

# ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2010-2011



*September 2011*

*David A. DeCenzo, President*



**Accountability Report Transmittal Form**

**Agency Name:** Coastal Carolina University

**Date of Submission:** September 9, 2011

**Agency Director:** David A. DeCenzo

**Agency Contact Person:** Christine L. Mee

**Agency Contact's  
Telephone Number:** 843-349-2091

## Glossary of Terms and Abbreviations

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

**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

- 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 Lackey Chapel, an interdenominational chapel for student worship services, was erected and dedicated on February 13, 2011. Ground-breaking for the 18,000-square-foot addition to the Kimbel Library was held in October 2010. The addition will be a student-centered study/reference/tutorial facility available to students 24 hours a day, seven days a week. The Student Center renovation, including a new quiet seating area for students to relax, visit and study was completed during the summer, 2011. End-zone bleachers were installed to provide 1,824 additional seats for spectators at the Adkins Field House and construction of intramural fields were completed for the Fall 2010.
- Over 40 diversity workshops were offered at the University during Fall 2010 with over 900 freshman participants with a theme of embracing and facing stereotypes.
- The University was selected as one of 11 new sites for the interactive **Elect Her-Campus Women Win** Program. The program serves to encourage young women to run for student government positions while in school and other elected positions after graduation.
- 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.
- The University's Relay for Life, with 69 teams comprised of 1,021 participants surpassed the American Cancer Society's fundraising goal of \$80,000 with a total of \$123,808 raised.
- The Office of Volunteer Services forged over 40 relationships with community non-profits in 2010-2011 with 3,682 students volunteers and a total of 13,200 hours of service rendered.

- Changes made to the shuttle routes increased ridership 53.5% to 377,601 in 2010-2011.
- The student employment program, initiated to assist students with the rising costs of higher education and help maintain their enrollment at the University through on-campus jobs, committed a 50% increase in institutional funds to \$2.85 million for 2010-2011.

### Academic Programs

- In response to current and prospective student requests, 2 new degree programs (B.S. in Nursing and a BFA in Musical Theatre) and 9 specialized degree concentrations were added in the 2010-2011 academic year. Specialized degree concentrations were added to existing programs in Biochemistry, Finance and Sociology. Approval was received from SCCHE to offer a Bachelor of Science in Health Administration Program, the University's first on-line degree program. Coastal Carolina University offers baccalaureate degrees in 55 major fields of study, including degrees and specialized degree concentrations, through its five academic colleges.
- The University added two new graduate programs in 2010-2011, including a M.Acc. Accountancy and a M.A. in Writing.
- The University unanimously endorsed the creation of a 10-year Quality Enhancement Plan (QEP) with a major focus of encouraging students to take part in engaged learning experiences, applying classroom learning to the local community and beyond.
- During 2010-2011, Coastal Carolina University successfully placed 1,111 students at more than 250 locations into internships for academic credit. College of Science related internships rose from 272 in 2009-2010 to 372 in 2010-2011, a 37% growth.
- The Spadoni College of Education admitted the first five students into its *Call Me Mister* program. The program seeks to help build a more diverse group of educators by providing academic, social, and financial support to individuals interested in entering the teaching profession.
- Underrepresented student populations within the College of Science increased 20% from 345 students in Fall 2009 to 431 in Fall 2010.
- Through the Wall College of Business at Coastal Carolina University, the Investment Business Trading Center and lab offers students the opportunity to learn about financial markets in an engaging and hands-on learning environment offering state of the art technology

with the use of real-time real world data in simulated and actual financial markets

- University College was created in 2010-2011 and staffed with 10 advisers to provide each freshman with a dedicated first-year adviser who practices developmental or appreciative advising.
- 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 2010-2011 there were 84 HGTC students participating in this program with 138 scheduled to participate in 2011-2012.
- 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 is 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..
- A cooperative program leading to a bachelor's degree in Nursing (BSN) began for the Spring Semester, 2011 with classes held at Horry/Georgetown Technical College's Grand Strand campus.
- 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***

- 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 10<sup>th</sup> 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 2010-2011, 447 students from 27 elementary, middle and high schools in Horry and Georgetown counties participated in the program.
- 9 high school students in the Early College High School program at Horry/Georgetown Technical College transitioned to Coastal Carolina University for the Fall Semester, 2010 with scholarship support and advanced academic standing.
- 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

## Annual Accountability Report Fiscal Year 2010-2011

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support has assisted 15 veteran students (three students in 2009-2010 and 12 students in 2010-2011) with matching funds totaling \$15,000.

