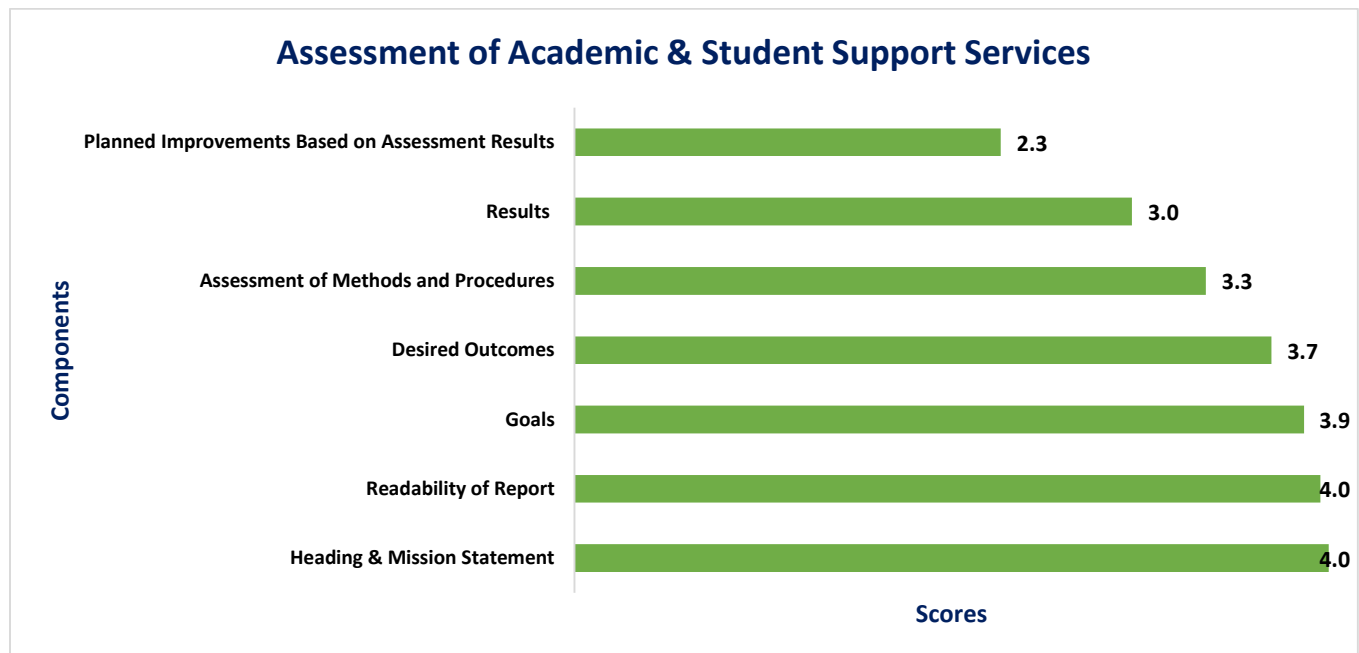


## Assessment of Reports

Each academic, student, and administrative support service's IE report was assessed using a rubric consisting of seven components on a 0 to 4 Likert Scale (0 – Not Evident, 1 – Inadequate, 2 – Emerging, 3 – Proficient and 4 – Exemplary). Each report was assessed for i.) heading & mission statement ii.) readability of report iii.) goals iv.) desired outcomes v.) assessment of methods and procedures vi.) results and vii.) planned improvements based on assessment results. *Table 5* identifies the seven components along with the rubric for assessing them.

*Figure 4* illustrates the average scores for the components measured for the 2018-19 academic, and student support services. The components with the lowest scores on the Likert Scale (0 to 4) are Planned Improvements Based on Assessment Results (2.3) and Results (3.0); while the components with the highest scores are Readability of Report (4.0) and Heading & Mission Statement (4.0). *Table 6* shows the individual unit's scores for the academic and student support services.

***Figure 4: Average Score for Components Measured – Support Services: Academic & Student***

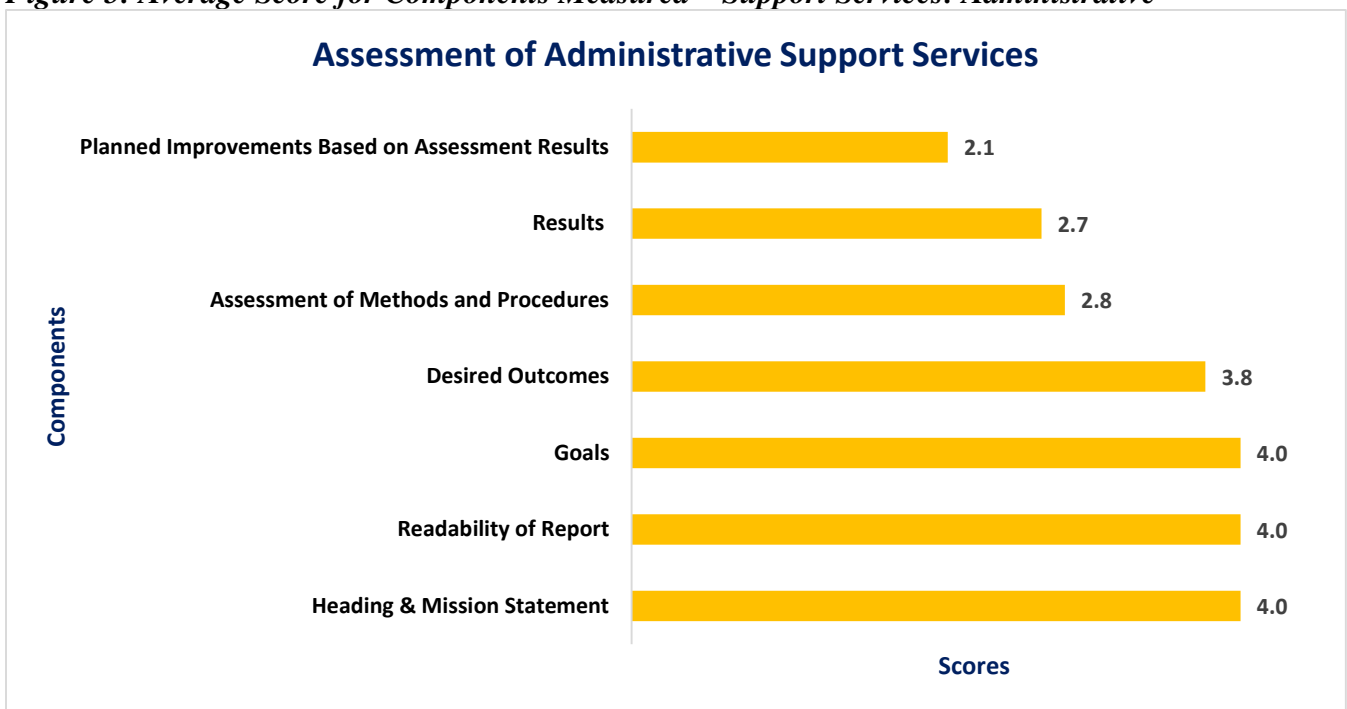


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On-the-other-hand, *Figure 5* illustrates the average scores for the components measured for the 2018-19 administrative support services. The components with the lowest scores on the Likert Scale (0 to 4) are Planned Improvements Based on Assessment Results (2.1) and Results (2.7); while the components with the highest scores are Goals (4), Readability of Report (4.0) and Heading & Mission Statement (4.0). Table 7 shows the individual unit's scores for the academic and student support services.

**Figure 5: Average Score for Components Measured – Support Services: Administrative**



The majority of the support service units provided four or more desired outcomes. A total of 139 academic & student support-service-desired outcomes and 95 administrative support service desired outcomes were identified for 2018-19 academic cycle. To provide continuous improvement across all support services, each unit's desired outcome was mapped to FMU's planned assumptions along with the population impacted across campus (See *Tables 8 & 9*). There are thirteen FMU plan assumptions – 1.) Academic Focus, 2.) Student Body, 3.) Resources, 4.) Technology, 5.) Image, 6.) Athletics,

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7.) Diversity, 8.) Faculty, Staff & Administrative Development, 9.) Physical Campus, 10.) Community Relations, 11.) Campus Governance, 12.) Student Development and 13.) Arts & Culture. These findings will be forwarded to individual units via email, peer-to-peer workshops, and initial and on-going meetings. The goal for this exercise is to engage units to address the university's needs via the university's plan assumptions, goals, objectives strategies, strategic plan, and FMU's mission statement.



Table 5: Rubric for Support Services: Student, Academic and Administrative



## Components & Quick Facts of an Institutional Effectiveness Report

### Student, Academic, & Administrative Support Services (8.2.c & 7.3) - Assessment Rubric

Components	Rubric
<b>Heading &amp; Mission Statement</b>	<p><b>Exemplary (4)</b> - Seven report sections were included. Report was in proper order. Mission Statement aligned with FMU's Mission Statement/Strategic Plan</p> <p><b>Proficient (3)</b> - Five report sections were included. Report was in proper order. Mission Statement aligned with FMU's Mission Statement/Strategic Plan</p> <p><b>Emerging (2)</b> - Three report sections were included. Report sections included were not in the proper order. Mission Statement aligned with FMU's Mission Statement/Strategic Plan</p> <p><b>Inadequate (1)</b> - Two report sections were included. Report sections included were not in the proper order. Mission Statement does not aligned with FMU's Mission Statement/Strategic Plan</p> <p><b>Not Evident (0)</b> - Fewer than two sections were included. Mission Statement does not aligned with FMU's Mission Statement/Strategic Plan</p>
<b>Readability of Report</b>	<p><b>Exemplary (4)</b> - Report was written for a broad audience and contained no jargon. Report was concise and did not contain unnecessary information. 100% of the section headings and transitions were clear.</p> <p><b>Proficient (3)</b> - Report was written for a broad audience and contained little jargon. Report was concise but contained unnecessary information. 75% of the section headings and transitions were clear.</p> <p><b>Emerging (2)</b> - The report was technical and not written for a broad audience and contained too much jargon. Report was overly verbose. 50% of section headings and transitions were clear.</p> <p><b>Inadequate (1)</b> - The report was far too technical and not written for a broad audience and contained far too much jargon. Report was verbose. 25% of section headings and transitions were clear.</p> <p><b>Not Evident (0)</b> - The report was poorly organized. The report was unreadable. 0% of section headings and transitions were clear.</p>

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Components	Rubric
<b>Goals</b>	<p><b>Exemplary (4)</b> - At least four Goals are identified. 100% of the Goals are aligned with the Mission Statement.</p> <p><b>Proficient (3)</b> - At least four Goals are identified. 75% of the Goals are aligned with the Mission Statement.</p> <p><b>Emerging (2)</b> - At least three Goals are identified. 75-100% of the Goals are aligned with the Mission Statement.</p> <p><b>Inadequate (1)</b> - At least three Goals are identified. Less than 50% of the Goals are aligned with the Mission Statement.</p> <p><b>Not Evident (0)</b> - No Goals are identified.</p>
<b>Desired Outcomes</b>	<p><b>Exemplary (4)</b> - At least four Desired Outcomes are identified. 100% of the Desired Outcomes are quantifiable and aligned with the Goals.</p> <p><b>Proficient (3)</b> - At least four Desired Outcomes are identified. 75% of the Desired Outcomes are quantifiable and aligned with the Goals.</p> <p><b>Emerging (2)</b> - At least three Desired Outcomes are identified. 50% of the Desired Outcomes are quantifiable and aligned with the Goals.</p> <p><b>Inadequate (1)</b> - At least two Desired Outcomes are identified. 25% of the Desired Outcomes are quantifiable and aligned with the Goals.</p> <p><b>Not Evident (0)</b> - No Desired Outcomes are identified. No evidence that the standard of performance is quantified for each stated Desired Outcome.</p>
<b>Assessment Methods and Procedures</b>	<p><b>Exemplary (4)</b> - Explained the methods and the procedures that were used to assess each outcome.  <i>Baseline:</i> 100% of Baselines (Past) are stated and quantified based on previous academic year(s).  <i>Benchmark:</i> 100% of Benchmarks (Present) are related to data from prior academic year(s). Benchmarks are realistic based on prior year performance and proposed service upgrade.  <i>Target:</i> 100% of Targets (Future) are stated and quantified. Targets are realistic based on future improvements needed or proposed.</p> <p><b>Proficient (3)</b> - Explained the methods and the procedures that were used to assess each outcome.  <i>Baseline:</i> 75% of Baselines (Past) are stated and quantified based on previous academic year(s).  <i>Benchmark:</i> 75% of Benchmarks (Present) are related to data from prior academic year(s). Benchmarks are realistic based on prior year performance and proposed service upgrade.  <i>Target:</i> 75% of Targets (Future) are stated and quantified. Targets are realistic based on future improvements needed or proposed.</p>

