

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2009-2010



September 2010

David A. DeCenzo, President

Accountability Report Transmittal Form

Agency Name: Coastal Carolina University

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Glossary of Terms and Abbreviations

AACSB	Association for the Advancement of Collegiate Schools of Business	LIT	Leaders in Training
AASCU	American Association of State Colleges and Universities	NASAD	National Association of Schools of Art and Design
ABET	Accreditation Board of Engineering and Technology	NASM	National Association of Schools of Music
BSN	Bachelors of Science in Nursing	NAST	National Association of Schools of Theatre
CAFR	Comprehensive Annual Financial Report	NCAA	National Collegiate Athletic Association
CDS	Common Data Set	NCATE	National Council for Accreditation of Teacher Education
CETL	Center for Effective Teaching and Learning	NESA	North Eastern Strategic Alliance
CHEMIS	Commission on Higher Education Management Information System	NSF	National Science Foundation
CIRP	Cooperative Institutional Research Program	NSSE	National Survey of Student Engagement
CSRDE	Consortium for Student Retention Data Exchange	P & T	Promotion and Tenure
CUPA	College and University Personnel Association	SABPAC	SOPHE/AAHE Baccalaureate Program Approval Committee
E&G	Educational and General	SACS	Southern Association of Colleges and Schools
EEO	Equal Employment Opportunity	SC CHE	South Carolina Commission on Higher Education
EMT	Emergency Management Team	SCS	Student Computing Services
EPMS	Employee Performance Management System	SMC	Strategic Management Committee
ETS	Educational Testing Service	SREB	Southern Regional Education Board
FTE	Full-time Equivalent	SWOT	Strengths, Weaknesses, Opportunities and Threats
FYE	First-Year Experience	TEAL	Technology in Education to Advance Learning
IACUC	Institutional Animal Care and Use Committee	UWAC	University-Wide Assessment Committee
ITS	Information Technology Services	UWRC	University-Wide Retention Committee
IPEDS	Integrated Postsecondary Education Data System	VSA	Voluntary System of Accountability
IRAA	Institutional Research, Assessment and Analysis		

Section I – Executive Summary

Coastal Carolina University's 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.



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

University Strategic Plan and Mission Statement

- Coastal Carolina University continues to implement its 2008-2013 *Strategic Plan*, entitled "Tradition, Integrity, Excellence: Building a Comprehensive University," which provides a guide that links the University's strategic direction to budgeting and continual outcome-based assessment.

Student and Campus Life

- In January 2010, the Coastal Carolina University Student Housing Foundation purchased Campus Edge, now called University Place II. The University maintains residence halls to accommodate at least 3,301 students in three general locations: main campus (1,222 beds) and University Place I and II (987 and 1,092 beds, respectively). To positively influence retention and ultimately graduation rates, the University requires all first- and second-year students to live in campus housing (with exceptions for those whose permanent residence is within 50 miles from campus and other special situations). The housing requirement for freshmen was expanded to include sophomores, beginning Fall 2010.
- In addition to new buildings, the University continually strives to make the campus safe for students, faculty and staff. Improvements to the grounds are ongoing; additional sidewalks have been added and existing walkways have been improved. On the East campus, new recreation fields recently opened. A roundabout on University Boulevard is complete and is expected to slow traffic and improve flow between the University and Horry-Georgetown Technical College.
- The University is flourishing with more than \$115 million in major construction under way, marking the University's most ambitious building program in its 56-year history. The building campaign includes a student recreation and convocation center, expected to open in November 2011, and three major academic buildings: an information commons, Swain Science Center, and a classroom building. When complete, these four new buildings will add more than 231,000 square feet to the main campus. Also, construction is under way on the campus chapel at the intersection of University Boulevard and University Drive. The CINO Grille added 4,200 square feet, providing 90 additional seats for the student dining area. Digital message boards have been added in xx campus buildings in an effort to improve communication with students.
- The student employment program was initiated two years ago in an effort to assist students with the rising Coastal Carolina University

costs of higher education and help them maintain their enrollment at the University through on-campus jobs. More than 900 students were employed through the program in 2009-2010. This year, \$2.85 million has been allocated for this program.

Academic Programs

- To reflect the growing academic quality and breadth of the University, there are now 52 baccalaureate areas of study. Six new undergraduate programs were added in 2009-2010, including Biochemistry, the BA in Economics, Graphic Design, Information Systems, the BFA in Theatre Arts, and the BFA in Musical Theatre. Additional specializations have been added to the existing programs of Biology, Finance and Sociology.
- The University also offers seven master's degree programs in the fields of Business Administration (MBA), Coastal Marine and Wetland Studies, Education, and Writing. Three graduate programs are new in 2010: M.Ed in Educational Leadership, M.Ed. in Learning and Teaching, and the M.A. in Writing.
- The Department of Music has been accredited by the National Association of Schools of Music (NASM), the Department of Theatre has been accredited by the National Association of Schools of Theatre (NAST) and the Department of Computer Science has been reaccredited by the Accreditation Board of Engineering and Technology (ABET).
- WCCU, the University's student-run streaming Internet radio station debuted in 2009. WCCU is listed on iTunes and can be heard worldwide.
- A recording studio was established for student and faculty use in Wheelwright Auditorium.
- The University opened a newly renovated Environmental Quality Laboratory. The facility directs many analytical chemistry and microbiology research projects that impact the region.
- The University developed and implemented 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.
- The Kimbel Library computer lab was relocated, refurbished and expanded to increase the number of computer workstations available for students.

Partnerships Resulting in Cost Savings to the State

Horry-Georgetown Technical College (HGTC)

- The Coastal Carolina University and HGTC Residential Bridge Program continues as a joint venture that is designed to help each participant succeed academically in his/her first year at Horry-Georgetown Technical College and seamlessly transfer to Coastal Carolina University. The Bridge program allows invited students the opportunity to live in University housing while taking the majority of their classes on the HGTC campus, located adjacent to the University. In 2009-2010 there were 116 HGTC students participating in this program.
- The University collaborates with HGTC in the operation of Quail Creek Golf Course at Coastal Carolina University, an 18-hole facility open to the public, which adjacent to the campus and is operated by CCU students in the PGA Professional Golf Management program and HGTC students maintain the course through the technical school's turf management program.
- Collaborating in the Resort Tourism Management Business Degree Program through shared faculty and facilities to fulfill required course work.
- A cooperative program leading to a bachelor's degree in Nursing (BSN) is being developed between the two institutions and has been approved at the program summary level by the South Carolina Commission on Higher Education.
- Since the 50-acre main campus of HGTC is contiguous to the main campus of Coastal Carolina University, the University's Department of Public Safety continues to provide 24-hour safety and security service on the HGTC campus in an effort to consolidate services and save resources. Both institutions also share some parking areas.

Collaborative Academic Programs with Other Institutions

- Cooperative Criminal Justice program with Horry-Georgetown Technical College and Charleston Southern University.
- Bachelor of Science in Engineering with Clemson University.
- 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.
- The E. Craig Wall Sr. College of Business Administration and the University of Applied Sciences Bonn-Rhein-Sieg are in the 10th year of a double degree program agreement in business. Nineteen

German students representing two different German Universities of Applied Sciences (Hochschule Bonn-Rhein-Sieg and Fachhochschule Koblenz RheinAhr Campus Remagen) were recently recognized at CCU for their participation in a three-week exchange program related to the agreement.

Public-Private Partnerships

Horry County and Georgetown County School Districts

- The University's Dalton and Linda Floyd Family Mentoring Program provides mentoring support to fourth- through 10th-grade students deemed at-risk for continuing through high school in the Horry and Georgetown county school districts. The renowned program received a grant from the South Carolina Commission on Higher Education to serve as a pilot program to other institutions in the state. In 2009-2010, more than 300 students from 18 elementary, middle and high schools in Horry and Georgetown counties participated in the program.
- The Scholars Academy is a unique high school operated by the Horry County School District on the Coastal Carolina University campus. Top academic ninth and tenth grade students from the district are brought to the Coastal 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

- The Palmetto Wind Research Project is a collaborative project by Santee Cooper, Coastal Carolina University and the South Carolina Energy Office to study the possibilities of generating wind energy off the coast. In addition to the Palmetto Wind Project, studies conducted by the University's Burroughs & Chapin Center for Marine and Wetland Studies play a vital role in shaping public policy relating to coastal resource management issues along the South Carolina coast as well as other U.S. shorelines.
- The University has been a voluntary partner with the Veterans Administration through the Yellow Ribbon Program since the program was implemented. University support has assisted 15 veteran students (three students in 2009-2010 and 12 students in 2010-2011) with matching funds totaling \$15,000.

- In 2008, Horry County citizens voted for a penny sales tax to help support the Horry County Schools, Horry-Georgetown Technical College and Coastal Carolina University; the tax became effective in March 2009. Since then, more than \$8 million has been allocated for the University. The tax is expected to provide approximately \$120 million over the next 15 years for facility improvements for the University.
- The Center for Military and Veterans Studies was established at the University in 2010 to record and preserve the oral history of South Carolina veterans in partnership with archival repositories such as the Library of Congress, the Marine Corps Gray Research Center, and the U.S. Air Force Museum Research Center, and to encourage public recognition and appreciation of American veterans.

Sustainability Efforts

- The University named its first campus sustainability coordinator. The first project directed by the coordinator was the move-in day recycling event in August 2008. Additional projects underway include a recycling project for football game days and an initiative to make the campus more bike-friendly.
- On April 19, 2010, the University joined the American College and University President's Climate Commitment, in partnership with more than 680 U.S. colleges and universities that have agreed to pursue environmentally friendly practices. The University has been awarded the "Recycling Event of the Year Award" from the S.C. Department of Health and Environmental Control in recognition of the Campus Salvage Program. Students donate reusable items at the end of the year, which are resold to support the University's sustainability program.

G-12 Fellows Linking Marine and Wetland Research with Science Education

- The GK-12 program at Coastal Carolina University was established in 2008 with a \$2.3 million NSF grant - the largest grant the University has received. The five-year project funds six graduate students and Horry County science teachers each year. The participating students, known as GK-12 Fellows (the "G" refers to graduate students), develop and teach lesson plans based on their specific research projects. They also serve as a scientific resource for the classroom teacher and as tutors and mentors to the students. In 2009, the program was awarded a national award at the annual GK-12 conference in Washington, D.C., for most effective website.

The University's focus is to differentiate itself from the other comprehensive higher education choices in South Carolina and to establish a reputation for providing excellent value and outstanding quality in educational programming. To accomplish this focus, the University will enact the following strategies through 2013 (Figure 1).

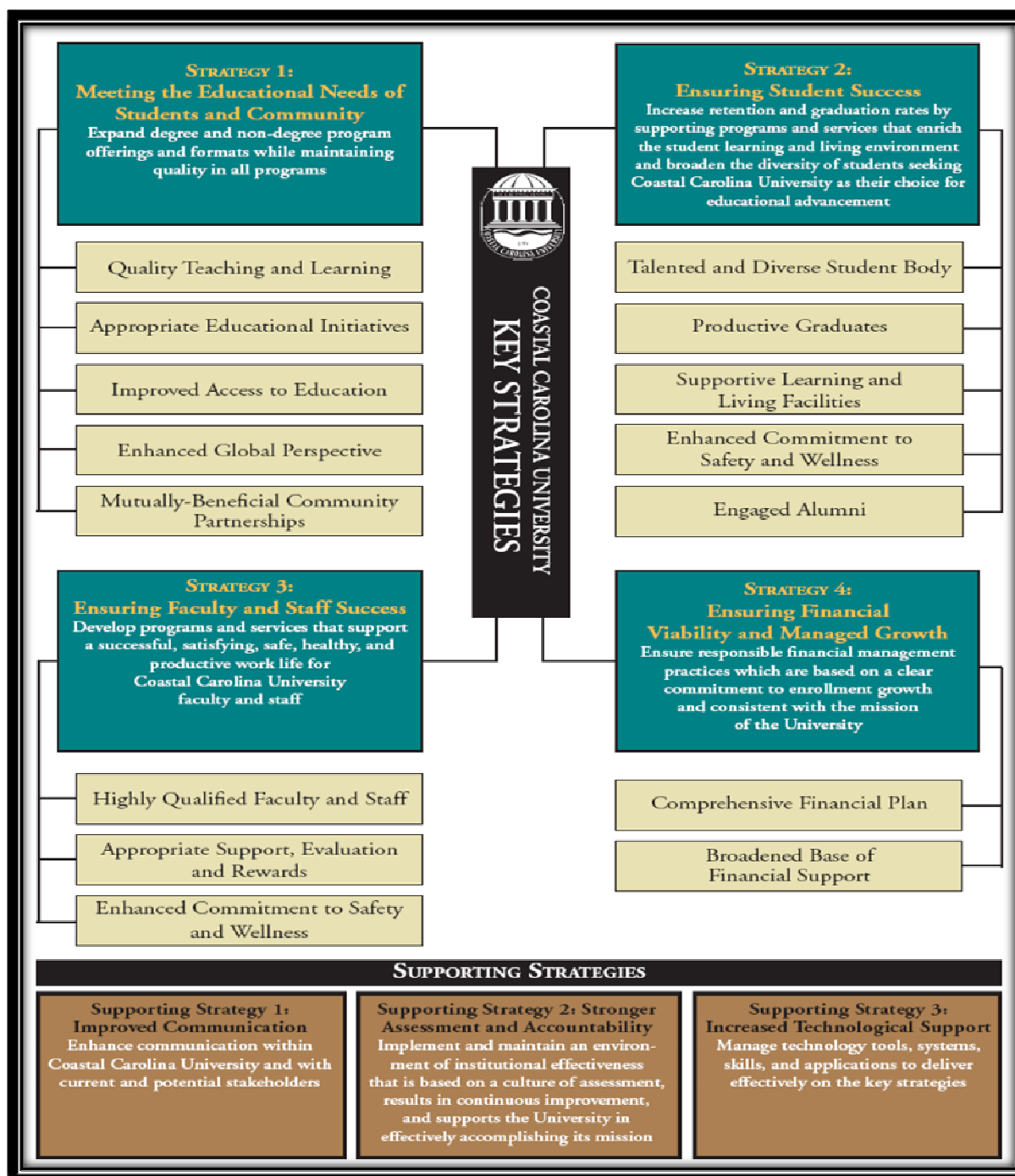


Figure 1

Source: University Strategic Planning Document

The University is affected by each of the following challenges external to the institution. Coastal Carolina University will effectively deliver its mission by identifying and prioritizing opportunities that assist the institution in meeting its goals.

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. Coastal Carolina University's state appropriation has diminished to a mere 8.45 percent of the operating budget for FY2011 – which is the lowest percentage in the state – forcing the University to become increasingly reliant on tuition. Although tuition increases are a growing challenge for students and their families, the University's in-state tuition has been increased only 4.92 percent for the 2010-2011 academic year, which is the third lowest increase among the state's comprehensive institutions and well below the highest increase of 14.75 percent.
- South Carolina is below the national average on educational attainment of its 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.
- 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. To increase the cost per full-time equivalent (FTE) student by an amount greater than the Consumer Price Index:
 - Faculty with doctoral degrees in several disciplines are predicted to decline. 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 will affect University expenditures.
 - Maintaining currency in technological advancement will continue to escalate operating costs.
- Expanded government-mandated and social shocks (e.g. campus security issues on other college campuses) will force additional expenditures for the University.