- 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 Board of Trustees approved the establishment of a "Green Fund" that will provide resources for undergraduate research projects and activities relating to environmental sustainability. Students whose proposals are chosen will receive stipends from the Green Fund to develop their projects.
- Campus Salvage, Coastal Carolina University's annual May yard sale of recyclable and reusable student castoff items, was deemed a huge success with more than \$2,000 made. These funds are recycled back into campus sustainability efforts.
- Coastal Carolina University's Adkins Field House has earned Leadership in Energy and Environmental Design (LEED) Gold certification from the U.S. Green Building Council.



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).

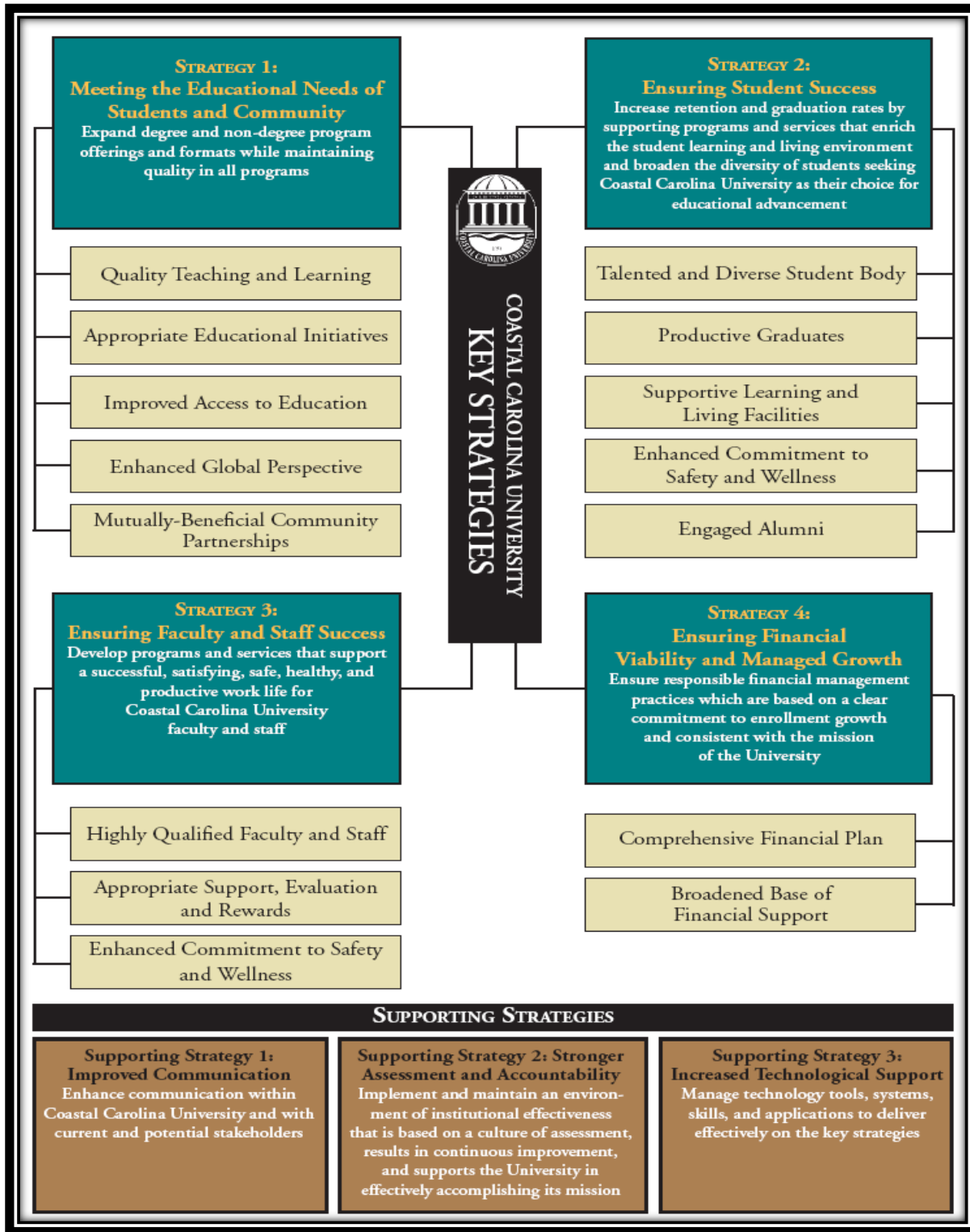


Figure 1

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 3.95 percent for the 2011-2012 academic year, which is the third lowest increase among the state's comprehensive institutions.
- 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 one new online degree program.
- 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.
- Maintaining enrollment growth with finite residence facilities.

