ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2007-2008

September 2008

David A. DeCenzo, President

Accountability Report Transmittal Form

Agency Name: **Coastal Carolina University**

Date of Submission: **September 10, 2008**

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Glossary of Terms and Abbreviations

AACRO	American Association of Collegiate Registrars and Admissions Officers	**NASAD**	National Association of Schools of Art and Design
AACSB	Association for the Advancement of Collegiate Schools of Business	**NCAA**	National Collegiate Athletic Association
ABET	Accreditation Board of Engineering and Technology	**NCATE**	National Council for Accreditation of Teacher Education
CAFR	Comprehensive Annual Financial Report	**NESA**	North Eastern Strategic Alliance
CETL	Center for Effective Teaching and Learning	**SABPAC**	The SOPHE/AAHE Baccalaureate Program Approval Committee
CHEMIS	Commission on Higher Education Management Information Systems	**SACRAO**	Southern Association of Collegiate Registrars and Admissions Officers
CIRP	Cooperative Institutional Research Program	**SACS**	Southern Association of Colleges and Schools
CSRDE	Consortium for Student Retention Data Exchange	**SBDC**	Small Business Development Center
CUPA	College and University Personnel Association	**SC CHE**	South Carolina Commission on Higher Education
E&G	Educational and General	**SCS**	Student Computing Services
EPMS	Employee Performance Management System	**SOTL**	Scholarship of Teaching and Learning
ETS	Educational Testing Service	**SRAC**	Student Retention and Assessment Committee
FERPA	Family Educational Rights and Privacy Act	**SREB**	Southern Regional Education Board
FTE	Full-time Equivalency	**SWOT**	Strengths, Weaknesses, Opportunities and Threats
FYE	First-Year Experience	**TEAL**	Technology in Education to Advance Learning
IRA&A	Institutional Research, Assessment And Analysis	**VSA**	Voluntary System of Accountability
ITS	Information Technology Services		
MAPP	Measure of Academic Proficiency and Progress		

Section I – Executive Summary

Stated purpose, mission, and values

Mission Statement

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

Original approved by the Coastal Carolina University Board of Trustees on April 18, 1997
Update adopted by the Coastal Carolina University Board of Trustees on December 14, 2007

Values Statements

As a student-centered learning community in which students, faculty and staff embrace education as a lifelong pursuit and act responsibly to preserve the natural environment, Coastal Carolina University embraces the following values:

	TRUTH	Coastal Carolina University values truth and the freedom to express the truth, in keeping with the motto Ex Libertate Veritas -- from freedom, truth.
	RESPECT	Coastal Carolina University appreciates diversity and values civility and fairness toward individuals, cultures, ideas, and resources.
	INTEGRITY	Coastal Carolina University values a commitment to the highest ethical standards.
	EXCELLENCE	Coastal Carolina University values distinction in all its endeavors.

Major achievements from past year

During the past year, the University has achieved the following successes:

University Strategic Plan and Mission Statement

- Coastal Carolina University developed the 2008-2013 Strategic Plan, entitled "Tradition, Integrity, Excellence: Building a Comprehensive University," which will guide us in our decision making over the next five years.

  Due to the involvement of students, faculty, staff, alumni, trustees, and community members a revised mission statement for Coastal Carolina University was adopted by Coastal Carolina University's Board of Trustees on December 14, 2007, and which received final approval by the South Carolina Commission on Higher Education on January 8, 2008.

Student and Campus Life

- On-campus residence halls have made a significant impact and began a wave of change which continues to build in size and scope. Twenty years ago, Coastal Carolina University was strictly a commuter college. Since then, 1,300 on-campus beds have been added, and, within the past three years, another 1,000 beds in residence halls in near proximity to campus and owned by the Student Housing Foundation have been added. An additional 1,100 beds built by an external private developer were completed and available for Fall 2007, resulting in nearly 3,400 students now living on or in near proximity to campus. The impact on requirements for student services

has been dramatic, including student activities, counseling, health services, and vastly heightened needs for campus safety and security.

- Student Health Services are now provided for all undergraduate students. Coastal Carolina University provides its students quality medical care with an emphasis on healthy lifestyles and wellness.

Academic Programs

- Signed agreement to offer ROTC program, fall 2008.

- Coastal Carolina University's E. Craig Wall Sr. College of Business Administration has received re-accreditation by the Association to Advance Collegiate Schools of Business (AACSB), the international accrediting association for undergraduate, master's and doctoral degree programs in business schools. The designation puts the University in the top 10 percent of business schools in the world. AACSB issued four commendations related to the quality of education, small class size, and dedication of faculty in the Wall College of Business.

- Coastal Carolina University has developed a comprehensive assessment system for use in monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.

- In the summer of 2008, the Kimbel Library computer lab was relocated and expanded to increase the number of workstations, new computers were added and new workstation furniture was purchased to allow for increased access and comfort for student conducting research.

Partnerships Resulting in Overall Cost Savings to the State

With Horry-Georgetown Technical College
- A bridge partnership program between the two institutions offering local high school graduating seniors a delayed university admission status while they complete the first year of academic study at Horry-Georgetown Technical College. The bridge partnership program provides a seamless transfer opportunity, after one year, for a select group of high school seniors from local counties to enhance their academic preparation to succeed in a baccalaureate program.
- Sharing police, safety, fire protection, and campus parking.
- Collaborating in the Professional Golf Management Business Degree Program,
- Collaborating in the Resort Tourism Management Business Degree Program.
- Collaborating in the Early Childhood Degree Program.
- A cooperative program between the two institutions leading to a bachelor's degree in Nursing (BSN) has been approved by SC CHE to begin program development.

Collaborative Academic Programs with Other Institutions
- Bachelor of Science in Engineering with Clemson University.
- Doctorate in Educational Leadership, K-12 School Administration, Higher Education Administration with Clemson University.
- Coastal Carolina University is one of five American universities selected to participate in a unique dual degree program partnership with 14 Chinese institutions called the SINO-American 1+2+1 Hospitality Management Dual Degree Program.

Public-Private Partnerships
- *Horry County School District*
  - **Mentoring Program**
    Coastal Carolina University initiated a program with the Horry County School District to provide mentoring support to fourth through tenth grade students deemed at-risk for continuing through high school. The program has been so successful that the University received a South Carolina Commission on Higher Education grant to serve as a pilot program to other institutions in the state.

  - **Scholars Academy**
    Top academic ninth and tenth grade students from the Horry County School District are brought to the University campus to take courses in special sections made available for them at their grade level. When these students become high school juniors and seniors, they take selected college level courses in the same sections as Coastal Carolina University students.

- *Partnerships with Governmental and Private Entities*
  In June 2007, students and engineers from Coastal Carolina University, Clemson University, Santee Cooper, and the Savannah River National Laboratory partnered to construct a wind monitoring station on Waties Island, an undeveloped Horry County barrier island. The project will investigate the feasibility of harnessing the wind to generate commercially viable electricity on and off the coast of South Carolina.

- *StepUp Program*
  Coastal Carolina University received a $750,000 grant to fund the newly developed StepUp Program in Horry County. This is a community program to organize, train, and place volunteers with area nonprofit organizations throughout the Grand Strand community. The overall effort, through the use of partnering with existing nonprofit and governmental entities, will enhance economic development and save money for the state.

- *Student Volunteer Service*
  Coastal Carolina University is developing a graduation requirement that all students provide volunteer service hours through the mentoring program or working with another nonprofit entity.

- *Sustainability Efforts*
  On October 18, 2007, Coastal Carolina University received one of four leadership awards given by South Carolina's chapter of the U.S. Green Building Council, a national nonprofit organization dedicated to sustainable building design and construction. Coastal Carolina University's Campus and Community Sustainability Initiative was established in 2005 to promote the practice of sustainability in all campus endeavors, including university curriculum, and serve as a resource to the community.

- *Life Long Learning*
  In July, 2007, Life Long Learning received a grant from the Bernard Oscher Foundation of $100,000 to offset Life Long Learning expenses and to establish the OLLI (The Oscher Life Long Learning Institute). Another $100,000 will be received for 2008-09 and a full $1,000,000 in 2010.

- *Grant Received*

  Coastal Carolina University has received its largest grant, $2.3 million, from the National Science Foundation (NSF) to establish a program that partners University graduate students and Horry County K-12 teachers in coastal science research.

Key strategic goals for present and future years

Coastal Carolina University's focus is to clearly differentiate itself from among the various comprehensive higher education choices in South Carolina and to become known for providing excellent value and outstanding quality in the University's educational programming. To address this focus, Coastal Carolina University will enact the following four key and three supporting strategies over the next five years (Figure 1).

Figure 1.
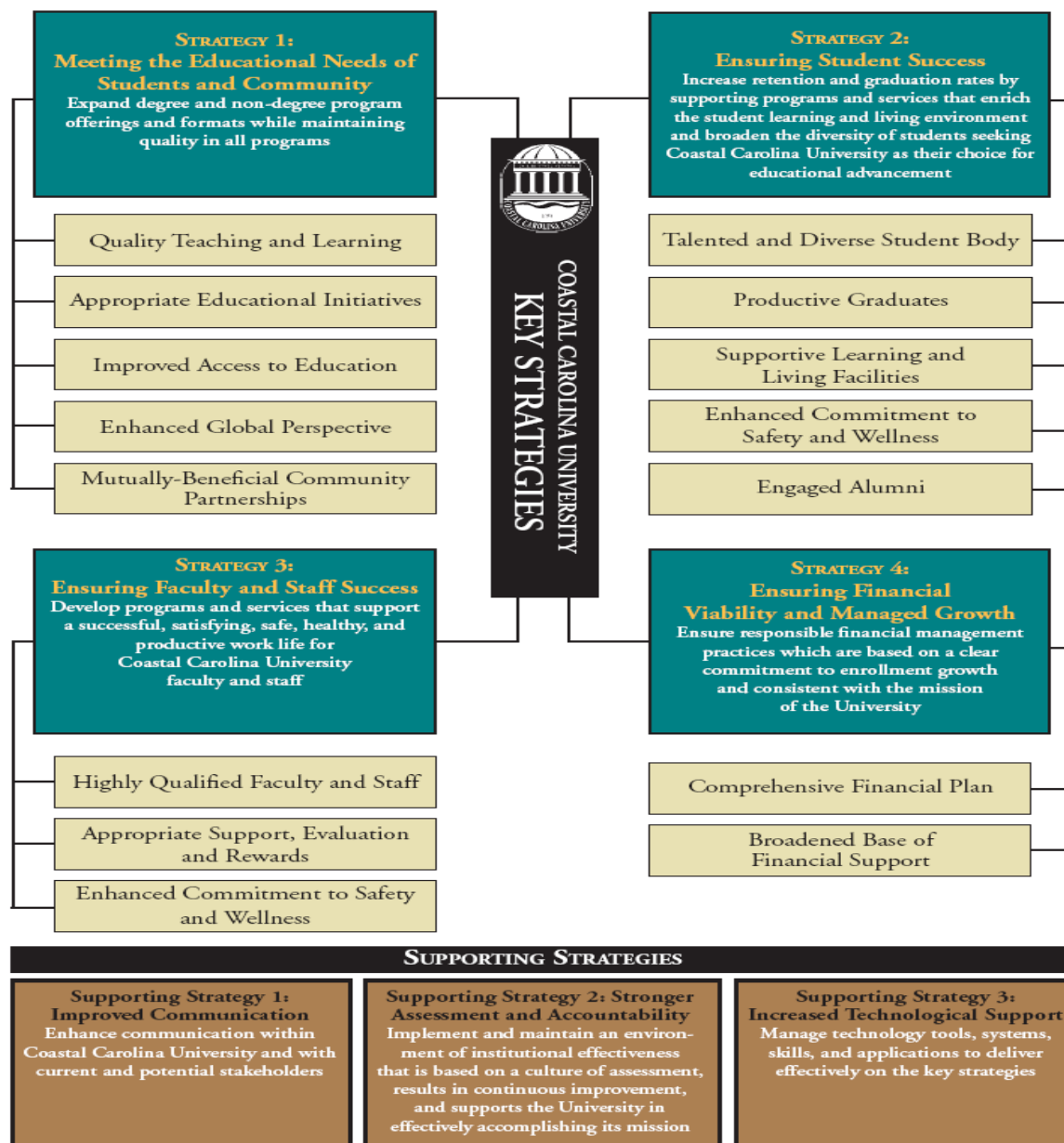
Opportunities and barriers that may affect the University's success in fulfilling its mission and achieving its strategic goals

Coastal Carolina University is affected by each of the following main challenges external to the institution. Coastal Carolina University will effectively deliver on its mission by responsively identifying and prioritizing opportunities from among those mentioned below. The University's strategic goals are uniquely tied to these opportunities.

Challenges:

- The increasing cost of higher education is challenging accessibility to higher education for those in middle and lower socioeconomic classes.
- Funding and accountability for higher education are changing across the nation and world. Though funding from the state has been rather stable in aggregate, South Carolina public institutions of higher education seem to be requiring a larger commitment through tuition and fees from their students rather than through state appropriations.
- South Carolina is below the national average on educational attainment of it citizens, with 76.3 percent of those 25 and older being high school graduates versus a national average of 80.4 percent. In addition, only 20.4 percent of South Carolinians and 18.4 percent of Horry County residents (20 percent of Georgetown County residents) hold a bachelor's degree or higher, versus a national average of 24.4 percent.
- Regulatory changes have been focused recently on charging Coastal Carolina University to increase the percent of in-state students to a 70 percent in-state/30 percent out-of-state ratio.
- Online learning in postsecondary education has increased to more than 1.5 million students. Coastal Carolina University offers few online course opportunities, and no online degree programs.
- Access to and expectations of technology offerings will continue to increase and expenditures will need to mirror these expectations for students, faculty, and staff.
- Use of adjunct faculty has increased dramatically. This reliance on adjunct faculty may inhibit student retention. Coastal Carolina University has begun efforts to reduce this number.
- Increasing costs from several sources are likely to increase the cost per full-time equivalent (FTE) student by an amount greater than the Consumer Price Index:
  - A growing threat of shortage of faculty with doctoral degrees in several disciplines. These shortages mean that competition for quality faculty will be intense; resulting in higher salary and benefit costs needed to retain quality faculty.
  - Increased need to hire additional staff and support personnel with full benefits.
  - Rising energy costs nationwide that will affect University expenditures.
  - Maintaining currency in technological advancement that will continue to escalate operating costs.
  - Expanded government mandated and social shocks (e.g. campus security issues on other college campuses) that will force additional compliance costs on the University.

Opportunities:

- Changing employment trends and needs require different skill sets and an increasing number of professions are demanding at least bachelor's degree level completion to realize wage increases.
- Sustainability initiatives are becoming more supported, as research continues to document the fragility of the ecosystem and its impact on society.
- Changing demographics of the region will likely affect educational participation and needs. These changes require Coastal Carolina University to consider the types of programming it will undertake as degree and non-degree programs to service the demographic needs of the population

in the region, as well as who it will target for admission and how it will need to adjust services and processes to best serve a diversified population.

- The percent of the overall population 65 years of age and older will dramatically increase, and according to the U.S. Census Bureau, South Carolina's rank in percent of those 65 years of age and older is projected to increase significantly. Degree programs that serve this population, enhanced lifelong learning programs, and collaborative intergenerational partnerships may become more important in the University's educational programming.

- Global educational needs are shifting, with competition for students unabated and with the need for a workforce educated in global issues. There are substantial opportunities for increasing both on-campus diversity through international programming and Coastal Carolina University student exposure to other cultures through short and long-term study abroad programs.

- Learning approaches and processes are changing, with expectation that blended learning and active learning will continue to become even more important, with technology infused into the learning experience at Coastal Carolina University.

- The commitment of students to a campus goes beyond the classroom to include the entire student experience. Exploring how to crate a more student-engaged campus and community experience will become more important.

- Accountability issues are becoming even more important. Efforts to rate programs by rating services (e.g., *US News)* and others by the U.S. Department of Education, are attempting to provide comparative data. Ratings are still important to families, but less so than majors offered. Thus it will continue to be important to monitor these programs and to carefully articulate where Coastal Carolina University falls on these measures.

- Six-year undergraduate graduation rates at Coastal Carolina University were reported by the Office of Institutional Research, Assessment and Analysis at 44 percent. The national average according to SREB was 54 percent.

- The enrichment of the cultural and athletic opportunities for the region is critical as a social development tool. Through its cultural programs, Coastal Carolina University serves as a unique creator, cultivator, protector, and disseminator of culture within the Waccamaw region. Through its NCAA Division I athletic programs, the University provides an outlet for both supporting local athletic talents, and a social opportunity for engagement in the community.

How accountability report is used to improve organizational performance

The accountability report serves as an annual assessment tool and measures organizational performance against strategic goals and action plans. This assessment "feeds" into the University's strategic planning process.

Section II – Organizational Profile

Main educational programs, offerings, and services and the primary methods by which these are delivered

- Coastal Carolina University's main educational programs, offerings, and services are the following. The primary methods by which the University's educational programs are delivered include classroom instruction, distance learning, internships, cooperatives, independent studies, and student/faculty research.
  - o Baccalaureate Programs:
    - § Business Administration: Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management

- Education: Early Childhood Education; Elementary Education; Exercise and Sport Science; Health Promotion; Middle Grades Education; Physical Education; Recreation and Sports Management; Special Education-Learning Disabilities
- Humanities and Fine Arts: Art Studio; Communication; Dramatic Arts; English; History; Interdisciplinary Studies; Music; Musical Theatre; Philosophy; Political Science; Spanish
- Natural and Applied Sciences: Biology; Chemistry; Computer Science; Marine Science; Mathematics (Applied); Physics (Applied); Psychology; Sociology
- Special Programs: Honors Program; Humanities and Fine Arts Fellows Program; Jackson Fellows Program; Wall Fellows Program
- Certificate Program: Gerontology Certificate
- Baccalaureate Cooperative Program: Engineering with Clemson University
  - Graduate Programs:
    - Master of Arts in Teaching; Master of Business Administration; Master of Education (Early Childhood, Elementary, Secondary); Master of Science in Coastal Marine and Wetland Studies
    - Cooperative Graduate Degree Programs: Ph.D. in Educational Leadership, K-12 School Administration with Clemson University
  - Services and Offerings:
    - Academic Advising Center; Campus Recreation Services; Career Services; Counseling Center; Disabilities Services; Multicultural Student Services; Student Health Services

Key student segments, stakeholder groups, and market segments

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
  - Students
  - Alumni
  - Business and industry
  - Local and regional community
  - K-12 public school districts
  - Regional technical colleges

Operating locations

- Coastal Carolina University comprises 52 main buildings on 302 acres including the Burroughs & Chapin Center for Marine and Wetland Studies and the Coastal Science Center, located on the East Campus at the Atlantic Center off Highway 501. The University also offers courses at off-campus sites in Myrtle Beach and through the two Coastal Carolina University Higher Education Centers at Georgetown and Waccamaw. Waties Island, 1,105 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine science and biology.