Opportunities

- Changing employment trends and needs require different skill sets and an increasing number of professions are demanding at least a bachelor's degree realize wage increases.
- Sustainability initiatives are becoming more prevalent, as research continues to document the fragility of the ecosystem and its impact on society.
- The percent of the overall population 65 years of age and older will dramatically increase, and according to the U.S. Census Bureau, the increase in South Carolina will be significant. 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 increased competition for students educated in global issues. There are substantial opportunities for increasing both on-campus diversity through international programming and student exposure to other cultures through short and long-term study abroad programs.
- Learning approaches and processes are changing, with the expectation that blended learning and active learning will become even more important with technology infused into the learning experience.
- The commitment of students to a campus goes beyond the classroom to include the entire student experience. Creating a more student-engaged campus and community experience is increasingly important.
- Accountability issues are becoming even more important. Efforts are made to rate programs by rating services (e.g., *US News*) and the U.S. Department of Education in order to provide comparative data to the general public. 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 the University's progress on these measures.
- Six-year undergraduate graduation rates at the University were reported by the Office of Institutional Research, Assessment and Analysis at 47 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, the University serves as a unique creator, cultivator, protector, and disseminator of culture within the Waccamaw region. Through its National Collegiate Athletic Association (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.

Using the Accountability Report 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 is part of 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

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. Coastal Carolina University's main educational programs, offerings, and services are the following:

Baccalaureate Programs	
Business Administration	Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
Education	Early Childhood Education; Elementary Education; Middle Grades Education; Special Education-Learning Disabilities; Physical Education
Humanities and Fine Arts	Art Studio; Communication; Dramatic Arts; English; Graphic Design; History; Music; Musical Theatre; Philosophy; Political Science; Spanish; Theater Arts
Science	Biology; Chemistry; Computer Science; Exercise and Sport Science; Health Promotion; Marine Science; Mathematics (Applied); Physics (Applied); Psychology; Recreation and Sports Management; Sociology
Special Programs	Honors Program; Humanities and Fine Arts Fellows Program; Interdisciplinary Studies; Jackson Fellows Program; Wall Fellows Program
University College	Interdisciplinary Studies
Certificate Program	Gerontology Certificate
Baccalaureate Cooperative Program	Engineering with Clemson University
Graduate Programs	
Coastal Carolina University	Master of Arts in Teaching; Master of Business Administration; Master of Education (Secondary, Educational Leadership, and Learning and Teaching); Master of Science in Coastal Marine and Wetland Studies; Master of Arts in Writing
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

Table 1

Key student segments, stakeholder groups, and market segments

<u>Stakeholder</u>	<u>Relationship</u>	<u>Expectations</u>
Students	<ul style="list-style-type: none"> • Education and success orientated • Two-way communication 	<ul style="list-style-type: none"> • Holistic student • Community and campus engagement
Alumni	<ul style="list-style-type: none"> • Source for donations and community involvement • Community outreach/support 	<ul style="list-style-type: none"> • Positive representation of the University • Networking • Giving back financially
Business and Industry	<ul style="list-style-type: none"> • Source of jobs for graduates • Changes in needs/trends 	<ul style="list-style-type: none"> • Pool of Graduates • Internships • Faculty/Center Consulting
K-12 public school districts	<ul style="list-style-type: none"> • Sharing of facilities • Student Recruitment 	<ul style="list-style-type: none"> • Graduating future educators • Developing future students • Cost saving
Regional technical colleges	<ul style="list-style-type: none"> • Two-way communication of student needs • Transfer students 	<ul style="list-style-type: none"> • Maintenance of collaborative educational programs

Table 2

Operating Locations

- The University comprises 69 main buildings on 322 acres including the Coastal Science Center and the Burroughs & Chapin Center for Marine and Wetland Studies, both located on the East Campus in the Atlantic Center on U.S. 501. Courses are also offered in the Waccamaw Higher Education Center in Litchfield and in the Myrtle Beach Education Center. Quail Creek Golf Course, an 18-hole facility open to the public, is adjacent to the main campus and is staffed by the students in the University's professional golf management program. Waties Island, 1,062 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine science and wetlands biology.

Number of employees, segmented by faculty and staff or other appropriate categories, Fall 2009

<i>Category</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total</i>
Full-time Instructional Faculty	315	168	483
Executive/Administrative and Managerial	23	5	28
Other Professionals	266	57	323
Technical and Paraprofessionals	148	54	202
Clerical and Secretarial	52	35	87
Skilled Craft	38	0	38
Service/Maintenance	92	1	93
Total	934	320	1,254

Table 3

Source: IPEDS

Regulatory environment under which the University operates

- The regulatory environment includes the following:
 - The University is a public institution governed by a 17-member Board of Trustees representing the State's Congressional District.
 - 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.
 - 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.
 - The E. Craig Wall, Sr. College of Business Administration is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB-International).
 - Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
 - The Department of Music is accredited by the National Association of Schools of Music (NASM).
 - The Department of Computer Science is accredited by the Accreditation Board of Engineering and Technology (ABET).
 - The Department of Theatre is accredited by the National Association of School of Theatre (NAST).
 - 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

Coastal Carolina University Organizational Chart by Function, 2009-2010

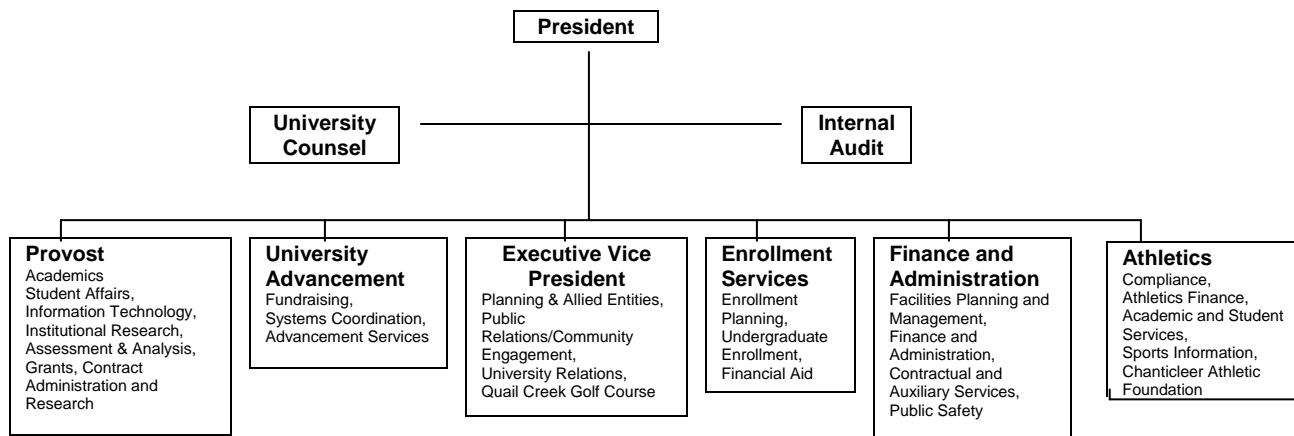


Figure 2

Source: Office of Human Resources and Equal Opportunity

Key suppliers and partners

Coastal Carolina University's key suppliers and partners include:

- Horry and Georgetown county public schools and 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 Carolina University's competitive success; key changes that are taking place that significantly impact the University's competitive situation

See Section I, Challenges and Opportunities

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 select University housing, there is a need for increased student support services such as counseling, health services, an interactive campus life environment, and athletics/intramurals.
- 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 and region.

- 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.
- Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. 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:

- Regional accreditation: The University undergoes SACS accreditation every ten years. The next reaffirmation of accreditation will be in 2012.
- Program accreditation: The University's programs are accredited by AACSB-International, ABET, NCATE, NASAD, NASM, and NAST.
- Academic Assessment Planner (TEAL Online): Each academic department participates in the University's assessment process.
- Administrative Assessment Planner (TEAL Online): Each administrative department participates in the University's assessment process.
- Committee Assessment Planner (TEAL Online): Standing and ad hoc committees participate in the University's assessment process.
- 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.
- Employee Performance Management System: Process for annual staff planning and evaluation.

Expenditures/Appropriations and Major Program Areas Charts**Accountability Report Appropriations/Expenditures Chart****Base Budget Expenditures and Appropriations**

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 55,650,285	\$ 10,544,261	\$ 58,303,886	\$ 9,612,649	\$ 63,172,785	\$ 7,676,450
Other Operating	\$ 40,212,011		\$ 30,099,097		\$ 45,529,821	
Special Items	\$ 23,338,626		\$ 29,496,270		\$ 22,980,158	
Permanent Improvements	\$ 831,823		\$ 13,563,672		\$ 9,016,398	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 14,695,769	\$ 2,130,980	\$ 15,899,347	\$ 1,942,680	\$ 16,412,565	\$ 1,452,260
Non-recurring						
Total	\$ 134,728,514	\$ 12,675,241	\$ 147,362,272	\$ 11,555,329	\$ 157,111,727	\$ 9,128,710

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	\$ 161,336	\$ -
Capital Reserve Funds		
Bonds		

Coastal Carolina University Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Business, Education, Science and Humanities and Fine Arts.	State: 12,513,905.00 Federal: 0.00 Other: 32,905,296.00 Total: 45,419,201.00 % of Total Budget: 34%	State: 11,555,329.00 Federal: 0.00 Other: 36,726,560.00 Total: 48,281,889.00 % of Total Budget: 33%	Figure: 7.1.1, 7.1.2, 7.1.3 7.1.4, 7.1.5, 7.3.4, 7.3.5, 7.3.7, 7.5.1 Table: 7.1.1, 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.6
I. Academic Support	Support the University's instructional programs including the library and academic computing.	State: 0.00 Federal: 0.00 Other: 7,526,002.00 Total: 7,526,002.00 % of Total Budget: 6%	State: 0.00 Federal: 0.00 Other: 7,245,416.00 Total: 7,245,416.00 % of Total Budget: 5%	Figure: 7.3.4, 7.3.7, 7.3.8, 7.5.1 Table: 7.2.1, 7.2.3, 7.3.1, 7.5.1, 7.3.4, 7.6
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, and Social and Cultural Development Programs.	State: 0.00 Federal: 0.00 Other: 22,699,064.00 Total: 22,699,064.00 % of Total Budget: 17%	State: 0.00 Federal: 0.00 Other: 23,105,042.00 Total: 23,105,042.00 % of Total Budget: 16%	Figure: 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.5.1 Table: 7.2.1, 7.2.2, 7.2.3, 7.2.4
I. Institutional Support	University Support Services including Executive Leadership, Fiscal Operations, Human Resource Management and Communications	State: 0.00 Federal: 0.00 Other: 10,917,257.00 Total: 10,917,257.00 % of Total Budget: 8%	State: 0.00 Federal: 0.00 Other: 11,269,049.00 Total: 11,269,049.00 % of Total Budget: 8%	Figure: 7.3.4, 7.3.5, 7.3.6, 7.5.1 Table: 7.2.1, 7.2.3, 7.3.4, 7.4.1
I. Operations & Maintenance	Operate and maintain the University's facilities and ground maintenance, housekeeping, security, parking and utilities.	State: 0.00 Federal: 0.00 Other: 13,890,805.00 Total: 13,890,805.00 % of Total Budget: 10%	State: 0.00 Federal: 0.00 Other: 15,603,947.00 Total: 15,603,947.00 % of Total Budget: 10%	Figure: 7.3.1, 7.3.5, 7.3.6, 7.3.7 Table: 7.4.1
II. Auxiliary	Operate and maintain the University's Residence Life, Food Service, Bookstore and Golf Course Operations.	State: 0.00 Federal: 0.00 Other: 5,718,243.00 Total: 5,718,243.00 % of Total Budget: 4%	State: 0.00 Federal: 0.00 Other: 5,045,574.00 Total: 5,045,574.00 % of Total Budget: 3%	Figure: 7.3.1 Table: 7.4.1

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

Remainder of Expenditures:	State:	161,336.00	State:	0.00
	Federal:	7,540,000.00	Federal:	7,540,000.00
	Other:	20,856,606.00	Other:	29,271,355.00
	Total:	28,557,942.00	Total:	36,811,355.00
	% of Total Budget:	21%	% of Total Budget:	25%

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

Strategic Planning *			
Program Number and Title	Coastal Carolina University Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Coastal Carolina University Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
	Objective 1.3.2. Expand programs and services to improve access to the University for minority students, disabled students, first-generation college students, adult students, and international students	Continue to offer minority students programs which are designed to give students the opportunity to contribute to campus life by participating in co-curricular and enrichment activities designed for student success.	Figure: 7.1.3, 7.1.4, 7.1.5 Table: 7.1.1
	Objective 1.3.3. Provide more merit-based and need-based aid for students	Beginning in Fall 2010, undeclared students who entered Coastal Carolina University without a merit scholarship and who have earned the distinction of the Dean's or President's list at the end of the first year will be eligible to apply for a Dean's Excellence scholarship.	Figure: 7.1.3, 7.1.4, 7.1.5, 7.3.1, 7.3.8 Table: 7.1.1
	Goal 4.1. Comprehensive Financial Plan: Develop, implement, and communicate a comprehensive financial plan that includes projections of tuition, state support, grant support, and philanthropy	With a comprehensive financial plan and a broader base of financial support, the University will better manage growth and ensure financial viability. The financial plan is monitored on a regular basis.	Figure: 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, Table: 7.3.4,
	Objective 2.3.2. Increase usage of the campus transit system	The University will continue to monitor the needs of students and adjust the transit system accordingly to meet needs.	Table: 7.2.4
	Objective 2.5.3. Increase annual alumni giving	Becoming more efficient in targeting alumni giving.	Table: 7.2.3

*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

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

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 are also addressed in the Strategic Plan, a document accepted in 2008 by the Board of Trustees that will guide the institution through the next five years. Annual Institutional Effectiveness reports, required by the South Carolina Commission on Higher Education, affirm the University's values; as does the assessment reported in the annual Higher Education Accountability Report. The annual Agency Head Report (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, NASAD, NASM, and NAST require continual assessment and dissemination of the University's and individual college's values. 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, the President, Provost and Senior Vice President for Academic and Student Affairs, and the Executive Vice President 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 mission, 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 foster 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 promote performance improvement among the faculty, 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. An ad hoc committee of 11 members drawn from faculty and administration appointed by the Provost has undergone a rigorous process of reviewing and updating the faculty manual, to be completed by August, 2010. One key purpose of this exercise is to ensure the manual accurately reflects the current administrative structure of the University. 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.

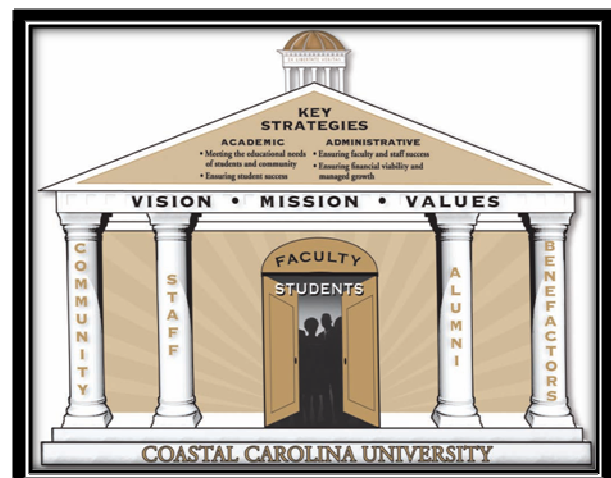


Figure 1.2

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 (President's Executive Staff) are individually and collectively committed to operating at the highest standard of legal and ethical behavior. The University's legal counsel advises accordingly when contacted by the executive committee and upper management. Additionally, periodic opinions on management practice are sought by the University's 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 them 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 Technology in Education to Advance Learning (TEAL) Center offers technology instruction to faculty and staff.
- Funds are available for faculty and staff to attend and participate in professional development meetings and activities.
- The Office of Human Resources and Equal Opportunity offers personal and professional development opportunities on campus for all faculty and staff.
- Support for garnering external research and grant funds is available through the Office of Grants and Sponsored Research. At least 70 percent of all indirect costs recovered on external grants are redirected to fund University research-related activities, such as direct support of undergraduate and graduate student research, faculty research activities, and internal research start-up grants for new faculty.
- 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 sponsored by the University.