### **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 43 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:

<b>Baccalaureate Programs</b>	
<b>Business Administration</b>	Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
<b>Education</b>	Early Childhood Education; Elementary Education; Middle Grades Education; Special Education-Learning Disabilities; Physical Education
<b>Humanities and Fine Arts</b>	Art Studio; Communication; Dramatic Arts; English; Graphic Design; History; Music; Musical Theatre; Philosophy; Political Science; Spanish; Theater Arts
<b>Science</b>	Biology; Biochemistry; Chemistry; Computer Science; Exercise and Sport Science; Health Administration; Health Promotion; Information Systems; Marine Science; Mathematics (Applied); Nursing; Physics (Applied); Psychology; Recreation and Sports Management; Sociology
<b>Special Programs</b>	Honors Program; Humanities and Fine Arts Fellows Program; Interdisciplinary Studies; Jackson Fellows Program; Wall Fellows Program
<b>University College</b>	Interdisciplinary Studies
<b>Certificate Program</b>	Gerontology Certificate
<b>Baccalaureate Cooperative Program</b>	Engineering with Clemson University
<b>Graduate Programs</b>	
<b>Coastal Carolina University</b>	Master of Accountancy; 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
<b>Certificate Program</b>	Fraud Examination
<b>Cooperative Graduate Degree Programs</b>	Ph.D. in Educational Leadership, K-12 School Administration with Clemson University
<b>Services and Offerings</b>	
	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**

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

Table 2

**Operating Locations**

- The University comprises 69 main buildings on 631 acres including the Coastal Science Center and the Burroughs & Chapin Center for Marine and Wetland Studies, located on the East Campus in the Atlantic Center on U.S. 501, and Quail Creek Golf Club at Coastal Carolina University, a public 18-hole golf facility located adjacent to the campus. The University also offers non-credit courses at the Waccamaw Center for Higher Education in Litchfield and the Myrtle Beach Education Center. Waties Island, 1,105 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 2010**

<b>Category</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
Full-time Instructional Faculty	346	193	539
Executive/Administrative and Managerial	19	3	22
Other Professionals	293	61	354
Technical and Paraprofessionals	156	52	208
Clerical and Secretarial	54	45	99
Skilled Craft	38	4	42
Service/Maintenance	92	26	118
<b>Total</b>	<b>998</b>	<b>384</b>	<b>1,382</b>