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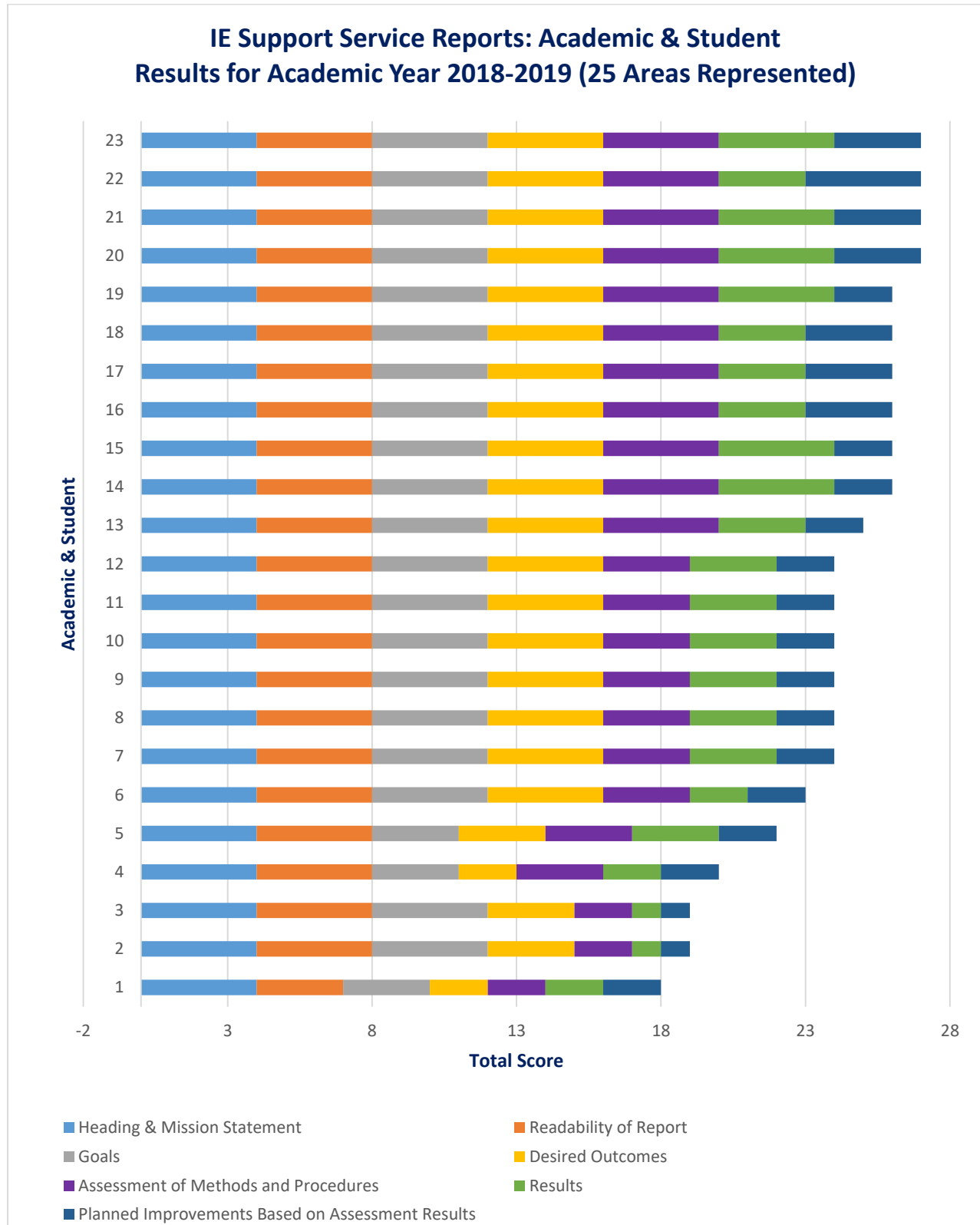
Components	Rubric
<p><b>Assessment Methods and Procedures Continues</b></p>	<p>Emerging (2) - Explained some of the methods and the procedures that were used to assess each outcome but not clear.                      Baseline: 50% of Baselines (Past) are stated and quantified based on previous academic year(s).                      Benchmark: 50% of Benchmarks (Present) are related to data from prior academic year(s). Benchmarks are realistic based on prior year performance and proposed service upgrade.                      Target: 50% of Targets (Future) are stated and quantified. Targets are realistic based on future improvements needed or proposed.</p> <p>Inadequate (1) - Did not explain the methods and the procedures that were used to assess each outcome.                      Baseline: 25% of Baselines (Past) are stated and quantified based on previous academic year(s).                      Benchmark: 25% of Benchmarks (Present) are related to data from prior academic year(s). Benchmarks are realistic based on prior year performance and proposed service upgrade.                      Target: 25% of Targets (Future) are stated and quantified. Targets are realistic based on future improvements needed or proposed.</p> <p>Not Evident (0) - No coverage of methods and the procedures were not evident.                      Baseline: 0% of Baselines (Past) are stated and quantified based on previous academic year(s).                      Benchmark: 0% of Benchmarks (Present) are related to data from prior academic year(s). Benchmarks are realistic based on prior year performance and proposed service upgrade.                      Target: 0% of Targets (Future) are stated and quantified. Targets are realistic based on future improvements needed or proposed.</p>
<p><b>Results</b></p>	<p><b>Exemplary (4)</b> - 100% of the results are aligned with the assessment methods. Results are presented for 100% of the assessment methods.</p> <p><b>Proficient (3)</b> - 75% of the results are aligned with the assessment methods. Results are presented for 75% of the assessment methods.</p> <p><b>Emerging (2)</b> - 50% of the results are aligned with the assessment methods. Results are presented for 50% of the assessment methods.</p> <p><b>Inadequate (1)</b> - 25% of the results are aligned with the assessment methods. Results are presented for 25% of the assessment methods.</p> <p><b>Not Evident (0)</b> - 0% of the results are aligned with the assessment methods. Results are presented for 0% of the assessment methods.</p>

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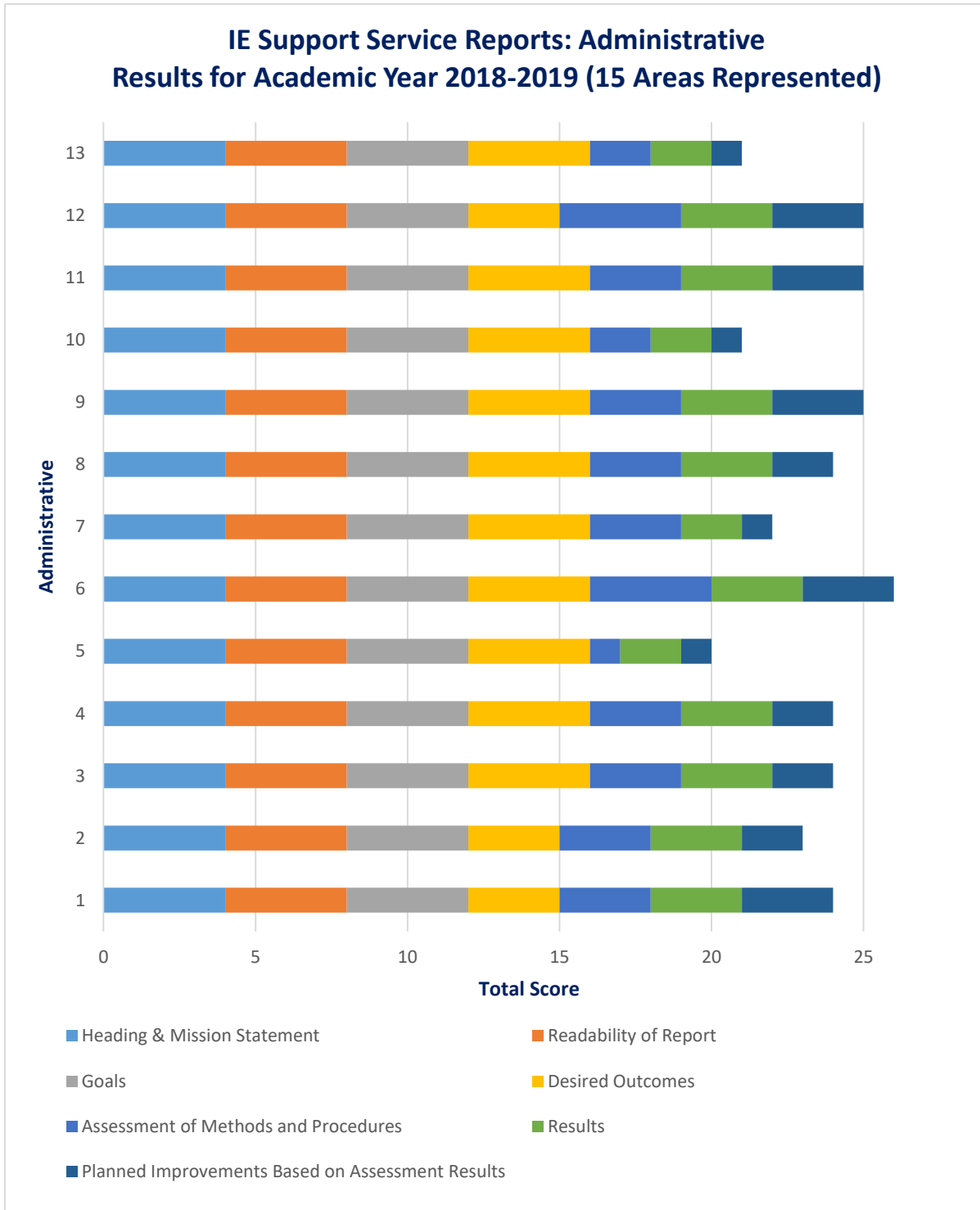
Components	Rubric
<p><b>Planned Improvements Based on Assessment Results</b></p>	<p><b>Exemplary (4)</b> - 100% of the actions are directly linked to stated results. 100% of the actions linked to specific the desired outcomes.</p> <p><b>Proficient (3)</b> - 75% of the actions are directly linked to stated results. 75% of the actions linked to specific the desired outcomes.</p> <p><b>Emerging (2)</b> - 50% of the actions are directly linked to stated results. 50% of the actions linked to specific the desired outcomes.</p> <p><b>Inadequate (1)</b> - 25% of the actions are directly linked to stated results. 25% of the actions linked to specific the desired outcomes.</p> <p><b>Not Evident (0)</b> - 0% of the actions are directly linked to stated results. 0% of the actions linked to specific the desired outcomes.</p>

**Figure 6: Assessment of Support Services: Academic & Student**





**Figure7: Assessment of Support Services: Administrative**



**Desired Outcomes, Plan Assumptions, and Population Impacted**  
**Table 8: Support Services: Academic and Student**



**Plan Assumptions and Population Impacted by Desired Outcomes**  
**Student and Academic Support Services**  
**Office of Institutional Effectiveness**  
**Francis Marion University**

<b>Unit</b>	<b>Desired Outcome</b>	<b>Plan Assumptions</b>	<b>Population Impacted</b>	<b># of Outcomes</b>
<b>Library</b>	1.) 90% of students will indicate "yes" on the biennial survey of students when asked "Do you find the materials and software you need for classroom assignments?" This survey is completed every two years, and has been for decades. Past surveys may be found in the library's annual reports.	2 - Student Body 3 - Resources 4 - Technology 11 - Campus Governance 12 - Student Development	Students	<b>5</b>
	2.) The library will have more than 1,760,317 searches in online databases for FY 2018-19.	2 - Student Body 3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students, Faculty, Staff & Administration	
	3.) Students will rate library group instruction as being good or excellent for a majority of responses to a library student survey.	1 - Academic Focus 2 - Student Body 3 - Resources 12 - Student Development	Students	
	4.) The library will have more than 11,766 e-book accessions for FY 2018-19. Our e-book collections often include more recent books, with more up-to-date information, and as such should be receiving more sessions than our print circulating collections.	1 - Academic Focus 2 - Student Body 3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students, Faculty, Staff & Administration	

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	5.) On a biennial survey, 51% of faculty respondents will indicate that library instruction of their students is effective.	1 - Academic Focus 2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students, Faculty	
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<b>CASA - General Goals &amp; Assessment</b>	Desired outcome: 68% of first-year students continue to their second year at FMU.	1 - Academic Focus 2 - Student Body 5 - Image 12 - Student Development	First-Year Students	<b>2</b>
	Desired outcome: Improve the 6-year graduation rate to 45.00%. FMU's 6-year graduation rate for the 2010 cohort was 40.00%. FMU's 6-year graduation rate for the 2011 cohort was 37.46%. FMU's 6-year graduation rate for the 2012 cohort was 39.1%.	1 - Academic Focus 2 - Student Body 5 - Image 12 - Student Development	Students	
<b>CASA - Advisement</b>	Desired outcome: 80.00% of students know and understand their major and degree requirements	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	<b>10</b>
	Desired outcome: 90.00% of students receive help in selecting courses and creating a plan of study for their major.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Desired outcome: 80.00% of students know how to interpret the degree audit to help with degree planning and tracking their academic progress.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	



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	Desired outcome: 70.00% of students understand relevant university policies, procedures, and deadlines and feel more confident in navigating the university.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Desired outcome: 75.00% of students will report feeling more confident in navigating university resources due to advisement.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Desired outcome: 90.00% of students have a plan for the next stage in their college careers .	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Desired outcome: 85.00% of students are able to make decisions regarding their academic futures.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Desired outcome: 85.00% of students report receiving friendly assistance and high-quality assistance from CASA Advising.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students and Staff	
	Desired outcome: 100 unique students will attend the CASA Workshop Series during the academic year.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	