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 the University, indicate succession planning by showing management levels in academic and administrative units. 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 (President, Provost, Executive Vice President, vice presidents, and deans) communicate with, empower, and motivate faculty and staff through several venues.

- Each semester, there are faculty and staff "welcome back" meetings hosted by senior leaders. These meetings are intended to:
 - update faculty and staff about new initiatives occurring at the University
 - introduce new faculty and staff members
 - promote networking and camaraderie among faculty and staff
 - thank faculty and staff for their contributions to continuous improvement at the University
 - boost morale
- Each August and January the Provost opens the semester with a meeting for all faculty.
- To promote empowerment, faculty complete annual administrator evaluations for their chair, dean, provost, and president.

- Faculty views are brought to administration through the Faculty Senate. As an example, 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 television program *Coastal Today*
 - the monthly newsletter *The Athenaeum*
 - campus e-mail
 - university-wide and departmental memos
- To reinforce and reward excellence, the University solicits nominations for annual professional and support staff excellence awards.
- Faculty are recognized through the promotion and tenure process.
- Senior Administrators now participate in weekly interviews on the Student Radio station during the academic year.
- Faculty are recognized through various awards, including the Distinguished Teacher-Scholar Lecturer Award sponsored by Horry Telephone Cooperative, Inc., the Outstanding Teacher of the Year, Outstanding Advisors of the Year, sabbatical awards, and professional enhancement grants.
- The President holds at least one Town Hall forum each semester for all faculty and staff to learn about key University happenings and issues and provide feedback to the administration. In Fall 2010 the President has initiated Second Fridays, an informal hour-long opportunity each month for all faculty and staff to ask questions, and share ideas and suggestions.

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

The 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 includes 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 upcoming year. A key component of the annual self-evaluation of each administrator is an analysis of the feedback from various campus constituencies.

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

Senior leaders use peer benchmark data to provide reliable, systematic, and timely comparison information to make informed decisions. Dashboards are also in the development process for senior leaders to aid in real time quantitative based decision-making.

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

- 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.
- 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 manage adverse impacts on operations, including a Campus Master Plan currently contracted with and scheduled for completion in 2010-2011.
- 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 Institutional Animal Care and Use Committee

(IACUC) ensure that any laboratory animals used for research receive optimal care.

- The Office of Finance and Administration is responsible for anticipating adverse impacts related to administrative and financial matters.
- Lastly, in preparation for accreditation processes with SACS, AACSB-International, NCATE, ABET, and NASM, NAST, NASAD, adverse impacts of programs, services, and operations can be identified and addressed as they relate to 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. Student life in recent years has been affected as more students opted for university housing. There has been a need for special attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics. In response to these needs, construction of a Student Recreation and Convocation Center funded through a student bond is underway. This building will provide an increase in space for student recreation and student life activities. 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. Both rates are rapidly improving and Coastal Carolina University's first-year retention rate for the 2008 cohort was 71%, the ninth highest rate in the state.
- Academic programs must enhance student learning and serve the changing personal and professional needs of students.
- Space issues will continue to dominate strategic planning.
- Increasing the number of academic majors to 52 may be used as a strategy to encourage enrollment growth and retention.
- 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. Another example is the College of Education's creation of the M.Ed. Educational Leadership program began in Fall 2009. This degree program was established based on direct input from the area school districts.

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

Type of Community Support	Examples of Community Support
Conferences	• Celebration of Inquiry
Research Centers	• Burroughs and Chapin Center for Marine and Wetland Studies • Center for Economic and Community Development
Business Development Strategies	• Coastal Area Small Business Development Center
Resort Tourism Management Strategies	• Clay Brittain Jr. Center for Resort Tourism
Partnerships and Coalitions	• Jackson Family Center for Ethics and Values • Osher Lifelong Learning Institute
Student participation in Community	• Dalton and Linda Floyd Family Mentoring Program • Waccamaw Center for Cultural and Historical Studies
Collaboration with alumni and K-12 public school teachers	• Biddle Center for Teaching, Learning and Community Engagement • GK-12 program (NSF grant)

Table 1.10

Category 2 – Strategic Planning

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

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

The Strategic Plan continues to be an evolving tool used by the President and various stakeholders to evaluate the vision, mission, values, strategies, and goals of Coastal Carolina University on an annual basis.

With the adoption of the University's 2008-2013 strategic plan, *Tradition, Integrity, Excellence: Building a Comprehensive University*, the Strategic Management Committee was formalized. The president of the university serves as the committee chair and 31 various stakeholders from the campus community serve as its members. The Strategic Management Committee is made up of senior administrators, faculty members, staff, athletic administration, alumni, students, and administrative support to ensure a broad representation and clarity of vision throughout the strategic management process to link planning to evaluation, assessment, and budgeting. The first annual report on the strategic plan was presented to the president on December 1, 2009. Included in the first report was an amendment to the plan which requires that the annual report be presented by October 1 of each year rather than December 1. This change was made to coordinate and align the strategic planning process with university-wide assessment.

Coastal Carolina University Strategic Planning SWOT Analysis

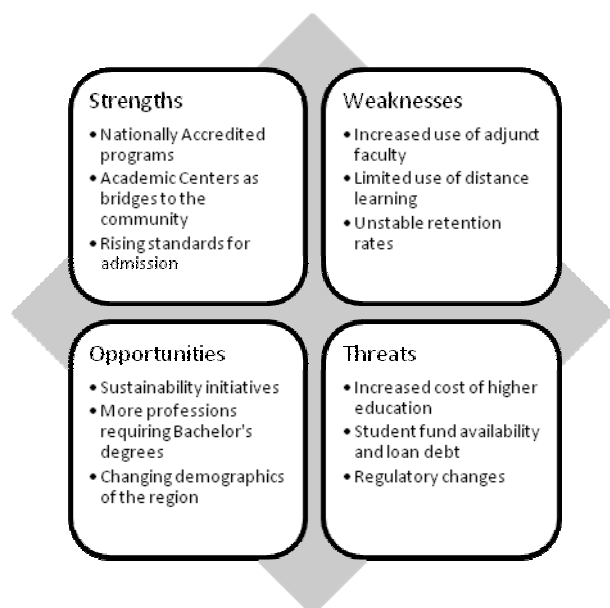


Figure 2.1.1

The four key strategies of the plan continue to be dedicated to (1) meeting the educational needs of the students and our community, (2) ensuring student success, (3) ensuring faculty and staff success, and (4) ensuring financial viability and managed growth. Three supporting strategies continue to shape the plan through (1) improving communication, (2) creating stronger assessment and accountability systems, and (3) increasing and improving technological support. In an effort to effectively and efficiently complete the charge of the committee, eight individuals from the full committee volunteer to meet in the spring of each year to coordinate the collection of both qualitative and quantitative information, with relevance to the fiscal year goals and objectives detailed in the strategic plan. This focus committee will (1) look at the items to be measured and evaluated for the year, (2) define the measures, (3) perform the evaluation, (4) compare the measured results, and (5) discuss any recommendations, changes, or amendments to the plan. The focus committee will evaluate all fiscal year strategies, goals, objectives, and metrics to make reports and recommendations to the Strategic Management Committee at any of their four stated meetings. Action taken by the Strategic Management Committee completes the annual report and continues the evolution of the strategic plan. (See Figure 2.1.2)

Strategic Plan Evolution Process

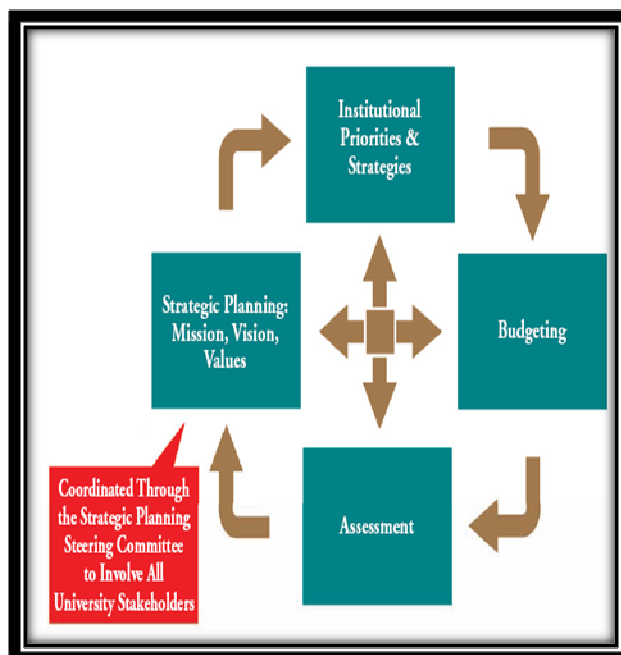


Figure 2.1.2

b. Financial, regulatory, and other potential risks

The Strategic Planning and process focuses on the development of strategic priorities which will guide resource allocation and performance tracking throughout Coastal Carolina University. Any regulatory matters to be addressed are discussed as part of strategic evaluation and recommended by the Strategic Management Committee to the President. Issues and areas of concern are tasked to appropriate divisions by the President through the Executive Staff for action associated with any regulatory or compliance mandate.

The University's Financial Services division is charged with fiduciary responsibilities for the University's financial resources while providing quality financial services in support of teaching, learning, and research. As part of University counsel, Risk Management coordinates efforts to ensure the protection and preservation of Coastal Carolina University's human, physical plant, and financial assets. This task is accomplished by identifying potential human, physical plant, financial, and natural losses, while evaluating the best method practices for handling the risk whether it is risk avoidance, prevention, assumption or transfer. The Office of Health and Environmental Safety is part of the Human Resource and Equal Opportunity department whose mission is to develop policies, emergency procedures, and training programs for the protection of university students, faculty, and staff. The Department of Public Safety provides a safe and secure environment conducive to students, protection of property, and protection of community while ensuring freedom of expression and movement within the constraints of federal, state, and local laws. Primary functions of the Department of Public Safety include providing a safe environment in which the University community can work and live, providing service equally to all people in a manner that demonstrates dignity and respect for each person, and acknowledging that all people are to be treated fairly and equally.

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

Continuous coordination and monitoring of the Strategic Plan enables the University to maintain the ongoing cycle of review for student and community demographics. The Office of Institutional Research, Assessment and Analysis provides stakeholders with appropriate trend reports for the major programs of study as well as for regional demographics. Gaps or changes in these trends are reviewed by the Provost and his staff monthly, while coordinating information for potential action to the Strategic Management Committee. As active members of the Strategic Management Committee, executive-level administrators throughout the University consult regularly to examine trends and periodic changes.

Strategic technology planning is conducted on a continuous cycle at Coastal Carolina University and involves all academic and administrative areas. As a member of the Strategic Management Committee and chair of the University Technology Planning Committee, the Dean of Library Sciences is responsible for the development, integration, and assessment of technology plans. 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 budget 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 meet objectives of the plan. One such objective is the expansion of the university TEAL Center. The mission of the Technology in Education to Advance Learning (TEAL) center is to develop consulting relationships with faculty members from all academic disciplines of the University to improve student learning by integrating technology in the teaching process. Because the planning process is on a continuous cycle, emerging and converging technologies can be quickly adopted into action upon demand by integrating systems and relationships.

While competition among colleges and universities to attract and retain students during a declining economic cycle increases; Coastal Carolina University, through strategic management, will continue to focus its resources on student learning, student success, and the student environment. This will be accomplished through providing students with instructors to challenge them, opportunities for engagement, and a place (academic and housing learning center) where they feel they belong.

d. Workforce capabilities and needs

With Strategic Management Committee members consistently reviewing shifts in demographics, institutional priorities can guide the development and requests for funding for additional full-time slots, while also exploring an appropriate match between temporary staffing, institutional responsibilities, and organizational priorities. With current market competition for student recruitment and retention, Coastal Carolina University has continued to increase enrollment and programs of study while experiencing incremental growth. As a result, 29 newly slotted faculty positions and \$2.1 million for the 2010-2011 fiscal year have been approved.

e. Long-term organizational sustainability and organizational continuity in emergencies

Coastal Carolina University has a long history of reviewing each potential crisis and natural disaster threat

as extremely hazardous. Coastal Carolina University is committed to taking an active approach to secure students, faculty, and staff, while providing necessary resources to protect facilities and properties.

Due to the University's location, the campus is a hurricane prone zone. To ensure the safety of students, faculty and staff the University maintains a comprehensive "Hurricane Emergency Plan", which details policy and procedures in the event of an emergency. This plan is easily accessible to all stakeholders through the University's website at www.coastal.edu/emergency/pdfs/hurricanePlan.pdf.

One of the three supporting strategies of the Strategic Plan requires that the University "Implement and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission." As Coastal Carolina University continues to define and measure desired outcomes through the assessment management process, the Strategic Plan will sustain itself as a "living document" or "evolving tool", especially in the current economic climate. Extending the life of the document into 2015 this fiscal year will continue to establish a process that leads to long-term growth and sustainability.

f. Your ability to execute the strategic plan

Coastal Carolina University's Strategic Management Committee (SMC) is in the process of evaluating and measuring the various strategies, goals, and objectives as outlined in the plan document for the current fiscal year. Once evaluations are performed and the results are measured, the committee will discuss any recommendations, changes, and/or amendments that need to be made to the plan. The Committee continues to have open public meetings and seeks University-wide suggestions from all internal or external stakeholders. To further stabilize the University's ability to execute the Strategic Plan, a clear and concise process of linking University-wide assessment and accountability, as mandated by the plan's second supporting strategy, has been identified and implementation was completed during the 2009-2010 fiscal year.

The University-wide assessment system ensures that the faculty and staff of Coastal Carolina University will continue to strive and engage in the types of activities that support the University mission. In order to succeed in this endeavor, it is essential to establish communication and foster the flow of information between all units on campus. Key to this process is the establishment of committees and the assignment of individuals to work together on assessment activities. These individuals gather relevant data and disseminate resulting information to those who require it to make informed decisions.

The President and members of the Executive Staff serve on the Strategic Management Committee. Working closely with the SMC, the University-Wide Assessment Committee (UWAC) and three sub-committees foster leadership and guidance concerning assessment activities that are currently taking place or that may take place across campus. Representation on these assessment committees includes individuals from every college and support area on campus. Decision implementation relative to assessment activities are shared with all academic and administrative units in order to provide direction. The multi-directional flow of information and its resulting actions support a culture of change and continuous improvement in all areas on campus. (See Figure 2.1.3)

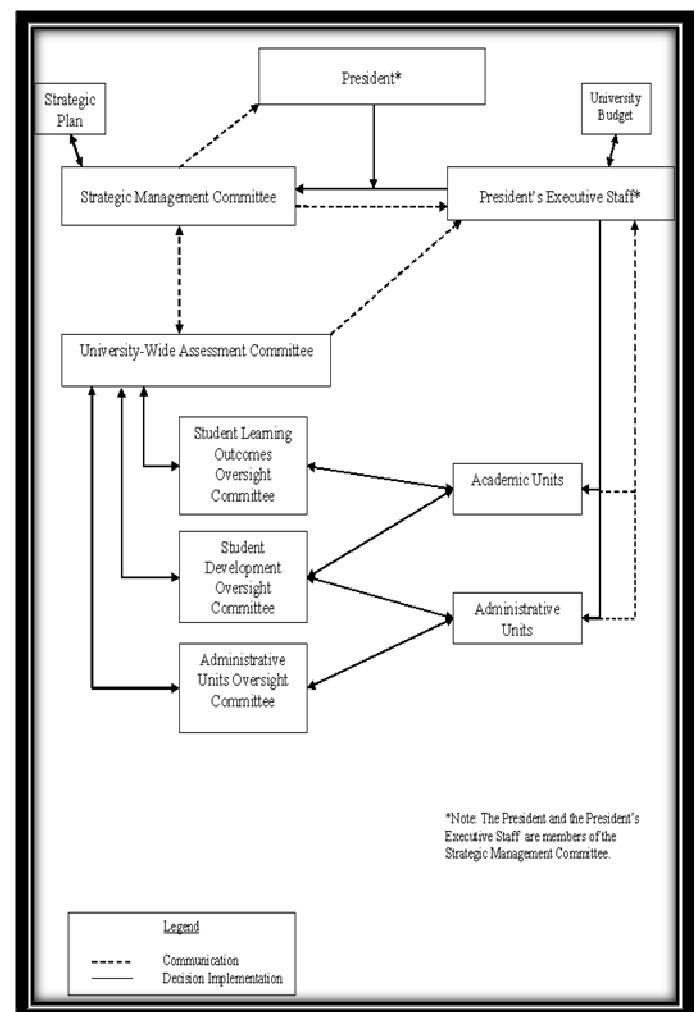


Figure 2.1.3

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

The President and the Board of Trustees are committed to considering the recommendations of the Strategic Management Committee each year to ensure that priorities using the mission, values, and goals of the University guide the focus of the Strategic Plan to provide high-quality and affordable education to a diverse student body.