Number of employees, segmented by faculty and staff or other appropriate categories, Fall 2007
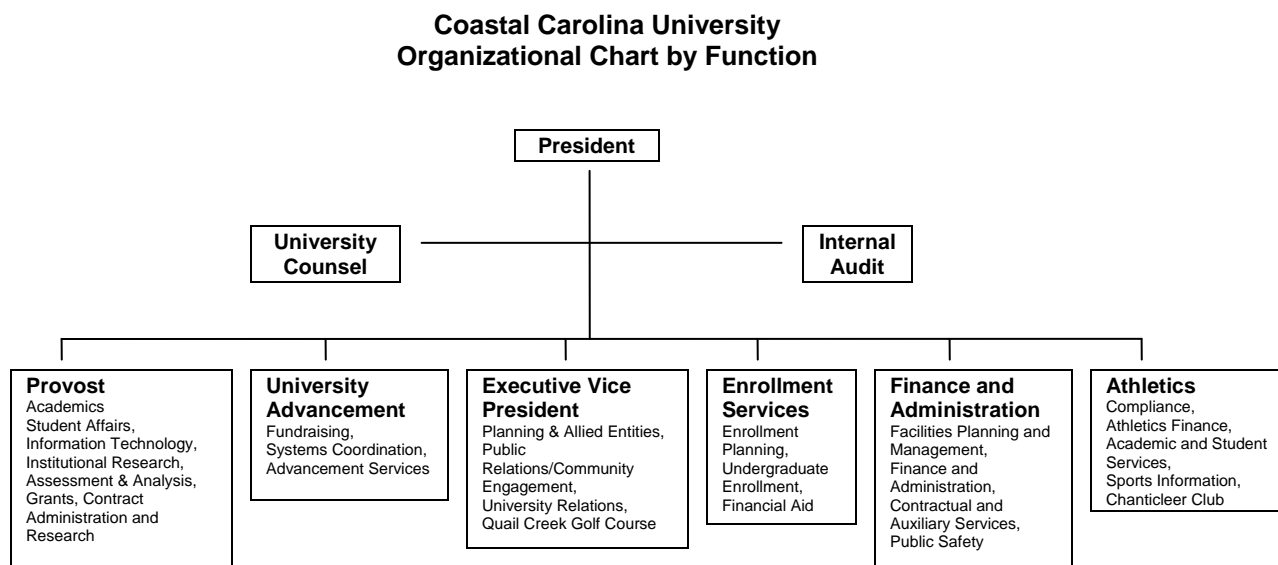
Category	Full-time	Part-time	Total
Full-time Instructional Faculty	264	160	424
Executive/Administrative and Managerial	37	5	42
Other Professionals	219	30	249
Technical and Paraprofessionals	144	47	191
Clerical and Secretarial	56	39	95
Skilled Craft	36	0	36
Service/Maintenance	69	13	82
Total	825	294	1119

Regulatory environment under which the University operates

- The regulatory environment under which the University operates includes the following:
    - o The University is a public institution governed by a 17-member Board of Trustees.
    - o Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the baccalaureate and master's degrees.
    - o The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina State Board of Education.
    - o The E. Craig Wall, Sr. College of Business Administration is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB-International).
    - o Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
    - o The Department of Computer Science is accredited by the Accreditation Board of Engineering and Technology (ABET).
    - o The Department of Health Promotion major is one of only 18 programs in the nation that has been awarded the designation of SABPAC Program Approval.
    - o The University is monitored by the South Carolina Commission on Higher Education, the South Carolina Legislature, and the citizens of South Carolina.

Governance system and organizational structure

The following organizational chart shows the governance structure of Coastal Carolina University.

**Coastal Carolina University
Organizational Chart by Function**

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                          ┌───────────┐
                          │ President │
                          └───────────┘
        ┌──────────────┐       │       ┌──────────────┐
        │  University  │───────┼───────│   Internal   │
        │   Counsel    │       │       │    Audit     │
        └──────────────┘       │       └──────────────┘
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Provost	University Advancement	Executive Vice President	Enrollment Services	Finance and Administration	Athletics
Academics Student Affairs, Information Technology, Institutional Research, Assessment & Analysis, Grants, Contract Administration and Research	Fundraising, Systems Coordination, Advancement Services	Planning & Allied Entities, Public Relations/Community Engagement, University Relations, Quail Creek Golf Course	Enrollment Planning, Undergraduate Enrollment, Financial Aid	Facilities Planning and Management, Finance and Administration, Contractual and Auxiliary Services, Public Safety	Compliance, Athletics Finance, Academic and Student Services, Sports Information, Chanticleer Club

Key suppliers and partners

- Coastal Carolina University's key suppliers and partners include:
    - Horry and Georgetown County public schools and all other secondary schools within South Carolina
    - Horry-Georgetown Technical College and the other technical colleges within South Carolina
    - Out-of-state secondary schools, community colleges, and other institutions of higher education

Key competitors

- Coastal Carolina University's key competitors include:
    - Other higher education institutions in South Carolina and numerous out-of-state institutions

Principal factors that determine Coastal's competitive success; key changes that are taking place that significantly impact Coastal's competitive situation

- See Section I, Opportunities and Barriers.

Key strategic challenges

- Key strategic challenges include enrollment growth and student life, academic programs, space issues, and resource priorities.
    - Enrollment growth will have an impact on the University's dependence on tuition revenues in the absence of adequate state funding while fulfilling the institutional mission to serve the state and local region. As more students opt for university housing, there is a need for special

attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics.

o Academic programs must enhance student learning and serve the changing personal and professional needs of students. The delivery of off-campus programs, with their attendant technology support and needs, will create a major impact on enrollment growth and service to the community.

o With enrollment growth and the increased need for academic and social support services to students, the *Campus Master Plan* must be monitored to reflect the changing campus environment and be flexible enough to respond to adverse impacts.

o Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. They are still low compared to our South Carolina and peer higher education institutions. Other resource priorities include faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety.

Performance improvement systems

- Coastal Carolina University's performance improvement systems include:
    o **Regional accreditation**: The University undergoes SACS accreditation every ten years. Our next reaffirmation of accreditation will be in 2012.
    o **Program accreditation**: The University's programs are accredited by AACSB-International, ABET, NCATE, and NASAD.
    o **Assessment Plan Composer**: Each academic department participates in the University's assessment process.
    o **Administrative Plan Composer**: Each administrative department participates in the University's assessment process.
    o **Institutional Effectiveness Report**: The University submits an annual Institutional Effectiveness Report to the South Carolina Commission on Higher Education that addresses academic assessment outcomes, professional examinations scores, alumni placement data, and various other items.
    o **Employee Performance Management System**: Process for annual staff planning and evaluation.
    o **Assessment System**: The University developed an assessment system in 2007-2008 that will annually assess student learning, student development, and administrative unit operations beginning in 2008-2009.

Expenditures/Appropriations and Major Program Areas Charts

Coastal Carolina University
Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 49,853,314	$ 12,278,975	$ 51,460,628	$ 10,986,005	$ 57,030,166	$ 13,138,011
Other Operating	$ 26,084,569	$ 500,000	$ 28,614,599	$ 3,500,000	$ 37,098,367	
Special Items	$ 19,036,410		$ 20,448,191		$ 24,570,784	
Permanent Improvements	$ 2,684,093		$ 2,154,023		$ 4,620,480	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 11,690,386	$ 2,246,718	$ 13,583,237	$ 2,322,310	$ 14,687,604	$ 2,695,576
Non-recurring						
Total	$ 109,348,772	$ 15,025,693	$116,260,678	$ 16,808,315	$138,007,401	$ 15,833,587

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	$ 2,358,122	$ 449,193
Capital Reserve Funds		
Bonds		

Coastal Carolina University
Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures		FY 07-08 Budget Expenditures		Key Cross References for Financial Results*
College of Business	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community.	State: Federal: Other: Total: **9% of Total Budget:**	2,628,521 6,709,698 9,338,219	State: Federal: Other: Total: **10% of Total Budget:**	3,603,837 7,912,203 11,516,040	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
College of Education	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community.	State: Federal: Other: Total: **5% of Total Budget:**	1,726,589 3,393,133 5,119,722	State: Federal: Other: Total: **6% of Total Budget:**	2,172,329 4,741,633 6,913,962	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
College of Humanities and Fine Arts	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community.	State: Federal: Other: Total: **12% of Total Budget:**	4,256,304 8,347,459 12,603,763	State: Federal: Other: Total: **16% of Total Budget:**	5,752,846 12,635,143 18,387,989	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
College of Natural and Applied Sciences	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community.	State: Federal: Other: Total: **11% of Total Budget:**	4,056,157 7,939,675 11,995,832	State: Federal: Other: Total: **13% of Total Budget:**	4,830,110 10,605,311 15,435,421	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1

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

Administration, Research, Public Service, Academic Support, Student Services, Athletics, Instructional Support, Operations and Maintenance of Plant, Scholarships & Fellowship, Residence Halls, Book Store, Food Services, and Health Services.

Remainder of Expenditures:	State: Federal: Other: Total: **63% of Total Budget:**	2,358,122 5,775,448 62,157,666 70,291,236	State: Federal: Other: Total: **55% of Total Budget:**	449,193 6,675,000 56,883,073 64,007,266

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Coastal Carolina University
Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
I) College of Business Admin.	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	Enhance academic quality, college reputation, and student learning by developing a strong curriculum resulting in higher retention and graduation of majors. Foster student research by providing resources for student participation at scholarly events.	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
I) College of Education	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	Continued … Provide a balanced array of degree programs that meets students' changing needs and enhances the University's mission. Develop a comprehensive enrollment projection plan for the colleges and University.	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
I) College of Humanities and Fine Arts	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	See above	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
I) College of Natural and Applied Sciences	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	See above	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1

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

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Coastal Carolina University's mission and values statements have been developed through a collaborative process that seeks and encourages input from all constituencies. The University's leadership fosters these values through the annual strategic planning, assessment, and budgeting process. The University's values were also addressed in the *Strategic Plan,* a document recently accepted by the Board of Trustees that will guide the institution through the next 10 years. Annual Institutional Effectiveness reports that are required by the South Carolina Commission on Higher Education re-affirm the University's values, as does the assessment reported in the annual Higher Education Accountability Report. The annual Agency Head Report that is the President's plan for the University, with goals, outcomes, and assessments, is filed with the South Carolina State Budget and Control Board. Accreditation criteria of SACS, AACSB-International, NCATE, ABET, and NASAD, require continual assessment and dissemination of the University's and individual colleges' values. *Coastal Today*, another forum for expressing the University's values, is broadcast on public television to a regional audience. Finally, the University's

values are relayed through student recruitment efforts, through the various links on Coastal Carolina University's website, and through visitations by administrators, faculty, and staff to various conference sites in the nation.

Senior leaders' personal actions reflect a commitment to organizational values through each individual's dedication to fostering creativity, respecting diversity, and modeling intellectual honesty. These values are reflected in the implementation of initiatives such as public engagement, annual Celebration of Inquiry Conference presentations and activities, through the President's, Provost and Senior Vice President for Academic and Student Affairs, and vice presidents' preference to engage in open debate with the campus and area community as the University grows, and through the annual administrative evaluation processes. Finally, the hiring process for senior leaders includes conversations with the candidates about commitment to organizational values, to student learning, and to assessment and planning.

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

Coastal Carolina University is committed to continuous improvement of the institution, to accountability to its stakeholders, and to planning for all contingencies. Senior leaders create an environment for performance improvement, accomplishment of strategic objectives, innovation, and organizational agility through the process of the annual assessment of the University's *Strategic Plan*, through the coordination of annual planning, assessment, and budgeting processes, through application for and implementation of external research and program development funds, through implementation of teaching excellence grants, and through participation in annual Celebration of Inquiry Conferences.

The strategic planning, assessment, and budgeting process allows the University to respond to present and future initiatives with flexibility and with the innovative approaches that are required due to limited resources. Planning for the future and accomplishment of strategic objectives is paired with annual fundraising events and long-term campaigns. Several programs, including the promotion and tenure process, the student evaluation of faculty, teaching excellence grants and awards, travel awards, and the professional and Academic Enhancement Awards promote performance improvement among the faculty. Professional and support staff performance is encouraged through the annual Employee Performance Management System (EPMS) process. Exceptional performance of staff is recognized through the annual Staff Awards for Excellence.

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

The executive team members are individually and collectively committed to operating at the highest standard of legal and ethical behavior. The executive team includes University Counsel in all meetings, discussions and decisions, including the establishment of new policies. The President and Executive Vice President are required, by provisions in their respective contracts, to work closely and cooperatively with the Audit Committee of the Board of Trustees; which, in concert with the institution's Director of Internal Auditing, conducts ongoing reviews of University spending and management practices with respect to compliance with federal, state and local statutes, ordinances and regulations. Additionally, periodic opinions on management practice are sought by the University's legal counsel from relevant regulatory bodies.

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

Senior leaders create an environment for organizational, faculty, and staff learning through several programs and organizational initiatives.

- For faculty, there is a faculty mentoring program that pairs experienced faculty with new faculty members in the first year of employment. New faculty are also required to attend a year-long orientation program that introduces these faculty to the campus culture.
- Effective teaching strategies are honed for all faculty through programs offered at the Center for Effective Teaching and Learning (CETL). The CETL Center also offers technology instruction to faculty and staff. Each college houses a center that offers opportunities to faculty and staff for developing research projects.
- Funds are available for faculty and staff to attend and participate in professional development meetings and activities.
- Support for garnering external research and grant funds is available to faculty and staff through the Office of Grants and Sponsored Research.
- Financial support is provided to staff members who wish to continue their undergraduate or graduate education through tuition waivers.
- Organizational initiatives include annual Celebration of Inquiry conferences that invite participation by students, faculty, staff, and community members in intellectual discussions and forums.
- Faculty members can apply for scholarly reassignment (sabbatical) on a yearly basis.
- Academic departments and administrative units regularly invite the campus community to attend lectures, concerts, performances, and other scheduled programs that the University sponsors.

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

Succession planning and development of future organizational leaders is promoted through senior leader participation in the annual EPMS process for staff and through the annual review, promotion, and tenure process, and/or post-tenure review process for faculty. These processes set forth goals, standards, and outcomes for the employee, along with performance assessment. Detailed organizational charts, including names and reporting structure for all employees at Coastal Carolina University, indicate succession planning by showing management levels in academic and administrative units. Duties of the President and administrative officials who report directly to the President are defined in the *Faculty Manual (*which is mid-way through a year-long revision process) and distributed annually to all faculty. New staff members receive an orientation packet that includes a description of the duties and responsibilities of the President and other administrators. All senior administrative officials are well qualified with respect to credentials and experience, as well as having demonstrated competence in their area of responsibility.

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

Senior leaders communicate with, empower, and motivate faculty and staff through several venues. Each semester, there are faculty and staff "welcome back" meetings. These meetings allow senior leaders (i.e., President, Provost, vice presidents, and deans) to update faculty and staff about new initiatives occurring at the University, to introduce new faculty and staff members, to promote networking and camaraderie among faculty and staff, to thank faculty and staff for their contributions to continuous improvement at the University, and to boost morale. To promote empowerment, faculty complete annual administrator evaluations for their chair, dean, provost, and president, and the Faculty Senate is active in promoting

faculty views to the administration. The Faculty Welfare and Development Committee, a sub-committee of the Faculty Senate, is focused on issues of salary, governance, and due process that are critical to faculty morale. Communication with the campus community occurs through the University's television program, *Coastal Today*, through the weekly *Coastal Newsletter*, and through e-mail and campus memos.

To reinforce and reward excellence, the University solicits nominations for professional and support staff excellence awards that are given annually. Special faculty and staff activities are recognized in the Coastal Carolina University *Newsletter* and on *Coastal Today*. Faculty are recognized through the promotion and tenure process and through various awards, including the Distinguished Teacher-Scholar Lecturer Award sponsored by Horry Telephone Cooperative, Inc., the Outstanding Teacher of the Year, sabbatical awards, and professional enhancement grants. Yearly, the University has an established faculty and staff service award ceremony.

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

The governing body of Coastal Carolina University, the Board of Trustees, is responsible for overseeing the effective governance of the University. The Board defines the mission, role, and scope of the University, establishes the general policies of the University, approves the budget, and provides accountability to the public and the General Assembly. The Board is comprised of the Governor of the State or his or her designee who is an ex-officio member of the Board and 16 members, with 15 of those elected by the South Carolina General Assembly and one member appointed from the state at-large by the Governor. Board actions are reflected in official Board meeting minutes. Board members must stand for reelection by members of the legislature, and the governor may dismiss a Board member. Through this public process, members of the Board are accountable.

Several performance evaluation strategies are implemented at the University. The President must submit an annual Agency Head Report to the South Carolina Budget and Control Board. This Report has goals, outcomes, and assessments, and is reviewed and approved by the Board of Trustees prior to submission. The President is evaluated annually by the Board of Trustees. All academic administrators are evaluated annually by the faculty and by their immediate supervisors. All directors and other administrators who are classified employees are evaluated annually using the EPMS form that is on file with the Office of Human Resources. Senior leaders use the annual assessments to help them develop goals and action plans for the next year. A key component of the annual self-evaluation of each administrator is an analysis of the feedback from various campus constituencies.

1.8 <u>What performance measure do senior leaders regularly review to inform them on needed actions?</u>

Senior leaders use peer benchmark data to provide reliable, systematic, and timely comparison information to make informed decisions.

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

The University's *Strategic Plan* addresses and anticipates adverse impacts through the annual planning, assessment, and budgeting process. Part of the process included developing a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis and identifying strategies for addressing weaknesses and threats.