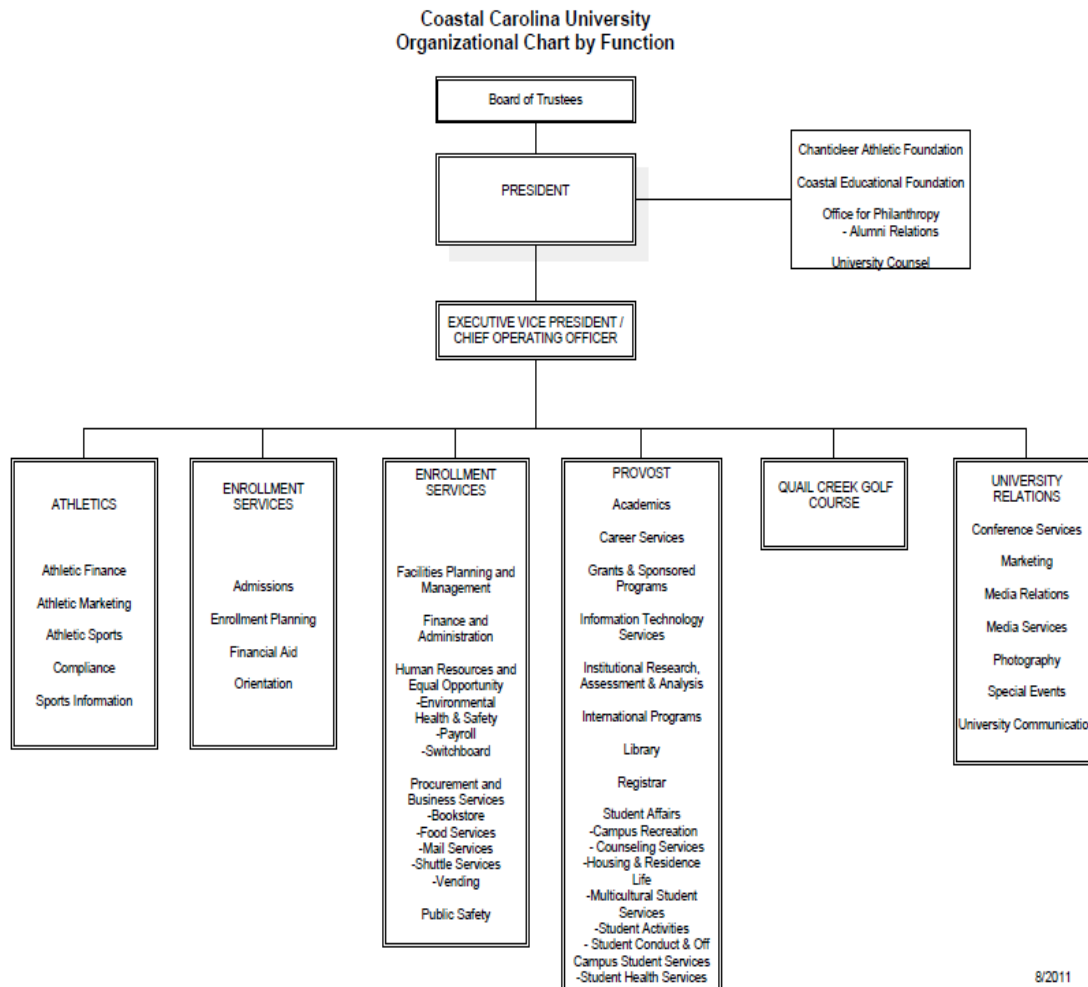
Table 3

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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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**



8/2011

### **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
- Local, regional and SC citizens

### **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 additional residence facilities and 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 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 59,309,607	\$ 9,612,649	\$ 63,859,349	\$ 7,458,788	\$ 65,305,730	\$ 6,861,594
Other Operating	\$ 32,618,723		\$ 35,146,200		\$ 48,492,009	
Special Items	\$ 27,534,390		\$ 32,280,510		\$ 28,180,000	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 16,320,826	\$ 1,942,680	\$ 17,561,148	\$ 1,757,169	\$ 17,478,911	\$ 1,617,086
Non-recurring						
<b>Total</b>	\$ 135,783,546	\$ 11,555,329	\$ 148,847,207	\$ 9,215,957	\$ 159,456,650	\$ 8,478,680

**Other Expenditures**

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills	\$ -	\$ 87,247
Capital Reserve Funds		
Bonds		

### Coastal Carolina University Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-10 Budget Expenditures		FY 10-11 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 Arts and Humanities.	State:	11,555,329.00	State:	9,128,710.00	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
		Federal:	0.00	Federal:		
		Other:	31,544,662.00	Other:	38,779,652.00	
		Total:	43,099,991.00	Total:	47,908,362.00	
		% of Total Budget:	29%	% of Total Budget:	31%	
I. Academic Support	Support the University's instructional programs including the library and academic computing.	State:	0.00	State:	0.00	Figure: 7.3.4, 7.3.7, 7.3.8, 7.5.1, 7.3.8, 7.5.1 Table: 7.2.1, 7.2.3, 7.3.1, 7.5.1, 7.3.4, 7.6
		Federal:	0.00	Federal:	0.00	
		Other:	6,916,496.00	Other:	7,728,200.00	
		Total:	6,916,496.00	Total:	7,728,200.00	
		% of Total Budget:	5%	% of Total Budget:	5%	
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, Social and Cultural Development Programs.	State:	0.00	State:	0.00	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
		Federal:	0.00	Federal:	0.00	
		Other:	21,656,992.00	Other:	22,795,418.00	
		Total:	21,656,992.00	Total:	22,795,418.00	
		% of Total Budget:	14%	% of Total Budget:	15%	
I. Institutional Support	University Support Services including Executive Leadership, Fiscal Operations, Human Resource Management, Communications	State:	0.00	State:	0.00	Figure: 7.3.4, 7.3.5, 7.3.6 Table: 7.2.1, 7.2.3, 7.3.4, 7.4.1
		Federal:	0.00	Federal:	0.00	
		Other:	11,319,095.00	Other:	11,247,498.00	
		Total:	11,319,095.00	Total:	11,247,498.00	
		% of Total Budget:	8%	% of Total Budget:	7%	
I. Operations & Maintenance	Operate and maintain the University's facilities and ground maintenance, housekeeping, security and utilities.	State:	0.00	State:	0.00	Figure: 7.3.1, 7.3.5, 7.3.6, 7.4.1
		Federal:	0.00	Federal:	0.00	
		Other:	14,623,261.00	Other:	15,506,498.00	
		Total:	14,623,261.00	Total:	15,506,498.00	
		% of Total Budget:	10%	% of Total Budget:	10%	
II. Auxiliary	Operate and maintain the University's Residence Life, Food Service, Bookstore and Golf Course Operations.	State:	0.00	State:	0.00	Figure: 7.3.1 Figure: 7.4.1
		Federal:	0.00	Federal:	0.00	
		Other:	4,689,197.00	Other:	9,255,519.00	
		Total:	4,689,197.00	Total:	9,255,519.00	
		% of Total Budget:	3%	% of Total Budget:	6%	

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

	<b>Remainder of Expenditures:</b>	State:	0.00	State:	87,247.00
		Federal:	11,666,619.00	Federal:	13,640,000.00
		Other:	36,699,040.00	Other:	24,940,023.00
		Total:	48,365,659.00	Total:	38,667,270.00
		% of Total Budget:	31%	% 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.