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

The Strategic Management Committee continues its task as follows:

- Annually review the progress on the Strategic Plan, identify and evaluate the appropriateness of key strategies, goals, and objectives with the mission.
- Annually review the mission and vision 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 October 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 to include university-wide assessment.
- Recommend to the President changes in or challenges to the University mission, vision strategic priorities or goals, and or changes in the process or timing of implementation of the plan.
- Review 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 are allocated on a prioritized basis, based on the availability of funding. Individual cost centers 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 ties into budgeting, reporting, and ongoing assessment and evaluation efforts. To support this effort, the University-Wide Assessment Committee implemented an integrated assessment system. Training in this system for faculty and staff was conducted in the Fall 2008 and Spring 2009 semesters. In addition, a handbook was developed and made available to all users of the system. Departments and divisions brought their mission statements and strategic plans into alignment with the University’s mission statement and *Strategic Plan*, tying their plans to institutional budgets, and reporting on assessment.

2.6 How do you measure progress on your action plans?

The university-wide assessment system (TEAL Online) is the primary source of systematic information collection, analysis, and provides summaries of information that address the three major areas of student learning, student development, and administrative unit successes. The secondary source of evaluation and measurement on the plan is the annual focus committee report to the Strategic Management Committee. Both sources will continue the process of reporting and benchmarking as the Strategic Planning Committee completes goals and objectives as set forth in the metrics of the adopted plan each year.

2.7 The current Coastal Carolina University Strategic Plan is available at:

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?

The Office of Enrollment Services recruits and enrolls new and continuing students and comprises the Offices of Admissions, Financial Aid, and Orientation. The University's key student segments and stakeholder groups include the following:

- Students (new, current, and former)
- Alumni
- Business and industry
- Local and regional communities
- K-12 public school districts
- Regional technical colleges

Strategies to Identify and Attract Market Segments

- The Office of Admissions works closely with the Office of Institutional Research, Assessment and Analysis to analyze new and continuing student data. A data-driven decision model is used to update annual and multi-year enrollment goals. The annual recruitment/marketing plan includes goals for the primary market (South Carolina) and secondary markets (Middle Atlantic region) as well as goals by student type (freshmen, readmits, transfers, veterans, etc.), ethnic origin, and academic area of interest.
- Due to the prominence of Coastal Carolina University's signature academic programs (Marine Science, Biology, and PGA/PGM Business degree majors, and Musical Theatre), new markets are emerging in the Mid-West and South.
- The Office of Admissions uses a variety of student search options (College Board, ACT, etc.) to purchase the names of prospective students whose profiles meet the enrollment objectives of the institution.
- Visibility with prospective students is partially achieved through extensive travel in the fall and travel to more select markets in the spring. An intensive e-mail and mail campaign with prospective students and applicants has been designed to provide pertinent information in a timely manner. The use of e-mail and e-marketing (YouTube and Facebook) has significantly increased due to survey results indicating the efficacy of these marketing tools.
- Transfer students are primarily recruited from South Carolina's two-year technical colleges and from the new residential BRIDGE Program established with Horry-Georgetown Technical College. In Fall 2010, the BRIDGE Program will enroll approximately 100 students who applied to Coastal Carolina University

but were not offered admission as freshmen. The students will be enrolled full-time at HGTC. The BRIDGE program provides additional academic support during the first year, as well as engagement through the residential component and most clubs and organizations of the University. A collaborative leadership team representing both institutions designed and administers this program.

- The real-time report generation tool (Informer) was expanded to provide detailed recruitment information for the admissions counselors and key administrators. These customized reports provide real-time information on all admissions market segments. This tool provides instant access to benchmarks with real-time progress for all counselors by territory. Benchmarks are established annually after historical data is analyzed. Counselors use these programs daily to support decision-making regarding their workload. Key administrators use this tool to monitor the progress of the recruitment efforts and to deploy resources when needed.
- The Director of Enrollment Services developed a process where all department chairs receive a weekly report of all accepted students. As a result, the Department Chairs have been very engaged in the recruitment of accepted applicants thus improving the yield in majors where growth was desired as well as attracting high academic students to the University.
- The Director of Enrollment Communications maintains routine contact with guidance counselors through an e-newsletter.
- The Director of Undergraduate Enrollment sponsors statewide regional receptions for high school guidance counselors as well as an on campus event for the two-year technical college counselors.
- 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, Board of Trustees, 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.
- All admissions and financial aid policies comply with institutional, state, and federal regulations.

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

Performance measures enhance communication both internally and externally with customers and stakeholders. An important goal is to remain current with the needs and fulfill satisfaction levels of all stakeholders. The following are examples of how information is collected, shared, and utilized in the enrollment planning process:

- **Visitation surveys:** Prospective students and parents complete visitation surveys that to measure their satisfaction regarding the visit registration process and the quality of the pre-tour overview, campus tour, any special presentations, 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, learn, and improve.
- **Non-matriculant survey:** A survey is e-mailed to each accepted freshman or transfer student who withdraws prior to the start of the semester. The student is asked about the level of concern shown by staff, the quality and timeliness of responses to questions, the ease of locating information on the web, etc. Results will be evaluated in Fall 2010 and changes will be made as appropriate.
- **Orientation surveys:** A survey is e-mailed to each new freshmen and transfer who attends an Orientation session. The survey results are shared throughout the campus and are used to make modifications to upcoming programs. Orientation feedback is also collected from staff and faculty who participate in these events.
- **Meetings with Department Chairs:** During 2009-2010, meetings were initiated with selected academic departments to discuss data needs and assessment information. These meetings enhanced the communication between Enrollment Services and the academic departments.
- **Guidance Counselors:** The Office of Admissions 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 recruitment states. Also, a quarterly e-newsletter is distributed to high school guidance counselors. Several strategies were used to develop the e-newsletter mailing list.

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?

Current Students

Each fall, current students volunteer to return to their high schools and talk with prospective students and guidance counselors about their experiences at Coastal Carolina University. Also, the daily tour guide program allows our students the opportunity to meet and talk with students and their families across the United States. Feedback from the tour guides is collected by the program director and shared with the administration. 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: Welcome Week, an enhanced four-day Orientation experience for new freshmen that provides a seamless transition to the University, and a professional advisement center for new students. The professional advising center is staffed with counselors who 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

The Department of Admissions locates alumni who will assist with recruitment efforts. To augment this source of information, the Department of Admissions has reached out to parents of current students. The parent 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 Department of Admissions 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 employment or graduate school.

Future Students

Multiple surveys are administered to prospective students and 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 aesthetically pleasing, the dorms are spacious, and staff members are friendly. Several areas

of concern frequently expressed by visitors include an inadequate Student Center, inadequate Wellness Center, and lack of correspondence between NCAA coaches and students. There are planned improvements to the current Student Center, including the expansion of food facility areas, and the new Convocation/Wellness Center is scheduled to open in November 2011.

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

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
Students	<p>Key requirements: Effective student academic support services for retention and academic success, and also social and personal development and satisfaction; high quality, active learning environment; cutting-edge career- and graduate school-oriented programs; high quality lifelong learning programs</p> <p>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</p> <p>Key measures: Course evaluation forms; advisor assessment survey; freshman survey; senior exit survey; Educational Testing Service (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</p>	<p>Cooperative Institutional Research Program (CIRP) survey – freshman expectations of university experiences; freshman and senior exit surveys – student expectations of/satisfaction with Coastal Carolina University programs and experiences; National Survey of Student Engagement (NSSE) for first-year students and seniors; Sophomore Survey of overall university satisfaction; 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; University-Wide Assessment Committee (UWAC) – 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</p>	<p>Survey results – satisfaction/dissatisfaction items communicated to administration and the University-Wide Retention Committee (UWRC) for decision-making purposes and to identify 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</p>
Alumni	<p>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 the University</p> <p>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</p>	<p>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</p>	<p>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</p>

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
Alumni contd.	Key measures: Alumni Post-graduation Survey; Alumni Relations website visits; 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 – alumni expectations of/satisfaction with alumni programs	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 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 in Wall Center of Excellence internships and seminars; participation in applied research opportunities offered through Coastal Carolina University research centers (e.g., Center for Education and Community, Center for Marine and Wetland Studies); participation in internships and cooperatives	Alumni Post-graduation, college alumni, and SC Commission on Higher Education surveys – alumni work/graduate school activities and successes; 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	Survey results – satisfaction/dissatisfaction items communicated to administration, decision-making purposes and to identify corrective actions; annual reports from Alumni Relations 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 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

Table 3.4

Admissions: Approximately 25% of all visitors complete an admissions survey. Based on survey responses, the following changes have occurred in the past year: increased information on financial assistance and scholarships; increased emphasis on meeting the needs of visitors; expanded the weekend tour program to include additional Saturday visitation days and provided

tour guide e-mail addresses for additional questions after the campus visit.

Orientation: All freshmen and transfer students are required to attend Orientation. Surveys are administered to all participants (students and parents) and the surveys consistently indicate that the experience was valuable

and met the goal of providing pertinent and timely information. As a result of the Orientation surveys, several changes have been made to the 2010 summer program for freshmen. The primary changes include expanded opportunities for new students to interact with each other during Day 1 and hiring an evening team of trained students to oversee multiple evening activities.

Financial Aid: Two surveys are administered annually. A counter survey is used to determine satisfaction with the services the Financial Aid Office provides. A noted improvement that resulted due to student input was the expansion of front counter service for students. Three counselors are dedicated to serving the front counter along with a trained student. 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.

A high level of customer information and service is accomplished through several strategies. Admissions counselors are assigned to specific territories and are knowledgeable about the curriculum within the high schools and maintain contact with 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.

Also, additional freshman orientation sessions were implemented to reduce the size of the groups and enhance the personal attention rendered by staff and the faculty.

In an effort to increase retention the University has been holding annual advising workshops for faculty advisors. These workshops are designed to focus on areas of advising which have changed and to address common questions/concerns of advisors.

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

A "Suggestion Box" appears on the front page of the University's website. Suggestions or questions are sent directly to the President. The President routinely contacts the Vice Presidents of the respective divisions and solicits input on a response and makes recommendations for improvement. Also, "suggestion" or "contact" buttons or links appear on many of the Vice Presidents' web pages.

The Vice President of Enrollment Services reviews written comments on surveys from visitors and new students and takes appropriate action when warranted.

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 and objectives 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 achieve progress. The operations, processes, and systems that are used to measure student learning depend on the academic programs' student learning objectives. These objectives are outlined in the University 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.

The University utilizes an online assessment reporting tool to assess student learning and 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 the ETS Major Field Tests, LiveText (electronic portfolio), course evaluations, exams and papers. The 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 the ETS Proficiency Profile and internal measures (e.g., course

evaluations, exams, and portfolios), are under consideration. To complete 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 for continuous improvement. Several performance measures are used, including benchmarks from peer and aspirant 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 (IRAA) 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. IRAA assists instructional and administrative areas of the University through annual planning and assessment activities, providing data, designing research methodologies, analyzing findings, and disseminating results. IRAA is the source for the official data reported to federal and state agencies. Data/information analysis used to provide effective support for 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 www.coastal.edu/effect. The Fact Book is prepared annually and provides trends, projections, and comparisons and is posted online.

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 First 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., PGA-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 technology equipment and support personnel, campus attractiveness and safety, a campus sustainability program, faculty and staff salary needs, and linking the University's Strategic Plan to resource priorities through the annual planning, assessment, and budgeting process.

To keep the above measures current with educational service needs and directions, peer and aspirant higher education institutions have been identified. The above measures are tracked, using these peers and aspirants, to ensure 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?

The 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 and aspirant higher education institutions. For financial and resource data, the University uses information from the Southern Regional Education Board and the South Carolina Commission on Higher Education Management Information System (CHEMIS), 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 comparative data.

The Office of Institutional Research, Assessment and Analysis is responsible for providing institutional data to various federal, state, and national organizations. IRAA uses the resulting data, including comparisons, to provide University administration with information for data driven 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 make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The Office of Institutional Research, Assessment and Analysis website, www.coastal.edu/effect contains numerous reports and data relevant to the University. The Fact Books provide general information on students, degrees, facilities and finances. The Common Data Set (CDS) is updated on a yearly basis and made available via the departmental Web page. The Common Data Set initiative is a collaborative effort among data providers in the higher education community and published to improve the quality and accuracy of information provided to all involved in a student's transition into higher education.

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

The priority of the Office of Institutional Research, Assessment, and Analysis is to ensure all data released from the office is valid, timely, and readily available to those who request data for decision-making purposes. Once a data request is made the task is assigned by the task manager to an analyst using Microsoft Outlook with a completion date to ensure timely execution. After the task has been completed the data is compared to previous year data (if possible) and submitted for peer analysis to ensure data integrity and accuracy. During this process at least 10% of data is manually verified before it is released to the requestor. All raw data and back-up data is stored on the office network, which is password protected to ensure data security.

4.7 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 based on the department's reporting area. These reports review organizational performance, priorities and activities, and translate review findings into priorities for continuous improvement. The Associate Provost for Accreditation and Assessment and the Office of Institutional Research, Assessment and Analysis collaborate with academic and administrative departments to implement assessment reporting. Using TEAL Online, organizational performance is reviewed through assessment results and recommendations for continuous improvement are included in the use of assessment results.

4.8 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 and aspirant 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 motivate and enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Through the strategic and administrative planning processes, Coastal Carolina University develops programs and initiatives that provide potential growth opportunities for both faculty and staff. The Office of Human Resources and Equal Opportunity provides University employees with training and other resources that promote performance, team-building and behavior skills that serve to encourage and reward employee collaboration, decision-making, communication and teamwork. The University's EPMS for classified staff establishes a framework for objectives based on departmental and institutional initiatives.

Typically, the objectives provide goals beyond the scope of routine responsibilities and provide opportunities for growth, teamwork, professional achievement and innovation. Staff is assessed at the end of the performance review period to evaluate their progress and provide feedback on results.

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

Coastal Carolina University's ITS Office provides leading-edge technology and related services that connect all students, faculty and staff via network systems. The University's web server, Datatel administrative computing system, and Local Area Network exchange information by sharing applications such as word processors, spreadsheets, database systems, data files, and peripherals. The University's mail server enables communication between administrative and academic offices, faculty, and students via e-mail. 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 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 promote optimal performance.

The Office of Human Resources and Equal Opportunity also offers professional and personal development training sessions on an ongoing basis. Professional Development opportunities are designed to encourage excellence and provide administrative leaders and staff with resources essential to enhancing their skills and knowledge base. Personal development opportunities are designed to enhance employees' overall well-being and lifestyle. "Coffee Talk" sessions are offered during the academic year on a weekly basis. Sessions cover operational topics in the areas of accounting, human resources, grants, etc.