The colleges are responsible for anticipating adverse impacts related to academic programs and offerings through their annual planning, assessment, and budgeting process, while the administrative units are responsible for anticipating adverse impacts related to their services and operations through their annual planning, assessment, and budgeting process. Campus-wide plans have been developed to deal with adverse impacts on operations, including a *Technology Plan* and a *Campus Master Plan* currently scheduled for development/refinement during AY 08-09. The Office of Risk Management is responsible for anticipating adverse impacts related to insurance matters. Coastal Carolina University's Institutional Review Board is responsible for anticipating adverse impacts related to research and human subjects. The Office of Finance and Administration is responsible for anticipating adverse impacts related to administrative and financial matters. Preparation for accreditation processes with SACS, AACSB-International, NCATE, ABET, and NASAD highlight adverse impacts of programs, services, and operations in terms of fulfilling the University's mission.

The key compliance-related processes, goals, and measures are: enrollment growth and student life; academic programs; space issues; and resource priorities. Enrollment growth will have an impact on the University's dependence on tuition revenues in the absence of adequate state funding while fulfilling the institutional mission to serve the state and local region. In recent years, as more students opted for university housing, there was a need for special attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics. The delivery of off-campus programs, with their attendant technology support and needs, will have a major impact on enrollment growth and service to the community. With enrollment growth and the increased need for academic and social support services to students, the revised *Campus Master Plan* will be used to monitor the changing campus environment and be flexible enough to respond to adverse impacts. Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. They are rapidly improving but are still low compared to our South Carolina and peer higher education institutions. Academic programs must enhance student learning and serve the changing personal and professional needs of students. Space issues continue to dominate strategic planning. Resource priorities, such as faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety, are reflected in the goals, objectives/outcomes, and action plans of the University's *Strategic Plan*.

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

Senior leaders use the University's *Strategic Plan* and the annual planning, assessment, and budgeting process to determine areas of emphasis for university involvement and support. The mission of the University requires community support and enhancement. For example, the University maintains a joint venture with neighboring Francis Marion University and The North Eastern Strategic Alliance (NESA). This alliance is charged with fostering public and private partnership across the ten-county Waccamaw-Pee Dee region. The aim is to generate a regional identity that addresses the current economy and future growth of the region. Through its preparation for accreditation by various organizations, the University identifies community needs and opportunities. One example is the Wall College of Business Administration identifying the need for the Resort Tourism Management major, the Professional Golf Management specialization, and the Master of Business Administration degree through university-business collaboration.

Senior leaders are actively involved in identifying, supporting, and strengthening the communities in which the University operates. These communities include: students, faculty, and staff (on-campus community); alumni; business and industry; and local and regional communities. Mechanisms for

community support are included in the University's *Strategic Plan*. Types of community support offered by the University include conferences (e.g., Celebration of Inquiry), research centers (e.g., Coastal Federal Center for Economic and Community Development, Center for Education and Community, Burroughs and Chapin Center for Marine and Wetland Studies), business development strategies (e.g., Small Business Development Center), resort tourism management strategies (e.g., Clay Brittain Jr. Center for Resort Tourism), partnerships and coalitions (e.g., Lifelong Learning), student participation in the community (e.g., Coastal Carolina University Mentor Program), and collaboration with alumni and K-12 public school teachers (e.g., Biddle Center for Teaching, Learning and Community Engagement).
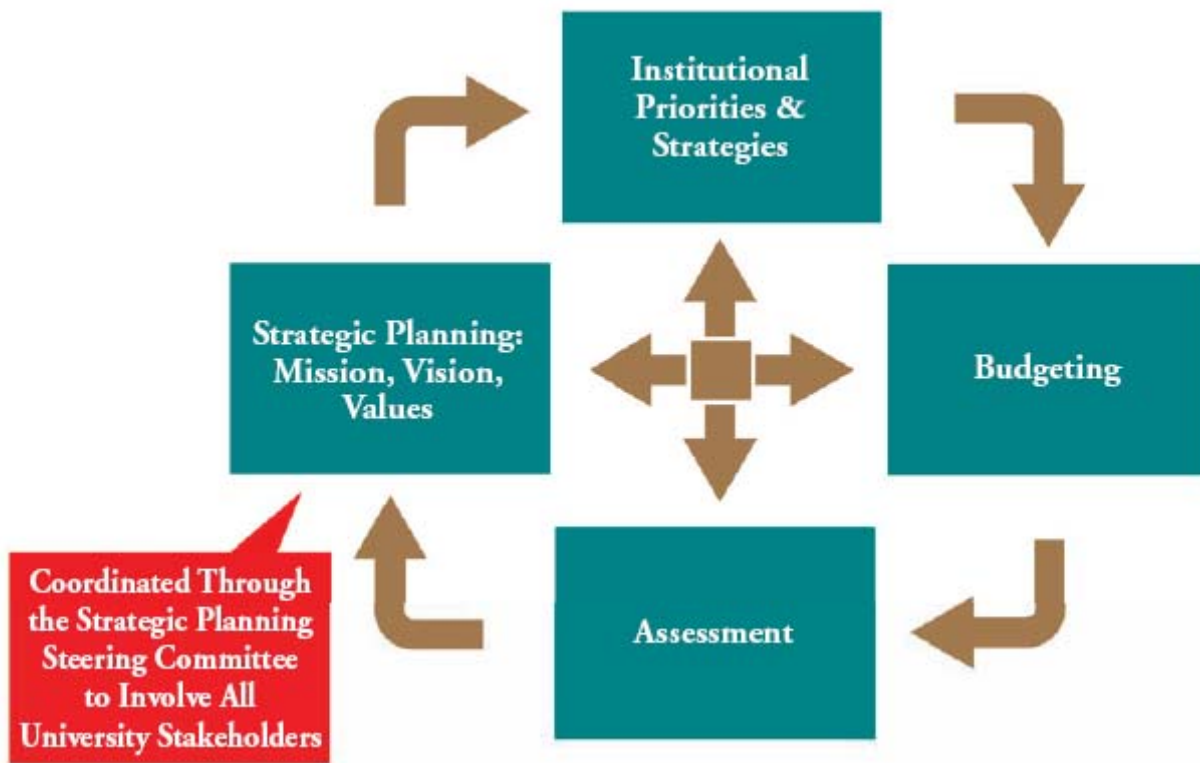
Category 2 – Strategic Planning

2.1 <u>What is your Strategic Planning process, including key participants, and how does it address</u>:

a. Your organizations' strengths, weaknesses, opportunities and threats

The strategic planning process is coordinated through the Office of the President and administered by the Executive Vice President. A faculty driven committee, with representatives from the administration, has historically steered these efforts to review the university mission and vision, evaluate the University's strengths and weaknesses and consider trends in higher education, legislative, social, community, and economic issues as they relate to Coastal Carolina University. The Office of Institutional Research, Assessment and Analysis provides trending data with which the strategic planning committee can compare Coastal Carolina University to other institutions and benchmarks on particular standards. Finally, recommendations from the strategic planning committee are forwarded to the Provost and President for review and action. (See Figure 2)

Figure 2.

b. Financial, regulatory, and other potential risks

The strategic planning process focuses on the development of strategic priorities which will guide resource allocation and performance tracking throughout Coastal Carolina University. Regulatory matters are discussed as part of the strategic evaluation performed by the Strategic Planning Committee. Issues and areas of concern are tasked to appropriate divisions (e.g., Facilities) for compliance.

The University's Financial Services division is charged as the fiduciary of the University's financial resources while providing quality financial services in support of teaching, learning, and research. Risk Management coordinates efforts to ensure the protection and preservation of Coastal Carolina University's human, physical and financial assets. This task is accomplished by identifying potential human, physical, financial, and natural losses, and evaluating the best method for handling the risk whether it is risk avoidance, prevention, assumption or transfer. The Department of Public Safety provides a safe, secure environment conducive to freedom of expression and movement within the constraints of federal, state and local laws, and for people and their property. To fulfill this responsibility, the Department of Public Safety focuses on the following objectives: provide a safe environment in which the university community can work and live; provide service equally to all people in a manner that demonstrates dignity and respect for each person; and acknowledge that, in the university community, Public Safety works with a diverse population and that all people are to be treated fairly and equally.

c. Shifts in technology, student and community demographics, markets, and competition

The strategic planning process enables Coastal Carolina University to develop an ongoing cycle of review of student and community demographics. The Office of Institutional Research, Assessment and Analysis provides colleges and divisions with appropriate trending reports for the various major programs of study as well as for regional demographics. Gaps or changes in these trends are reviewed by the Strategic Planning Committee for potential action.

Strategic technology planning is conducted on a continuous cycle at Coastal Carolina University and involves all academic and administrative areas. Technology strategic goals and objectives are integrated into the University's *Strategic Plan*. As a member of the Strategic Planning Committee and chair of the University Technology Planning Committee, the Executive Director of the Library and Instructional Technology is responsible for the development, integration, and assessment of technology plans. In the fall, the Technology Planning Committee meets to develop college-specific technology plans, to review goals and objectives, to develop new objectives, to assess progress on current objectives, and to use assessment results to develop action plans for the upcoming year. This information is integrated into the University's planning, assessment, and budgeting process. By focusing on the completion of objectives rather than on specific technologies, the University's *Technology Plan* allows for flexibility to use the best technology to complete plan objectives. Because the planning process is on a continuous cycle, emerging and converging technologies can be quickly adopted into action plans as technology shifts occur.

d. Human resource capabilities and needs

The strategic planning process includes consultation with ranking administrators throughout Coastal Carolina University, including the Executive Director of Human Resources and Organizational Development, academic deans, provost, and executive vice president. Institutional priorities guide the development and requests for funding for additional full-time slots, while also exploring an appropriate match between part-time staffing, institutional responsiveness, and organizational priorities.

e. *Opportunities and barriers described in the Executive Summary*

The strategic planning process seeks to build broad-based interaction in defining institutional priorities based on a clear understanding and appreciation of the present and future potential challenges faced by the institution. The Strategic Planning Committee seeks to derive questions about future competitiveness from throughout the university, and the resulting barriers and opportunities that are identified from the backbone of future tactical planning within the overall rubric of the strategic planning process.

f. *Long-term organizational sustainability and organizational continuity in emergencies*

Coastal Carolina University has a long history of broad based engagement in strategic planning and assessment. The planning process at Coastal Carolina University includes not only defining desired outcomes but recognizing the human, physical, and financial resources that will be required to reach the defined goals. This established process leads to long-term organizational sustainability. It is a policy of Coastal Carolina University to view each hurricane threat or any other natural disaster as an extremely hazardous condition and to first minimize the risk to students, faculty and staff, and second, to protect university property.

g. *Your ability to execute the strategic plan*

The successful implementation of this *Strategic Plan* requires the following: (1) the identification of specific timelines and metrics for each of the goals and objectives; (2) the establishment of a clear structure through which attention to strategic planning retains its inclusive, transparent, and open approach and becomes an ongoing part of Coastal Carolina University's activities; and (3) linkage of the *Strategic Plan* to annual assessment, budgeting, and reporting.

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section 1, Question 4).

Each year, the University develops priorities using the mission, values, and goals as its base. The focus of strategic objectives centers on providing high-quality and affordable education to a diverse student body.

2.3 How do you evaluate and improve your strategic planning process?

The standing University Committee on Strategic Management has as its charge the following:

- Annually review the progress on the *Strategic Plan*, identify and evaluate appropriateness of key strategies, goals, and objectives with the mission of the institution.
- Biennially review the vision and mission of the institution to identify whether, and how, it should be changed.
- Develop a "Progress on the Plan" report that will incorporate all institutional assessment reports related to strategic planning and present to the University community no later than December 1 of each year for the previous fiscal year.
- Coordinate action on strategic initiatives across and between layers within the institution, while respecting a clear communication process and the charges of each of the respective entities and committees.
- Recommend to the Coastal Carolina University President changes in or challenges to the University vision, mission, strategic priorities or goals, and /or changes in the process or timing of implementation of the plan.
- Review and base indicators and reporting on peer, aspirant, and other competing institutions.

2.4 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Financial resources will be allocated on a prioritized basis, based on the availability of funding. Individual cost centers are requested to develop zero-based budgeting that ties to the institutional priorities and university mission. Clear articulation of the purpose and desired effect of each requested funding item is required. These requests are prioritized according to fit with the overall university mission and institutional priorities, and funding is allocated based on funding availability as noted by the General Assembly. At the conclusion of each academic year, annual reports are provided by each cost center director to evaluate how effectively he or she achieved the desired goals.

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

For effective implementation, the *Strategic Plan* must tie into budgeting, reporting, and ongoing assessment and evaluation efforts. The University-Wide Assessment Committee has been working on an integrated assessment system for Coastal Carolina University, and the details of that program will be presented in fall 2008. Specific guidelines are also being developed and will be posted online to assist departments and divisions with bringing their own mission statements and strategic plans into alignment with the new *Strategic Plan*, tying their plans to institutional budgets, and reporting on assessment.

2.6 How do you measure progress on your action plans?

The foundations of Coastal Carolina University's assessment system will be the systematic collection, analysis, and summary of information that result from a unified university approach to assessment along three major component areas: student learning, student development, and administrative unit operations. By working together, the academic colleges, the division of student affairs, and the administrative units use the results from internally driven data or externally created data to assess and inform their performance on the *Strategic Plan*, increase accountability and thereby improve overall institutional effectiveness. The result will be an integrated assessment plan that reports progress on and provides recommendations to the *Strategic Plan* on an annual basis.

2.7 The current Coastal Carolina University *Strategic Plan* is available at:
    http://www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf

Category 3 – Student, Stakeholder, and Market Focus

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

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
    - Students
    - Alumni
    - Business and industry
    - Local and regional community
    - K-12 public school districts
    - Regional technical colleges

The Office of Enrollment Services oversees the recruitment of new students and the retention of continuing students through the services offered by the Office of Admissions, the Office of Financial Aid, and the Office of Orientation. The first step in building a customer driven enrollment plan is to determine the needs of the institution, the community, and the prospective student population. The primary elements used in constructing the plan include: headcount of currently enrolled students and enrollment needs of the academic departments (growth, stability, or decline); new student course availability by major; new majors initiated by the University; changes in market trends for college going population; changes in migration in- and out-rates for the college going population; trends for applications, accepts, and matriculants by state, high school, and major; and access for local high school graduates and special populations (minority and international students). In addition, careful study and consideration are given to assessment feedback garnered from surveys of prospective students who visit the campus, from annual administrative unit reports, from professional organizations (College Board, AACRAO, SACRAO, etc.), and from current student satisfaction surveys administered at the University as well as the assessment of recruitment program evaluations completed by admissions counselors. Each summer, these data are analyzed and a recruitment travel plan is built by cohort, geographic territory and academic programs. The recruitment plan is executed the following fall and spring.

At the end of each recruitment year, the Vice President for Enrollment Services presents data on applicants, accepts, and matriculants by major to the academic administration (President, Vice Presidents/Provost, Deans, Chairs, etc.). Follow-up meetings are scheduled, as requested, with each Dean or Department to review population shifts, competitive strategies, and to discuss new initiatives for the upcoming recruitment cycle.

The majority of the new freshmen are recruited from within South Carolina as the primary market, and within a ten state region (GA, NC, VA, MD, PA, OH, NJ, NY, MA, and CT) as a secondary market. The majority of new transfer students are recruited from two-year feeder technical colleges. Coastal Carolina University has enhanced articulation with Horry-Georgetown Technical College through a joint Bridge Program between the two colleges. Beginning in fall 2008, a Bridge Program was also developed with Florence-Darlington Technical College. The purpose of these programs is to provide a seamless transition for recent high school graduates who desire to attend Coastal Carolina University but did not possess the academic profile to be admitted as a first-time freshman. Plans are currently underway to expand this program statewide.

3.2 <u>How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?</u>

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
  - Students
  - Alumni
  - Business and industry
  - Local and regional community
  - K-12 public school districts
  - Regional technical colleges

Performance measures enhance communication both internally at the University and externally with customers and stakeholders. The most important element to remain current with the needs and satisfaction levels of all groups is to establish a mechanism to collect, distribute, and discuss the results of

the various assessment instruments. The following are examples of how information is collected, shared, and utilized in the enrollment planning process:

Visitation surveys: Prospective students and parents are requested to complete a visitation survey that includes questions as to their satisfaction from the processing of their visit reservation, the pre-tour overview, the campus tour, any special presentations, the appearance of the campus, etc. This information is shared with the tour guides, staff, counselors, and the administration on a routine basis, and is an effective means to listen and learn.

Real-time Data and Routine Visits with Department Chairs and Deans: A pilot program was implemented during 2007-08 to allow a department chair to access the admissions status of new applicants. This provided real-time data for the department chair who was interested in contacting accepted students to improve the deposit yield. Beginning in fall 2008, all department chairs in the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts will be provided with this access.

Each fall, department chairs, deans, and other key individuals are invited to provide updates on careers, study abroad, majors, etc., either annually or semi-annually, depending on changes or additions to academic programs. The Vice President for Enrollment Services attends monthly meeting for the deans and department chairs to provide ongoing enrollment updates and seek new information to share with the recruitment team. During the summer months, a monthly enrollment summary is presented to the Deans and Associate Deans for new and continuing student enrollment.

Guidance Counselors: The Admissions Office hosts annual information sessions for high school guidance counselors in key markets. The locations of the programs rotate to provide coverage within South Carolina and other key states. In addition, each June the Admissions Office co-sponsors the South Carolina Bus Tour with other public colleges in South Carolina. The purpose of the bus tour is to provide an on-campus visitation experience for 45 high school counselors annually. It has been found that for more than half of the counselors, the on-campus program is the first visit opportunity to the Coastal Carolina University campus. These sponsored events provide an excellent forum for information sharing between Coastal staff and counselors and is used to design effective plans for the University. A newsletter for guidance counselors was introduced in 2008 and will be continued for the upcoming year.