<b>Strategic Planning *</b>			
<b>Program Number and Title</b>	<b>Coastal Carolina University Strategic Planning Goal/Objective</b>	<b>Related FY 09-10 and beyond Coastal Carolina University Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
	<b>Objective 1.3.2.</b> 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.	<b>Figure:</b> 7.1.3, 7.1.4, 7.1.5 <b>Table:</b> 7.1.1
	<b>Objective 1.3.3.</b> 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.	<b>Figure:</b> 7.1.3, 7.1.4, 7.1.5, 7.3.1, 7.3.8 <b>Table:</b> 7.1.1
	<b>Goal 4.1.</b> 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.	<b>Figure:</b> 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, <b>Table:</b> 7.3.4,
	<b>Objective 2.3.2.</b> 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.	<b>Table:</b> 7.2.4
	<b>Objective 2.5.3.</b> Increase annual alumni giving	Becoming more efficient in targeting alumni giving.	<b>Table:</b> 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 7<sup>th</sup> 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 2013. 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, the Executive Vice President/Chief Operating Officer 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. A faculty committee continuously reviews and updates the faculty manual 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.

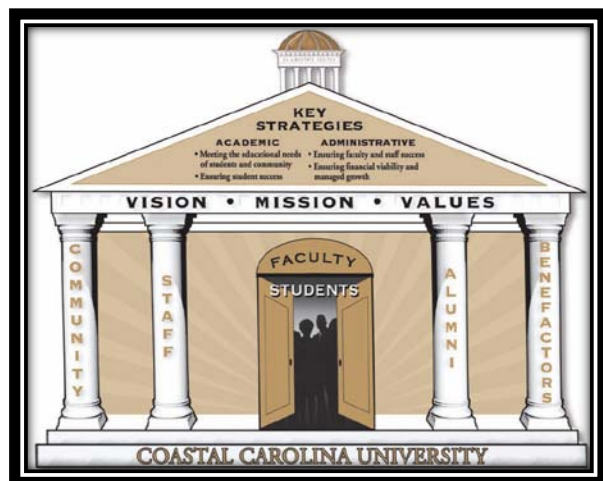


Figure 1.2

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**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. Financial statements for Coastal Carolina University are audited annually by an outside CPA firm and the University is committed to transparency and accountability regarding its expenditures on the Finance and Administration homepage ([www.coastal.edu/finance/transparency.html](http://www.coastal.edu/finance/transparency.html)).

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**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 the biennial 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.

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**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 classified staff and through the annual review, promotion, and tenure process, and/or post-tenure review process for faculty. In addition, the implementation of non-classified staff evaluations are generated. 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. The Leaders in Training (LIT) Institute has been established to build leadership capacity to strengthen the people within the organizations to assume future leadership roles. All senior administrative officials are well qualified with respect to credentials and experience, as well as having demonstrated competence in their area of responsibility.

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**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, Executive Vice President/ Chief Operating Officer, Provost, , 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.
- 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.
- 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..

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**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.

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**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.

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**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 the development of the Campus Master Plan in 2010-2011. Executive Summaries from the University administration on unit plans provide understanding of adverse impacts.



- 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 SACSCOC, 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. Graduation rates remain steady with Coastal Carolina University's 2004 cohort rate of 43%, the fourth highest rate for comprehensive teaching colleges and universities in the State of South Carolina.
- Academic programs must enhance student learning and serve the changing personal and professional needs of students.
- Space issues will continue to dominate strategic planning.
- Coastal Carolina University offers baccalaureate degrees in 55 major fields of study.
- 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 (NESAs). 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	<ul style="list-style-type: none"> <li>• Celebration of Inquiry</li> </ul>
Research Centers	<ul style="list-style-type: none"> <li>• Burroughs and Chapin Center for Marine and Wetland Studies</li> <li>• Center for Economic and Community Development</li> </ul>
Business Development Strategies	<ul style="list-style-type: none"> <li>• Coastal Area Small Business Development Center</li> </ul>
Resort Tourism Management Strategies	<ul style="list-style-type: none"> <li>• Clay Brittain Jr. Center for Resort Tourism</li> </ul>
Partnerships and Coalitions	<ul style="list-style-type: none"> <li>• Jackson Family Center for Ethics and Values</li> <li>• Osher Lifelong Learning Institute</li> </ul>
Student participation in Community	<ul style="list-style-type: none"> <li>• Dalton and Linda Floyd Family Mentoring Program</li> <li>• Waccamaw Center for Cultural and Historical Studies</li> </ul>
Collaboration with alumni and K-12 public school teachers	<ul style="list-style-type: none"> <li>• Biddle Center for Teaching, Learning and Community Engagement</li> <li>• GK-12 program (NSF grant)</li> </ul>

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 (SMC) 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 annual report on the strategic plan is presented to the president by October of each year to coordinate and align the strategic planning process with university-wide assessment.