Communication is also facilitated through other channels on campus. Employees can provide feedback to the President through a designated online suggestion box. Additionally, the University has a staff advisory committee. Members of this committee are selected by the University President for a specified period. This committee serves as a conduit for staff employees to share ideas, suggestions and comments. Information is disseminated through a staff advisory intranet site and suggestion boxes prominently placed throughout the campus.

5.2 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: The Faculty Manual includes guidelines for faculty performance evaluation. Each faculty member receives an annual written evaluation of 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 evaluation process (EPMS) provides a valuable forum for ongoing feedback between supervisors and employees. The EPMS is designed to optimize effectiveness and service delivery by giving employees a structured but flexible model upon which to build their competencies.

The system's major components of 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
- maintain a documented history of employee performance

The EPMS process also provides a mechanism to ensure that performance objectives have been met.

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

Succession planning 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 Center for Effective Teaching and Learning Center (CETL), 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 the University's annual review process and the EPMS process. 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.

During fiscal year 2009/2010, the Office of Human Resources and Equal Opportunity launched a comprehensive leadership program entitled "Leaders in Training" (LIT). The strategic intent of this 9-month program is to foster a talent-driven culture with the primary goal of building a strong leadership pipeline for the future. Participants engage in experiential learning activities and are provided with the tools, resources and techniques in order to enhance leadership skills. The curriculum is designed to:

- construct strategies for motivating and coaching employees;
- align goals and objectives to the organization's culture, values, vision and mission;
- self-assess their leadership competencies;
- facilitate understanding of the changing nature of the workplace management;
- create a culture of empowerment for others;
- develop communication strategies that ensure understanding; and manage conflict, resistance, negativity and complacency.

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 support through 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.

5.4 How does your development and learning system for leaders address the following: development of personal leadership attributes, development of organizational knowledge, ethical practices, and your core competencies, strategic challenges, and accomplishment of action plans?

The University's central academic mission 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 feedback to be used in future workshop development.

For professional staff members in positions at the director level, monthly directors meetings are held to enhance leadership and management skills. More specifically, sessions are held on topics such as ethical decision-making, discipline, performance, team-building and human resource best practices. During fiscal year 2009/2010, a mock trial was presented to interested faculty, staff and students on a sexual harassment and employment discrimination case. This format was a compelling and informative way to convey the subjects.

Professional development education and training are offered to all staff to assist them in delivering excellent customer service to students and supporting the academic mission of the University. Training is also available through web-based tutorials. 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.

5.5 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Staff work responsibilities are organized and assessed via the EPMS. This process offers 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 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 have many opportunities to enhance their professional development through continuing

training programs offered through the Office of Human Resources and Equal Opportunity, the Technology in Education to Advance Learning (TEAL) lab, grant initiatives including Academic Enhancement and Research Enhancement 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 cultivated by special scholarly and artistic events and programs that promote the University's learning culture. The 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 and New Faculty Program. The General Faculty Program assists faculty in providing instruction of the highest quality, in preparing for tenure applications and balancing responsibilities. The New Faculty Program focuses on successful faculty member acclimation to the University as well as providing information and activities specific to enhance each faculty member's role as teacher.

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

The method and level of recruitment largely depends on the nature of the position. The University's recruitment activities include a mix of online posting resources, newspapers, professional journals/publications, networking, posting notice at helping agencies, and networking through professional organizations, colleges/universities, conferences and job fairs. Typically, positions are posted for at least five working days. The search process is coordinated by the Office of Human Resources and Equal Opportunity. At the staff level, interviews are usually conducted by the hiring supervisor. For professional/executive positions and faculty positions the interviews are often conducted by committee. Equal Employment Opportunity (EEO) liaisons work with hiring departments to accomplish affirmative action goals. The University has a regimented pre-hiring process which includes employment references, education verification and criminal background checks. Staff and administrator offer letters are reviewed and approved by the President. Faculty offer letters are approved by the Provost. The University has a formal orientation/benefits on-boarding program for full-time employees. A comprehensive

training and development program is offered to facilitate assimilation and hone technical/leadership skills. Periodic compensation studies are conducted for faculty and staff, to enhance job satisfaction and foster employee retention.

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

Campus orientation sessions provide knowledge about the University and expectations of employees for new hires. The Office of Human Resources and Equal Opportunity provides employees with training and development opportunities that are essential to continued professional development. As the University continues to grow, the office will strive to also support, promote and enhance employees' personal development goals. Professional development opportunities are designed to encourage excellence and provide administrative leaders and staff with resources essential to enhancing their skills and knowledge base. Personal development opportunities are designed to enhance employees' overall well-being and lifestyle. A monthly training calendar of events is published and employees are notified via e-mail when special events are scheduled.

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

Staff effectiveness is measured through annual performance evaluations (EPMS). This fiscal year, the University has developed a web-based position description system which is directly tied to the performance evaluation system. This ensures that staff are consistently apprised about their regular job expectations. The evaluation process also includes evaluation of performance on annual goals as well as performance characteristics. When the supervisor prepares the evaluation document, it is reviewed by the next individual in the supervisory hierarchy to confirm accuracy, consistency and appropriateness. The Office of the Provost also manages an annual performance evaluation process for faculty. Feedback on the effectiveness of leader training and development programs is evaluated through a participant survey. Information provided by participants assists in targeting future programming opportunities and feedback on program improvement.

Program effectiveness is measured through a written evaluation instrument. At the conclusion of each staff training session offered, a program evaluation document is distributed to each participant. Feedback from the evaluations is used to determine program/facilitator effectiveness, future program needs and staff

development interests. The data is collected through a paper document or via Blackboard.

5.10 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 about these key areas in consultation with the Office of the Provost and other key administrative areas. When the initial data collection process is complete, key stakeholders evaluate the results and determine priorities and strategies to address changes or make necessary enhancements.

Strategic goals for the University are established and assessed by the University-Wide Assessment Committee. Assessment involves the following:

- making expectations explicit and public
- setting appropriate criteria and high standards for learning quality
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards
- using the resulting information to document, explain and improve performance

The committee provides an annual report to the administration documenting strengths and weaknesses of the University's effort in assessment and institutional effectiveness.

5.11 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 evaluate the results. Future decisions on addressing areas for improvement will be based on the survey results and other informal methods relevant to institutional priorities.

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

Maintaining workforce health and safety is a major focus for the President and University administration. The University has a team 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 University's Environmental Health and Safety and the Office of Human Resources and Equal Opportunity websites.

The University Emergency Management Team (EMT), chaired by the Director of Environmental Health and Safety, develops plans for protecting employees during normal work and emergency operations, including building evacuations. The EMT team is available 24 hours a day, seven days a week to activate and respond to the Emergency Plan when necessary. Periodic reviews of emergency response plans and related exercises serve to validate these plans. The University also has a state-of-the-art notification system which has the capacity to send out urgent emergency notifications

instantly and simultaneously to all registered mobile phones, Blackberry's, wireless PDA's, etc. In addition, for those who use Google, Yahoo or AOL as their home page, a "pop up" message will alert employees about a campus emergency.

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.

Category 6 – Process Management

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

The 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. The University 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.

Sample Key Learning-Centered Processes, Requirements, and Key Measures

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
Accessibility	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Increase access to postsecondary education for in-state, nontraditional, underprivileged, and historically underserved student groups 	<ul style="list-style-type: none"> - Enrollment demographics - Degree completion by in-state, nontraditional, underprivileged, and historically underserved student groups
Curriculum Design	<ul style="list-style-type: none"> - Core curriculum development and 	<ul style="list-style-type: none"> - State and federal standards 	<ul style="list-style-type: none"> - Demonstration of student

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
	implementation process - Joint Core Curriculum Committee and Academic Affairs reviews - Faculty Senate reviews	compliance - SACS accrediting standards compliance - Achievement of identified student competencies and skills - Annual review of Core content to determine suitability to emerging needs	competencies and skills through academic performance - Student and faculty satisfaction - Increased student retention and graduation rates - Students 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, Kimbel Library)	- 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 partners - Proper management, maintenance and procurement of institutional physical resources - Enhancement of university effectiveness and efficiency thorough information technology, networking, and data management	- 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 - 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

Table 6.1

6.2 What are your organization's key work processes?

The University's key work processes has assigned the responsibility of assessing student learning to the academic units; student development to the division of student affairs and other service units; and enhancing

areas of the University in support of student programs and services to the administrative units. Triangulating assessment data from these three areas allows the University to: 1) demonstrate the effectiveness of current teaching and learning efforts; 2) improve teaching and learning; 3) demonstrate the effectiveness of the institutional environment; 4) improve the

environment within which students interact; 5) demonstrate the effectiveness of administrative services; 6) improve the administrative services provided by the institution; 7) establish a culture of assessment across the University community; and 8) provide financial resources for assessment of initiatives.

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 the University is guided by information collected and disseminated from six central service areas: Computing and Technology; Finance; Facilities; Human Resources; Research and Assessment; 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. Information Technology Services, Computing Services, and Facilities Management undergo evaluation as institutional and constituent needs demand

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

See question 6.1.

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

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, college chairs and deans or the Office of Institutional Research, Assessment and Analysis. 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.

Sample Key Support Processes, Requirements, and Performance Measures

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
Operations	<ul style="list-style-type: none"> - Facilities Management - Operational Services - Procurement/Supply - Computing/Technology - Financial Management and Services 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Well-maintained and aesthetically pleasing campus environment - Dependable operation of utilities systems - Economically competitive procurement processes - Dependable operation of campus

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
		- Accurate and timely audits of revenues, expenditures, and assets	computer and technology networks - Total Net Assets - External Audit Report
Constituent Services	<ul style="list-style-type: none"> - Academic Outreach - Student Academic Support Services - Student Affairs - Health Services - Human Resources and Equal Opportunity - Public Safety - Research and Assessment 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Facilities Planning - Alumni Relations - Community Relations - Marketing Communications - University Advancement - University Relations 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

Table 6.6

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 management of the University's budget, to be approved by the University's Board of Trustees. The President consults with senior officers and makes decisions or modifications regarding the current year's budget. These senior administrators establish guidelines for 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 Senior 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 the University 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 the University's future economic stability. The 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 Chanticleer Athletic Foundation (the University booster club). These entities actively seek and receive resources for the improvement of the University. The Foundation's board of directors consists primarily 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 particular college, department, or function of the University. The Chanticleer Athletic Foundation solicits and receives funds in support of university athletic activities and is an umbrella organization for various sport fundraising activities. The Office of University Advancement is also assisted by the Student Housing Foundation which has borrowed funds, purchased land, and built university-affiliated housing to enable the University to grow.

The Senior Vice President for Finance and Administration, the 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 support entities, and guide the responsible allocation of funding.

Category 7 – Organizational Performance Results

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

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 at Coastal Carolina University continues to rise each year. The number of master's degrees awarded has been increasing with the addition of new graduate degree programs. (Figure 7.1.1 and 7.1.2)

Undergraduate Degrees Awarded 2006-2009

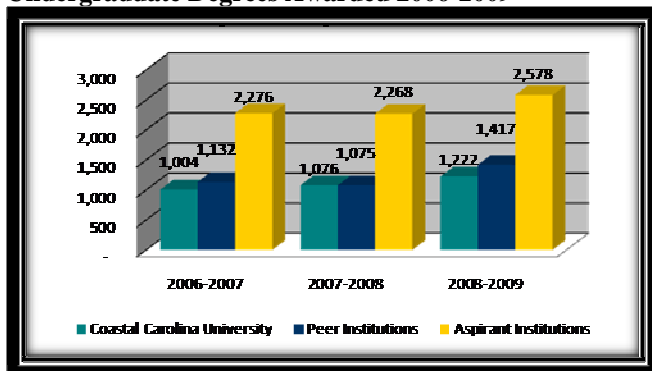


Figure 7.1.1

Graduate Degrees Awarded 2006-2009

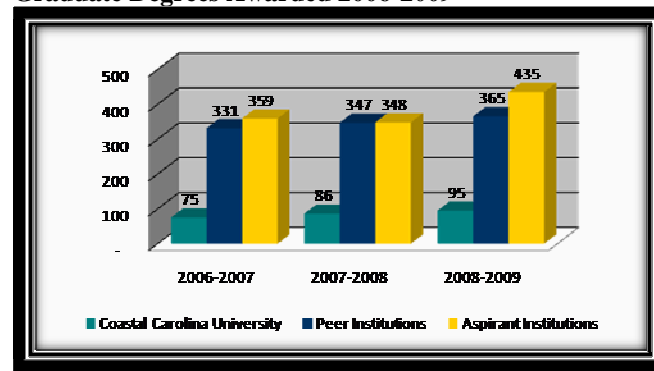


Figure 7.1.2

Source: IPEDS Data Center

Figures 7.1.3 and 7.1.4 present graduation and retention rates for first-time, full-time freshmen at the University for the Fall 2001 through Fall 2008 cohorts. The benchmark graduation and retention rates are national norms from "Overall" (all participating institutions) and "Moderately Selective" institutions that participated in the University of Oklahoma

Consortium for Student Retention Data Exchange (CSRDE). In the statistics presented, Coastal Carolina University is compared with the 408 participating universities (316 public, 92 private). In addition, comparisons are made to 108 “Moderately Selective” institutions (86 public, 22 private). CSRDE defines “Moderately Selective” as those institutions that admit students with 2008 ACT Composite scores between 21.0 and 22.4 or SAT Composite scores between 990 and 1044. Overall, Coastal Carolina University’s graduation and retention rates were below those of overall and moderately selective CSRDE norms. Coastal Carolina University’s six-year graduation rate improved over the 2001-2002 period; however, during 2003 the University experienced a slight decline (.4%) in six-year graduation rates (Figure 7.1.3). This decrease coupled with an increase in the six-year graduation rate from moderately selective CSRDE and Overall CSRDE institutions increased the graduation rate gap between Coastal Carolina University and CSRDE benchmarking institutions.

**Coastal Carolina University Compared with CSRDE Institutions: Six-Year Graduation Rates
Fall 2001 – Fall 2003 First-Time Freshman Cohorts**

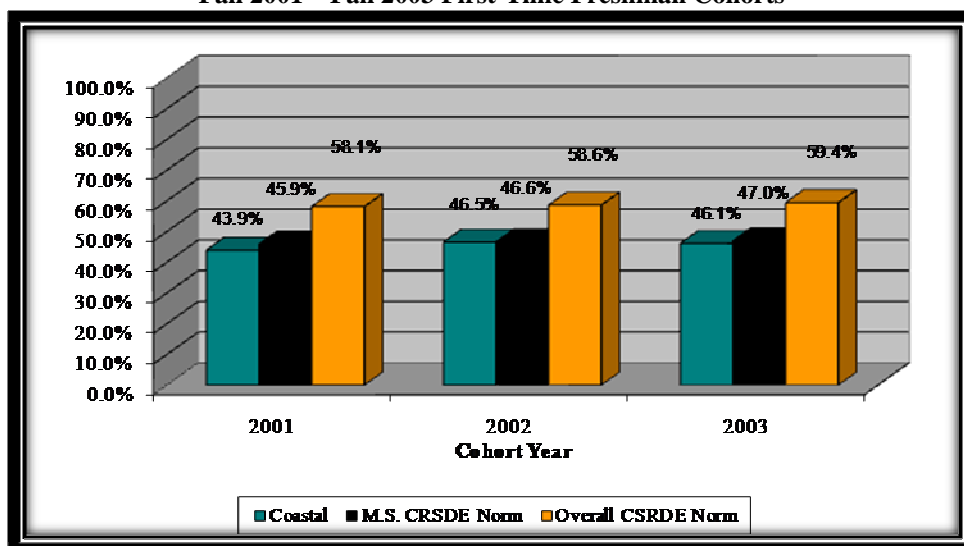


Figure 7.1.3 Source: CSRDE May 2010

As shown in Figure 7.1.4, the University’s effort to close the gap between the one-year student retention rate at Coastal Carolina University and the moderately selective and overall CSRDE institutions has been unsuccessful. Although the University was able to reduce the retention gap during 2006-2007, the University’s 5.5% decline in retention in 2008 placed the University in the lowest retention position it has experienced over the past three years when compared to CSRDE institutions.