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	Desired outcome: 20% of FT faculty and staff members utilize the Early Alert system.	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, and Staff	
<b>CASA-Tutoring Center</b>	Desired outcome: 90.00% of students report that their tutor answered questions to help them better understand course material.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	<b>8</b>
	Desired outcome: 90.00% of students rate their tutorials as good or excellent.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	
	Desired outcome: 90.00% of students indicate they have an improved understanding of the concepts/subject matter discussed during tutorials as a result of their Tutoring Center tutorials.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	
	Desired outcome: 70.00% of student tutorials involve practicing problems during their tutorials.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	

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	Desired outcome: 90.00% of students feel more confident as a result of their Tutoring Center tutorials.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	
	Desired outcome: 80.00% of students submit feedback forms after their tutorial is complete.	2 - Student Body 12 - Student Development	Students	
	Desired outcome: 20.00% of full-time enrolled undergraduates use the Tutoring Center for academic assistance.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Full-Time Students, Tutors and Staff	
	Desired outcome: 35.00% of first-year undergraduates use the Tutoring Center for academic assistance.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	First-Year Undergraduate Students, Tutors and Staff	
<b>ASA - Writing Center</b>	Desired outcome: 90.00% of students report receiving knowledgeable assistance from the Writing Center.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	<b>9</b>
	Desired outcome: 90.00% of students believe they have an improved understanding of their writing task as a result of their Writing Center tutorial.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff	

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Desired outcome: 90.00% of students had a plan for the next step in their writing process as a result of their Writing Center tutorial.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff
Desired outcome: 15.00% of students reported producing text during their tutorials.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff
Desired outcome: 90.00% of students feel more confident as a result of their Writing Center tutorials.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Tutors and Staff
Desired outcome: 25.00% of full-time undergraduate students use the Writing Center for tutorial assistance.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Full-Time Undergraduate Students, Tutors and Staff
Desired outcome: 25.00% of FTE use the Writing Center for all services.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	FTE Students, Tutors and Staff
Desired outcome: 5.00% of students enrolled in English 101, 101E, and 102 participate in Write on Target each semester.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students enrolled in English 101, 101E, and 102

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	Desired outcome: 85.00% of non-native-English-speaking student athletes enroll in the Writing Center's focused program to improve their communication skills.	1 - Academic Focus 2 - Student Body 3 - Resources 6 - Athletes 7 - Diversity 10 - Community Relations 11 - Campus Governance 12 - Student Development	Non-Native-English-Speaking Student Athletes	
<b>CASA - Career Development</b>	Desired outcome: 90.00% of students reported receiving friendly, professional, and knowledgeable assistance in Career Development.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	<b>10</b>
	Desired outcome: 90.00% of students agree the staff answered their questions and provided helpful advice.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	
	Desired outcome: 90.00% of students would recommend that others use Career Development's services.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	
	Desired outcome: 85.00% of students have a better understanding of how they can prepare for an opportunity, job, or career due to the help they received in Career Development.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	
	Desired outcome: 85.00% of students more confident in their ability to make decisions that will advance their professional aspirations due to the help they received in Career Development.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	

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	Desired outcome: 30.00% of students visiting Career Development receive help with selecting a major and gathering information about career paths.	2 - Student Body 3 - Student Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	
	Desired outcome: 15.00% of full-time undergraduate enrollment participate in counseling appointments and career fairs.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Full-Time Undergraduate Students and Staff	
	Desired outcome: 25.00% of first-year students visit Career Development for career coaching.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	First-Year Students, and Staff	
	Desired outcome: 40 students visit for mock interviews.	1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students & Staff	
	Desired outcome: 85.00% of post-appointment surveys will be submitted.	2 - Student Body 12 - Student Development	Students	
<b>International Studies</b>	Transfer all administrative tasks currently divided among the Director and Co-Coordinator to the new administrative assistant (organization of all outgoing and incoming applications, maintenance of SEVIS (Student Exchange Visitor Information System), communication between students, faculty, and exchange partners, maintenance of all MOAs (Memorandums of Understanding), exchange correspondence, and maintenance of FMU international Programs webpage).	2 - Student Body 3 - Resources 7 - Diversity 8 - Faculty, Staff & Administrative Development 12 - Student Development	International Students, Exchange Students, Faculty, and Staff	<b>5</b>

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	Sign memorandum of agreements (MOAs) with Carlow College, St. Patrick's (Ireland) and University College Cork (Ireland) to establish exchange opportunities for students interested in studying abroad, particularly those in Liberal Arts and Business.	1 - Academic Focus 2 - Student Body 3 - Resource 5 - Image 7 - Diversity 11 - Campus Governance 12 - Student Development 13 - Arts & Culture	Exchange Students, and Faculty	
	Re-sign the memorandum of agreement (MOAs) with current partners in the UK (De Montfort University), France (Université Caen Basse Normandie), and Coastal Carolina University in the USA, in order to continue exchange opportunities for students and faculty in these locations for students for the next three years..	1 - Academic Focus 2 - Student Body 3 - Resource 5 - Image 7 - Diversity 10 - Community Relations 11 - Campus Governance 12 - Student Development 13 - Arts & Culture	Exchange Students, and Faculty	
	Establish a program evaluation form to assess the overall satisfaction/dissatisfaction with the current international exchange program and focus on the areas which need improvement.	2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance 12 - Student Development	Exchange Students, and Faculty	
	Collect and organize all necessary paperwork required for recertification and complete the process before the deadline given.	1 - Academic Focus 2 - Resources 5 - Image 8 - Faculty, Staff & Administrative Development	Students, Faculty and Staff	
<b>Registrar</b>	Verify that 100% of graduates meet the degree requirements outlined in the FMU catalog.	1 - Academic Focus 2 - Student Body 11 - Campus Governance 12 - Student Development	Students	<b>4</b>
	Process transcript requests received in a timely and efficient manner. The goal is to process 100% of transcript requests within 2 business days.	1 - Academic Focus 2 - Student Body 11 - Campus Governance 12 - Student Development	Students	

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	Complete an ongoing process of continuous improvement in the analysis of course schedule plans with the goal of increasing enrollment and lessening the student's time to degree by 10% annually.	1 - Academic Focus 2 - Student Body 11 - Campus Governance 12 - Student Development	Students	
	Verify that all of students receiving Veteran's Administration benefits are certified by the tuition/fees payment deadline date or the 1st day of classes each term.	1 - Academic Focus 2 - Student Body 11 - Campus Governance 12 - Student Development	Veteran Students	
<b><i>Campus Technology - Instructional and Classroom Technology Services (ICTS)</i></b>	Student and faculty enrollment changes are reflected from Colleague to Blackboard in less than 30 minutes.	2 - Student Body 3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students, Faculty and Staff	<b>3</b>
	Platform is complete and deployed in CEMC 101A/B. Has been used by a least a dozen different faculty.	3 - Resources 8 - Faculty, Staff & Administrative Development	Faculty	
	Lockdown browser is a custom web browser that locks down the testing environment within Blackboard with the objective of preventing cheating during online exams by disabling print, and copy functions, access to other programs or website during an exam. Monitor is an optional extension that verifies the student taking the test is the student being graded and records video and audio of the complete testing session.	1 - Academic Focus 2 - Student Body 3 - Resources 4 - Technology 11 - Campus Governance 12 - Student Development	Students, Faculty and Staff	
<b>Counseling &amp; Testing</b>	A. Ninety percent (90%) of guests completing surveys at the end of each freshman orientation will endorse "strongly agree" or "agree" for the quality of each session and for the overall organization of orientation. B. From verbal feedback and the open comments section of the survey - reduced complaints about hydration for guests on warm days. C. From the open comments section of the survey and verbal feedback - reduced complaints about limited options for guests with mobility issues.	3 – Resources 9 – Physical Campus 10 - Community Relations	FMU Family/Guests	<b>8</b>



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	<p>Students with disabilities will learn self-advocacy skills and will use accommodations effectively.                      A. Retention for students with disabilities will equal the retention rate of first- to second-year students at FMU (approximately 69%).                      B. As a group, students with disabilities will have a mean GPA of 2.5 or higher.</p>	<p>1 - Academic Focus                      2 - Student Body                      5 - Image                      7 - Diversity                      12 - Student Development</p>	<p>Students with Disabilities</p>	
	<p>A. Maintain test integrity with no known incidents of cheating nor any loss of testing materials.                      B. Track use of testing room for students using accommodations under the Americans with Disabilities Act (ADA) versus non-ADA testing (e.g., faculty asking to use the testing room for students in online courses).</p>	<p>1 - Academic Focus                      2 - Student Body                      3 - Resources                      5 - Image                      7 - Diversity                      11 – Campus Governance                      12 - Student Development</p>	<p>Students, Students with Disabilities</p>	
	<p>A. At least 25% of clients will be male. B. At least 40% of clients will be minority students.</p>	<p>2 - Student Body                      7 - Diversity                      12 - Student Development</p>	<p>Male Students and Minority Students</p>	
<p><b><u>Campus Technology - Computer Applications and Data Services (CADS)</u></b></p>	<p>The different departments will check for accuracy, and sign off to confirm the accuracy of the data and its readiness for loading into the new ERP.</p>	<p>3 - Resources                      4 – Technology</p>	<p>Faculty, Staff and Administration</p>	<p><b>4</b></p>
	<p>The necessary configurations have been completed and Proxy is now live for students.</p>	<p>2 - Student Body                      3 - Resources                      4 - Technology                      12 - Student Development</p>	<p>Students</p>	
	<p>The CADS team will integrate the current eLeave system with the new Ellucian Colleague ERP.</p>	<p>3 - Resources                      4 - Technology                      8 - Faculty, Staff &amp; Administrative Development                      11 - Campus Governance</p>	<p>Faculty, Staff and Administration</p>	
	<p>Student and employee pictures have been added to the new ERP.</p>	<p>2 - Student Body                      3 - Resources                      4 - Technology                      8 - Faculty, Staff &amp; Administrative Development                      11 - Campus Governance                      12 - Student Development</p>	<p>Students, Faculty, Staff and Administration</p>	

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<b><u>Campus Technology - Desktop Support Services (DSS)</u></b>	A three question survey will be left behind by each desktop technician when making service calls. There is no current baseline, however the benchmark for 2018-2019 is 70% with a target of 85%.	8 - Faculty, Staff & Administrative Development	Faculty, Staff and Administration	<b>4</b>
	Refreshing classroom technology reduces the down time of aging computers. Therefore, in accordance with the refresh cycle, 13 classrooms and one computer lab (13 PCs & 12 Macs as baseline) with five-year old computers as the baseline will be refreshed. The benchmark will be May 30, 2019 to be 50% replaced and the target is 100% by June 30, 2019.	3 - Resources 4 - Technology	Students, Faculty, and Staff	
	A baseline of 25.27% was established in 2017-2018 by increasing the number of completed work order tickets from 621 to 30%. The target is decreased by 50% and the benchmark is 30%.	3 - Resources 4 - Technology	Students, Faculty, Staff and Administration	
	A baseline has not been established. The target is completing 90% of all service requests each year.	3 - Resources 4 – Technology 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students, Faculty, Staff and Administration	
<b><u>Campus Technology - Network Operations and Systems (NETOPS)</u></b>	To migrate our campus email platform by 100% to Office 365.	2 - Student Body 3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students, Faculty, Staff and Administration	<b>4</b>
	To upgrade the OneCard software to the latest version by Fall 2019	3 - Resources 4 - Technology	Students, Faculty, Staff and Administration	
	Add 3 new servers to our infrastructure to replace 2 outdated servers;	3 - Resources 4 – Technology	Students, Faculty, Staff and Administration	
	To upgrade 70% of servers off of Windows Server 2008	3 - Resources 4 - Technology	Students, Faculty, Staff and Administration	

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<b>Campus Police</b>	<p>A. The total number of reported incidents/crimes reported to Campus Police fluctuates no more than an increase or decrease of 15 reported incidents from the previous year.                  B. The number of National Incident Based Reporting 90-code crimes reported fluctuates no more than +/-10 incidents from the previous year.                  C. The number of National Incident Based Reporting 35A-code drug crimes fluctuates no more than +/-10 from the previous year.                  D. The number of all National Incident Based Reporting 23-code larceny crimes fluctuates no more than +/-10 incidents from the previous year.</p>	<p>3 - Resources                  5 - Image                  10 - Community Relations</p>	<p>Students, Faculty, Staff and Administration</p>	<b>12</b>
	<p>A. FMU PD staff have a cumulative 850 hours of training as a combined total from each person.                  B. Each full time communications staff employed for the entire reporting period received at least 10 hours of training.                  C. Members of the department will conduct at least 5 faculty or staff training sessions annually.                  D. Conduct at least 8 educational or safety events for the community.</p>	<p>2 - Student Body                  3 - Resources                  5 - Image                  8 - Faculty, Staff &amp; Administrative Development                  10 - Community Relations                  11 - Campus Governance                  12 - Student Development</p>	<p>Students, Faculty, Staff and Administration</p>	
	<p>A. All sworn officer's training records will be reviewed quarterly to ensure all required South Carolina Criminal Justice Academy recertification courses are completed.                  B. All sworn officers will participate in medical training at least twice annually.                  C. All sworn officers will show proficiency with their assigned firearms by placing rounds in designated areas at various distances and circumstances at least twice annually.                  D. All sworn officers will participate in at least two policy sessions annually.</p>	<p>3 - Resources                  5 - Image                  8 - Faculty, Staff &amp; Administrative Development</p>	<p>Staff</p>	
<b>Financial Assistance</b>	<p>Students, parents, and teachers will attend high school workshops presented by the Office of Financial Assistance.</p>	<p>2 - Student Body                  5 - Image                  10 - Community Relations</p>	<p>Potential Students and their Parents, and High School Teachers</p>	<b>4</b>
	<p>Students and parents will attend Orientation financial assistance presentations.</p>	<p>2 - Student Body                  5 - Image                  10 - Community Relations                  12 - Student Development</p>	<p>Students and Parents</p>	