**Coastal Carolina University Strategic Planning**  
**SWOT Analysis**

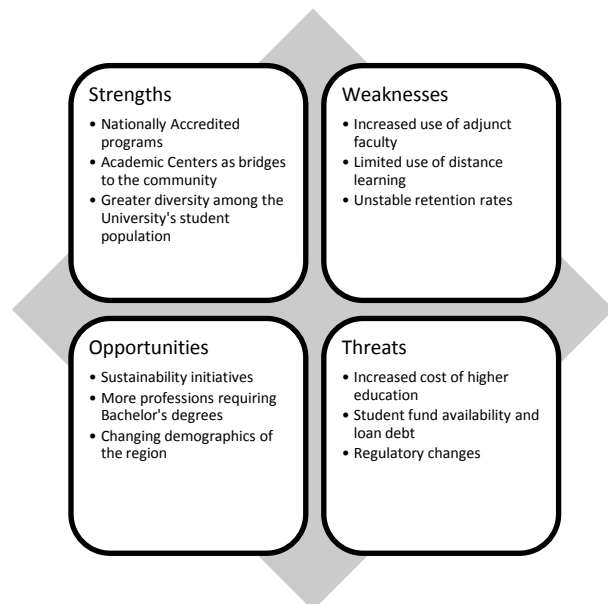


Figure 2.1.1

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

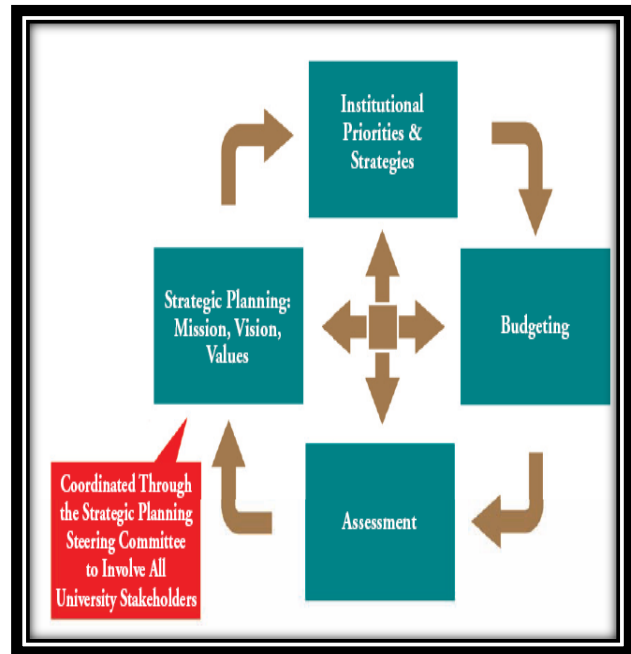


Figure 2.1.2

#### 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 Finance and Administration 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 technology is ever-changing, the University continually updates existing technologies to allow for optimal success of students, faculty and staff. 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 initiatives allow for flexibility to use the best technology to meet objectives of the plan. The following are 2010-2011 highlights of recent expenditures associated with the strategic plan and intended to keep the University at the forefront of the technology curve, including:

- Purchasing more than \$200,000 in new administrative system hardware (Datatel)
- Allocating more than \$20,000 to upgrade computer classroom projectors
- Investing more than \$25,000 in new course management system hardware (Blackboard)
- Upgrading general access computer labs and Library technology
- Updating discipline-specific laboratory equipment
- Doubling bandwidth capabilities over the past two years
- Remodeling the Information Technology Services' Data Center with new core equipment and air conditioning units
- Continuing investment in and use of the Student Health Services Medical Electronic Record System

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](http://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 Strategic Plan into the 2015 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. During the 2009-2010 assessment cycle, 94 units representing academic, student development and administrative areas submitted reports using TEAL Online that included goals that aligned to one or more of the four key and/or three supporting strategies as identified in the University's strategic plan.