**Coastal Carolina University Compared with CSRDE Institutions:
One-Year Student Retention Rates
Fall 2006 – Fall 2008 First-Time Freshman Cohorts**

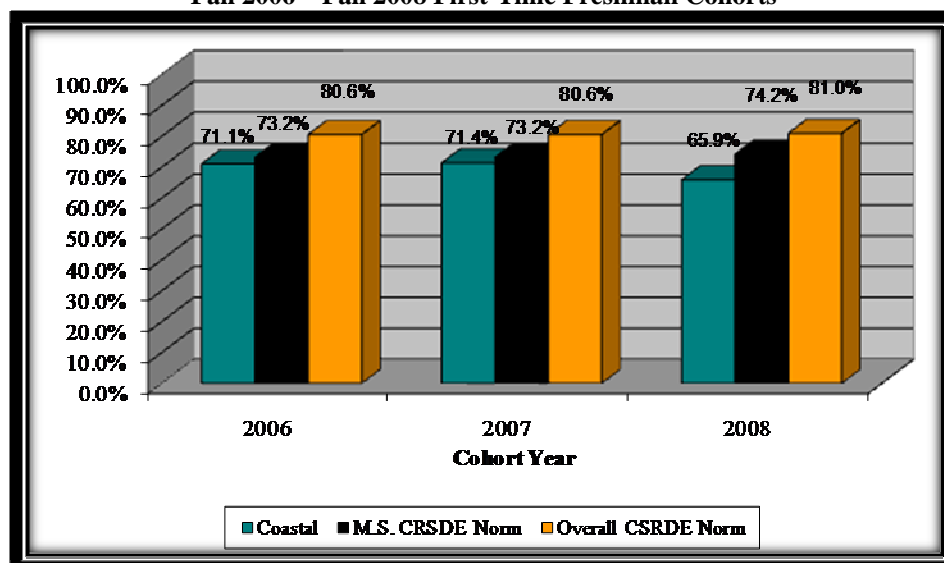


Figure 7.1.4 Source: CSRDE May 2010

African American Retention and Graduation Rates

Based on the Fall 2007 African American first-time freshman cohort Coastal Carolina University is exceeding both the moderately selective and overall CSRDE institutions in one- and two-year retention of African American students (Table 7.1.1).

African American Retention: Coastal Carolina University and CSRDE Norms Fall 2007 First-Time Freshman Cohort						
	One-Year			Two-Year		
	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University
African American	74.3%	70.3%	81.2%	61.3%	58.1%	72.1%

Table 7.1.1

Source: CSRDE May 2010

Coastal Carolina University is among the most successful U.S. colleges in reducing racial gaps in graduation rates between African-American and white students, according to a study by the Education Trust, a national nonprofit organization that promotes student achievement. Figure 7.1.5 is based on the most recent CSRDE data released in May 2010. Coastal Carolina University has a higher six-year average African American graduation rate than both the moderately selective and overall CSRDE institutions based on the 2000-2003 cohorts. This information supports the statement released by the Education Trust.

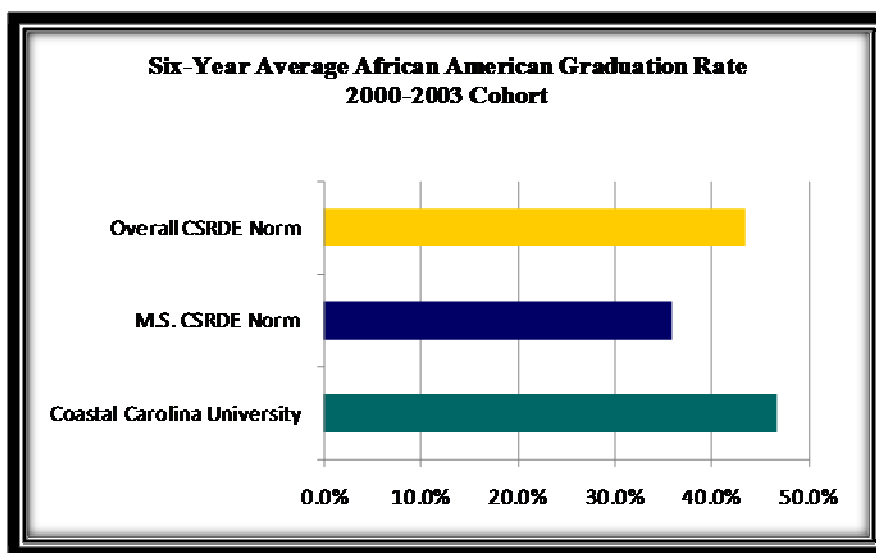


Figure 7.1.5

Source: CSRDE May 2010

As an extended service to multicultural students the office of Multicultural Student Services provides an environment conducive for maximum learning. This office provides services such as the Leadership Challenge, mentoring for minority freshmen, and a program to assist African American males at Coastal Carolina University. Although no data is available to directly link this office to the increase in the graduation and retention rates of African American students, a strong correlation between the mission and goals of the office and the above results is evident.

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 sophomore survey collects information from the sophomore student population regarding their satisfaction with the University as a whole, its student programs, and its services. Table 7.2.1 presents data from specific survey questions from Fall 2008 to Fall 2010. This survey was developed to ascertain students' satisfaction level with a variety of academic and social activities as well as University services. From Fall 2008 to Fall 2010 student satisfaction in all categories has increased ranging from a 1.3% to 16.3% increase in student satisfaction.

Sophomore Survey Spring 2008-2010

	2008 Strongly Agree and Agree	2009 Strongly Agree and Agree	2010 Strongly Agree and Agree	2008-2010 Change in Satisfaction by Percent
A. Opportunities to interact with other students in my major	81.9%	83.7%	82.8%	1.9%
B. Advising by my major department	67.9%	72.1%	72.8%	5.3%
C. Opportunities to interact with faculty in my major	78.1%	76.3%	80.9%	2.8%
D. Opportunities to interact with faculty outside of class	70.4%	73.2%	71.9%	1.9%
E. Physical activity facilities	59.2%	69.9%	66.6%	7.4%
F. Financial aid award	51.9%	61.3%	57.9%	6.4%
G. Financial aid customer service	59.8%	69.9%	71.0%	11.2%
H. Registrar's office	83.4%	87.0%	88.8%	5.4%
I. Variety of on-campus activities	67.9%	74.9%	77.6%	9.7%
J. Ability to register for courses and enroll in a needed course	33.0%	66.7%	69.9%	16.3%

Table 7.2.1 Source: Sophomore Survey

Coastal Carolina University participated in the National Survey of Student Engagement (NSSE) for the first time in 2010. Due to an average response rate of 17%, no conclusive results can be drawn from this sample; however, the results will be used in future years as a benchmark of the nature and quality of the overall undergraduate experience of first-year students and seniors.

2010 NSSE Student Response (select questions)

Response Scale 1=Poor, 2=Fair, 3=Good, 4=Excellent		Coastal Carolina University	SC Comprehensive	Carnegie Class	NSSE 2010
Overall, how would you evaluate the quality of academic advising you have received at this institution?	FY	3.11	3.21	3.13	3.07
	SR	3.01	3.01	3.14	2.94
How would you evaluate your entire experience at this institution?	FY	3.13	3.31	3.32	3.32
	SR	3.11	3.32	3.38	3.24

Table 7.2.2 Source: NSSE

As Coastal Carolina University's alumni base continues to grow, so does the amount of support received from this stakeholder segment. From 2006-2009 the number of alumni donors increased by 51% and the efficiency of Alumni Relations when soliciting donations also increased by 3.1% during the same time period, which is evident in the percent of alumni giving (Table 7.2.3).

Alumni Donations 2006-2009

Year	Alumni Solicited	Alumni Donors	% Giving
2006	12,762	967	7.58%
2007	14,102	1,216	8.62%
2008	14,970	1,022	6.83%
2009	13,783	1,468	10.65%

Table 7.2.3 Source: University Alumni Office

During the 2009-2010 academic year, changes were made to the University's shuttle system. In January 2010, the shuttle system began making additional stops in University Place and in February 2010 operating hours were expanded. Total ridership for the shuttle system has increased 9% from 193,699 for fiscal year 2008-2009 to a total of 212,206 for the 2009-2010 fiscal year.

Campus Transportation Ridership 2008-2010

Year	Ridership
2008-2009	193,699
2009-2010	212,206

Table: 7.2.4 Source: Office of Procurement and Business services

Coastal Carolina University is proud of the recent recognition it has received on both the local and national level. These recognitions include:

- The U.S. Army ROTC program was established at the University in Fall 2008 with 18 cadets; in Spring 2010, there were 40 cadets in the program. The program's first officer was formally commissioned during the May 2010 commencement.
- The University's chapter of Beta Gamma Sigma (BGS), the international honor society for collegiate business students, won the 2009 Silver Chapter Award, an international distinction that includes funds for a new scholarship.
- For the second consecutive year, Coastal Carolina University is included in "America's Best Colleges," compiled by Forbes and the Center for College Affordability and Productivity. The report ranks the University in the top 15 percent of the nation's four-year undergraduate institutions. The rankings are based on the quality of education provided, the experience of students and how much they achieve.
- On April 19, the University joined the American College and University President's Climate Commitment, in partnership with more than 680 U.S. colleges and universities that have agreed to pursue environmentally friendly practices.
- The University has been awarded the "Recycling Event of the Year Award" from the S.C. Department of Health and Environmental Control in recognition of the Campus Salvage Program. Students donate reusable items at the end of the year, which are resold to support the University's sustainability program.
- The University is achieving increasing acclaim for its outreach to veteran students and the veteran community with the recent designation as a "Military-Friendly School for 2011" by *G.I. Jobs* magazine.
- The baseball team was ranked as high as fourth in the nation in the past season making it possible for the University to host the NCAA Regional and Super Regional tournaments.
- Coastal Carolina University students who attended the 20th Southern Regional Model United Nations (SRMUN) won the Top 10% Award, given for the delegates' outstanding position papers, and set a record for conference awards.
- Coastal Carolina University received the "Recycling Event of the Year Award" from the S.C. Department of Health and Environmental Control (DHEC).

Figure 7.2.1

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

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 including history and projections. The University has grown steadily in student enrollment over the past decade, with a dramatic 81.1% increase in total headcount from Fall 1999 to Fall 2009.

Coastal Carolina University Enrollment History & Projections

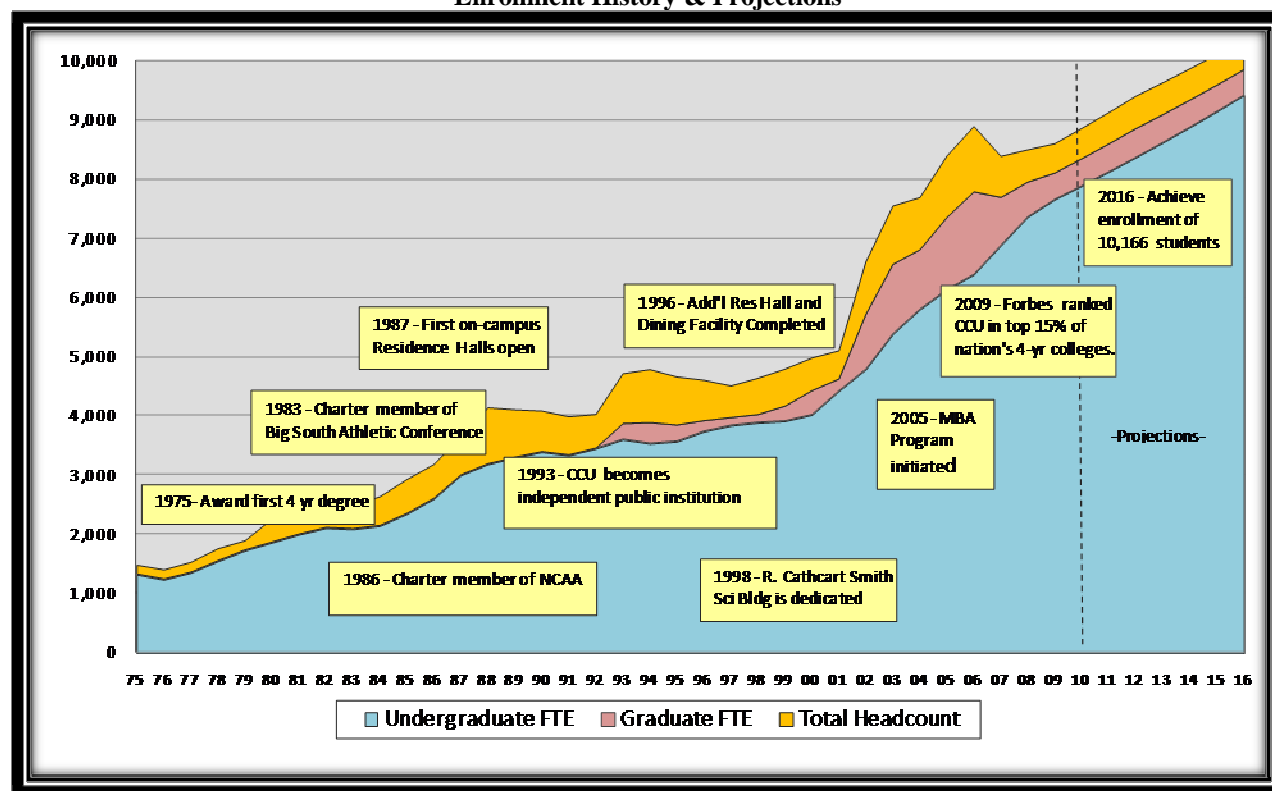


Figure 7.3.1

Source: University Budget Report

South Carolina Resident Enrollment Growth

One budget strategy for the University during the 1990's 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 an 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.

From Fall 2000 through Fall 2009, the Comprehensive Teaching Institutions saw a net increase in in-state enrollment based on geographic origin of 3,826. Coastal Carolina University accounted for 1,602 students or 41.9% of the total net increase. Of those institutions with an enrollment increase 33.4% of the total increase of 4,793 is attributable to Coastal Carolina University (Table 7.3.1 and Figure 7.3.2).