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	FA staff will go to local high schools and help students individually complete their FAFSAs for the upcoming school year.	2 - Student Body 5 - Image 10 - Community Relations	Potential Students	
	Students will be accurately awarded financial assistance based on Federal and State guidelines. Federal and State audits are the final determinant.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students with Financial Needs	
<b>Contractual Services/ Auxiliary Services</b>	The Bookstore outsourced contractor will provide two Strategic Performance Review documents annually to the University encompassing financial, marketing, and strategic objectives that will serve as a review of the prior year and detail key objectives for the upcoming year. This document will be reviewed at a review meeting attended by the Patriot Bookstore Manager, the Contractor's Regional Sales Manager, the FMU VP for Business Affairs (Finance & Facilities), and the Assistant VP for Contractual Services.	3 - Resource 10 - Community Relations	Students, Faculty, Staff and Administration	<b>6</b>
	The Dining outsourced contractor will provide one Annual Plan Review document annually to the University encompassing financial, marketing, and strategic objectives that will serve as a review of the prior year and detail key objectives for the upcoming year. This document will be reviewed at an annual review meeting attended by the Dining Services General Manager, the Contractor's Regional District Manager, the FMU VP for Business Affairs (Finance & Facilities), and the Assistant VP for Contractual Services.	3 - Resource 10 - Community Relations	Students, Faculty, Staff and Administration	
	Annually survey resident students regarding their satisfaction levels for laundry services and use that information to address student laundry concerns and make plans to improve services.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Annually, survey students regarding their satisfaction levels for vending services and use that information to address student vending concerns and make plans to improve services.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Annually survey students regarding their satisfaction levels for the Bookstore and use that information to address Bookstore concerns and make plans to improve services.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	

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	Annually survey students regarding their satisfaction levels for Dining services and use that information to address student dining concerns and make plans to improve services.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
<b>Housing and Residence Life</b>	A. In fall 2019 provide a student organization specifically for student living in FMU Housing, which will provide leadership, advocacy, and programming tailored specifically to the needs of residential students.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students Living On-Campus	<b>4</b>
	A. Increase opportunities for student involvement through Housing Office sponsored programming.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students and Students Living On-Campus	
	A. Provide more opportunities for returning RAs to train/mentor newly hired RAs.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students Living On-Campus and Resident Assistants	
	A. IMPACT component in each RA program.	2 - Student Body 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students Living On-Campus and Resident Assistant	
<b>Student Health Services</b>	More education for students. Increase number of outreach initiative projects. Increase student knowledge of services.	2 - Student Body 3 - Resources 5 - Image 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students and Parents	<b>5</b>
	Provide free HIV testing monthly. Promote student referrals for those that need a primary provider. Accurately document these above items annually in our record book by a stated date.	2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	Make changes as needed to accommodate the students.	3 - Students 12 - Student Development	Students	
	Confidentiality, consistency, student advocate, coordinates immunizations (frees up DNP to see more students), can assist with vital signs.	2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 12 - Student Development	Students	

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	Promote optimum emotional health while providing referrals to better equipped mental health professionals for our patients. Accurately record these referrals (with complete confidentiality protected) to keep a record book by a stated date.	2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	
<b>Admissions</b>	Increase the number of applications for fall 2019 by at least 8% for first-time freshmen. Benchmark for first time freshmen = [4090] Baseline [3787] Target [4090]	2 - Student Body	Students	<b>5</b>
	Increase the first-time freshmen and transfer student enrollment by at least 5%. Benchmark for first time freshmen = [725] Baseline [691] Target [750] Benchmark for transfer students = [230] Baseline=[219] Target=[230]	2 - Student Body 7 – Diversity	First-Time Freshmen and Transfer Students	
	The Admissions Office will visit with 100% of the 145 public high schools in South Carolina a minimum of two times during the academic year. [Benchmark 100%] Baseline [100%] Target [100%] High Schools in the Pee Dee region will be visited at least once per semester.	2 - Student Body 5 - Image 10 - Community Relations	Potential Students	
	Draw a minimum of 600 students to the Open House events at FMU. Benchmark = [700]. Baseline = [600] Target=[700]	2 - Student Body 5 - Image 10 - Community Relations	Potential Students	
	Increase the visibility of FMU marketing mediums by employing additional student-name buying sources such as College Board, ACT, NRCCUA and/or CBSS and build inquiry pool with the increased licensing of names. Licensing of Names by frequency count: Benchmark [21,000] Baseline [17,000] Target [23,000]	2 - Student Body 10 - Community Relations	Potential Students	
<b>Division of Student Affairs - International Students &amp; Multicultural Affairs, Student Services, and Dean of Students</b>	See to it that campus programming seeks to engage <i>all</i> of the student body and reaches the largest audience possible for most events. As such, work to develop and aggressively market a variety of activities, events, and topics to be as inclusive as possible. Use of the Intra-University Programming Council to assist in the development, marketing and implementation of programs, events, etc. Have the upcoming semester events calendar completed and distributed by July 1 for Fall semesters and December 1 for Spring semesters.	2 - Student Body 3 - Resources 5 - Image 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	<b>16</b>

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<p>The Dean of Students and Student Life Office staff work to incorporate all new changes into the newest edition of the FMU Student Handbook. That Handbook is to be completed in a timely manner with targeted deadline of August 1 each year. Furthermore, the office works to have the completed Student Handbook available on-line to all students by August 15 each year.</p>	<p>3 - Resources 5 - Image 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>
<p>SGA Executive leaders and members will engage with other Student Government leaders and gain insight into the best practices for promoting positive change within the Francis Marion campus community. Executive officer professional development will be complete by August 15 each year for the SGA President, Vice President, Secretary, and Treasurer.</p>	<p>2 - Student Body 3 - Resources 5 - Image 11 - Campus Governance 12 - Student Development</p>	<p>SGA members</p>
<p>CAB Executive Officers and board members will engage with other student leaders and gain insight into the best practices for promoting positive programming efforts within the Francis Marion campus community. Board member professional development will be complete by December 15 of each year.</p>	<p>2 - Student Body 3 - Resources 5 - Image 11 - Campus Governance 12 - Student Development</p>	<p>CAB Executive Officers</p>
<p>The Dean of Students strive to provide comprehensive training to the two (2) Student Conduct Hearing Committees (General Conduct and Special Conduct Cases) members that identifies the best practices in the adjudication of student conduct incidents. Annual training for both boards is to be completed during the Fall of each academic year. The targeted deadline of October 15 for both trainings each year.</p>	<p>2 - Student Body 3 - Resources 5 - Image 11 - Campus Governance 12 - Student Development</p>	<p>Student Conduct Hearing and Special Conduct Cases Committee members</p>
<p>Increase the number of international students participating in Optional Practical Training (OPT) by 50%. On average, 1 - 2 students participate in this work opportunity each year. Typically, international students will apply for OPT approximately 3 months prior to graduating from the University. This gives the student the option to work an additional (1) year in the United States after graduating from the University.</p>	<p>2 - Student Body 3 - Resources 7 - Diversity 11 - Campus Governance 12 - Student Development</p>	<p>International Students</p>
<p>Maintain a personal and professional development program that promotes student success, mentorship, and leadership. The program should serve at least 50 students each year.</p>	<p>2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development</p>	<p>Students</p>

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	A. Increase the average number of individuals from the campus community who attend cultural events to 90. B. Increase the number of cultural programs offered to the campus community from 4 programs to 6 programs annually.	2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development 13 - Arts & Culture	Students, Faculty, Staff and Administration	
	a. Increase the number of educational and entertaining programs being offered to the FMU Campus Community (large-scale average 250 - 800 audience/ participants)	2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development 13 - Arts & Culture	Students, Faculty, Staff and Administration	
	To positively contribute to student personal development through the enhancement of alcohol and other drugs information informative and strategic methods and techniques for evaluating alcohol and other drug use.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students, Resident Assistants, First-Year Students, Students in Greek Life	
	To make an impact on campus, in the greater Florence, SC area, and in the Pee Dee Region through community outreach programs by April 24 each year.	2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students	
	A. To streamline the election process by providing an online voting system B. Ease the difficulty of voting for students i.e. online instead of a time sensitive physical location C. Increase student participation in the voting process	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	
	The Dean of Students collaborates with multiple offices to host and participate in events that promote a civil campus community. Two civility events will be sponsored each academic year. The fall civility event targeted deadline is November 15 each year. Spring civility event targeted deadline is April 15 each year.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	
<b>Ombudsman</b>	Increase the students' awareness of the office through marketing and use of office's services.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	<b>6</b>



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	SLO - Teach and inform students who visit the office about the resources available at Francis Marion University.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	
	Increase my knowledge of the policies and procedures at Francis Marion University and IOA standards of practice.	3 - Resources 8 - Faculty, Staff & Administrative Development	Staff	
	Increase my knowledge of the IOA standards of practice.	3 - Resources 8 - Faculty, Staff & Administrative Development	Staff	
	OOP - Identify performance & policy adherence issues based on information presented during Ombudsman meetings with students.	2 - Student Body 3 - Resources 5 - Image 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	
	OOP - Improve performance of the Ombudsman Office and its services to FMU students	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	
<b>Athletics</b>	Fall 2018 and Spring 2019 student-athlete GPA will exceed that of the undergraduate student body.	1 - Academic Focus 2 - Student Body 5 - Image 6 - Athletics 7 - Diversity 12 - Student Development	Student-Athletes	5
	Six year NCAA ASR graduation rate for scholarship and non-scholarship student-athletes will exceed that of the undergraduate student body	1 - Academic Focus 2 - Student Body 5 - Image 6 - Athletics 7 - Diversity 12 - Student Development	Student-Athletes	
	Receive over \$275,000 of direct and in-kind financial support. A minimum of \$150,000 of the donations needs to be cash. (Baseline = five year average as reported annually to the Board of Trustees \$216,863).	3 - Resources 6 - Athletics	Student-Athletes	

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	Of the 10 teams that compete in the Peach Belt Conference at least 30% of the teams will finish in the top half of the conference standings.	2 - Student Body 5 - Image 6 - Athletics 12 - Student Development	Student-Athletes	
	Of the 11 NCAA Division II teams have at least 20% achieve post season play.	2 - Student Body 5 - Image 6 - Athletics 12 - Student Development	Student-Athletes	
<b>University Center</b>	Keep accurate count of the number of Smith University Center users that check out sports equipment and activity games from the Information Desk during the 2018 - 2019 school year.	2 - Student Body 3 - Resources 6 - Athletics 9 - Physical Campus 10 - Community Relations 12 - Student Development	Student, Faculty, Staff & Administration	<b>3</b>
	Keep accurate sign in log of number of Weight Room users during the 2018 - 2019 school year.	2 - Student Body 3 - Resources 6 - Athletics 9 - Physical Campus 10 - Community Relations 12 - Student Development	Student, Faculty, Staff & Administration	
	The student life guards will keep an accurate log of Outdoor Pool users for the 2019 - 2020 school year.	2 - Student Body 3 - Resources 6 - Athletics 9 - Physical Campus 10 - Community Relations 12 - Student Development	Student, Faculty, Staff & Administration	
<b>Campus Recreational Services</b>	Provide student life with frequent updates of campus recreational events. To coordinate with student life to post all campus recreation offered events online and through social media. The reason why we need schedule meetings are to establish coordination with student life in order to not be in conflict with institutional scheduled events as well as possible collaboration of future events.	3 - Resources 4 - Technology 6 - Athletics 10 - Community Relations 11 - Campus Governance	Student, Faculty, Staff & Administration	<b>3</b>
	Increase overall total participation by 75 participants and female participation by 25 participants.	2 - Student Body 10 - Community Relations 12 - Student Development	Female Students	

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<p>Post flyers on campus bulletin boards, provide information through social media, increase involvement with freshmen life classes to give vital information to incoming students. As well as continued involvement with on campus organizations, fraternities, sororities, Housing etc...</p>	<p>3 - Resources 4 - Technology 6 - Athletics 10 - Community Relations 11 - Campus Governance</p>	<p>Student, Faculty, Staff &amp; Administration</p>
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**Table 9: Support Services: Administrative**



**Plan Assumptions and Population Impacted by Desired Outcomes  
Administrative Support Services  
Office of Institutional Effectiveness  
Francis Marion University**