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)

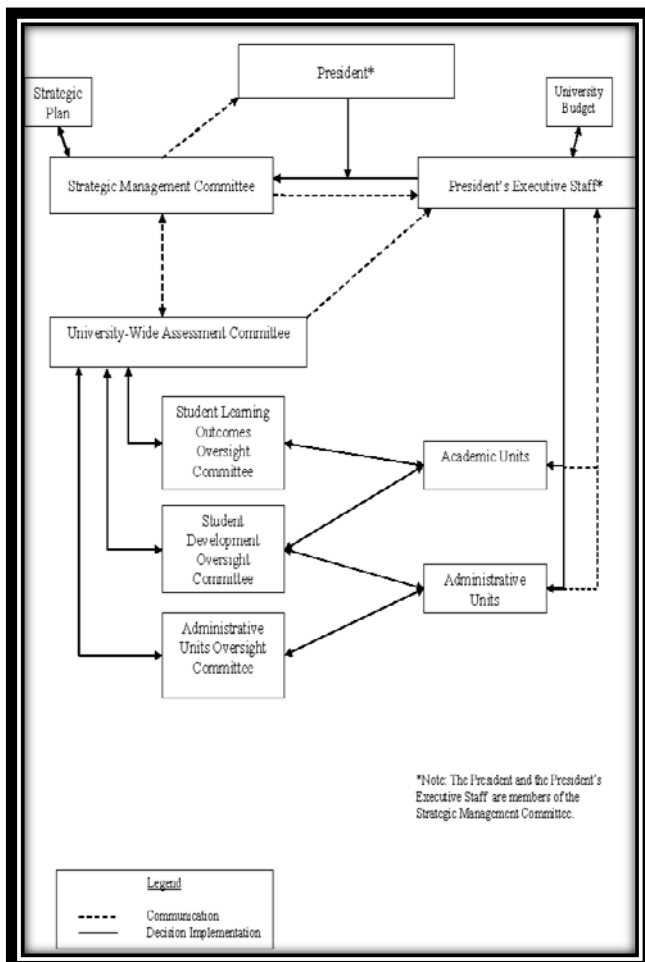


Figure 2.1.3

**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 “Strategic Plan Assessment” 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.

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**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 is offered throughout the planning and assessment cycle each year by the Office of Institutional Research, Assessment and Analysis. 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.

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**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.

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

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**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 Division 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, PGA/PGM Business degree majors, and Theatre Arts), new markets are emerging in the Mid-West, Mid-South, and West.
- 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 uses of e-mail and e-marketing (YouTube and Facebook) have 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 community colleges in Virginia and Maryland. As

well, the residential BRIDGE Program established with Horry-Georgetown Technical College has provided a steady cohort of entering transfer students. In Fall 2011, 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 are analyzed. Counselors use these programs daily to support decision-making regarding their workload. Key administrators use this tool to monitor the progress of new student enrollment.
- The Office of Admissions has implemented a process where all Department Chairs receive a weekly report of all accepted students. As a result, the Department Chairs have been highly 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 Undergraduate Enrollment sponsors statewide regional receptions for high school guidance counselors as well as an on campus event for the high school and 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 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 admissions staff, the quality and timeliness of responses to questions, the ease of locating information on the web, etc. Results will be evaluated in Fall 2011 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 Summer 2011, 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. Ongoing meetings are scheduled with Chairs who represent new majors or majors in which a growth plan is desired.
- **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, enrollment guides are distributed to high school guidance counselors which provide an executive summary on the University and any changes to requirements and policies.

### ***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. Office of Admissions 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 multi-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 Office of Admissions locates alumni who will assist with recruitment efforts. To augment this source of information, the Office 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 Office 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 is collected from all visitors and non-matriculants and used in planning future programs. Surveys indicate that the campus is aesthetically pleasing, the residence halls are spacious, and staff members are friendly. Several areas of concern frequently expressed by visitors include an inadequate Student Center, inadequate Wellness Center, and general space allocated for student groups. There are planned improvements to the current Student Center, including the expansion of food facility areas, and the new student Recreation and Convocation Center is scheduled to open in Spring 2012.



### 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
<b>Students</b>	<p><b>Key requirements:</b> 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><b>Key distinction with student stakeholder:</b> University responsible for providing high quality academic and social support services that will help students succeed at Coastal Carolina University</p> <p><b>Key measures:</b> 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&amp;T) process of instructors; annual reports reviewed and corrective actions taken to remedy items associated with student dissatisfaction</p>
<b>Alumni</b>	<p><b>Key requirements:</b> 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><b>Key distinction with alumni stakeholder:</b> University responsible for providing support services that will inform alumni and develop social and financial bonds between alumni and Coastal Carolina University</p> <p><b>Key measures:</b> 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,</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 alumni – alumni expectations of/satisfaction with alumni programs</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 items associated with alumni dissatisfaction</p>