**S. C. Public Comprehensive Universities
Total # In-State Students by Geographic Origin**

	Fall Semesters										Change 2000-09
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Citadel	2,795	2,777	2,843	2,456	2,108	2,065	1,995	1,958	1,984	1,985	-810
Coastal	2,761	2,743	3,599	4,106	4,241	4,605	4,799	4,409	4,404	4,363	1,602
Col.Chas.	7,179	7,538	7,588	7,498	7,498	7,229	7,057	7,177	7,333	7,608	429
Fr.Mar.	3,321	3,290	3,273	3,381	3,500	3,818	3,862	3,662	3,814	3,769	448
Lander	2,782	2,556	2,798	2,804	2,782	2,564	2,554	2,267	2,422	2,625	-157
SC State	3,634	3,546	3,548	3,580	3,586	3,704	3,664	4,089	4,139	3,806	172
Aiken	2,813	2,798	2,922	2,885	2,936	2,893	3,037	2,905	2,884	2,917	104
Beaufort	892	923	952	904	985	1,052	1,103	1,133	1,163	1,316	424
Upstate	3,457	3,695	4,058	4,181	4,067	4,201	4,331	4,606	4,747	5,050	1,593
Winthrop	5,223	5,358	5,468	5,522	5,464	5,463	5,322	5,396	5,157	5,244	21
TOTALS											
Compr Univ	34,857	35,224	37,049	37,317	37,167	37,594	37,724	37,602	38,047	38,683	3,826

Table 7.3.1

Source: University Budget Report

**S.C. Public Comprehensive Universities Total # In-State Students by Geographic Origin
Change from 2000-2009**

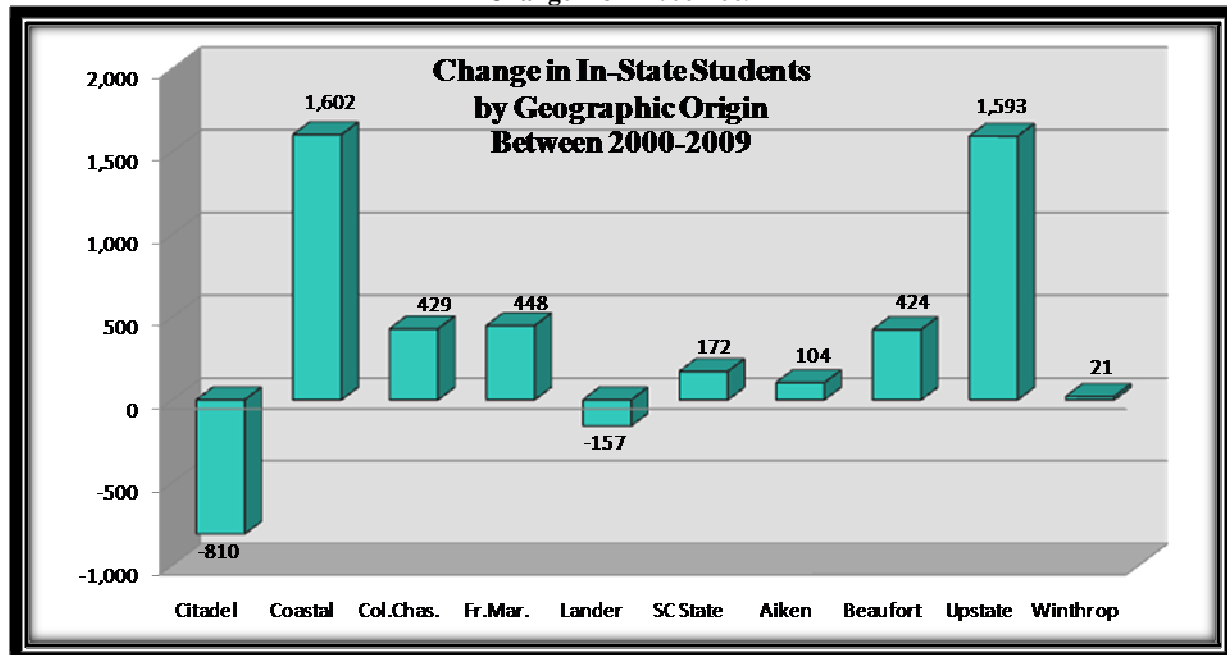


Figure 7.3.2

Source: University Budget Report

South Carolina Resident Graduate Enrollment Growth

The University is expanding its role in the education of South Carolina residents seeking graduate study by adding specific graduate programs.

S. C. Public Comprehensive Universities Graduate FTE Enrollment

	Fall Semesters										Change
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2000-09
Citadel	645	664	690	594	489	481	457	468	475	475	-170
Coastal	75	59	299	405	334	436	546	288	238	200	125
Col.Chas.	458	548	549	593	614	526	529	542	583	561	103
Fr.Mar.	245	229	185	175	167	185	202	155	187	115	-130
Lander	133	66	102	92	57	23	20	22	34	18	-115
SC State	500	448	484	450	339	318	325	376	406	378	-122
Aiken	46	43	48	42	48	61	51	43	51	29	-17
Beaufort	0	0	0	0	0	0	0	0	0	0	0
Upstate	27	23	26	29	28	24	12	17	20	33	6
Winthrop	559	542	548	568	531	533	524	612	568	605	46
TOTALS											
Compr Univ	2,688	2,622	2,931	2,948	2,607	2,587	2,666	2,523	2,562	2,414	-274

Table 7.3.2

Source: University Budget Report

From Fall 2000 through Fall 2009, despite the fact that S. C. Public Comprehensive Universities saw a net decrease of 274 in graduate FTE enrollment, four institutions in this sector had a total combined FTE enrollment increase of 280. Coastal Carolina University accounted for 125 of the FTE increase or 44.6% of the total combined increase in this sector. Approximately 80.7% of Coastal Carolina University's Graduate FTEs are South Carolina residents (Figure 7.3.3).

S.C. Public Comprehensive Universities Graduate FTE Change from 2000-2008

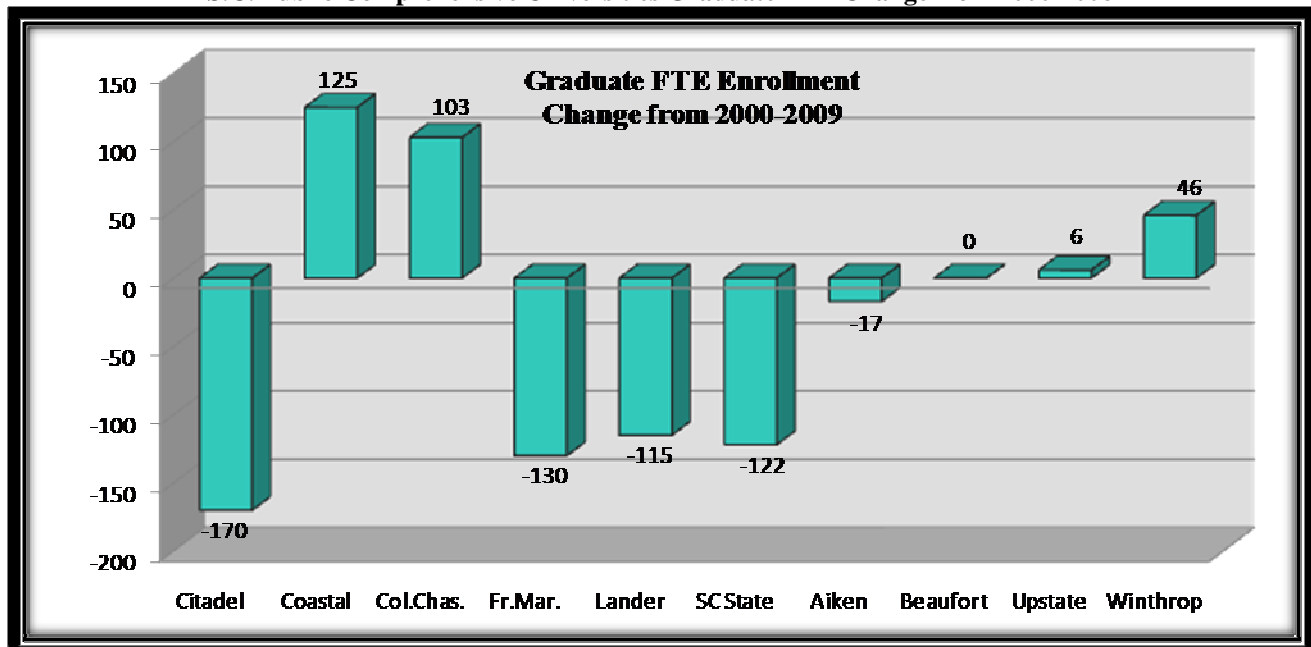


Figure 7.3.3

Source: University Budget Report

Comparative Affordability for In- and Out-of-State Residents

As state funding has declined through the past few years, more funds were made available to students through lottery scholarships; all institutions have found it necessary to raise tuition. Despite decreasing allocations and challenging growth issues, Coastal Carolina University implemented the third lowest tuition increase from the previous year among the South Carolina comprehensive universities. The University has managed its finances in a way that has allowed it to remain one of the more affordable, and therefore accessible, among all state public institutions (Figure 7.3.4 and Table 7.3.4).

Undergraduate In-State and Out-of-State Tuition Comparison 2010-2011

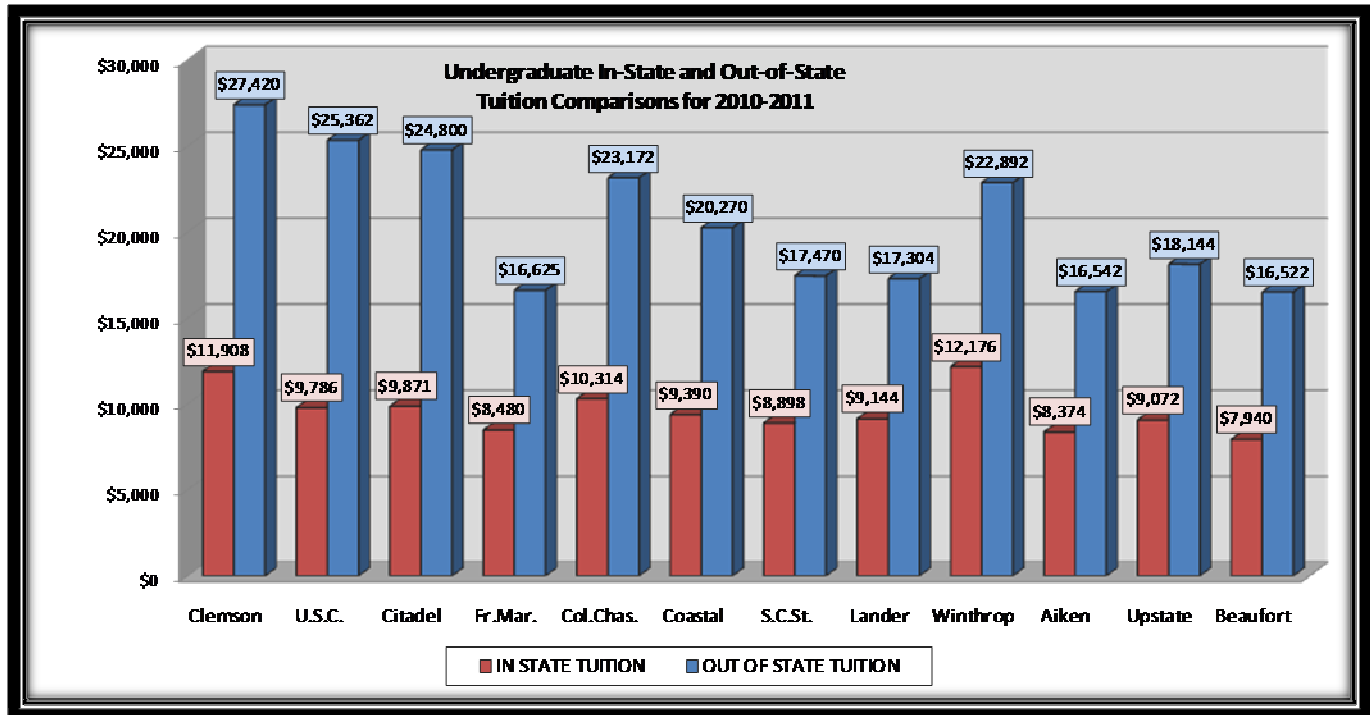


Figure 7.3.4

Source: University Budget Report

IN-STATE UNDERGRADUATE TUITION TRENDS

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	1-yr %
Clemson	\$8,886	\$9,400	\$9,870	\$10,378	\$11,078	\$11,908	7.49%
U.S.C.	\$7,314	\$7,808	\$8,346	\$8,838	\$9,156	\$9,786	6.88%
Citadel	\$6,522	\$7,168	\$7,735	\$8,403	\$8,735	\$9,871	13.01%
Fr.Mar.	\$5,984	\$6,512	\$7,038	\$7,682	\$7,960	\$8,480	6.53%
Col.Chas.	\$6,668	\$7,234	\$7,778	\$8,400	\$8,988	\$10,314	14.75%
Coastal	\$6,860	\$7,500	\$7,600	\$8,650	\$8,950	\$9,390	4.92%
S.C.St.	\$6,480	\$7,278	\$7,318	\$7,806	\$8,462	\$8,898	5.15%
Lander	\$6,668	\$7,162	\$7,728	\$8,380	\$8,760	\$9,144	4.38%
Winthrop	\$8,756	\$9,500	\$10,210	\$11,140	\$11,606	\$12,176	4.91%
Aiken	\$6,128	\$6,670	\$7,006	\$7,532	\$7,900	\$8,374	6.00%
Upstate	\$6,636	\$7,218	\$7,760	\$8,342	\$8,642	\$9,072	4.98%
Beaufort	\$5,214	\$5,724	\$6,250	\$7,000	\$7,250	\$7,940	9.52%
Average	\$6,843	\$7,431	\$7,887	\$8,546	\$8,957	\$9,613	7.32%

Table 7.3.4

Source: University Budget Report

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. Figures 7.3.5 and 7.3.6 indicate 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.

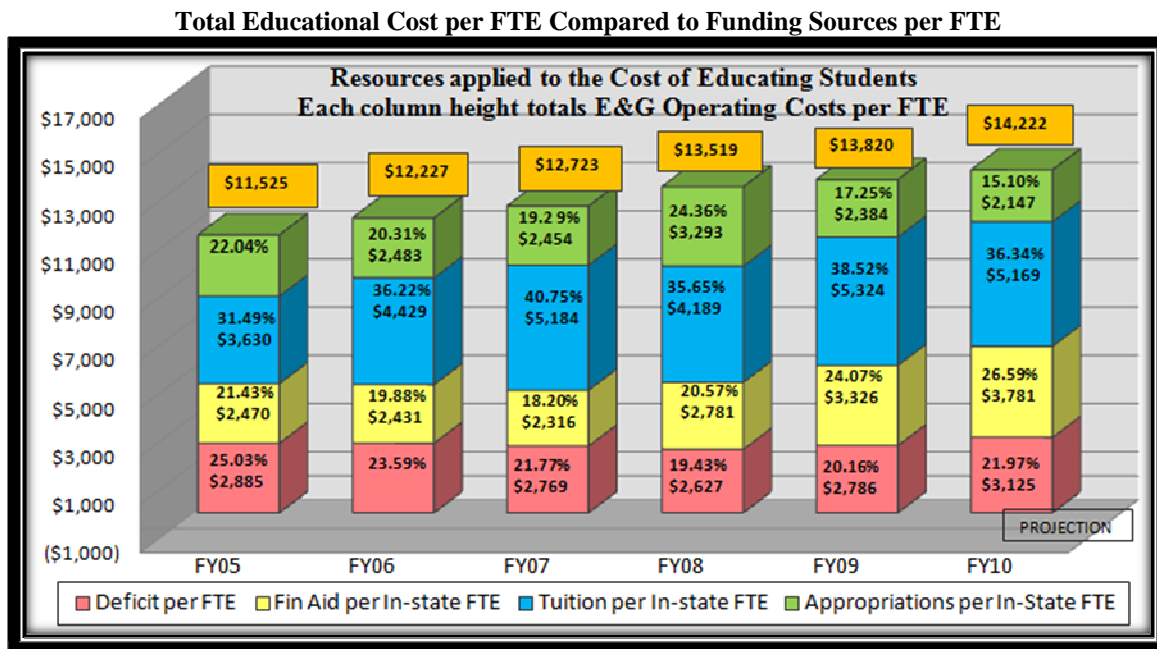


Figure 7.3.5

Source: University Budget Report

The total of all state appropriations is applied toward the cost of educating in-state students only. Appropriations per in-state FTE is calculated by dividing recurring appropriations received by the number of in-state FTE's calculated on a fee payment basis. The deficit per FTE is funded through tuition in excess of educational and general costs (E&G) paid by out-of-state students and other campus-generated income, certain gift and grant funds and revenues from auxiliary programs. Total E&G Operating Expenditures per FTE increased by 25.9% over the last five year period.