Unit	Desired Outcome	Plan Assumptions	Population Impacted	# of Outcomes
<b>Provost</b>	Through meetings and interaction with the stakeholders, the Provost will forge strong relationships with the President, Deans, Chairs, Trustees, Vice Presidents, and other key leaders across the university and promote communication about the university’s current status and future plans. The Provost will provide the vision, intellectual leadership, and advocacy for the continued growth and excellence of the University’s academic programs and faculty. On annual survey work to have positive responses on Questions #1 through 22, and most significantly on #23 asking the overall performance of the Provost on the faculty evaluation. Work to have a larger response from the faculty on the survey.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty and Administration	<b>11</b>
	The office of the Provost at Francis Marion University will continue to provide faculty leadership training opportunities through participation as appropriate in programs offered by the Harvard Institute of Education Management, the American Council on Education, the HERS Institute, and similar programs both external and internal to the Agency. The target goal would be to offer some form of a professional, leadership development program to at least 2 members of the Faculty and/or Staff each year, contingent upon available funding.	3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Faculty, Staff and Administration	

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<p>The office of the Provost at Francis Marion University will continue to provide funding for faculty professional development. The Provost office hopes to be able to fully fund all faculty professional development projects. Currently, each faculty member has the option to submit proposal(s) for consideration to use up to \$2,750 per year.</p>	<p>3 - Resources 8 - Faculty, Staff &amp; Administrative Development 10 - Community Relations 11 - Campus Governance</p>	<p>Faculty</p>
<p>The office of the Provost at Francis Marion University will continue to provide funding for faculty to apply for REAL grants. Currently, each faculty member can submit proposal(s) for consideration to use up to \$5,000 per year.</p>	<p>1 - Academic Focus 2 - Student Development 3 - Resources 8 - Faculty, Staff &amp; Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development</p>	<p>Students &amp; Faculty</p>
<p>Be an effective leader of the College of Liberal Arts and adhere to its mission. Oversee CLA developments, initiatives and Tenure and Promotion procedures of faculty members. Hold and Chair meetings of the College of Liberal Arts. Work to keep the faculty members of the C.L.A. informed of new initiatives, etc. that would affect them. Work to have positive responses on Questions #24, 25 and most especially #26 where the overall performance of the Dean is recorded on the faculty evaluation of the Dean of the CLA.</p>	<p>3 - Resources 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Faculty, Staff and Administration</p>
<p>The provost office assist Deans and Chairs with new program and course development at both the undergraduate and graduate level. The provost office staff works to incorporate all new changes into the newest edition of the FMU catalog. That catalog is to be completed in timely manner with targeted deadline of May 15 each year. Furthermore, the provost office works to assess each and every catalog change and new program and course development to evaluate and track whether they need to be reported to CHE as 1. a Notification of Change, 2. a Program Modification or 3. a new program proposal. Also in the case of discontinuing a program, a notice of Termination needs to be submitted to CHE.</p>	<p>1 - Academic Focus 3 - Resources 5 - Image 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Students (Undergraduate and Graduate), Faculty, Staff and Administration</p>

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<p>Completion and submission to CHE all Notification of Change, Program Modification or New Program Proposal forms as required each year for any program initiatives and developments. Also in the case of discontinuing a program, a notice of Termination needs to be submitted to CHE. Approval by June 1 by CHE of all submissions represented by the successful passage of all proposals by the various committees at CHE up to and including the full commission.</p>	<p>1 - Academic Focus 3 - Resources 5 - Image 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>
<p>As Chief Academic Officer, the Provost will work closely with the Office of Business Affairs and University Development to ensure that the university has adequate resources to meet its academic goals. As such, he/she will be involved in key decisions related to tuition, enrollment, research funding, and other revenue streams to support strategic growth in areas that have been identified as institutional priorities, being mindful of funding and appropriations levels and any potential deficits. To provide transparency on these items the Provost office completes and submits annually in a timely manner the Accountability Report for the university.</p>	<p>3 - Resources 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>
<p>As we face faculty retirements, new program needs, and other faculty requirements, the Provost along with the Associate Provost, Deans, and Department Chairs have to develop plans for faculty recruitment and development to recruit, orientate, and secure excellent faculty for the University and to assure of their professional development leading towards tenure and promotion. To hire, train, promote, and retain an excellent faculty professional development is offered, orientations are offered, a third year review is used to assist in Faculty preparation for coming up for Tenure and Promotion. Additionally, annual faculty evaluations are submitted by their Deans and/or Chairs to track and offer suggestions for improvement.</p>	<p>3 - Resources 8 - Faculty, Staff &amp; Administrative Development 11 - Campus Governance</p>	<p>Faculty, Staff and Administration</p>

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<p>All students brought up for charges of academic dishonesty will know of their rights to due process and will be allowed to meet with the associate provost and assisted in the process to appeal to an Honor Council hearing if such an appeal is requested by the student. The associate provost will show no partiality in these cases and will endeavor to assemble 3 faculty members and 1 alternate faculty member for an Honor council within a month of the appeal request. The Council will receive from the provost office a full, and complete case file electronically. The Associate provost will chair the Council as a non-voting member and instruct the council, faculty member, and student of the procedures to be followed during the Honor Council. Furthermore, each student and the professor who brought the charge will be notified of the results. Academic sanctions will be applied if the case is upheld. Complete documentation of the case file will be undertaken and the files will be stored within the provost office and case data will be recorded on the data spreadsheet. A complete file of all charges of Academic Dishonesty brought forth each FY and their dispositions is to be fully updated and completed by June 30 of each year.</p>	<p>1 - Academic Focus 2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development</p>	<p>Students and Faculty</p>	
<p>To gain full accreditation for our various academic programs, new and existing. To have a successful site visit and to receive statements of compliance and accreditation by the various accreditation bodies. To move beyond probationary accreditation status and receive full accreditation status by some of the accreditation bodies. To keep an accurate record of the accreditation cycles and status of all academic programs that have an outside accreditation body. <b>Please find the latest (May 29, 2019) update of The document "Accreditation cycles and status" as an attachment to this report.</b></p>	<p>1 - Academic Focus 3 - Resources 5 - Image 8 - Faculty, Staff &amp; Administrative Development 10 - Community Relations 11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>	
<p><b>Grants Development Program</b> All new, tenure-seeking, full-time faculty in academic units are familiar with the basic processes to engage in seeking external funding.</p>	<p>3 - Resources 8 - Faculty, Staff &amp; Administrative Development 10 - Community Relations 11 - Campus Governance</p>	<p>Faculty, Staff and Administration</p>	<p><b>4</b></p>

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	The Grants Development Program Office will populate a concept map representing faculty research interests as a tool to better direct information on funding opportunities.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	The Grants Development Program Office will have a comprehensive map of faculty research interests across disciplines allowing for the development of focused disciplinary or multi-disciplinary teams to augment resources for external research competitions.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	The Grants Development Program Office will conjoin stated faculty research interests with demonstrated activities as an early alert system to spot changes that may signify the need for new resources or new opportunities to be directed toward faculty exhibiting changes.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
<b>McNair Center for Research &amp; Services</b>	University faculty utilize the facility for research and study.	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff and Administration	<b>5</b>
	Provide opportunities for university and other school groups to use the facility for study.	1 - Academic Focus 2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	
	Assess: number of research presentations per year	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff and Administration	



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	<p>1. Award McNair Scholarships to incoming freshmen.</p> <p>2. McNair Scholars will maintain a minimum of 3.0 GPA.</p>	<p>1 - Academic Focus                  2 - Student Body                  3 - Resources                  11 - Campus Governance                  12 - Student Development</p>	<p>Students, Faculty, Staff and Administration</p>	
<b>Office of Planning</b>	<p>The University Planning Council will meet regularly as outlined by the university planning cycle calendar.</p>	<p>3 - Resources                  8 - Faculty, Staff &amp; Administrative Development                  10 - Community Relations                  11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>	<b>4</b>
	<p>Communicate with the chair of each of the committees as outlined in the planning cycle.</p>	<p>3 - Resources                  8 - Faculty, Staff &amp; Administrative Development                  10 - Community Relations                  11 - Campus Governance</p>	<p>Students, Faculty, Staff and Administration</p>	
	<p>Begin to locate documentation in an organized manner. Once the documentation has been located, it will need to be maintained by the institutional planning office.</p>	<p>3 - Resources                  10 - Community Relations                  11 - Campus Governance</p>	<p>Faculty, Staff and Administration</p>	
	<p>Work with the Director of Institutional Research, as needed, to complete reports on behalf of the university</p>	<p>3 - Resources                  8 - Faculty, Staff &amp; Administrative Development</p>	<p>Staff &amp; Administration</p>	

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<b>Institutional Effectiveness Institutional Research</b>	The IE departmental/program rubric was developed during the spring of 2016. The university-wide IE committee will use the rubric to review departmental/program IE reports. 80% of IE committee members will use the rubric to evaluate department/program IE reports.	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Students, Faculty and Administration	<b>4</b>
	The desired outcome is to provide learning opportunities for department/program and support services for submitting yearly IE reports.	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	Deploy a web-based data capture system to collect interim (mid-year) IE reports from each academic program. The desired outcome is to have all departments/ programs participate in Interim IE reports process.	1 - Academic Focus 3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	For the IE cycle, the desired outcome is to increase the number of outcomes to address the university's plan assumptions.	1 - Academic Focus 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Students, Faculty and Administration	
<b>Human Resources</b>	Faculty and staff will express personal satisfaction on confidential surveys	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	<b>4</b>
	Faculty and staff will express satisfaction on confidential surveys on measures which indicate satisfaction with administrative practices	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	A person can be seen on the same day that a report is made to the Title IX Coordinator.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	

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	Faculty, Staff, and Students are aware of the means by which to file a Title IX report	2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development	Faculty, Staff and Administration	
<b>Inventory</b>	All fixed asset items will be loaded into the new Asset Cloud system. Measurable Outcome: all fixed assets will have a visible barcode tag and its identifiable barcode number will be entered into Asset Cloud. Comprehensive lists of assets may be sorted and pulled from Asset Cloud for review at any time.	3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	<b>5</b>
	Within seven working days of physical acquisition of a fixed asset, a designated worker will locate the item and affix an asset tag and scan into Asset Cloud system. Measurable Outcome: all fixed assets will have a visible barcode tag and its identifiable barcode number will be entered into Asset Cloud.	3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	Human Resources Manager (HRM) will oversee fixed asset inventory over \$5000. Until implementation of Asset Cloud, HRM will generate an asset list and send to individual departments who in turn, reply timely (within 14 days) if they still retain the asset.	3 - Resources 4 - Technology 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	Manager of Material Services (MMS) Identifies items that are surplus, junk or reusable. Items sent to surplus are sold. FMU receives the sale price less the transaction fee.	3 - Resources 8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
	To compile an accurate and transparent accounting of all assets over \$5,000 in a timely manner and complete the record book by June 30 of each year	3 - Resources 8 - Faculty, Staff & Administrative Development 9 - Physical Campus	Faculty, Staff and Administration	

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<b>Financial Services</b>	Zero audit findings related to operations of the Financial Services Office to include State and Federal grant reporting, Management / BOT reporting, other activities associated with the Office of Financial Services (Baseline = _0_).	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	<b>7</b>
	100% BOT reports are prepared in a timely manner (Monthly reports are prepared within 5 business days of month end and distributed within 7 business days.) (Baseline = _67%_).	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	100% BOT Quarterly Reports are prepared and ready for distribution prior to the distribution deadline set by the President's Office (Baseline = 100%).	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	A. Asst. VP for Financial Services maintains at least 40 hours of continuing education annually. (Baseline = _40_). B. Other employees seek at least 8 hours of training or procure 1 educational/training guide that fosters and improves their ability to perform their current duties. (Baseline = _0_).	3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	A. Attend at least 75% of all meetings held by the SC Budget Group. (Baseline = 0 (no meeting held in FY17-18)).	3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	A. 90% success in following the Facilities Space Request procedures, securing proper approvals, processing forms in a timely manner (within 5 business days after receipt). (Baseline = 82%).	3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff & Administration	
	<b>Purchasing</b>	A) The department will receive an unqualified audit report. B) The audit will cite no more than five (5) minor material weaknesses. C) 90% of appropriate procedural modifications will be implemented within six (6) months of the final report.	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	
A) No more than three (3) minor findings and no major findings relating to procurement activity will appear in the audit report. B) 100% of any minor findings will be evaluated and necessary modifications will be implemented within six (6) months of the report.		8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	