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

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
    - Students
    - Alumni
    - Business and industry
    - Local and regional community
    - K-12 public school districts
    - Regional technical colleges

Current students as a resource for continuous improvement: The fall Student Volunteer Visitation Program provides guidance counselors and high school students with current information on the life of a Coastal Carolina University student. University students volunteer to visit their former high schools during Thanksgiving or Christmas breaks to talk with counselors and prospective students. This program will be expanded over the next few years to seek additional volunteers for primary and secondary markets. With the Get-to-Know-Our-Students/Student Tour Guide Program, Tour Guides, known as the

Coastal Cruisers, personalize tours by providing real-life information to prospective students about their experiences and challenges. The Tour Guides also serve as a focus group for the Admissions Office and provide an important link between the admissions counselors and the current student population. The Freshman Focus Group provides insights on transition issues for new students. Information from this group has been used to design two new programs: Orientation II, an enhanced four-day experience for new freshmen that provides a seamless transition to Coastal Carolina University, and a professional advisement center for new students. The professional advisement center is staffed with counselors who will provide one-stop service for new freshmen and faculty. The center assists students with the separation from their home communities and provides integration experiences and advice for a successful collegiate experience.

Former students as a resource for continuous improvement: The Admissions Office continues to try to locate alumni who will assist with recruitment efforts. This has been a labor intensive project with marginal results. To augment this source of information, the Admissions Office has reached out to parents of current students. This approach has proven to be highly beneficial as parents are willing to attend receptions and programs and speak to prospective students and their parents on the Coastal Carolina University experience.

The Admissions Office will continue to reach out to alumni because their presence and advice are highly valued by students and parents. Resources will be dedicated to continue to build this program. The Alumni Post-graduation Survey is available to all alumni through the Office of Alumni Relations website. The purpose of the survey is to find out what graduates are doing, in terms of work or graduate school.

Future students and stakeholders as a resource for continuous improvement: Multiple surveys are administered to prospective students and to students who are admitted but do not enroll. Data are collected from all visitors and non-matriculants and used in planning future programs. Surveys indicate that the campus is overall aesthetically pleasing, the dorms are spacious, and staff are friendly. Several areas of concern frequently expressed by visitors include: inadequate Student Center, inadequate Wellness Center, and lack of correspondence between NCAA coaches and students. There are planned improvements to the current Student Center, expansion of food facility areas, information commons, recreation space, etc.

3.4 **How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?**

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
  - Students
  - Alumni
  - Business and industry
  - Local and regional community
  - K-12 public school districts
  - Regional technical colleges

Figure 3.4.1: Sample Major Stakeholders, Expectations, and Determining Satisfaction and Dissatisfaction

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
Students	**Key requirements:** Effective student academic support services for retention and academic success; effective student support services for social and personal development and satisfaction; high quality, active learning	Cooperative Institutional Research Program (CIRP) survey – freshman expectations of university experiences; freshman and senior exit surveys – student	Survey results – satisfaction/dissatisfaction items communicated to administration and SRAC for decision-making purposes and to identify

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
	environment; cutting-edge career- and graduate school-oriented programs; high quality lifelong learning programs **Key distinction with student stakeholder:** University responsible for providing high quality academic and social support services that will help students succeed at Coastal Carolina University **Key measures:** Course evaluation forms; advisor assessment survey; freshman survey; senior exit survey; ETS Major Field Tests – quality of student performance and of curriculum; retention and graduation rates – student progression; average cumulative grade point average – student progression; completion of core curriculum – student progression; annual reports of academic programs and from administrative units responsible for student support services (e.g., career services, student affairs, residence life); successful completion of Freshman Year Experience (FYE) – student progression; participation of non-traditional students in lifelong learning programs – expectations of/satisfaction with continuing learning programs	expectations of/satisfaction with Coastal Carolina University programs and experiences; advisor assessment survey – student expectations of/satisfaction with advising process; annual reports of academic programs and from administrative units responsible for student services – student expectations of/satisfaction with academic programs and student services; Student Retention and Assessment Committee (SRAC) – identify student expectations and preferences through committee activities and recommend corrective actions to administration; course evaluation forms – student expectations of/satisfaction with courses; student assessment of lifelong learning programs	corrective actions; course evaluation forms – satisfaction/dissatisfaction items communicated to administration and instructors and used in promotion and tenure (P&T) process of instructors; annual reports reviewed and corrective actions taken to remedy items associated with student dissatisfaction
Alumni	**Key requirements:** Effective alumni support services for social and personal development and satisfaction; cutting-edge career- and post-graduate-oriented programs; continual communications to alumni about events, donations, and University **Key distinction with alumni stakeholder:** University responsible for providing support services that will inform alumni and develop social and financial bonds between alumni and Coastal Carolina University. **Key measures:** Alumni Post-graduation Survey; Alumni Relations website "hits"; annual alumni surveys from colleges; periodic alumni placement survey from SC Commission on Higher Education; annual reports from administrative units responsible for alumni support services (e.g., career services, alumni relations); attendance at alumni events; amount of alumni financial pledges, donations, endowments – tracked through database maintained by University Advancement	Alumni Post-graduation, college alumni, and SC Commission on Higher Education surveys – alumni expectations of/satisfaction with Coastal Carolina University programs and experiences, alumni work/graduate school activities and successes; Alumni Association Board of Directors activities and communications with alumni – identify alumni expectations; annual reports from administrative units responsible for supporting alumni – alumni expectations of/satisfaction with alumni programs	Survey results – satisfaction/dissatisfaction items communicated to administration and Alumni Relations for decision-making purposes and to identify corrective actions; continual communications with alumni to identify satisfaction/dissatisfaction issues; amounts of financial pledges, donations, and endowments collected from alumni – satisfaction with/importance of Coastal Carolina University; annual reports reviewed and corrective actions taken to remedy items associated with alumni dissatisfaction.
Business & Industry	**Key requirements:** Effective student support services provide training for business and industry employment (e.g., internships, cooperatives, applied research projects); cutting-edge career-oriented programs	Alumni Post-graduation, college alumni, and SC Commission on Higher Education surveys – alumni work/graduate school activities and successes; annual	Survey results – satisfaction/dissatisfaction items communicated to administration, Alumni Relations, and SBDC for decision-making purposes and to

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
	produce a high quality pool of graduates; student and faculty resources available for improving area businesses and industries **Key distinction with business and industry stakeholder:** University responsible for providing programs that prepare students to succeed in business and industry employment and that improve area businesses and industries **Key measures:** Participation of small businesses in management training programs sponsored by Small Business Development Center (SBDC); participation in Wall Center of Excellence internships and seminars; participation in applied research opportunities offered through Coastal Carolina University research centers (e.g., Coastal Federal Center for Economic and Community Development, Center for Education and Community, Center for Marine and Wetland Studies); participation in internships and cooperatives	report of SBDC program activities – business and industry expectations of/satisfaction with SBDC programs; student assessment of Wall Center of Excellence programs and number of internships leading to full-time employment after graduation, student assessment of applied research opportunities offered through Coastal Carolina University research centers – student expectations of/satisfaction with opportunities offered; assessment of Coastal Carolina University students' skills and preparation by area businesses and industries – expectations of/satisfaction with Coastal Carolina University students and graduates	identify corrective actions; annual reports from Alumni Relations and SBDC reviewed and corrective actions taken to remedy items associated with dissatisfaction; student assessment of Wall Center of Excellence programs, student assessment of applied research opportunities offered through Coastal Carolina University research centers – identify satisfaction/dissatisfaction issues; assessment of student skills and preparation by area businesses and industries – identify satisfaction/dissatisfaction issues
Community	**Key requirements:** Effective community and public education links; high quality adult non-credit programs **Key distinction with community stakeholder:** University responsible for providing programs and resources that empower the community and enhance public education **Key measures:** Participation in the University's Mentor Program; participation in lifelong learning; participation in annual Celebration of Inquiry conferences	Mentor Program survey, lifelong learning survey, and Celebration of Inquiry online evaluation form – expectations of/satisfaction with programs and conference	Survey results – satisfaction/dissatisfaction items communicated to administration

Admissions: Approximately 25% of all visitors complete an admissions survey. The following changes have occurred in the past year, based on survey responses: increased information on the residential experience and employment opportunities; decreased the length of the tour to a maximum of one hour; offered special tour days for the East Campus along with an overview of the Marine Science degree program; expanded the weekend tour program to include a Sunday in the fall and provided tour guide email addresses for additional questions after the campus visit.

Orientation: All freshmen are required to attend Orientation and attendance is strongly encouraged for new transfers. Transfer students may only be advised during the summer by attending an Orientation session. A survey is administered to all participants (students and parents) and the surveys consistently indicate that the experience was valuable and that it met the goal of providing a transition to college.

Financial Aid: Two surveys are administered annually. A counter survey is used to determine satisfaction with the services rendered through the Financial Aid Office. A noted improvement that resulted due to student input was the expansion of front counter service for students. Two counselors are dedicated to serving the front counter along with a trained student and an administrative assistant. Data are collected annually from students to determine the true cost of attendance for commuters living with a parent, commuters living in an apartment, and residential students. This information is tabulated and

compared with students from other benchmark institutions to establish the formulas used in aid packaging.

3.5 **How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.**

- Coastal Carolina University's key student segments, stakeholder groups, and market segments include:
    - o Students
    - o Alumni
    - o Business and industry
    - o Local and regional community
    - o K-12 public school districts
    - o Regional technical colleges

See Figure 3.4.1 for major stakeholders, expectations, and determining satisfaction and dissatisfaction.

The following are strategies and systems that attract students by providing a high level of customer information and service. The assignment of admissions counselors to territories helps to attract students. Counselors are knowledgeable about the curriculum within the high schools and the guidance counselors within the regions. This knowledge is beneficial when reading applications and when recommendations are submitted regarding an applicant. Admissions counselors correspond regularly with high school counselors and students in the assigned market area.

Category 4 – Measurement, Analysis, and Knowledge Management

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

The *Strategic Plan* includes goals, objectives/outcomes that are assessed annually through the planning, assessment, and budgeting process. This process involves assessment of student learning and of organizational performance. Part of this assessment reporting is providing evidence, through assessment results and use of assessment results, that progress is occurring or, if there is little or none, what can/will be done to continue progress. The operations, processes, and systems that are used to measure student learning depend on the academic programs' student learning objectives. These objectives are delineated in the University's *Catalog* and are reviewed by the academic departments on an annual basis. The operations, processes, and systems that are used to track organizational performance depend on the administrative departments' functions. These functions are part of the mission statement that is reviewed during the annual planning, assessment, and budgeting process. University departments are required to submit annual reports that include assessment of strategic objectives and action plans that are linked to the University's *Strategic Plan*.

Coastal Carolina University is using an online assessment reporting tool to determine student learning and to track organizational performance. For measuring student learning, academic programs must link their goals to student learning through curricular and/or non-curricular activities and processes. Several student learning measures are used, including ETS' Major Field Tests, LiveText (electronic portfolio), course evaluations, exams, and papers. Coastal Carolina University's Core Curriculum (i.e., General Education) has been revised and was approved at the September 2006 meeting of the Faculty Senate. During this process, Core Curriculum goals and associated student learning outcomes had to be identified

before a proposed course was accepted. Several student learning measures for the Core Curriculum, including ETS' Measure of Academic Proficiency and Progress (MAPP) and internal measures (e.g., course evaluations, exams, and portfolios), are under consideration. To close the assessment "loop," academic departments report their assessment results and how the results are used for continuous improvement.

For tracking organizational performance, administrative departments must link their goals to the academic mission of the University and report their assessment results and use of assessment results. Several organizational performance measures are used, including benchmarks from peer higher education institutions and from national surveys (e.g., the Delaware Study of Institutional Costs and Effectiveness and the Consortium for Student Retention Data Exchange [CSRDE] Survey). Benchmarks include student retention and graduation rates, enrollment trends, faculty salaries, and resource priorities.

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

The Office of Institutional Research, Assessment and Analysis (IRA&A) is charged with providing research and data analysis for university decision-making purposes as well as providing data to many of the external agencies associated with the University. IRA&A assists instructional and administrative areas of the University with their annual planning and assessment activities by providing data, designing research methodologies, analyzing findings, and disseminating results. IRA&A is the source for the official data reported to federal and state agencies. Data/information analysis used to provide effective support of decision-making include: trends in enrollment, student retention and graduation rates; academic progress; faculty credit hour production; student-faculty ratio; student demographic data; campus facilities usage; student-athlete reports for the NCAA; and resource allocations. The Office's website is http://www.coastal.edu/effect. The *Fact Book* is published annually and provides trends, projections, and comparisons.

The Office of Finance and Administration includes the Controller and Facilities Planning and Management. This Office is responsible for providing financial data to federal and state agencies and to the university community for use in decision-making. The *Comprehensive Annual Financial Report* (CAFR) and the *Campus Master Plan* provide financial and facilities data/information to university decision-makers. The Office of Information Technology Services (ITS) provides data/information analysis to university decision-makers through publication of the annual *Technology Plan*.

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

Key measures are enrollment growth and student life, academic programs, space issues, and resource priorities. Enrollment growth and student life include headcount and FTE, academic records of entering freshmen, retention and graduation rates, student retention programs (e.g., Coastal Carolina University Mentor Program, Special Interest Housing, Orientation, and Freshmen Year Experience), and delivery of off-campus programs. Academic programs include academic support services, high quality active learning environment, cutting-edge career- and graduate school-oriented programs, assessment of student learning outcomes, and special academic programs that attract state and regional interest (e.g., professional golf management, resort tourism management, and teacher education programs). Space issues include having a master planning process that addresses immediate and long-range space needs. Resource priorities include faculty and staff salary needs, technology equipment and support personnel, campus attractiveness and safety, a campus sustainability program, and linking the University's *Strategic Plan* to resource priorities through the annual planning, assessment, and budgeting process.

To keep these measures current with educational service needs and directions, peer higher education institutions have been identified. The above measures are tracked, using these peers, to ensure that the University is progressing in the direction of continuous improvement. Publications and data from the South Carolina Commission on Higher Education (SC CHE) and the Southern Regional Education Board (SREB) provide state and regional comparisons and benchmarks for higher education institutions. The Carnegie classification criteria, the Delaware Study of Institutional Costs and Effectiveness, and the College and University Personnel Association (CUPA) salary studies provide benchmarks on various educational needs.

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

Coastal Carolina University selects and uses key comparative data and information for operational and strategic decision-making based on the University's *Strategic Plan* and the annual planning, assessment, and budgeting process. For student retention and graduation rates, the University uses rates from peer higher education institutions. For financial and resource data, the University uses information from the Southern Regional Education Board (SREB) and the South Carolina Commission on Higher Education Management Information System (CHEMIS), http://www.che.sc.gov/New_Web/Data&Pubs.htm. For faculty data, including salaries, the University participates in the Delaware Study of Institutional Costs and Effectiveness and the College and University Personnel Association (CUPA) Survey that provide excellent comparative data.

IRA&A is responsible for providing institutional data to various federal, state, and national organizations. This Office uses the resulting data, including comparisons, to provide university administration with information for decision-making. The administration and colleges use CUPA average salaries in hiring and salary decisions and in budget requests. Data from peer higher education institutions are used to track the University's progress and direction in terms of identifying operational best practices.

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

In general, the University ensures data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through features built into Datatel and at the individual user level. Features include firewalls, passwords, restricted access levels, local database restrictions, and assignment of data ownership for data integrity purposes. We require user IDs and passwords for faculty and staff, and students must use PINs for class registration and withdrawal. Update access is restricted based on job responsibility. The following are examples of how major data users ensure data integrity, timeliness, accuracy, security, and availability for decision making.

- IRA&A is responsible for ensuring data integrity, timeliness, accuracy, security, and availability of data submitted to federal, state, and accrediting agencies and for university decision-making. The Office follows FERPA guidelines that detail the critical nature of student data confidentiality. Within the Office is Records Management that is responsible for ensuring that all stored records meet public records preservation requirements. The Office follows all state and federal guidelines associated with the destruction of records. The Office website includes information on records management requirements.
- Staff in the Office of Information Technology Services (ITS) are responsible for maintaining electronic files and for ensuring that they are available to internal and external constituents for various purposes, including university decision-making. ITS provides leading-edge technology that supports and enhances education, research, administrative functions, and uses back-up processes to ensure data integrity and security.

- Staff in the Controller's Office are responsible for providing accurate financial data to federal and state agencies and to the university administration for decision-making purposes. The Internal Auditor is responsible for ensuring compliance with federal and state auditing requirements, including data integrity.

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

Coastal Carolina University's *Strategic Plan* includes priorities for continuous improvement and is assessed annually by the Strategic Planning Committee and through the annual planning, assessment, and budgeting process. Academic and administrative departments submit annual reports to either the President or Provost. The purposes of these reports are to review organizational performance, priorities, and activities, and to translate review findings into priorities for continuous improvement. The Associate Provost for Accreditation and Assessment and the Office of Institutional Research, Assessment and Analysis are collaborating with academic and administrative departments to implement assessment reporting. Using an online tool, organizational performance is reviewed through assessment results and recommendations for continuous improvement are included in the use of assessment results.

4.7 **How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)?   How do you identify and share best practices?**

The *Strategic Plan* and department policies and procedures include organizational and employee knowledge. The *Faculty Manual* and *Student Handbook* include knowledge that is important for faculty and students, respectively. The University identifies best practices through benchmark comparisons with peer higher education institutions, through activities associated with meeting the requirements of accrediting organizations, and through membership and participation in professional associations. Best practices are shared through university and departmental websites and through professional networking.

Category 5 – Faculty and Staff Focus

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

Through the strategic planning process and administrative planning process, Coastal Carolina University develops programs and initiatives which provide potential growth opportunities for both faculty and staff. Through the University's Employment Performance Management System (EPMS) for classified staff, a framework for establishing objectives for employees based on departmental and institutional initiatives is developed. Typically, the objectives are intended to provide goals beyond the scope of routine responsibilities and provide opportunities for growth, teamwork, professional achievement and innovation. Staff are assessed at the end of the performance review period to evaluate their progress and provide feedback on results.

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

Coastal Carolina University's Office of Information Technology Services (ITS) provides leading edge technology and related services that connect all administrative, faculty, staff, and student electronic networking systems. The University's web server, Datatel administrative computing system, and Local Area Network facilitate the exchange of information through the sharing of programs such as word processors, spreadsheets, database systems, data files, and peripherals such as hard disks and printers.