Resources Available from Out-of-State Students

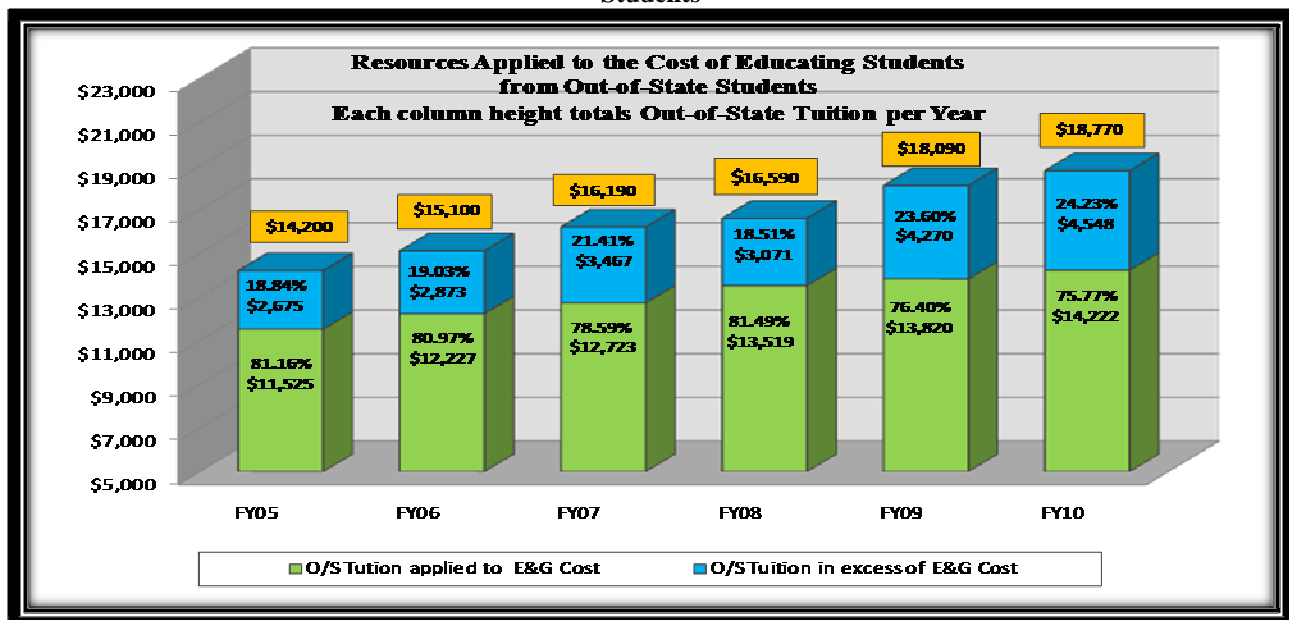


Figure 7.3.6

Source: University Budget Report

Out-of-state students pay 100% of the costs of their education, (\$14,222) plus an additional percentage of these costs (\$4,548) which is applied to the core costs of operating the University and in covering some of the deficit incurred in educating in-state students (Figure 7.3.6).

Efficient Use of Facilities

The State of South Carolina has not had a Capital Bond Bill since 1999. Coastal Carolina University has used operational and renovation reserve funds, gifts through the Coastal Educational Foundation, and grant funds to make some needed additions and improvements. An \$11.3 million institution bond was approved in August 2006. In 2010 a \$54 million institution bond was also approved. These bond funds are currently being employed on several needed capital projects intended to expand space on campus. Currently Coastal Carolina University ranks lowest among its peers in assignable academic and support space per FTE student, as Figure 7.3.7 illustrates.

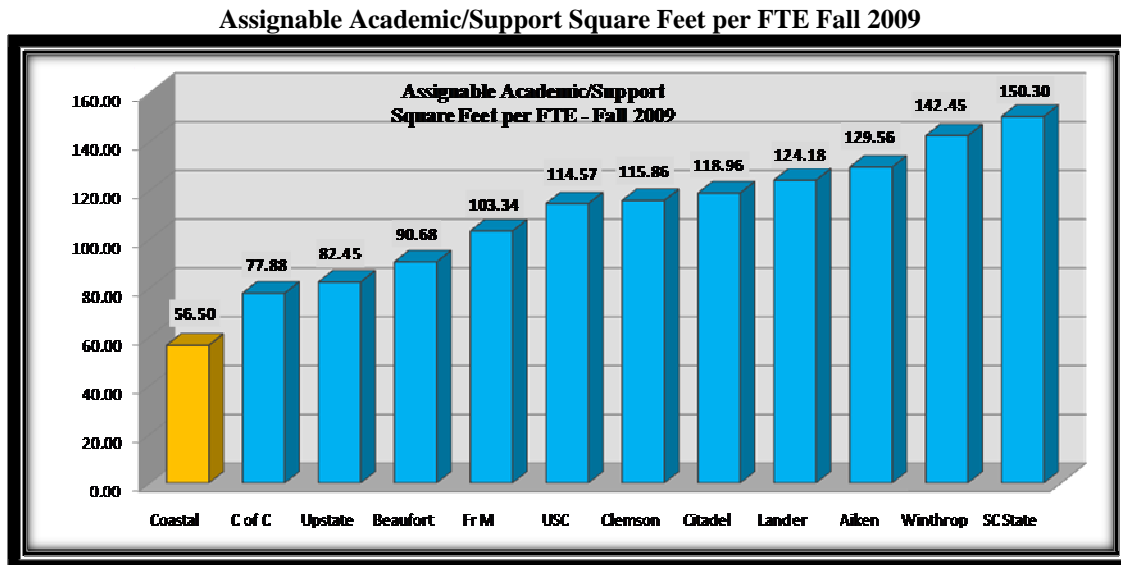


Figure 7.3.7 Source: CHE

Using Scholarships to Aid Students

Coastal Carolina University has continued to strive to make higher education more affordable to students both in-state and out-of-state. One way of subsidizing cost is to increase the scholarships options available to students. As shown in Figure 7.3.8, from Fall 2002-2008 Coastal Carolina University has continued to increase these opportunities at an average rate of 10% per year.

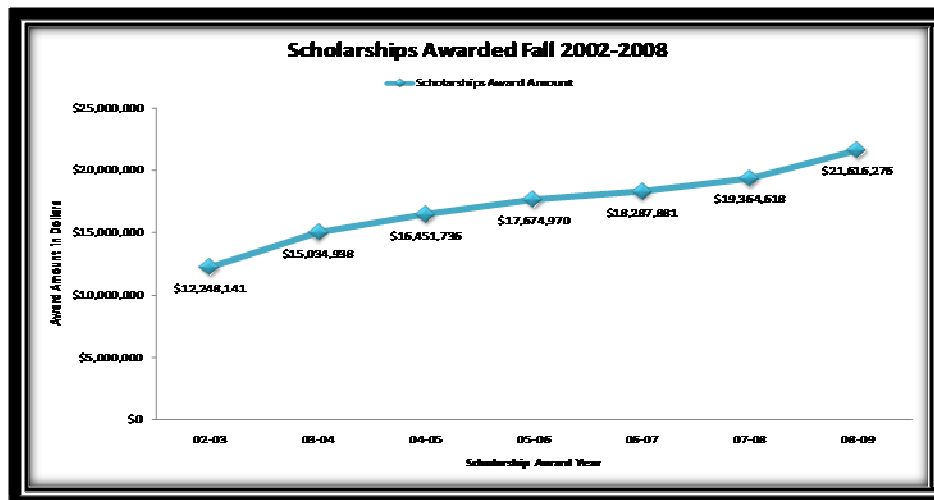


Figure 7.3.8 Source: Fact Book

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, and workforce climate including workplace health, safety, and security?

The Office of Human Resources and Equal Opportunity provides training and development opportunities that are essential to 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 Spring 2008 from a direct report to the President to the Senior Vice President of Finance.

New staff members attend a campus orientation session that assimilates them into University life and culture. Providing a welcoming attitude and concern for new employees promotes engagement and enthusiasm, resulting in higher levels of work performance and retention. Topics covered during orientation include the University's campus culture and history, campus areas of responsibility and how they interact, good work practices, technology and additional training available, use of the University website to find information needed to operate efficiently, and a tour of the campus.

The Office of Human Resources and Equal Opportunity monitors and compiles University turnover data in an effort to identify trends and evaluate workforce retention (Table 7.4.1).

Coastal Carolina University Turnover 2008-2009 and 2009-2010		
Turnover Reason	2008-2009	2009-2010
Personal	17	14
Left for New Job	9	12
Moved out of Area	14	23
Returned to School	3	1
Misconduct	1	4
Substandard Performance	3	10
Involuntary	3	9
Total Turnover	50	73
Turnover as Percent of Workforce	6.88%	9.45%

Table 7.4.1 Source: Office of Human Resources and Equal Opportunity

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 uses trend data to evaluate key performance indicators of the University. Table 7.5.1 summarizes SAT and ACT scores for incoming Coastal Carolina University freshmen. The SAT scores for freshmen were above the state and national averages. The ACT scores for freshmen were above the state average and equal to the national average.

New Freshmen SAT and ACT Scores 2005-2009

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
SAT TOTAL SCORE	#	%	#	%	#	%	#	%	#	%
< 800	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
800-899	13	1.1%	20	1.8%	39	3.3%	36	2.6%	146	11.9%
900-999	442	36.6%	378	34.3%	425	35.5%	547	40.2%	362	29.4%
1000-1099	382	31.6%	383	34.7%	390	32.6%	447	32.8%	392	31.8%
1100-1199	263	21.8%	223	20.2%	232	19.4%	229	16.8%	233	18.9%
1200-1299	88	7.3%	80	7.3%	99	8.3%	81	6.0%	77	6.3%
> 1299	21	1.7%	19	1.7%	12	1.0%	21	1.5%	21	1.7%
Average SAT Score	1046		1047		1039		1030		1028	
South Carolina Average	993		985		984		985		982	
National Average	1028		1021		1017		1017		1016	
ACT COMPOSITE SCORE										
<18	2	0.7%	9	2.5%	13	2.9%	14	2.3%	40	7.4%
18	3	1.1%	10	2.8%	16	3.6%	31	5.1%	82	15.2%
19	53	18.7%	50	14.0%	68	15.2%	71	11.6%	95	17.6%
20	62	21.8%	83	23.3%	112	25.1%	121	19.8%	98	18.1%
21	35	12.3%	64	18.0%	71	15.9%	98	16.0%	71	13.1%
22	32	11.3%	58	16.3%	61	13.7%	79	12.9%	52	9.6%
>22	97	34.2%	82	23.0%	105	23.5%	197	32.2%	103	19.0%
Average ACT Score	22		21		21		22		21	
South Carolina Average	19		20		20		20		20	
National Average	21		21		21		21		21	

Table 7.5.1 Source: Fact Book

The University's student-faculty ratio is a metric commonly used as a measure of academic quality. As illustrated in Figure 7.5.1, the FTE students per FTE faculty was 23.5 in Fall 2006 and decreased to 18 by Fall 2009. The University is continually striving to lower the ratio which is indicative of more student contact with faculty.

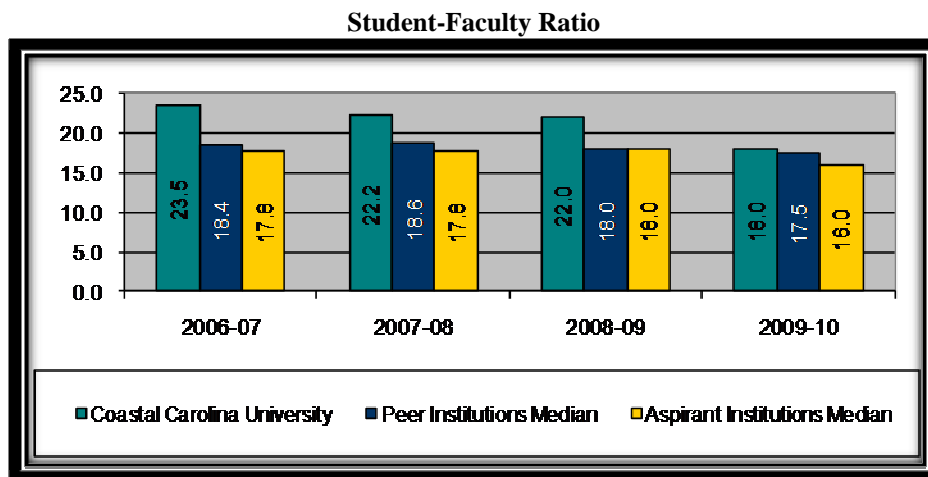


Figure 7.5.1

Source: IPED Data Center

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

a. Accomplishment of your organizational strategy and action plans

The University's strategic planning process is well-documented, includes numerous stakeholders, and is continuously 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 local community. The committee identified a number of critical priorities that will help the University deliver on the new mission and vision. The 2008-2013 Strategic Plan is available at: 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 the University and its programs have been fully affirmed or reaffirmed by the proper accrediting agency.

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).	2014
PGM Program	BS	PGA - (Professional Golfers Association).	2013
Education			
Education Majors	BA; BS; M. Ed. Master of Arts	NCATE - (National Council for Accreditation for Teacher Education).	2012
Early Childhood Undergraduate	BA	NAEYC - (National Association for the Education of Young Children).	2010
Educational Leadership	M.Ed.	ELCC - (Educational Leadership Constituent Council)	2011
Elementary Education	BA	ACEI - (Association for Childhood Education).	2010
Middle School Education	BA	NMSA - (National Middle School Association) submitted to SCDOE for review).	2011
Physical Education	BS	AAHPERD - (American Alliance for Health, Physical Education, Recreation and Dance).	2010
Secondary English	M.A.T.	NCTE - (National Council of Teachers of English).	2010
Secondary Math	M.A.T.	NCTM - (National Council of Teachers of Mathematics).	2010
Secondary Science	M.A.T.	NSTA - (National Science Teachers Association).	2011
Secondary Social Studies	M.A.T.	NCSS - (National Council of Social Studies).	2010

Program	Degree	Organization	Notification of Accreditation Decision
Special Education	BA Ed.	CEC- (Council for Exceptional Children)	2010
Program	Degree	Organization	Notification of Accreditation Decision
<i>Humanities</i>			
Music	BA Music & Music Education	NASM- (National Association of Schools of Music)	2016
Visual Art Department	BA Art Studio & Design	NASAD - (National Association of Schools of Art and Design).	2013
<i>Science</i>			
Computer Science	BS	ABET - (Accreditation Board for Engineering and Technology).	2015
Health Promotion	BS	SABPAC - (conjoint committee of the Society for Public Health Education (SOPHE) and American Association for Health Education (AAHE)).	2013

Table 7.6

- 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, the VSA is designed to help institutions meet the following objectives:
 - Demonstrate accountability and stewardship to the public
 - Measure educational outcomes to identify effective educational practices
 - Assemble information that is accessible, understandable, and comparable
- In an ongoing effort to better disseminate information during campus emergencies, Coastal Carolina University implemented “CCU Alert”. This state-of-the-art notification system enables the University to send urgent information regarding emergencies, (including weather cancellations and delays) instantly and simultaneously to all registered mobile phones, etc. Also, a committee has been established to purchase a university-wide emergency siren system. This system will be designed to work in conjunction with the University’s already established emergency alert system. No commercial or non-emergency messages will be sent.
- Fiscal accountability is confirmed each year through the annual audit of the University’s financial statements. When the University receives an “unqualified” opinion, it means that the university’s financial statements present fairly, in all material respects, the financial position of the University as of the year end and that the statements were generated in conformity with accounting principles generally accepted in the United States. The University received an unqualified opinion for the financial statements ended June 30, 2009. The financial statements for 2010 will be ready by the end of September 2010.

d. Organizational citizenship in support of your key communities?

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: www.collegeportraits.org/SC/Coastal%20Carolina%20University