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	A) Annually, the Purchasing Office will conduct a minimum of five (5) procurement card audits of individual cardholders. B) For 100% of these individual p-card audits, a post-audit letter will be sent to the cardholder, his/her liaison, and department head regarding audit findings and concerns. C) For 100% of these individual p-card audits, the University's Accounting Office will review each audit file in addition to the University's Purchasing Office.	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	The Purchasing Office will send the VP for Business Affairs a minimum of 40 weekly Purchasing Priorities Reports each year documenting objectives complete, ongoing objective and upcoming plans.	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
	Purchasing Office works with program managers across campus to be certain that contracts for needed supplies or services are in place following the expiration of existing contracts.	8 - Faculty, Staff & Administrative Development 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Staff & Administration	
	Department of Procurement Services requires that all Higher Education Institutions report Sole Source, Emergency, "10% rule" procurements, and Unauthorized procurements quarterly.	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Faculty, Staff & Administration	
<b>Facilities Management - Building Maintenance</b>	A. Mitigate Trouble Calls upon notification. B. Maintain 95% closure rate on routine calls before close of business the day notified. C. Follow through on communicating results of repairs to end users. D. Keep building temperatures within the specified ranges. E. Improve all survey scores above 4	3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff & Administration	<b>18</b>
<b>Facilities Management - Construction/ Renovation</b>	Complete New Construction and Major Renovation Projects on time and within the budget.	3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff & Administration	
<b>Facilities Management - Custodial Services</b>	A. Increase and maintain a satisfaction level of student and staff population with the cleanliness and visual attractiveness of campus buildings. B. Decrease the number of any complaints associated with cleanliness. C. Improve all Survey scores above 4.30	2 - Student Body 3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff & Administration	

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<b>Facilities Management - Events Support /Setup</b>	A. Ensure Campus Event Service Request forms are clearly understandable to complete, and are readily available for staff and student groups. B. Increase and maintain a satisfaction level of staff, student, and community members with regards to campus events.	2 - Student Body 3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students and Staff	
<b>Facilities Management - Grounds Maintenance</b>	A. Increase and maintain a satisfaction level of student and staff population with the cleanliness and visual attractiveness of campus grounds. B. Decrease the number of any complaints associated with grounds maintenance. C. Improve all Survey scores above 4.	2 - Student Body 3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students and Staff	
<b>Facilities Management - Physical Security/Key Control</b>	A. Zero Campus Security issues due to unauthorized key access B. Maintain Survey scores above 4.	3 - Resources 9 - Physical Campus 10 - Community Relations 11 - Campus Governance	Faculty, Staff and Administration	
<b>Facilities Management - Shipping/Receiving/Warehousing</b>	A. Provide accurate and prompt receipt and delivery of goods to the University end-user. B. Survey scores above 4.	2 - Student Body 3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	
<b>Facilities Management - Vehicle Reservations/Rentals</b>	A. Coordinate vehicle delivery and return, prepare information packets (what to do in case of a breakdown, an accident, fueling card, and contact numbers) in advance of the scheduled departure date for all University community traveling on University business B. Survey scores above 4	2 - Student Body 3 - Resources 8 - Faculty, Staff and Administrative Development 10 - Community Relations 11 - Campus Governance 12 - Student Development	Students, Faculty, Staff and Administration	
<b>Accounting and Payroll</b>	80% overall borrower satisfaction of service received from both FMU and ECSI.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff	<b>11</b>

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CDR for Perkins: 13% CDR for Nurse Faculty Loans: 0%	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff
Eighty percent (80%) of respondents on the annual survey agree or strongly agree to the statement: "Cashiers are courteous and prompt."	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff (Cashiers)
To increase to sixty percent (60%) of students use Patriot Portal/Self-Service weekly.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff
Increase to twenty-five percent (25%) student use of the print option to print their online statement using Patriot Portal/Self-Service.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff
Fifty percent (50%) of students completed a payment transaction on Patriot Portal/Self-Service using the online payment method.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students and Staff
Have 100% of student employees doing online time card entry.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students Employees and Staff
100% of all student employees enrolled in Direct Deposit.	2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students Employees and Staff
100% refunds returned within 240 days to maintain Federal compliance.	3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Students, Faculty, Staff & Administration

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	Decrease State Dated write offs by 60%.	3 - Resources 8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Students, Faculty, Staff & Administration	
	95% of vendor payments are made within 30 days of receipt of either the invoice or the goods/services receiving report.	8 - Faculty, Staff & Administrative Development 11 - Campus Governance	Staff & Administration	
<b>Communications and Office Services</b>	Desired Outcomes/Follower Count a. Facebook - Grow followers by 3% year over year b. Instagram - Grow followers by 3% year over year c. Twitter - Grow followers by 1% year over year	3 - Resources 4 - Technology 5 - Image 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff and Administration	<b>7</b>
	Desired Outcomes/Engagement Grow total social media engagement by 3%.	3 - Resources 4 - Technology 5 - Image 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff and Administration	
	Desired Outcomes a. Increase page views by 1% year over year. b. Establish a training schedule that includes bi-weekly office hours for small group training sessions, and monthly group sessions to discuss specific topics. c. Create a plan/schedule for regular site refreshes (partial and total).	3 - Resources 4 - Technology 5 - Image 8 - Faculty, Staff & Administrative Development 10 - Community Relations 11 - Campus Governance	Students, Faculty, Staff and Administration	
<b>Development, Community Relations &amp; Foundation</b>	Increase scholarship support available through the establishment of new funds, increase in donations, sufficient investment earnings, and the growth of the endowment. Maintain or increase support for FMU by funding endowed chairs and providing funds for academic and administrative functions at a level sufficient to meet the university's growing needs.	1 - Academic Focus 2 - Student Body 3 - Resources 11 - Campus Governance 12 - Student Development	Students	<b>4</b>
	Strengthen the leadership in non-profit organizations, business enterprises and local government entities through intensive training focused on leadership and skill development.	3 - Resources 8 - Faculty, Staff & Administrative Development 10 - Community Relations	Community	



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<p>Produce and organize performances at the FMU Performing Arts Center featuring national, regional and local performers. Organize an annual festival focused on arts and culture for the community.</p>	<p>3 - Resources 10 - Community Relations 11 - Campus Governance 13 - Arts &amp; Culture</p>	<p>Students, Faculty, Staff, Administration and Community</p>
<p>Increased number of alumni association memberships and alumni engagement/participation in activities.</p>	<p>2 - Student Body 3 - Resources 10 - Community Relations 11 - Campus Governance 12 - Student Development</p>	<p>Alumni and Students</p>

## Exit Survey Results

The Spring 2019 Exit Student Survey in *Appendix B* is a voluntary survey given to all Francis Marion University's graduating seniors. In the spring of 2019, the survey combined two previous surveys: i.) the Career Development Graduate Exit Employment Survey (Career Development Office) in *Appendix C* and ii.) the Exit Survey (from the Office of Human Resources and Institutional Research) in *Appendix D*. Combining the two surveys required less resources during student participation across campus. The Spring 2019 Exit Survey consists of 7 sections i.) Demographic Information, ii.) Reason for Attending FMU, iii.) Financial Obligations, iv.) Support Services, v.) Future Formal Education, vi.) FMU Educational Experience, and vii.) Employment and Experience. The Office of Institutional Effectiveness collaborated with the Vice President for Administration and Planning, Center for Academic Success and Advisement (CASA), Provost's Office, and Academic & Student Support Services units to create the Spring 2019 Exit Student Survey.

The Spring 2019 Exit Student Survey addresses twenty-eight support services on the umbrella Academic and Student Support Services i.) the Center for Academic Success and Advisement (CASA), ii.) the Student Life Support Services, iii.) the Contractual Support Services, iv.) the Academic Support Services, v.) the Business Offices, vi.) the Health & Security Support Services, and vii.) the Media Center. Students shared their perception for each of the 28 services by selecting one of the following choices 1.) Very Helpful 2.) Helpful 3.) Somewhat Helpful 4.) Very Unhelpful 5.) Never Used and 6.) N/A.

Student percentage results of the Spring 2019 Exit Survey are shown in *Table 10*. A total of  $n = 273$  out of a total of 308 graduates participated in the spring 2019 Exit Survey. The Spring 2019 results will be incorporated into the 2019-20 workshops and meetings. Student perceptions of support services can be used to help identify and help improve upon present and future goals, desired outcomes, assessment methods,

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results and planned improvements. Table 11 provides results for Spring 2016, 2017 and 2018 Exit Surveys before merging the Exit Survey (Office Human Resources/Institutional Research) and the Career Development Graduate Exit Employment Survey (Career Development Office).

Table 10: Exit Survey Spring 2019

## Exit Surveys Spring 2019

Please share your perception of these support services at FMU

	Very Helpful %	Helpful %	Somewhat Helpful %	Unhelpful %	Very Unhelpful %	Never Used %	N/A %	No Answer %
Casa Advising	24.9	12.8	3.7	2.9	3.3	33.0	12.5	7.0
Career Development	24.2	17.6	7.3	2.9	3.7	30.8	8.1	5.5
Tutoring Center	28.9	19.0	7.0	1.8	3.7	28.6	6.2	4.8
Writing Center	42.9	18.3	7.0	1.8	3.7	17.9	3.7	4.8
Campus Recreational Activities	20.9	20.5	12.5	2.6	2.6	24.2	12.8	4.0
Cultural Programs	15.4	15.0	11.4	2.9	3.7	35.5	11.4	4.8
Greek Life	16.1	8.8	6.6	6.2	4.4	38.1	16.5	3.3
Residence Life	19.4	15.0	9.5	4.0	4.0	30.0	13.6	4.4
Student Life (Events, organizations)	27.8	17.2	11.7	2.2	5.5	21.6	9.5	4.4
Student Government	17.2	13.9	8.4	3.3	3.7	32.6	14.3	6.6
Bookstore	37.4	32.2	13.9	2.6	3.3	3.3	3.7	3.7
Dining	26.0	24.5	12.8	3.7	3.3	17.6	7.7	4.4
Laundry	23.8	18.3	6.2	1.1	4.0	33.3	8.4	4.8
Vending	29.3	29.7	12.5	0.7	2.6	14.3	5.9	5.1
Faculty Advisor	56.4	18.3	8.4	1.8	2.6	5.1	2.9	4.4
Classroom Instructors	52.4	25.3	10.6	0.4	1.8	3.3	1.8	4.4
Campus Technology	41.0	25.6	15.0	3.3	4.0	5.5	2.2	3.3
Counseling and Testing	35.2	21.6	7.7	3.3	2.2	20.1	5.5	4.4
Course Syllabi	48.0	31.1	6.6	1.1	2.2	3.3	3.7	4.0
Math Lab for Math 105, Math 110 and Math 111	19.4	13.2	9.9	3.3	4.0	31.5	9.2	9.5
Library	54.2	22.7	8.4	1.8	2.2	4.8	2.6	3.3
Registrar	43.2	28.2	11.0	2.6	2.2	5.1	2.2	5.5
Study Hall (Athletics)	15.8	7.3	4.0	1.5	3.3	41.4	18.3	8.4
Cashier's Office/Accounting	44.3	32.2	8.4	4.0	1.8	2.6	2.9	3.7
Financial Assistance	43.2	28.2	9.9	3.3	3.3	5.5	2.6	4.0
Campus Police	35.9	24.2	8.1	2.2	3.3	15.8	5.9	4.8
Student Health Services	39.9	20.5	6.6	1.1	2.6	20.1	5.5	3.7
Media Center	37.0	22.7	5.9	0.4	3.3	20.5	5.9	4.4

\* N=273 Graduates



Table 11: Exit Survey Spring (2016, 2017, and 2018)

## Exit Surveys Spring (2016, 2017, and 2018)

Please share your perception of these support services at FMU

Service	Year	N*	Used (%)	Very Helpful (%)	Helpful (%)	Somewhat Helpful (%)	Unhelpful (%)	Very Unhelpful (%)
Counseling and testing	2018	262	40.1	13.0	17.2	8.0	1.1	.8
	2017	229	42.8	19.2	21.4	1.3	.9	0.0
	2016	256	39.1	15.6	14.1	6.3	0.8	2.3
Career Development	2018	260	48.5	17.7	18.8	8.8	2.3	.8
	2017	227	51.1	17.6	24.7	7.9	.4	.4
	2016	255	49.8	19.2	18.8	8.2	1.6	2.0
Math Lab	2018	260	34.6	11.9	15.0	5.8	1.5	.4
	2017	226	34.1	9.7	19.9	3.1	1.3	0.0
	2016	257	35.0	12.1	12.8	6.6	2.3	1.2
Study Hall	2018	258	35.7	14.0	14.7	3.9	1.9	1.2
	2017	225	32.4	13.3	16.0	3.1	0.0	0.0
	2016	256	38.7	15.2	13.7	5.9	1.6	2.3
Tutoring Center	2018	259	49.4	22.0	18.9	6.6	1.2	.8
	2017	227	51.1	26.4	18.1	5.3	.9	.4
	2016	255	45.9	19.6	19.2	3.9	1.6	1.6
Writing Center	2018	262	79.0	41.6	27.9	8.0	.8	.8
	2017	228	76.8	48.7	21.5	5.7	0.0	.9
	2016	256	68.4	37.1	19.9	8.6	1.2	1.6
Academic Advisor	2018	262	90.1	45.0	27.5	13.0	2.3	2.3
	2017	224	89.3	59.4	21.0	5.8	2.2	.9
	2016	254	92.5	56.7	22.0	11.4	0.0	2.4