The University's mail server enables communication between administrative and academic offices, faculty, and students via email. Coastal Carolina University's website and *myCoastal*, the official institutional web portal, provide access to all information related to individual enrollment, classes, and online resources. The Office of Marketing Communications and Media Relations publishes Coastal Carolina University's *Newsletter* and *Magazine* and produces the University's television program, *Coastal Today*, to support the informational and promotional functions of the University. The Office of Human Resources and Equal Opportunity maintains an intranet site for University employees. The website serves as a direct communication link with faculty and staff on campus and includes announcements, resources, policies and procedures, self-service links and contact information for the human resources staff. The site includes a "Supervisors Toolkit" to enhance knowledge of best employment practices and promotes optimal performance.

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

The *Strategic Plan* includes action plans that are developed by the Strategic Planning Committee and are based on the mission statements of academic and administrative departments. The performance management system is based on faculty and staff functions and duties that fulfill the mission of their particular departments, and is designed to promote high performance and to ensure successful completion of action plans.

Faculty: Coastal Carolina University's *Faculty Manual* includes guidelines for faculty performance evaluation. Each faculty member receives an annual written evaluation of his performance. Criteria for teaching faculty include teaching assignments, advising, other assigned duties and responsibilities, scholarly or artistic pursuits in the discipline, and relevant university or community service. The review is based on criteria for promotion and tenure and becomes part of the faculty member's permanent record that is used for merit raise, promotion, and tenure decisions. Faculty members are evaluated by their department chair or dean, while department chairs, deans, and other administrators are evaluated by their immediate supervisors. Librarians are evaluated based on assigned duties and responsibilities, professional and scholarly activities, and relevant university or community service. Criteria reflect the colleges' academic goals.

Staff: The EPMS process provides an effective forum for ongoing feedback between supervisors and employees. The EPMS is designed to optimize functionality and service delivery by giving employees a structured but flexible model upon which to build their competencies. The system's major components, planning, communication, and evaluation, serve the following purposes: increase efficiency through the annual planning of job duties, objectives, and performance criteria by furnishing employees with a documented reference of supervisor expectations; provide information to supervisors for assistance when making work-related decisions; provide assistance to management in assigning work and delegating responsibility based on a mutual understanding of the employee's skills and abilities; encourage the continued growth and development of classified employees; identify training needs; and maintain a documented history of employee performance. The EPMS process also provides a mechanism to ensure that performance objectives have been met.

5.4 **How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?**

Succession planning at Coastal Carolina University takes the form of deliberate and systematic efforts to identify, develop, and retain individuals whose leadership competencies help advance organizational goals. The University's recruitment, assessment, and promotion practices anticipate future institutional

needs, discern potential future leaders, inspire leadership aspirations, create pools of talent, and offer multiple paths to leadership. The Office of Human Resources and Equal Opportunity, the CETL Center, the Faculty Welfare and Development Committee, and the Tenure and Promotions Committee are key contributors toward these efforts.

High-performance and high-quality faculty and staff are identified largely through Coastal Carolina University's annual review process and the EPMS. Faculty assessment areas include instructional activities, scholarly and creative activities, university and public service, professional development, advising, student evaluations and teaching schedules and faculty members' professional development plans. Staff assessment criteria include the satisfactory achievement of EPMS goals and objectives.

Ongoing training and professional opportunities foster current and future leaders through skills-building that increases employee effectiveness and promotes employee advancement within the University. For faculty, the Welfare and Development Committee assists in all aspects of career development through activities that include organization of seminars or workshops to support continued education, scholarly research and publication, and travel to professional meetings. The CETL Center offers further support via continuing teaching effectiveness seminars and sponsors the New Faculty and General Faculty programs that assist faculty in areas such as balancing obligations and preparing for tenure. Two resources available to classified staff and faculty to further their education and their opportunity for institutional advancement are the Tuition Waiver Program (for attending classes offered by the University) and a program providing tuition assistance for graduate work at other universities. The Office of Human Resources and Equal Opportunity is responsible for the administration of training and development programs for non-academic personnel based on University policy.

5.5 How does your development and learning system for leaders address the following:
5.6 personal leadership, organizational knowledge, ethical practices,
5.7 and core competencies?

Central to the academic mission of Coastal Carolina University is teaching students. To improve teaching, the University instituted a vigorous program of faculty development as it relates to effective instruction. A Faculty Teaching Workshop is scheduled before the start of the fall semester. This day-long workshop introduces faculty to the concepts and practices of effective teaching. In addition, monthly career and teaching seminars are held during the academic year. After each session, an evaluation form which includes questions about how to improve the seminar is completed by each attendee. Experienced faculty are invited to participate in workshops and seminars that promote the effective use of technology in the classroom as well as general pedagogical workshops. These workshops are also evaluated by participants. For staff, professional development education and training are offered to assist them in providing excellent customer services to students and supporting the academic mission of the University. As part of the EPMS process, supervisors may recommend particular professional development opportunities to staff, based on the quality of these opportunities and their appropriateness to the job title. Staff feedback about these opportunities is provided to supervisors during the EPMS evaluation process.

5.8 How do you evaluate and improve your organization and human resource
5.9 related processes?

At Coastal Carolina University, work responsibilities are organized and assessed via the EPMS for staff. This process optimizes functionality and service delivery by giving employees a structured but flexible model upon which to apply and build their capabilities. Components of the EPMS are the planning stage, ongoing performance management, and the evaluation stage. The planning stage includes determination of performance expectations. Ongoing performance management involves continuous communication

between employee and supervisor. Employees meet with their supervisors periodically to review their performance in these areas in order to improve their future performance. The evaluation stage includes completion of the appraisal document.

Faculty and staff at Coastal Carolina University have many opportunities to enhance their professional development through continuing training programs offered through the TEAL lab, grant initiatives including Academic Enhancement Grants and Scholarship of Teaching and Learning (SOTL) Grants, and awards for outstanding service including the Distinguished Teacher-Scholar Lecturer Award. Formal processes for professional advancement are directed by the Promotion and Tenure Committee of the Faculty Senate. The University also has tuition assistance and tuition reimbursement programs in place to foster professional growth and achievement through undergraduate and graduate academic courses.

Collaboration and initiatives are fostered by special scholarly and artistic events and targeted programs that promote Coastal Carolina University's organizational culture. The annual Celebration of Inquiry conference, open to the public, is designed to unite learning communities in cross-disciplinary discussions of a common theme. Programs specifically oriented toward connecting and empowering faculty include the General Faculty Program that assists faculty in providing instruction of the highest quality possible, in preparing for tenure applications and the balancing of responsibilities, and the New Faculty Program that focuses on successful faculty member acclimation to the University as well as the dissemination of information and the offering of activities specific to the enhancement of the faculty member's role as teacher.

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

Several assessment methods and measures are used to obtain information on faculty and staff well-being, satisfaction, and motivation, and to motivate faculty and staff to develop and utilize their full potential.

Faculty Welfare and Development: This committee considers policy matters pertaining to salaries and other aspects of the personal welfare of the faculty and acts as the initial agent of the faculty in matters concerning discipline of its own membership. In addition, this committee assists in all aspects of faculty development, including the organization of seminars or workshops to support continued education, scholarly research and publication, and travel to professional meetings. Recommendations concerning scholarly reassignment applications and the awarding of faculty development grants are forwarded to the Provost.

Staff: The EPMS process provides an opportunity for supervisors and employees to discuss the workplace environment and satisfaction issues. This is where the supervisor can motivate employees to perform to the best of their abilities. Based on performance, a supervisor may recommend an employee for promotions and merit increases.

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

Due to the rapidly growing campus community and the recent changes in organizational leadership, the Office of Human Resources and Equal Opportunity is in the process of developing assessment methods and measures to glean information on faculty and staff well-being, satisfaction and motivation. The assessment methods will include surveying employees on these key areas in consultation with the Office of the Provost and other key administrative areas. Once the initial data collection process is complete, key stakeholders will evaluate the results and determine priorities and strategies to address changes or make necessary enhancements.

5.12   How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Following the conclusion of the data collection process related to faculty and staff well-being, satisfaction and motivation, key stakeholders will evaluate the results. Future decisions on addressing areas for improvement will be based on the survey results and other informal methods which are relevant institutional priorities.

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

At Coastal Carolina University, maintaining workforce health and safety is a major focus for the President and university administration. Coastal Carolina University has a corps of law enforcement, fire, safety and security personnel devoted to maintaining a safe and secure University community. Policies and procedures regarding employee health and safety are available on the websites of the offices of Human Resources and Public Safety. The University Emergency Management Committee, chaired by the Provost and Senior Vice President for Academic and Student Affairs, plans for protecting employees during normal work and emergency operations, including building evacuations, have been developed and are available to all employees. The Hurricane Planning Committee, chaired by the Chief of Public safety, is available 24 hours a day, seven days a week to respond and activate the Emergency Plan in the event of a hurricane warning. Periodic reviews of emergency response plans and related exercises serve to validate these plans. Each year, the Office of Human Resources sponsors a preventive health screening for eligible faculty and staff. Other preventive health measures are offered to state employees through Prevention Partners. This program is administered through the Employee Insurance Program and offers monthly wellness opportunities for employees including weight loss seminars, smoking cessation, men's and women's health issues, and diabetes, just to name a few. Safety and security procedures, including procedures related to hurricanes, are available at http://www.coastal.edu/safety/fire/index.html.

Category 6 – Process Management

6.1   How do you determine, and what are your organization's core competencies, and
6.2   How do they relate to your mission, competitive environment, and action plans?

The University's learning-centered processes promote academic competencies and address the holistic needs and expectations of students, administration, staff, and external constituents in an environment of open engagement. Coastal emphasizes interaction among all groups of stakeholders to help identify, review, assess, and deliver effective programs and services that are responsive to a changing global, technological, political, and environmental economy. Key-learning centered processes are determined by the following criteria: they must engage the major part of our constituents in building value for the University; they must align with the goals and objectives of the mission statement; they must remain accountable to state, federal, and accrediting agencies; they must ensure that programs and services are fiscally, physically, and pedagogically accessible; they must respect and promote diversity; they must honor our responsibility to external community and partnerships; and they must be cost-effective and sustainable. Further, they must remain open to ongoing assessment as they anticipate evolving interests and academic needs. Each of these criteria is met through four key processes of Accessibility, Curriculum Design, Instructional Delivery and Diversity, and Student/Staff/Community Engagement.

Figure 6.1.1: Sample Key Learning-centered Processes, Requirements, and Key Measures

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
Accessibility	- Financial aid and scholarships - Work study - In-state tuition and fee controls - Course scheduling - Higher Education Centers/outreach - Distance learning offerings - Electronic technology services, including Student Computing Services (SCS)	- Increase access to postsecondary education for in-state, nontraditional, underprivileged, and historically underserved student groups	- Enrollment demographics - Degree completion by in-state, nontraditional, underprivileged, and historically underserved student groups
Curriculum Design	- Core curriculum development and implementation process - Joint Core Curriculum Committee and Academic Affairs reviews - Faculty Senate reviews	- State and federal standards compliance - SACS accrediting standards compliance - Achievement of identified student competencies and skills - Annual review of Core content to determine suitability to emerging needs	- Demonstration of student competencies and skills through academic performance - Student and faculty satisfaction - Increased student retention and completion rates - Students adequately prepared for post-baccalaureate education and/or post-graduate employment
Instructional Delivery & Diversity	- Administrative support for continuing faculty training, including grant awards and access to campus-based and off-campus professional teaching venues - CETL Center programs related to teaching, learning, and technology applications - Distance learning offerings - Electronic technology services, including Student Computing Services	- Effective delivery of curricula content, including appropriateness of delivery style to topic - Collaborative efforts between faculty and administration to provide faculty training resources - Collaborative efforts between faculty and students to identify "best practices" in teaching	- Student academic performance - Student and faculty satisfaction - Increased student retention and completion rates - Number of Faculty Teaching Grants awarded - Number of teaching resources offered through the CETL Center
Student/Staff/ Community Engagement	- Academic (placement, advising, and tutoring) - Targeted Populations (first-year, multicultural, disabled students) - Adaptive/Social (mentoring, engagement and outreach, Student Affairs and Activities) - Health and Safety (Public Safety, Health Services, Human Resources, Dining Services) - Professional Development (Career Services, Human Resources) - Physical Resources (Finance, Facilities, Procurement) - Information Management (ITS, Institutional Research, Assessment and Analysis,	- Delivery of effective placement, advising, and tutoring services - Provision of programs to serve the special needs and interests of identified student groups - Structured support mechanisms to meet social, psychological, and recreational needs of students - Structured support mechanisms to meet safety, health, and welfare needs of institutional and community constituents - Resources to serve the professional academic and occupational needs of students, faculty, staff, local/regional business, and community	- Student academic performance - Competitive student retention and completion rates - Student success at pursuing advanced degrees and/or securing employment within their field of study - Student satisfaction with holistic campus life experience - Student, faculty, and staff participation in campus culture, outreach and community engagement programs - Number of well-advertised and attended university social, educational, and sports activities - Safe campus environment as reflected by Public Safety and Health Services logs

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
	Kimbel Library)	partners - Proper management, maintenance and procurement of institutional physical resources - Enhancement of university effectiveness and efficiency thorough information technology, networking, and data management	- Faculty/staff retention - Dependable operation of campus computer network system - Adequate and regularly renewed repository of print, multimedia, and electronic resources for research - Consistent production of valid, relevant data to assess the performance of and constituent satisfaction with institutional programs and services for administrative decision-making

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

The University adheres to guidelines from external regulatory agencies and encourages feedback from several tiers of internal and external stakeholders to identify the requirements that define the University's learning-centered processes. In conjunction with key performance indicators, this input provides the basis upon which institutional programs are designed, implemented, assessed, and modified.

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

Process design and delivery at Coastal Carolina University is guided by information collected and disseminated from six central service areas: Research and Assessment; Finances; Facilities; Personnel; Computing and Technology; and Partnerships. Collectively, these areas guide both short- and long-range planning in accordance with the institutional mission, *Strategic Plan*, and state and federal standards. Reviews of major directives are found in assessment of the University's *Strategic Plan*, curricular programs, and financial audits that are conducted on an annual basis. Government-regulated policies and procedures, including financial aid and accountability reporting, are subject to revision as requirements change. Assessment of academic advising effectiveness and student reviews of faculty performance take place at the end of every semester. Programs and services subject to ongoing development, such an Information Technology Services, Computing Services, and Facilities Management, undergo evaluation as institutional and constituent needs demand.

Figure 6.4.1: Sample Efficiency and Effectiveness Factors Contributing to Process Design and Delivery

Service Area	Service Representatives	Material Contributions to Effectiveness/Efficiency Initiatives	Outcomes
Research & Assessment	- Office of Institutional Research, Assessment and Analysis	- Conducts internal and external reporting to track student academic performance, retention, and degree completion trends - Implements peer analysis studies - Coordinates Records Management Services	- Performance trends are communicated to university leaders to inform decision-making - Benchmarks for institutional effectiveness are established - Physical and electronic storage space is optimized - Access to information is improved, increasing productivity
Finances	- Office of Financial Services	- Supervises institutional revenues, expenditures, and assets	- Guidance of financial management practices

Service Area	Service Representatives	Material Contributions to Effectiveness/Efficiency Initiatives	Outcomes
	- Internal Auditor	- Carries out annual internal audits - Promotes procurement through centralized bidding and supplier selection	- Accountability
Facilities & Resources	- Facilities Management - Operations Services	- Performs preventative maintenance - Conducts repairs and renovations	- Physical resources and operations are economized - Procurement costs for resources and supplies are reduced
Personnel	- Office of Human Resources and Equal Opportunity	- Oversees personnel quality assessment - Serves as source of institutional *Policies and Procedures* manual	- Employee efficiency is directed by formal work plan - Institutional policies and procedures are made accessible to employees via HR website
Computing & Technology	- Information Technology Services (ITS) - Technology in Education to Advance Learning (TEAL)	- Manages systems to deliver information and services to university community	- Online processing of academic and administrative services is facilitated - Delivery of course materials over the web reduces the costs of reserving on-site facilities
Partnerships	- Community, institutional, and business stakeholders	- Provides insights on current and emerging high-priority community needs - Engages in cost-sharing initiatives - Supplies fiscal and in-kind contributions	- Program and service development can be focused most effectively - Services are expanded without corresponding expenses to the institution - University development and sustainability are enhanced

6.5 <u>How do you systematically evaluate and improve your learning-centered processes?</u>

See Category 6, Question 1.

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

The University's key support processes include operations, constituent services, and sustainability. Operations processes are those that constitute the functional infrastructure of the institution, supporting day-to-day physical and fiscal operations. Constituent services processes are those that deliver administrative, staff, student, and other constituent services to strengthen key learning-centered processes. Sustainability processes are those that anticipate future developmental needs and promote sustainability. The review and assessment of key support processes are conducted through formal, periodic reporting and are based on the ongoing identification of need. Needs are generally discerned by administration, the Office of Institutional Research, Assessment and Analysis or college chairs and deans. Constituent input and university performance indicators are used to determine how effectively strategic goals and objectives are being met. Where performance deficiencies are identified, service delivery systems are scrutinized by the originating service area, focus committees, administrators, and advisors, as appropriate. Updates to support processes may also be mandated by state, federal, and accrediting regulatory agencies. Institutional areas that fall under the jurisdiction of these agencies include Human Resources and Equal Opportunity, Financial Aid, accountability issues, accreditation, curriculum development, etc.

Figure 6.6.1: Sample Key Support Processes, Requirements, and Key Measures

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
Operations	- Facilities Management - Operational Services - Procurement/Supply - Computing/Technology - Financial Management and Services	- Federal and state standards compliance - Proper management and maintenance of institutional physical resources - Adherence to preventative, cost-effective practices - Adherence to the State Procurement Code - Accurate and timely audits of revenues, expenditures, and assets	- Well-maintained and aesthetically pleasing campus environment - Dependable operation of utilities systems - Economically competitive procurement processes - Dependable operation of campus computer and technology networks - Total Net Assets - External Audit Report
Constituent Services	- Academic Outreach - Student Academic Support Services - Student Affairs - Health Services - Human Resources and Equal Opportunity - Public Safety - Research and Assessment	- Federal, state, and SACS standards compliance - Promotion of student-centered learning, directly or indirectly - Increased access to postsecondary education - Respect and support for diversity - Holistic approach to serving constituent needs - Promotion of community engagement and outreach - Cost-effective and efficient practices - Employment of appropriate technology - Ongoing review, assessment, and modification to meet emerging constituent needs	- Student academic performance - Competitive student retention and completion rates - Student postgraduate marketability/professional competitiveness - Constituent satisfaction - Constituent participation in campus culture, outreach, and community engagement programs - Safe, secure campus environment - Faculty/staff retention - Dependable operation of campus computer and technology networks - Consistent production of valid, relevant data to assess the performance of programs and services for decision-making
Sustainability	- Facilities Planning - Alumni Relations - Community Relations - Marketing Communications - University Advancement - University Relations	- Use of environmentally sound development and management practices campus-wide - Research and implementation of cost-effective development strategies - Solicitation of input from alumni to identify programming needs - Communication of mission and goals to community - Enhancement of the university profile - Promotion and support of capital campaigns - Engagement of community, business, and institutional partners - Encouragement of cost-sharing partnerships	- Serve as an eco-friendly role model for the community - Minimize costs of maintenance and development - Programming informed by responsiveness to changing student, professional, and institutional needs - Community participation in the University's goals and objectives - Consistent and sustained fiscal and in-kind support for institutional development - Offset costs of expanding quality programs and services without compromising quality

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

The Senior Vice President for Finance and Administration has primary responsibility for providing assistance to the President in the preparation and control of the University's budget that is approved by the University's Board of Trustees. The Vice President meets periodically with the President to obtain budget decisions on the disposition of excesses or shortages in the current year's budget and to discuss guidelines for, and progress in, obtaining input from the campus community (including Strategic Planning Committee) concerning the following year's proposed budget. The Strategic Planning Committee provides a platform for the debate of macro-issues affecting the source and application of new monies. During the planning phase of the new budget, the Budget Director and/or Controller solicit spending proposals from budget officers for each of the University's cost centers. Justification for new spending must be linked to the University's *Strategic Plan*. The Executive Director for Human Resources and Organizational Development also coordinates a process by which budget officers request additional permanent faculty and staff. These requests are reviewed and hiring decisions are made by the Senior Vice President for Finance and Administration, the Provost, the Executive Vice President and the President. Final decisions on budget issues are made by the President. This information is communicated to the Associate Vice President for Finance and Administration who executes the instructions given by the President.

The University is highly tuition dependent. In light of this reality, the individual responsible for student recruitment, the Vice President for Enrollment Services, reports directly to the President. This individual coordinates the recruitment and retention functions of the offices of Admissions and Financial Aid. Through the Office of Alumni Relations, graduates are encouraged to remain engaged with Coastal through planned activities, giving, and programmatic input. Online surveys give alumni the opportunity to report on their professional and/or academic pursuits. All of these activities indirectly generate financial support for all functions of the University. The Office of University Advancement is responsible for enhancing Coastal Carolina University's future economic stability. The Senior Vice President for University Advancement directs staff members who manage endowments, initiate and direct capital campaigns, engage in cost-sharing initiatives, and promote sustained giving opportunities. The Office of University Advancement is assisted by the Coastal Educational Foundation and the Coastal Carolina University Booster Club (the Chanticleer Club). These entities actively seek and receive resources for the betterment of the University. The Foundation's board of directors primarily consists of business and community leaders from the University's designated service area who have made significant contributions to the institution's fundraising efforts. Unrestricted gifts allow the University or the Foundation to meet operational needs as they arise. Restricted gifts are held by the Foundation for future use for scholarships or to assist in the activities of a certain college, department, or function of the University. The Chanticleer Club solicits and receives funds in support of university athletics activities and is an umbrella organization for various sport fundraising activities. The Office of University Advancement is also assisted by the Student Housing Foundation. The foundation has borrowed funds, purchased land, and built university-affiliated housing to enable the University to grow.

The Vice President for Finance and Administration, the Associate Vice President for Finance and Administration and the Controller oversee the recording, reporting and security of all revenues, expenditures, and assets of the University and its various component support entities, and guide the responsible allocation of funding.
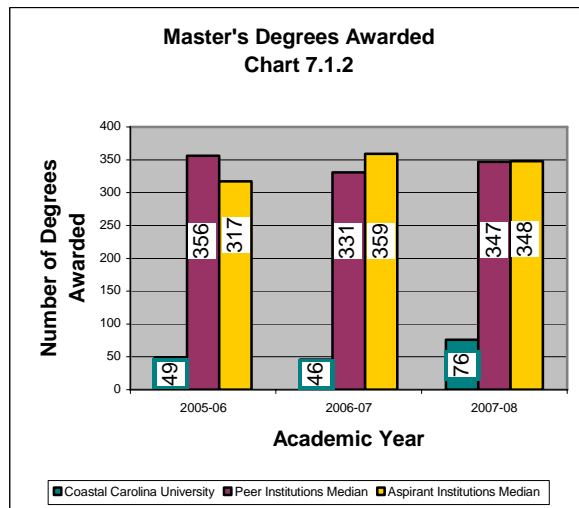
Category 7 – Organizational Performance Results

7.1 <u>**What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?**</u>

The University's key measures on student learning and its improvement are preparation for college academic work (e.g., SAT and ACT scores), progress through academic programs and successful completion of academic requirements (e.g., graduation rates and number of degrees awarded). Table 7.1.1 summarizes SAT and ACT scores and high school grade point averages (GPA) for Coastal freshmen. With SAT scores, Coastal Carolina freshmen scored well above the state and national averages. With ACT scores, Coastal Carolina freshmen scored above the state averages and at the national averages.

NEW FRESHMEN
SAT AND ACT SCORES
2006-2007
Table 7.1.1

SAT TOTAL SCORE	Fall 2006 #	Fall 2006 %	Fall 2007 #	Fall 2007 %	ACT COMPOSITE SCORE	Fall 2006 #	Fall 2006 %	Fall 2007 #	Fall 2007 %
< 800	0	0.0%	0	0.0%	<18	9	2.5%	13	2.9%
800-899	20	1.8%	39	3.3%	18	10	2.8%	16	3.6%
900-999	378	34.3%	425	35.5%	19	50	14.0%	68	15.2%
1000-1099	383	34.7%	390	32.6%	20	83	23.3%	112	25.1%
1100-1199	223	20.2%	232	19.4%	21	64	18.0%	71	15.9%
1200-1299	80	7.3%	99	8.3%	22	58	16.3%	61	13.7%
> 1299	19	1.7%	12	1.0%	>22	82	23.0%	105	23.5%
Average SAT Score	1047		1039		Average ACT Score	21		21	
South Carolina Average	985		984		South Carolina Average	20		20	
National Average	1021		1017		National Average	21		21	

Degree attainment is in many ways the most significant indicator of student learning and the outcome sought by entering students. The number of bachelor's degrees awarded continues to rise each year. The number of master's degrees awarded has been increasing with the addition of new graduate degree programs. (Chart 7.1.1 and 7.1.2)

Bachelor Degrees Awarded
Chart 7.1.1

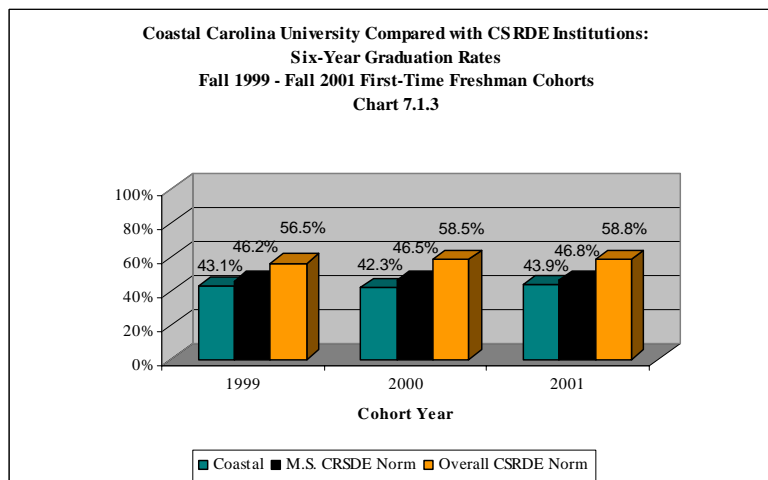| Academic Year	Coastal Carolina University	Peer Institutions Median	Aspirant Institutions Median
2005-06	887	1202	2206
2006-07	931	1132	2276
2007-08	1008	1075	2268

Master's Degrees Awarded
Chart 7.1.2

Academic Year	Coastal Carolina University	Peer Institutions Median	Aspirant Institutions Median
2005-06	49	356	317
2006-07	46	331	359
2007-08	76	347	348

Source: IPEDS Peer Analysis System

Chart 7.1.3 presents graduation rates for first-time full-time freshmen at Coastal Carolina University for the Fall 1999 through Fall 2001 cohorts. The University's benchmark graduation rates are national norms from overall and moderately selective institutions that participated in the Consortium for Student Retention Data Exchange (CSRDE). The consortium collects continuation and graduation statistics for first-time full-time freshmen from member institutions and publishes normative benchmarks. In the table below, Coastal Carolina University is compared with 441 overall, public (330) and private (111) institutions, and 117 moderately selective as those institutions with 2006 ACT Composite of between 21.0 and 22.4 or SAT Composite of between 990 and 1044.

Overall, Coastal Carolina University's graduation rates were below those of both overall groups and moderately selective CSRDE norms, but when compared to CSRDE benchmarks for moderately selective institutions, the University's overall four-, five-, and six-year graduation rates for the Fall 2001 cohort were close.

Coastal Carolina University Compared with CSRDE Institutions:
Six-Year Graduation Rates
Fall 1999 - Fall 2001 First-Time Freshman Cohorts
Chart 7.1.3

Cohort Year	Coastal	M.S. CRSDE Norm	Overall CSRDE Norm
1999	43.1%	46.2%	56.5%
2000	42.3%	46.5%	58.5%
2001	43.9%	46.8%	58.8%

Compared with overall CSRDE norms and moderately selective institutions, Coastal Carolina University's one- year retention rates for the fall 2004, 2005, and 2006 freshman cohorts were below those of the CSRDE norms. Coastal Carolina has programs aimed at helping freshmen succeed, which many credit as a factor in increasing retention rates. (See Chart 7.1.4)

Coastal Carolina University Compared with CSRDE Institutions:
One-Year Student Retention Rates
Fall 2004 - Fall 2006 First Time Freshman Cohorts
Chart 7.1.4
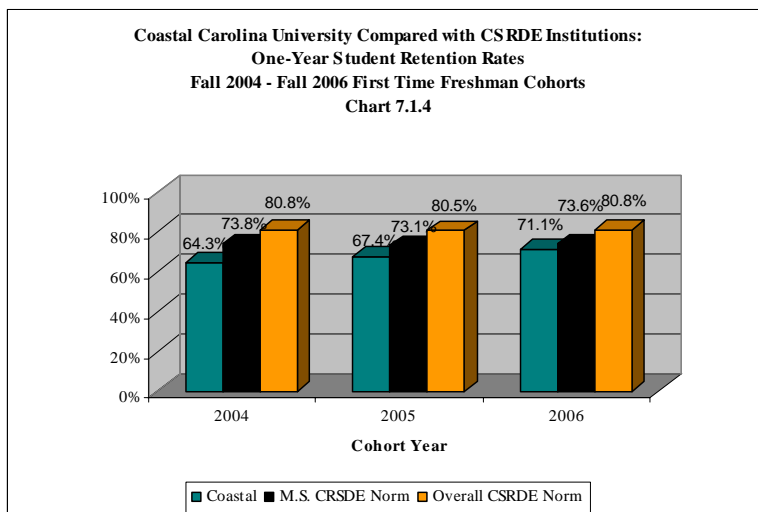
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

The University administered the Sophomore Survey which was developed in collaboration between the Faculty Senate Student Retention and Assessment Committee (SRAC) and the Office of Institutional Research, Assessment and Analysis. This survey was designed to solicit information from Coastal Carolina University sophomore student population in regard to their satisfaction with the University as a whole and student programs and services. This is a relatively recent survey, is internal, and does not have national comparisons. However, surveys of this type provide critical planning information. (See Table 7.2.1)

Table 7.2.1

I am satisfied with:	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Opportunities to interact with other students in my major	20.4%	61.7%	14.4%	3.6%
B. Advising by my major department	28.4%	39.1%	21.3%	10.7%
C. Opportunities to interact with faculty in my major	21.3%	56.8%	16.6%	3.6%
D. Opportunities to interact with faculty outside of class	15.4%	55.0%	19.5%	5.9%
E. Physical activity facilities	7.7%	51.5%	17.8%	11.2%
F. Financial aid award	16.0%	35.5%	21.9%	13.0%
G. Financial aid customer service	13.6%	46.2%	15.4%	8.3%
H. Registrar's office	15.4%	68.0%	7.1%	3.0%
I. Variety of on-campus activities	14.9%	53.0%	17.9%	8.3%
J. Ability to register for courses and enroll in a needed course	12.5%	40.5%	28.0%	16.7%

Coastal Carolina University participates in a comprehensive Residence Life survey, developed by Educational Benchmarking Inc. (EBI) which was administered to students living on-campus during the fall of 2006 and 2007. The 2007 results will be discussed in next year's accountability report.

Overall Mean Scores by Factor Comparing Coastal Carolina University to Peer Institutions

The following graphs depict the overall results of the EBI Residency Study by each of the 19 factors and compare Coastal Carolina to the means of the six selected peer institutions. The results of the survey are distributed to various departments on campus. Aggregated data for informed decision making allows assessment for accountability based on University strengths, while at the same time, assess for improvement based on University weaknesses. (See Chart 7.2.1 and 7.2.2)

Chart 7.2.1

RESIDENCE RESIDENCE HALL SURVEY - FALL 2006 - OVERALL RESULTS
MEAN SCORE FOR FACTORS 1 - 10
COASTAL CAROLINA UNIVERITY AND SIX SELECTED PEER INSTITUTIONS

Chart 7.2.2

RESIDENCE RESIDENCE HALL SURVEY - FALL 2006 - OVERALL RESULTS
MEAN SCORE FOR FACTORS 11 - 19
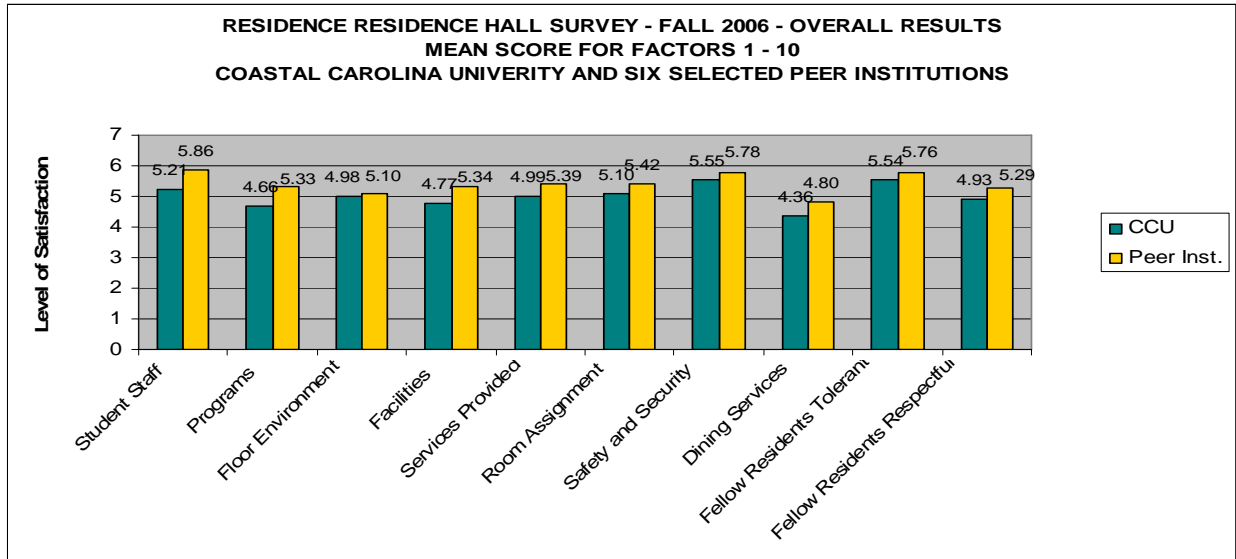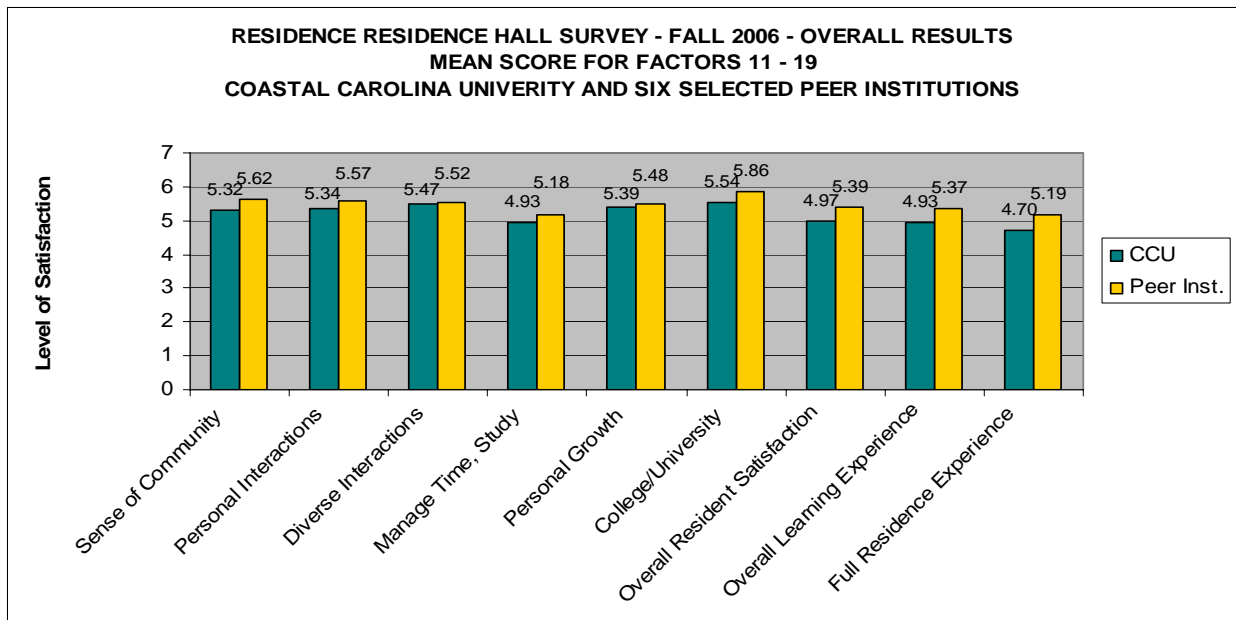COASTAL CAROLINA UNIVERITY AND SIX SELECTED PEER INSTITUTIONS