7.3 and 8.2.c



Service	Year	N	Used (%)	Very Helpful (%)	Helpful (%)	Somewhat Helpful (%)	Unhelpful (%)	Very Unhelpful (%)
Classroom instructors	2018	261	93.1	47.1	36.8	7.3	1.1	.8
	2017	225	96.4	62.7	28.9	4.9	0.0	0.0
	2016	256	95.3	59.4	30.9	2.3	0.8	2.0
Course syllabuses	2018	260	93.5	43.8	40.4	7.3	1.2	.8
	2017	229	95.6	56.8	34.1	4.8	0.0	0.0
	2016	257	96.1	57.6	30.0	5.4	0.8	2.3
Student Life	2018	259	66.4	23.9	24.3	14.7	1.9	1.5
	2017	227	68.7	27.8	24.2	12.8	2.2	1.8
	2016	254	65.4	23.6	25.6	12.2	1.6	2.4
Financial Assistance	2018	258	83.3	39.1	31.8	8.1	2.7	1.6
	2017	230	88.3	49.1	30.0	6.5	1.7	.9
	2016	255	87.5	51.8	21.2	11.0	1.2	2.4
Residence Life	2018	258	51.2	20.2	18.6	7.8	3.1	1.6
	2017	226	56.2	23.5	21.7	7.5	3.1	.4
	2016	254	55.9	22.8	22.4	6.3	2.0	2.4
Computer Services	2018	255	70.2	31.8	27.1	8.6	1.6	1.2
	2017	225	75.1	41.3	25.3	7.1	.9	.4
	2016	255	73.3	36.1	22.7	9.8	2.0	2.7
Library	2018	262	90.5	50.4	31.3	6.9	1.1	.8
	2017	225	92.9	60.9	27.1	4.0	0.0	.9
	2016	256	92.2	57.0	28.5	3.9	0.4	2.3
Campus Police	2018	259	67.2	30.1	25.9	8.5	1.2	1.5
	2017	228	66.2	30.7	24.1	9.2	.9	1.3
	2016	252	66.7	28.2	25.0	7.9	3.2	2.4
Business Office	2018	260	52.3	22.7	23.1	5.0	.8	.8
	2017	227	46.3	26.9	16.7	2.6	0.0	0.0
	2016	254	55.1	24.8	24.8	3.1	0.8	1.6

7.3 and 8.2.c



Service	Year	N	Used (%)	Very Helpful (%)	Helpful (%)	Somewhat Helpful (%)	Unhelpful (%)	Very Unhelpful (%)
Multicultural Affairs	2018	258	31.8	11.2	14.0	4.3	1.2	1.2
	2017	227	23.3	11.0	10.1	2.2	0.0	0.0
	2016	255	27.1	7.5	12.9	4.7	0.4	1.6
Registrar	2018	259	93.4	44.0	37.8	8.9	1.9	.8
	2017	223	92.8	60.1	30.0	2.7	0.0	0.0
	2016	256	96.5	57.0	29.3	7.0	0.8	2.3
Student Health Services	2018	263	69.2	37.3	20.9	7.6	2.7	.8
	2017	227	67.8	44.9	20.7	1.8	0.0	.4
	2016	256	56.3	30.9	18.8	4.7	0.0	2.0
Media Center	2018	255	61.6	29.8	24.3	5.1	1.6	.8
	2017	226	69.0	44.7	20.4	3.1	0.0	.9
	2016	254	72.4	39.8	23.6	6.7	0.4	2.0

**Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239) and Spring 2018 (274)**

**\* The number of respondents (N) who answered the question.**

## Conclusion

This report provides a handful of recommendations made by the Director of Institutional Effectiveness. The following are a 5 recommendations:

- 1.) Each academic, student and administrative support service unit reports desired outcomes. On average, the areas that need the most improvement across all support services are with reporting results that align with the assessment methods and procedures, and identifying planned improvements based on assessment results. This is the first year that the reports have been assessed by using an IE Support Service Rubric. Therefore, peer-to-peer learning workshop and support service meeting during the academic year can enhance these two areas.
- 2.) Explore a computer based program to submit Academic, Student and Administrative support services IE reports.
- 3.) Move the yearly IE reports for Academic, Student and Administrative Support Services' reports to the first week of July to assist those units who are closing their annual fiscal year.
- 4.) Improve workshop settings and technology to effectively present, illustrate and accommodate preparers of each academic, student, and administrative units.
- 5.) Submit Academic, Student, and Administrative Assessment Report by the end of August.





## Appendix

### A. IE Survey – Student, Academic and Administrative Support Services

#### I.E. Workshop Survey

Please circle the response option below that best represents your answer.

**My questions regarding the I.E. Report writing process were answered to my satisfaction.**

**1=Strongly Disagree**

**2=Disagree**

**3=Somewhat Disagree**

**4=Neutral**

**5=Somewhat Agree**

**6=Agree**

**7=Strongly Agree**

Please rate the items below by entering the number that best represents your answer on the blank provided.

**On a scale of 1-10 where 1 is not very helpful and 10 is extremely helpful, how do you rate the helpfulness of the information provided in today's workshop? \_\_\_\_\_**

**On a scale of 1-10 where 1 is not very clear and 10 is extremely clear, how do you rate the clarity of the information provided in today's workshop? \_\_\_\_\_**

**On a scale of 1-10 where 1 is not at all satisfied and 10 is extremely satisfied, how do you rate your overall satisfaction with today's workshop? \_\_\_\_\_**

**Do you have any suggestions on how to improve the information provided in today's workshop?**

**Do you have any additional comments and/or concerns that you would like to share with the I.E. Office?**



**B. Exit Survey Spring 2019**

**Francis Marion University (Exit Survey – Spring 2019)**

**Office of Institutional Effectiveness/Research/Planning**

Your feedback is invaluable as we continuously evaluate and improve our programs. As you become alumni of the University, we need your help as we seek to meet the educational needs of the students who follow. Please read each statement carefully and fill in the response that best expresses your opinion. Thank you and congratulations!

**Demographic Information**

Student ID: \_\_\_\_\_ FMU Email Address: \_\_\_\_\_

Age: \_\_\_\_\_ Email Address After Graduation: \_\_\_\_\_

Gender: \_\_\_\_\_ Female \_\_\_\_\_ Male \_\_\_\_\_ Other

Type of degree you are receiving: \_\_\_\_\_ Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate

**Check Your Major/Program of Study**  
**Undergraduate Degrees**

Accounting	Elementary Education	History	Nursing
Art Education	Engineering Technology	Industrial Engineering	Political Science
Biology	English	Management	Psychology
Business Economics	Finance	Management Information Systems	Sociology
Chemistry	French	Marketing	Spanish
Computational Physics	General Business Administration	Mass Communication	Theatre Arts
Computer Science	General Studies	Mathematics	Visual Arts
Early Childhood Education	Health Physics	Middle Level Education	Other Programs
Economics	Healthcare Administration	Music Industry	

**Graduate Degrees**

Business [M.B.A.]	Health Sciences: Nursing (D.N.P), [M.S.N], (Post-baccalaureate or Post-masters)
Education [M.A.T] or [M.Ed.]	Health Sciences: Physician Assistant [M.S.P.A.S]
Psychology [M.S] or [S.S.P]	Health Sciences [M.SLP.]

Indicate the number of semesters that you attended FMU. \_\_\_\_\_

**Section I. Reason for Attending FMU**

Reasons for Attending FMU	Major Reason 1	Important Reason 2	Somewhat Important Reason 3	Not Important Reason 4	Not A Reason 5	Not Applicable N/A
1.) To receive a bachelor’s degree						
2.) To receive a master’s degree						
3.) To receive a doctoral degree						
4.) To become a well-rounded person						
5.) To experience college life						
6.) To help improve my general knowledge						
7.) To improve my critical thinking skills						
8.) To meet job requirements						
9.) To improve career advancement opportunities						
10.) The reputation of FMU faculty						

7.3 and 8.2.c



11.) To be able to stay at or near home						
12.) Recommended by family						
13.) Recommended by friends						
14.) Other						

**Section II. Financial Obligations**

15. While at FMU I worked:	_____ On-Campus	_____ Off-Campus	_____ Did Not Work
16. How many hours per week did you work?	_____ 1-10 Hours	_____ 11-20 Hours	_____ 21-35 Hours _____ Over 35 Hours
17. While enrolled at FMU have you borrowed money to finance your tuition or educational expenses? _____ Yes _____ No	If YES, Indicate the category which includes the amount of money that you have borrowed. _____ Less than \$5,000                      _____ \$25,000 - \$29,999                      _____ \$50,000 - \$54,999 _____ \$5,000 - \$9,999                      _____ \$30,000 - \$34,999                      _____ \$55,000 - \$59,999 _____ \$10,000 - \$14,999                      _____ \$35,000 - \$39,999                      _____ \$60,000 - \$64,999 _____ \$15,000 - \$19,999                      _____ \$40,000 - \$44,999                      _____ \$65,000 or More _____ \$20,000 - \$24,999                      _____ \$45,000 - \$49,999		

**Section III. FMU Support Services**

Please share your perception of these support services at FMU. Check N/A for questions 18, 22, 24, 25, 27, 37, and 40 if you are graduating with a master's or doctoral degree.

How satisfied are you with:		Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful	Never Used	N/A
<b>Center for Academic Success and Advisement (CASA)</b>	18. CASA Advising							
	19. Career Development							
	20. Tutoring Center							
	21. Writing Center							
<b>Student Life Support Services</b>	22. Campus Recreational Activities							
	23. Cultural Programs							
	24. Greek Life							
	25. Residence Life							
	26. Student Life (events, organizations)							
	27. Student Government							
<b>Contractual Support Services</b>	28. Bookstore							
	29. Dining							
	30. Laundry							
	31. Vending							
<b>Academic Support Services</b>	32. Faculty Advisor							
	33. Classroom Instructors							
	34. Campus Technology							
	35. Counseling and Testing							
	36. Course Syllabi							

7.3 and 8.2.c



	37. Math Lab for Math 105, Math 110, & Math 111							
	38. Library							
	39. Registrar							
	40. Study Hall (Athletics)							
<b>Business Offices</b>	41. Cashier's Office/Accounting							
	42. Financial Assistance							
<b>Health &amp; Security Support Services</b>	43. Campus Police							
	44. Student Health Services							
<b>Media Center Support Services</b>	45. Media Center							

**Section IV. Future Formal Education**

Check any of following applicable to you:

<input type="checkbox"/>	Plan to seek a master's degree	
<input type="checkbox"/>	Plan to seek a doctoral degree (Ph.D.; M.D.; J.D.; etc.)	
<input type="checkbox"/>	Have been accepted for a doctoral degree at another university	<b>Part-Time</b>
<input type="checkbox"/>	Have been accepted for a doctoral degree at another university	<b>Full-Time</b>
<input type="checkbox"/>	Have been accepted for a master's degree at another university	<b>Part-Time</b>
<input type="checkbox"/>	Have been accepted for a master's degree at another university	<b>Full-Time</b>
<input type="checkbox"/>	Have been accepted for a master's degree at FMU	
<input type="checkbox"/>	Have been accepted for a doctoral degree at FMU	
<input type="checkbox"/>	Plan to live in SC after finishing all of your education	

**Section V: FMU Educational Experiences**

Write N/A for questions 50 and 51 if you are graduating with a master's or doctoral degree.

How satisfied are you with:	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	N/A
46. MAJOR program of study							
47. INSTRUCTION in major program of study							
48. OVERALL ACADEMIC EXPERIENCE							
49. OVERALL EXPERIENCE							
50. GENERAL EDUCATION program of study (non-major requirements)							
51. INSTRUCTION in general education							

How often did you engage in the following activities?	Very Often	Often	Sometimes	Rarely	Never
52. Career-related advanced education or training					
53. Lifelong learning/personal enrichment studies outside career area(s)					
54. Student membership in professional/disciplinary organizations					

7.3 and 8.2.c



55. Volunteer, public or community service					
56. Social/recreational organizations					
57. Support or participation in the arts					
58. Participation in research with faculty					
59. Attendance at FMU's home games					

**If you participated in university-sponsored travel, please list your destination, state/country, the amount of time spent, and reason for travel.**

<u>Destination</u>	<u>State/Country Visited</u>	<u>Time Spent</u>	<u>Reason</u>

**Section VI: Employment and Experience**

**Employment**

Do you have full-time employment or an offer of full-time employment upon graduation?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

**If Yes:**

1. When does/did employment begin:	___/___/___
2. Employment Location:	City: _____ State: _____
3. Employed in what industry?	
4. What is your job title?	
5. What is your salary range?	<input type="checkbox"/> Less than \$20,000 <input type="checkbox"/> \$35,000 - \$39,999 <input type="checkbox"/> \$55,000 - \$59,999 <input type="checkbox"/> \$20,000 - \$24,999 <input type="checkbox"/> \$40,000 - \$44,999 <input type="checkbox"/> \$60,000 or greater <input type="checkbox"/> \$25,000 - \$29,999 <input type="checkbox"/> \$45,000 - \$49,999 <input type="checkbox"/> \$30,000 - \$34,999 <input type="checkbox"/> \$50,000 - \$54,999
6. Did you use social media to aid your job search?	<input type="checkbox"/> Yes <input type="checkbox"/> No  If Yes, what type of social media did you use? Check all that apply: <input type="checkbox"/> Facebook <input type="checkbox"/> LinkedIn <input type="checkbox"/> Instagram <input type="checkbox"/> Twitter <input type="checkbox"/> Snapchat <input type="checkbox"/> Other
7. How did you learn of the job opening?	<input type="checkbox"/> Newspaper <input type="checkbox"/> Advertisement <input type="checkbox"/> Website <input type="checkbox"/> FMU Career Fair <input type="checkbox"/> Social Media <input type="checkbox"/> Professor <input type="checkbox"/> Friend or Family <input type="checkbox"/> Fraternity/Sorority <input type="checkbox"/> Other
8. Does the job require a bachelor's degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No