Based on the biannual Alumni Survey (2007) conducted by all public institutions in South Carolina, 91.3% of bachelor degree recipients who responded to the survey indicated they were very satisfied or satisfied with their overall academic program at Coastal Carolina University. (See Table 7.2.3)

Table 7.2.3

Alumni Satisfaction with Overall Academic Program by Institution

South Carolina Comprehensive Universities	1999-2000 Graduates* % Very Satisfied + % Satisfied	2001-2002 Graduates** % Very Satisfied + % Satisfied	2003-2004 Graduates*** % Very Satisfied + % Satisfied
Coastal Carolina University	**91.4%**	**91.3%**	**91.3%**
I	100.0%	88.9%	100.0%
F	No results	93.8%	94.8%
B	No results	88.1%	93.5%
C	92.1%	93.4%	93.4%
D	93.9%	68.5%	92.7%
A	90.8%	89.6%	92.6%
E	85.7%	85.5%	90.7%
G	90.6%	90.4%	85.8%
H	88.8%	89.3%	82.8%

Source: SC CHE, A Closer Look, 2008

The Alumni Survey is one of many documented process of measuring how well Coastal Carolina University is achieving its mission and addressing its strategic plan for the purpose of continuous improvement of student learning and student development. (See Table 7.2.4)

Table 7.2.4

Coastal Carolina University Alumni Satisfaction by Area

Student's level of satisfaction with:	1999-2000 * % Very Satisfied + % Satisfied	2001-2002 ** % Very Satisfied + % Satisfied	2003-2004 *** % Very Satisfied + % Satisfied
Your MAJOR program of study	94.3%	85.5%	86.8%
Your OVERALL academic program	88.6%	91.3%	91.3%
Instruction in your major	87.2%	87.2%	90.2%
Instruction in general education	78.6%	74.8%	87.9%
General education program of study	70.0%	70.8%	86.8%

Source: SC CHE, A Closer Look, 2008

7.3 <u>**What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?**</u>

The University's key measures on budgetary and financial performance include enrollment growth, state appropriations, tuition, and resource priorities. Chart 7.3.1 illustrates enrollment growth. An enrollment level of over 10,000 students is predicted by 2013.

COASTAL CAROLINA UNIVERSITY
Enrollment History & Projections (Chart 7.3.1.)

Res.hall capac. proj.

Begin football

Continue incr. admiss. criteria

Add grad. progs.

Add res. halls

Incr. admiss. criteria

Open first resid. halls

☐ Undergraduate FTE   ☐ Graduate FTE   ☐ Total Headcount Enrollment
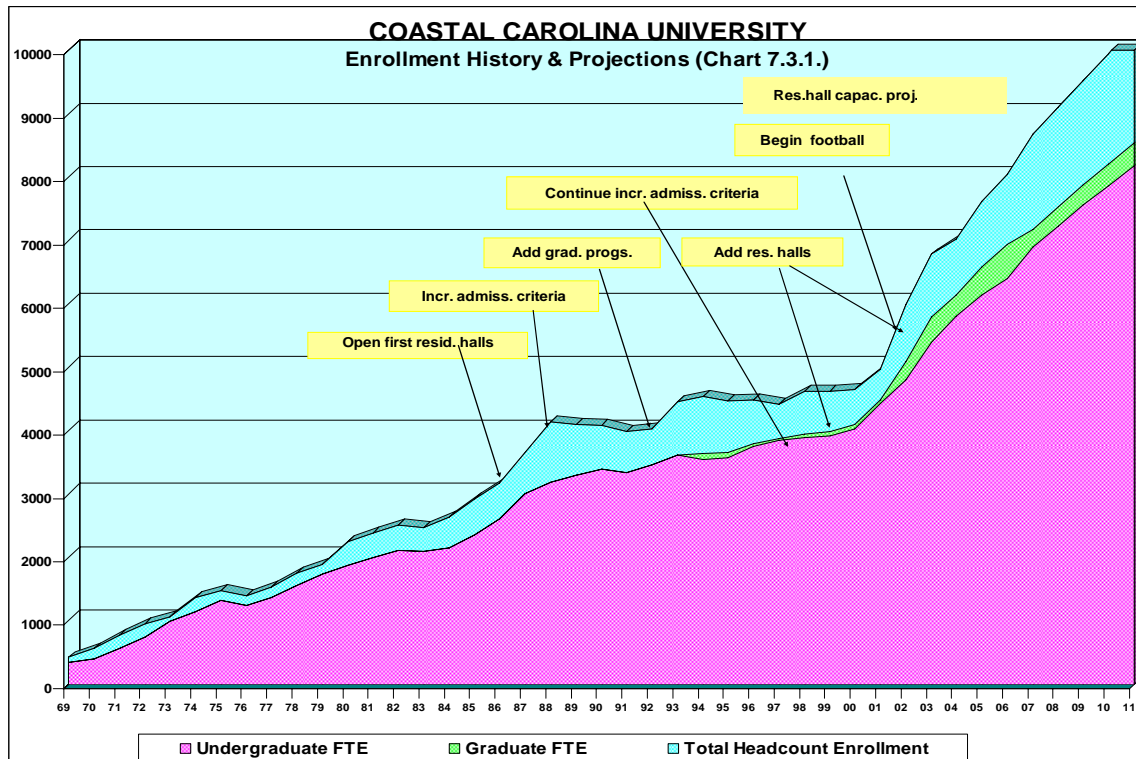
South Carolina Resident Enrollment Growth

One budget strategy for Coastal Carolina University during the decade of the 1990s and the early years of the current decade was to attract out-of-state students to help fund a significant budget deficiency in state appropriations. This was a very effective budget strategy, supplementing resources needed to grow the quality of institutional resources, including the appearance of the physical plant and the quality of the faculty and student services.

However, this strategy did not often meet with approval from the legislature since perceptions were that Coastal was neglecting state residents to cater to out-of-state constituencies. The following charts demonstrate that over the past seven years Coastal has taken on a much larger share of the responsibility for educating South Carolina residents. Coastal's growth in South Carolina resident students by geographic origin (Table 7.3.1 and Chart 7.3.2) represents 60.04% of the total growth by these students in the public comprehensive institution sector.

Table 7.3.1

	Fall Semesters								Change
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2000-07**
A	2,795	2,777	2,843	2,456	2,108	2,065	1,995	1,958	-837
Coastal	2,761	2,743	3,599	4,106	4,241	4,605	4,799	4,409	1,648
C	7,179	7,538	7,588	7,498	7,498	7,229	7,057	7,177	-2
B	3,321	3,290	3,273	3,381	3,500	3,818	3,862	3,662	341
E	2,782	2,556	2,798	2,804	2,782	2,564	2,554	2,267	-515
D	3,634	3,546	3,548	3,580	3,586	3,704	3,664	4,089	455
G	2,813	2,798	2,922	2,885	2,936	2,893	3,037	2,905	92
I	892	923	952	904	985	1,052	1,103	1,133	241
H	3,457	3,695	4,058	4,181	4,067	4,201	4,331	4,606	1,149
F	5,223	5,358	5,468	5,522	5,464	5,463	5,322	5,396	173
Compr Univ Totals	34,857	35,224	37,049	37,317	37,167	37,594	37,724	37,602	2,745

In Fall 2000, Coastal Carolina University's share of the total enrollment by geographic origin of the comprehensive universities was 7.92%. By Fall 2007, Coastal Carolina University accounted for 11.73% of the total enrollment by geographic origin for this sector. From Fall 2000 through Fall 2007, the comprehensive teaching institutions saw a net increase in total enrollment by geographic origin of 2,745. From Fall 2000 through Fall 2007, Coastal Carolina's increase was 1,648 students or 60.04% of the total net increase for the sector.
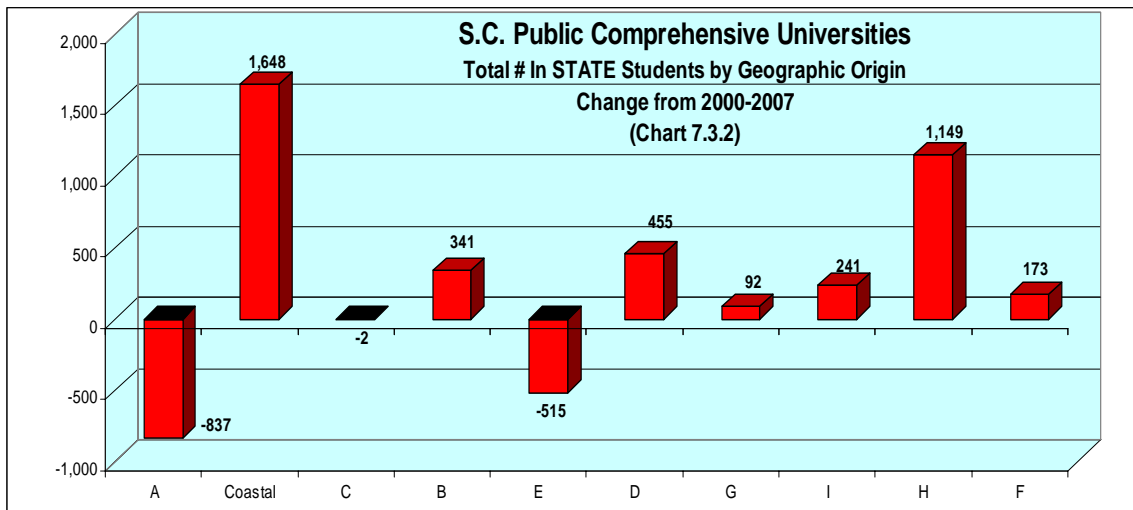
South Carolina Resident Graduate Enrollment Growth

Coastal Carolina University is expanding its role in the education of South Carolina residents seeking graduate study. Among public comprehensive institutions, the past seven years has witnessed a positive overall graduate enrollment growth by only three universities. Ninety-six percent of the University's graduate students are South Carolina residents by geographic origin. The graduate enrollment growth (Table 7.3.2 and Chart 7.3.2) represents 60.86% of the total combined FTE increase in this sector. From Fall 2000 through Fall 2007, Coastal's graduate FTE enrollment increased from 75 to 288. This increase of 213 FTE represents a 284% increase in Coastal graduate FTE enrollment.

	Fa 2000	Fa 2001	Fa 2002	Fa 2003	Fa 2004	Fa 2005	Fa 2006	Fa 2007	Change 2000-07
A	645	664	690	594	489	481	457	468	-177
Coastal	75	59	299	405	334	436	546	288	213
C	458	548	549	593	614	526	529	542	84
B	245	229	185	175	167	185	202	155	-90
E	133	66	102	92	57	23	20	22	-111
D	478	396	439	396	302	266	324	376	-102
G	46	43	48	42	48	61	51	43	-3
I	0	0	0	0	0	0	0	0	0
H	27	23	26	29	28	24	12	17	-10
F	559	542	548	568	531	533	524	612	53
Compr Univ Totals	2,666	2,570	2,886	2,894	2,570	2,535	2,665	2,523	-143

In Fall 2000, Coastal Carolina University's share of total enrollment of the comprehensive universities was 2.81%. By Fall 2007, Coastal Carolina University accounted for 11.40% of the total enrollment for this sector. From Fall 2000 through Fall 2007, the comprehensive institutions saw a net decrease in total enrollment of -143. From Fall 2000 through Fall 2007, Coastal Carolina University's increase was 213 studen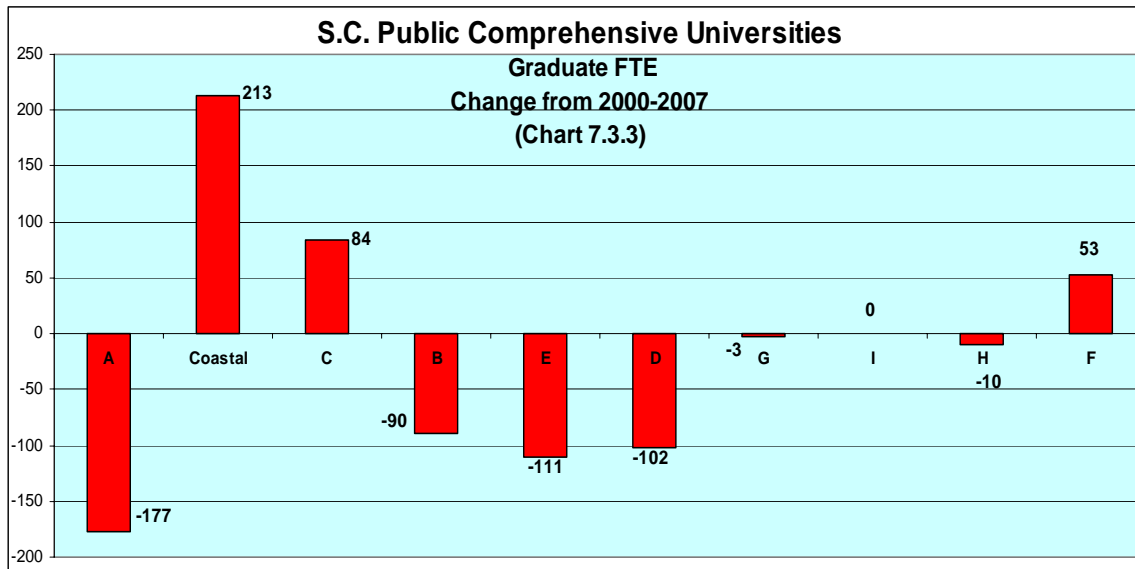ts or 60.86% of the total net increase for the three (3) institutions in the sector which had positive growth of 350. These graduate students on the basis of geographic origin, approximately 96% are South Carolina residents.

Comparative Affordability to State Residents

Coastal has managed its finances in a way that has allowed the University to remain one of the more affordable, and therefore accessible, among all state public institutions (Chart 7.3.4 and Table 7.3.3). Its 2008-09 tuition of $8,650 is slightly above the sector average. In addition to keeping tuition at the average, beginning in 2006-07 and again in 2007-08, the institution used local support through Horry County to offer approximately $50,000 in need-based scholarships to residents of the county. In addition, $1.3 million of the budget in 2007-08 was used to hire students on campus to assist in affordability and provide many essential services for the campus community. In 2008-09, $1.5 million has been budgeted

for student wages.   This amount was an increase of 15.4% over the previous year, part of a concerted effort to retain students and offset the cost of tuition increases.
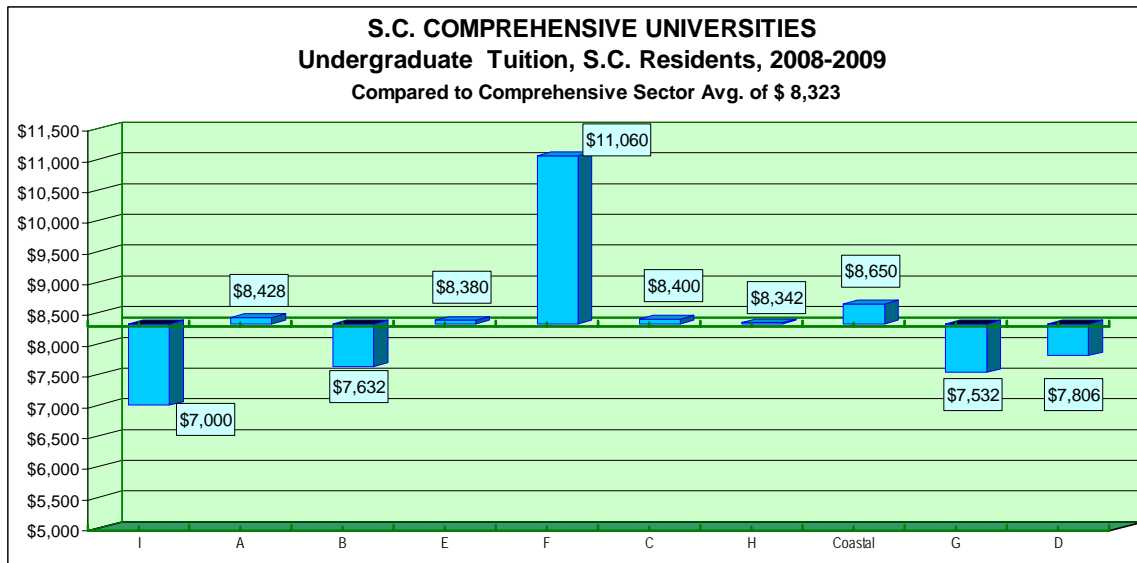
Chart 7.3.4

S.C. COMPREHENSIVE UNIVERSITIES
Undergraduate Tuition, S.C. Residents, 2008-2009
Compared to Comprehensive Sector Avg. of $ 8,323

Table 7.3.3

In-State Undergraduate Tuition Trends

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2-yr. %	8-yr. %
I	$2,210	$2,410	$3,080	$4,208	$4,670	$5,214	$5,724	$6,250	$7,000	22.3%	216.7%
A	$3,404	$3,727	$4,067	$4,999	$5,900	$6,522	$7,168	$7,735	$8,428	17.6%	147.6%
B	$3,600	$3,790	$4,340	$5,082	$5,540	$5,984	$6,512	$7,038	$7,632	17.2%	112.0%
E	$3,888	$4,152	$4,704	$5,400	$5,866	$6,588	$7,162	$7,728	$8,380	17.0%	115.5%
F	$4,262	$4,668	$5,600	$6,652	$7,816	$8,756	$9,500	$10,210	$11,060	16.4%	159.5%
C	$3,630	$3,780	$4,858	$5,770	$6,202	$6,668	$7,234	$7,778	$8,400	16.1%	131.4%
H	$3,624	$3,868	$4,748	$5,460	$6,060	$6,724	$7,218	$7,760	$8,342	15.6%	130.2%
Coastal	$3,500	$3,770	$4,350	$5,190	$6,100	$6,860	$7,500	$7,600	$8,650	15.3%	147.1%
G	$3,558	$3,738	$4,404	$5,065	$5,622	$6,156	$6,670	$7,006	$7,532	12.9%	111.7%
D	$3,724	$4,096	$4,556	$5,570	$6,170	$6,480	$7,278	$7,318	$7,806	7.3%	109.6%
Comp Ave	$3,688	$3,954	$4,625	$5,465	$6,142	$6,595	$7,197	$7,642	$8,323	15.7%	125.7%

Beaufort was excluded from the Average for the Teaching and 4-Yr institutions through 2004-2005.