7.3 and 8.2.c



9. Does the job require a bachelor's degree with your major?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Does the job require a master's/doctoral degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**If No:**

1. Have you applied for employment?	<input type="checkbox"/> Yes <input type="checkbox"/> No If No, when do you plan to seek employment? _____
2. Do you intend to consult with FMU Career Development?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. If you have not been offered full-time employment, do you anticipate being employed full-time within the next 6 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Military Service**

1. Are you currently serving in the military?	If Yes, <input type="checkbox"/> Full-Time Active Duty <input type="checkbox"/> Reserve/National Guard If No, <input type="checkbox"/> Veteran <input type="checkbox"/> N/A
---	--

**Professional Experience**

1. Have you ever participated in a practicum, internship, field experience, co-op, or clinical assignment at FMU?  <input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, was the practicum, internship, field experience, co-op, or clinical assignment paid? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Have you used FMU Career Development Services?  <input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, what type of resource have you used? Check all that apply: <input type="checkbox"/> FMU Career Fair <input type="checkbox"/> Facebook Page <input type="checkbox"/> Class Workshops <input type="checkbox"/> Books <input type="checkbox"/> Website <input type="checkbox"/> Career Inventory <input type="checkbox"/> GRE/Graduate School Workshops <input type="checkbox"/> One-on-One Appointments <input type="checkbox"/> Career Connections Workshops

**What is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Please place an "X" by your response).**

<input type="checkbox"/>	Employment, full-time paid	<input type="checkbox"/>	Additional undergraduate coursework
<input type="checkbox"/>	Employment, part-time paid	<input type="checkbox"/>	Military service
<input type="checkbox"/>	Graduate or professional school, full-time	<input type="checkbox"/>	Volunteer activity (e.g. Peace Corps)
<input type="checkbox"/>	Graduate or professional school, part-time	<input type="checkbox"/>	Starting or raising a family
<input type="checkbox"/>	Other, please specify:		

7.3 and 8.2.c



Which faculty or staff members had the greatest influence on you during your time at FMU?

Name	How?

What could FMU have done differently that would make your time here more valuable?

**Complete the following if you are completing a master's or doctoral degree:**

Was FMU your first choice for attending your graduate program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

**Complete the following if you are completing a bachelor's degree:**

Was FMU your first choice out of high school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was it your first intent to transfer to another institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No

List any foreign language(s) you studied at FMU and indicate the number of semesters you studied.

<u>Foreign Language</u>	<u>Semesters Studied</u>

Please evaluate these specific aspects of your educational experiences at FMU:	Agree	Agree	Agree	Neither	Disagree	Disagree	Disagree
	Strongly	Moderately	a Little	Agree nor Disagree	a Little	Moderately	Strongly
My general education courses helped me develop the ability to write and speak English clearly, logically, creatively, and effectively.							
My general education courses helped me learn to read and listen with understanding and comprehension.							
My general education courses helped me to learn to use technology to locate, organize, document, present, and analyze information and ideas.							

7.3 and 8.2.c



My general education courses increased my ability to explain artistic processes and products.							
My general education courses increased my ability to use fundamental mathematical skills and principles in various applications.							
My general education courses helped me to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.							
My general education courses increased my ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.							
My general education courses increased my ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.							
My general education courses increased my ability to reason logically and think critically in order to develop problem-solving skills to make informed and responsible choices.							

**THANK YOU for completing the survey!**

**CONGRATULATIONS, GRADUATE!!!**





## C. Career Development - Graduate Exit Employment Survey / Fall 2018

### Career Development - Graduate Exit Employment Survey / Fall 2018

#### Demographic Information

Name: \_\_\_\_\_ Email: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Major: \_\_\_\_\_  
 Gender: \_\_\_\_\_ Female \_\_\_\_\_ Male  
 Age in Years: \_\_\_\_\_ Age  
 Type of degree you are receiving: \_\_\_\_\_ Bachelors \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate

**Are you currently employed or do you have an offer of employment upon graduation?**

\_\_\_ Yes      \_\_\_ No

#### If Yes:

1.) When does/did employment begin:

\_\_\_\_\_

2.) Type of Employment:

\_\_\_ Part-time      \_\_\_ Full-time

3.) Employment Location:

a. City: \_\_\_\_\_

b. State: \_\_\_\_\_

4.) Employed in what industry?

\_\_\_\_\_

5.) What is your job title?

\_\_\_\_\_

6.) What is your salary range?

\_\_\_ Less than \$15,000

\_\_\_ \$15,000 - \$25,000

\_\_\_ \$25,000 - \$35,000

\_\_\_ \$35,000 - \$45,000

\_\_\_ \$45,000 - \$50,000

\_\_\_ More than \$50,000

7.) Did you use social media to aid your job search?

\_\_\_ Yes      \_\_\_ No

a.) If **Yes**, what type of social media did you use? Check all that apply:

\_\_\_ Facebook      \_\_\_ LinkedIn      \_\_\_ Instagram

\_\_\_ Twitter      \_\_\_ Snapchat      \_\_\_ Other

8.) How did you learn of the job opening? Check all that apply:

\_\_\_ Newspaper      \_\_\_ Advertisement      \_\_\_ Website

\_\_\_ FMU Career Fair      \_\_\_ Social Media      \_\_\_ Professor

\_\_\_ Friend or Family      \_\_\_ Fraternity/Sorority      \_\_\_ Other

9.) Does the job require a degree with your major?

\_\_\_ Yes      \_\_\_ No



If **No**:

1.) Have you applied for employment?

Yes  No

If **No**, when do you plan to seek employment?

\_\_\_\_\_

2.) Have you visited FMU Career Development for assistance?

Yes  No

***Experience Upon Graduation***

1.) Have you ever participated in a practicum, internship, field experience, co-op, or clinical assignment?  Yes

No

2.) If **Yes**, was the practicum, internship, field experience, co-op, or clinical assignment paid?

Yes  No

***Continuing Education***

1.) Are you enrolling in professional studies for Spring 2019? (Grad School, Law School, Medical School)  Yes

No

a.) If **Yes**, what degree are you pursuing?

Degree: \_\_\_\_\_

School: \_\_\_\_\_

***Military Services & FMU's Career Development***

1.) Are you currently serving in the military?

Yes  No

2.) Have you used FMU's Career Development resources?

Yes  No

a.) If **Yes**, what type of resources have you used? Circle all that apply:

FMU Career Fair

Facebook Page

Career Connections Workshops

Class Workshops

GRE/Graduate School Workshops

Books

Website

One-on-One Appointments

b. If **No**, please explain briefly why not.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU!**



**D. Exit Survey Fall 2018**

**Francis Marion University**  
**Exit Survey – Fall 2018**  
 Office of Human Resources/Institutional Research

Your feedback is invaluable as we continuously evaluate and improve our programs. As you become alumni of the University, we need your help as we seek to meet the educational needs of the students that follow. Please read each statement carefully and fill in the response that best expresses your opinion. Thank You and congratulations!

<u>Not Applicable</u>	<u>Major Reason</u>			<u>Not a Reason</u>	
<b>Section I. Reasons for Attending FMU</b>	1	2	3	4	5
1. To receive a bachelor's degree	_____	_____	_____	_____	_____
2. To become a well-rounded person	_____	_____	_____	_____	_____
3. To experience college life	_____	_____	_____	_____	_____
4. To help improve my general knowledge	_____	_____	_____	_____	_____
5. To improve my critical thinking skills	_____	_____	_____	_____	_____
6. To meet job requirements	_____	_____	_____	_____	_____
7. To improve career advancement opportunities	_____	_____	_____	_____	_____
8. The reputation of FMU faculty	_____	_____	_____	_____	_____
9. To be able to stay at or near home	_____	_____	_____	_____	_____
10. Recommended by family	_____	_____	_____	_____	_____
11. Recommended by friends	_____	_____	_____	_____	_____
12. Other:	_____	_____	_____	_____	_____

**Section II.**

13. While at FMU, I worked: \_\_\_\_\_ On-Campus \_\_\_\_\_ Off-Campus
14. How many hours per week did you work? \_\_\_\_\_ 1-10 hours \_\_\_\_\_ 11-20 hours \_\_\_\_\_ 21-35 hours \_\_\_\_\_ over 35 hours
15. While at Francis Marion have you borrowed money to finance your tuition or educational expenses? Yes\_\_\_ No\_\_\_  
 If yes, indicate the number of semesters that you have attended and circle the category which includes the amount of money that you have borrowed.  
 Number of semesters attended \_\_\_\_\_.  
 Less than \$10,000    \$10,000-19,999    \$20,000-29,999    \$30,000-39,999    \$40,000-49,999    \$50,000 or more
16. Was FMU your first choice out of high school? \_\_\_\_\_ Yes \_\_\_\_\_ No
17. Was it your first intent to transfer to another institution? \_\_\_\_\_ Yes \_\_\_\_\_ No
18. What is your major/academic program?

**Check Your Major:**

Biology	Mass Communication
Business	Mathematics
Chemistry	Modern Languages
Education	Nursing
English	Physics
Fine Arts	Political Science
History	Psychology
MBA	Sociology
M.Ed./MAT in Education	MS in Applied Psychology

**Check any of following applicable to you:**

7.3 and 8.2.c



	Plan to seek a master's degree
	Plan to seek a doctoral degree (Ph.D.; M.D.; J.D.; etc.)
	Plan to seek additional undergraduate courses for career preparation
	Have been accepted for a doctoral degree at another university
	Have been accepted for a master's degree at another university
	Have been accepted for a master's degree at FMU
	Plan to live in SC after finishing all of your education
	Have been offered full-time employment
	The job you have been offered is related to your major field of study
	Have not been offered full-time employment, but anticipate being employed within the next six months

**Please Continue On The Backside**

**Section III. FMU Support Services** – Please share your perception of these support services at FMU.

How satisfied are you with:	Never Used	Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful
19. Counseling and testing						
20. Career Development						
21. Math Lab						
22. Study Hall						
23. Tutoring Center						
24. Writing Center						
25. Academic Advisor						
26. Classroom instructors						
27. Course syllabuses						
28. Student Life						
29. Financial Assistance						
30. Residence Life						
31. Computer Services						
32. Library						
33. Campus Police						
34. Business Office						
35. Multicultural Affairs						
36. Registrar						
37. Student Health Services						
38. Media Center						

**Section IV: Educational Experiences**

How satisfied are you with:	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
MAJOR program of study						
INSTRUCTION in major program of study						
GENERAL EDUCATION program of study (non-major requirements)						
INSTRUCTION in general education						
OVERALL ACADEMIC EXPERIENCE						
OVERALL EXPERIENCE						

7.3 and 8.2.c



<b>How often did you engage in the following activities?</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Career-related advanced education or training					
"Lifelong learning"/personal enrichment studies outside career area(s)					
Student membership in professional/disciplinary organizations					
Volunteer, public or community service					
Social/recreational organizations					
Support or participation in the arts					
Participation in research with faculty					

<b>List any foreign language(s) you studied at FMU and indicate the number of semesters you studied.</b>			
<u>Foreign Language</u>	<u>Semesters Studied</u>	<u>Foreign Language</u>	<u>Semesters Studied</u>

<b>If you participated in University –sponsored travel which took you outside of South Carolina, please list your destination(s) and the amount of time you were out of the state.</b>			
<u>Destination</u>	<u>Time Spent Out of State</u>	<u>Destination</u>	<u>Time Spent Out of State</u>

**Please Continue to the Next Page**

7.3 and 8.2.c



Please evaluate these specific aspects of your educational experiences at FMU:	Agree Strongly	Agree Moderately	Agree a Little	Neither Agree nor Disagree	Disagree a Little	Disagree Moderately	Disagree Strongly
My general education courses helped me develop the ability to write and speak English clearly, logically, creatively, and effectively.							
My general education courses helped me learn to read and listen with understanding and comprehension.							
My general education courses helped me to learn to use technology to locate, organize, document, present, and analyze information and ideas.							
My general education courses increased my ability to explain artistic processes and products.							
My general education courses increased my ability to use fundamental mathematical skills and principles in various applications.							
My general education courses helped me to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.							
My general education courses increased my ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.							
My general education courses increased my ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.							
My general education courses increased my ability to reason logically and think critically to in order to develop problem-solving skills to make informed and responsible choices.							

What is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Please place an “X” by your response).

	Employment, full-time paid	Additional undergraduate coursework
	Employment, part-time paid	Military service
	Graduate or professional school, full-time	Volunteer activity (e.g., Peace Corps)
	Graduate or professional school, part-time	Starting or raising a family
	Other, please specify:	

What faculty or staff members had the greatest influence on you during your time at FMU?

What could FMU have done differently that would make your time here more valuable?