Leveraging Out-of-State Enrollment to Benefit All Students

Coastal Carolina University has been able to grow its out-of-state enrollment to the benefit of all students. The charts (7.3.5 and 7.3.6) below show the amount of resources provided by out-of-state students above the cost of their education. The amount of "subsidy" has grown every year for the past six years. Since fiscal year 2005, out-of-state students have contributed more to the cost per FTE for all students than state appropriations.

Coastal Carolina University
Total Educational Cost per FTE Compared to Funding Sources per FTE

Chart 7.3.5

Resources Applied to the Cost of Educating S.C. Resident Students
Column Height = Total Cost to the University per FTE.
(E&G Operating Costs per FTE)

Fiscal Year	01	02	03	04	05	06	07	08 projected

Legend: ☐ Appropriations ☐ Tuit.Pd.by Stu. ☐ Finan.Aid ☐ Deficit Pd.by Univ.fm.Other Sources
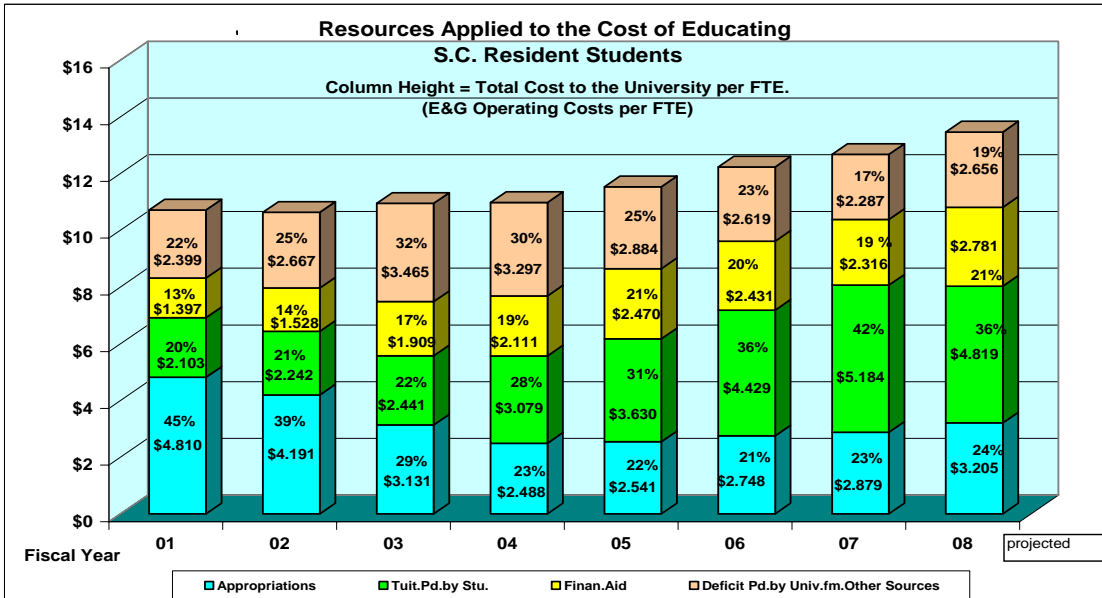
The total of all state appropriations is applied toward the cost of educating in-state students only, dividing total appropriations by the number of in-state FTE's. The institutional funds used to make up the cost deficit include campus-generated income, admissions and other fees, certain gift and grant funds, and revenues from auxiliary enterprises and non-credit programs.

The University's total Educational and General (E&G) operating cost per total FTE is equal to the total column height in the top graph, and to the green column height for FY 02-08 in the bottom graph, with the total height equal to the amount paid by each out-of-state student.

The total E&G operating expenditures per FTE increased by 25.7% over 7 years, from $10,709 for FY 01 to $13,461 for FY 08.

Chart 7.3.6

Resources Available from Out-of-State Students

Thousands

Green + Red = Avg. cost of educating one FTE student.
Green + Yellow = Total paid by each out-of-state student.

Fiscal Year	Tuit.Pd.by Stu.	Deficit Pd. by Univ.	Tuition Excess Applied to Core Costs
01	$9.810 (92 %)	(8 %)	
02	$10.627 (100 %)		$0.053 (1 %)
03	$10.945 (100 %)		$0.815 (7%)
04	$10.975 (100 %)		$1.895 (17%)
05	$11.525 (100 %)		$2.675 (23%)
06	$12.227 (100 %)		$2.873 (23%)
07	$12.666 (100 %)		$3.524 (28%)
08	$13.461 (100 %)		$3.129 (23%)

projected

Legend: ■ Tuit.Pd.by Stu. ■ Deficit Pd. by Univ. □ Tuition Excess Applied to Core Costs

Efficient Use of Facilities

Although Coastal Carolina University is in need of significant additional academic space and renovation of existing space, the chart (Chart 7.3.7 and Table 7.3.4) below demonstrates the University's efficient use of assignable academic and academic support square feet per FTE.

Chart 7.3.7

S.C. Public Universities
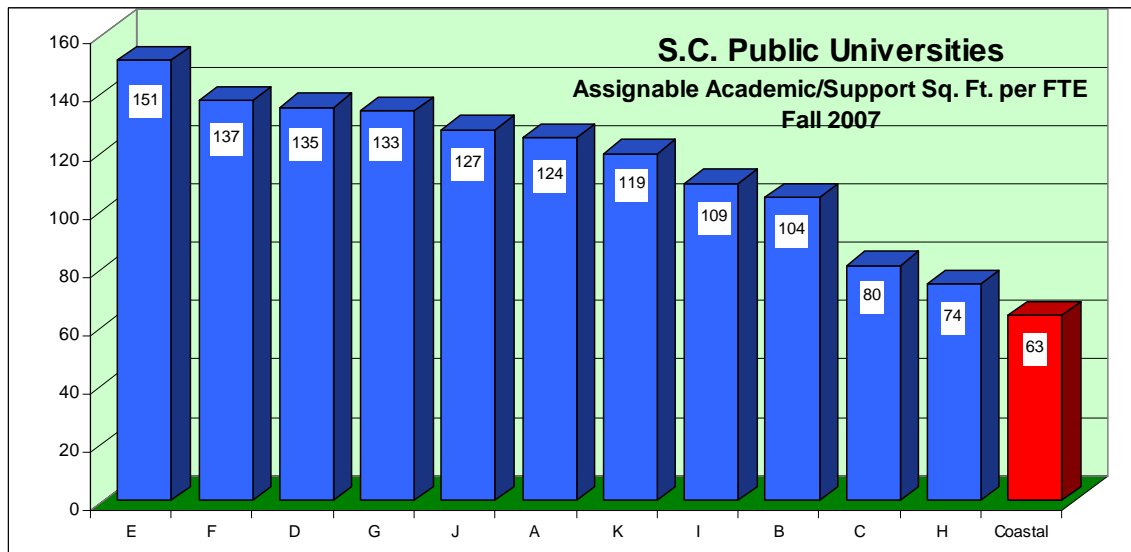**Assignable Academic/Support Sq. Ft. per FTE**
Fall 2007

E	F	D	G	J	A	K	I	B	C	H	Coastal
151	137	135	133	127	124	119	109	104	80	74	63

Table 7.3.4

	ASF of Acad./ Supp. Facilities	FTE Enrollment	Sq. Ft. of Acad./Supp Facil Per FTE
D	626,082	4,644	135
E	328,756	2,177	151
G	361,703	2,711	133
J	2,066,285	16,250	127
I	119,636	1,101	109
F	734,521	5,360	137
A	380,691	3,063	124
K	2,852,608	23,991	119
B	344,425	3,319	104
C	796,916	9,903	80
H	330,064	4,451	74
Coastal	455,167	7,177	63

Effective Use of State Appropriations

The University has been able to accomplish all of the above measures of performance at a cost to the state per resident FTE which is the second lowest among all institutions. The chart (Chart 7.3.8 and Table 7.3.5) below uses FY 09 budget, which is the highest yet for the University, applied to fall 2007 resident FTE enrollment.
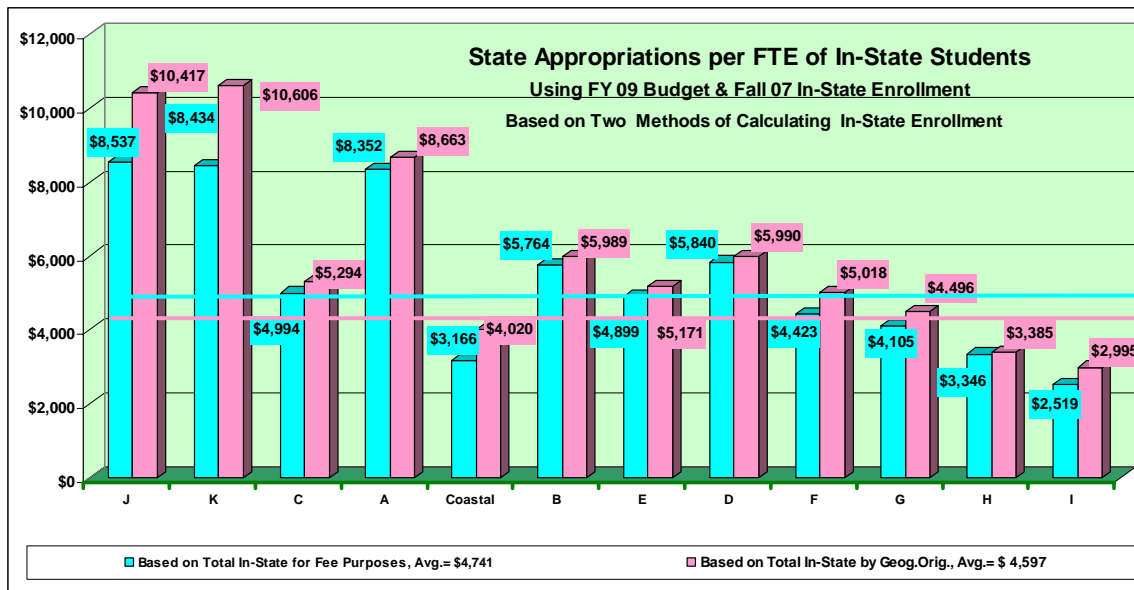
Chart 7.3.8

Table 7.3.5

	FY 09 Appr. per In-St. Fall 07 FTE Classification by Fee Purpose	FY 09 Appr. per In-St. Fall 07 FTE Classification by Geographic Origin

FY 09 Appropriations per In-State FTE Based In-state Students for Fall, 2007
Calculated from % of Total Students Classified as In-State

	FY 09 Appr. per In-St. Fall 07 FTE Classification by Fee Purpose	FY 09 Appr. per In-St. Fall 07 FTE Classification by Geographic Origin
J	$8,537	$10,417
K	$8,434	$10,606
C	$4,994	$5,294
A	$8,352	$8,663
Coastal	$3,166	$4,020
B	$5,764	$5,989
E	$4,899	$5,171
D	$5,840	$5,990
F	$4,423	$5,018
G	$4,105	$4,496
H	$3,346	$3,385
I	$2,519	$2,995
Comp. Univ. Avg.	$4,741	$5,102

7.4 What are your performance levels and trends for your key measures on workforce engagement, workforce satisfaction, the development of your workforce including leaders, workforce retention, workforce climate including workplace health and safety and security?

The Office of Human Resources and Equal Opportunity provides training and development opportunities that are essential to the workforce personal and professional development. These professional development opportunities are designed to encourage excellence and provide administrative leaders and staff with resources essential to enhancing their skills and knowledge base. The results of these professional development training sessions will be reported in the next year's accountability report. Reporting lines for this office changed in the spring of 2008 from a direct report to the President to the Senior Vice President of Finance.

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance?

Coastal Carolina University's student-faculty ratio is a metric commonly used as a measure of academic quality. As illustrated in chart 7.5.1, the fall FTE students per FTE faculty was 23.9 in 2005, 23.5 in 2006, and 22.2 in 2007. Coastal is continually striving to lower the ratio which is indicative of more student contact with faculty.

Student-Faculty Ratio
Chart 7.5.1
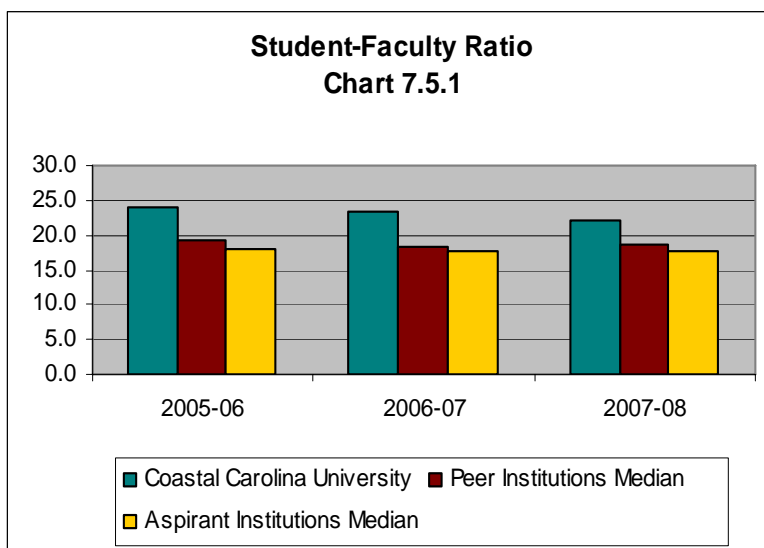
Calculated as Fall FTE Students per FTE Faculty
Source: IPEDS Peer Analysis System

7.6 <u>What are your performance levels for your key measures related to leadership and social responsibility:</u>

a. Accomplishment of your organizational strategy and action plans

Coastal Carolina University's strategic planning process was well-documented, included numerous stakeholders, and was shared with the entire campus. The broad and representative *Strategic Planning Steering Committee*, whose charge was to chart a bold future for the University, worked to refine the mission, establish priorities, and create a process to link our strategic direction to budgeting and continual outcome-based assessment. The process continues to be one that is transparent and open, and inclusive of all University stakeholders, including students, alumni, faculty and staff, board members and donors, as well as the broad community. The committee identified a number of critical priorities that will help us deliver on the new mission and vision. The 2008-2013 *Strategic Plan* is available at: http://www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf

b. Stakeholder trust in your senior leaders and the governance of your organization

All faculty have the right and the responsibility to evaluate academic administrators each year. The evaluation procedures and process are overseen by the Executive Committee of the Faculty Senate.

c. Fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

The accreditation of Coastal Carolina University and its programs have been fully affirmed or reaffirmed by its accreditors.

Table 7.6.1

Program	Degree	Organization	Notification of Accreditation Decision
CCU Regional Accreditation		**SACS-** (Southern Association of Colleges and Schools).	2012
Business			
College of Business	BS & MBA	**AACSB** - International (The Association to Advance Collegiate Schools of Business).	Spring 2008
PGM Program	BS	**PGA -** (Professional Golfers Association).	Spring 2009
Education			
Education Majors	BA; BS; M. Ed. Master of Arts	**NCATE -** (National Council for Accreditation for Teacher Education).	Spring 2011
Early Childhood Undergraduate	BA	**NAEYC-** (National Association for the Education of Young Children).	Spring 2010
Early Childhood Graduate	M.Ed.	**NAEYC-** (National Association for the Education of Young Children).	Spring 2010
Elementary Education	BA	**ACEI -** (Association for Childhood Education).	Spring 2010
Middle School Education	BA	**NMSA -** (National Middle School Association) submitted to SCDOE for review).	Spring 2010
Physical Education	BS	**AAHPERD -** (American Alliance for Health, Physical Education, Recreation and Dance).	Spring 2010
Secondary English	M.A.T.	**NCTE -** (National Council of Teachers of English).	Spring 2010
Secondary Math	M.A.T.	**NCTM -** (National Council of Teachers of Mathematics).	Spring 2010
Secondary Science	M.A.T.	**NSTA -** (National Science Teachers Association).	Spring 2010
Secondary Social Studies	M.A.T.	**NCSS -** (National Council of Social Studies).	Spring 2010
Humanities			
Visual Art Department (currently Art Studio)	BA	**NASAD -** (National Association of Schools of Art and Design).	Fall 2009
Science			
Computer Science	BS	**ABET -** (Accreditation Board for Engineering and Technology).	Aug-09
Health Promotion	BS	**SABPAC -** (conjoint committee of the Society for Public Health Education (SOPHE) and American Association for Health Education (AAHE)).	Spring 2007

- Coastal Carolina University participates in the Voluntary System of Accountability (VSA) which communicates information on the undergraduate student experience through a common web reporting template, the College Portrait.

  The VSA is a voluntary initiative for 4-year public colleges and universities. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the VSA is designed to help institutions meet the following objectives:

  o Demonstrate accountability and stewardship to public

- o Measure educational outcomes to identify effective educational practices

- o Assemble information that is accessible, understandable, and comparable

Coastal Carolina University presents its College Portrait to help current and future students and their families better understand the institution. The VSA is available at:
http://www.coastal.edu/effect/assessment/vsa2003.pdf

- In an ongoing effort to better disseminate information during campus emergencies, Coastal Carolina University implemented the CCU Alert. This state-of-the-art notification system will enable the University to send urgent information regarding emergencies, (including weather cancellations and delays) instantly and simultaneously to all registered mobile phones, etc. No commercial or non-emergency messages will be sent.

- The Certificate of Achievement for Excellence in Financial Reporting was awarded to Coastal Carolina University by the Government Finance Officers Association of the United States and Canada for its comprehensive annual financial report. This Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment for Coastal Carolina University.