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
<b>Alumni contd.</b>	endowments – tracked through database maintained by University Advancement		
<b>Business &amp; Industry</b>	<p><b>Key requirements:</b> 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</p> <p><b>Key distinction with business and industry stakeholder:</b> University responsible for providing programs that prepare students to succeed in business and industry employment and that improve area businesses and industries</p> <p><b>Key measures:</b> 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</p>	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
<b>Community</b>	<p><b>Key requirements:</b> Effective community and public education links; high quality adult non-credit programs</p> <p><b>Key distinction with community stakeholder:</b> University responsible for providing programs and resources that empower the community and enhance public education</p> <p><b>Key measures:</b> Participation in the University’s Mentor Program; participation in lifelong learning; participation in Celebration of Inquiry conferences</p>	Mentor Program survey, lifelong learning survey, and Celebration of Inquiry online evaluation form – expectations of/satisfaction with programs and conferences	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 2011 summer program for freshmen. The primary changes include expanded opportunities for new students to interact with each other during Day 1 by hosting a series of small group sessions, expanding the training of Orientation Leaders (OLs) from one week to two weeks, requiring the OLs to reside in the residence halls during the overnight stay for new freshmen, and incorporating an additional evening session on student responsibilities.

**Financial Aid:** Two surveys are administered annually. A counter survey is used to determine satisfaction with the services the Office of Financial Aid and Scholarships 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 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.

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**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](http://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.

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**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 (SCCHE) 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.

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**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](http://www.che.sc.gov/New_Web/Data&Pubs.htm). For faculty data, including salaries, the University participates in the Delaware Study of Institutional Costs and Effectiveness and the College and University Personnel Association (CUPA) Survey that provide 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.

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**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](http://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.

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**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.

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**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.

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**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 offer 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.

### **5.2 How do you achieve effective communication and knowledge/skills/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. Professional development training sessions are offered during the academic year on a regular basis. Sessions cover operational topics in the areas of accounting, human resources, grants, etc.

The Office of Human Resources also provides skill and knowledge-based learning opportunities for administrative support personnel at the University. The Administrative Support Network (ASN) program provides opportunities for administrative support staff to build skills and increase knowledge in the areas of computer technology, interpersonal communication and time management.

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

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

The Strategic Plan includes action plans that are developed by the Strategic Planning Committee and are based on the mission statements of academic and administrative departments. The performance management system is based on faculty and staff functions and duties that fulfill the mission of their particular department, 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 raises, promotion and tenure decisions.

Faculty members are evaluated by their department chairs or deans, 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, Employee Performance Management System (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 supervisors' 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.

**Administrators:** In spring 2011, the Office of Human Resources and Equal Opportunity implemented a performance feedback process for non-academic, university administrators. This system focuses on progress towards strategic objectives, cultivation of staff, budget management, communication within reporting lines as well as performance enhancement and training needs.

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

Succession planning 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, scholarly and creative activities, University and public service, professional development, advising, student evaluations, teaching schedules and faculty members' professional development plans. Staff assessment criteria include the satisfactory achievement of EPMS goals and objectives.

During fiscal year 2009/10, the Office of Human Resources and Equal Opportunity launched a comprehensive leadership program entitled "Leaders in Training" (LIT). The strategic intent of this 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 participants' 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.

**5.5 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.

The Office of Human Resources currently offers two programs that encompass professional development opportunities in the areas of leadership, organizational knowledge, ethical practices and core competency. *Leaders in Training (LIT)* serves as a foundational framework and learning system for emerging leaders within the university. The program encourages critical thinking through extensive training sessions on ethical decision-making, self-assessment through journaling and reflective decision-making. This program prepares our emerging leaders to be mindful of their ethical and professional commitments to their employees, to the university and to themselves.

A parallel program titled *Strategic Management and Resource Training (S.M.A.R.T.)* includes sessions more specific to the successful application of best practices as applicable to university policies and procedures. Supervisors and managers are educated to recognize they must continually strive to grow and cultivate employees and to serve as a catalyst for motivating employees to achieve optimal results.

Professional development education and training is offered to faculty and staff to assist them in the delivery of excellent customer service and in support of the academic mission of the university. Training and professional development opportunities are available using the following on-line programs:

- *Bringing Employee Specialty Training (B.E.S.T.):* An on-line training program designed for specialized on-line training and tutorials;
- *People Admin:* An on-line tutorial for the employee performance management system.

**5.6 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 future performance. The evaluation stage includes completion of the evaluation document.

Faculty and staff have many opportunities to enhance their professional development by attending 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 and providing information

and activities specific to enhance each faculty member's role as teacher.

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**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 a search team. An equal employment opportunity (EEO) representative works with hiring departments to educate and promote progress towards achieving affirmative action goals. The University has a regimented pre-hiring process which includes checking employment references, education verification and criminal background checks.

Staff and administrator offer letters are reviewed and approved by the President or the Executive Vice President. Faculty offer letters are reviewed and approved by the Provost. The University has a formal orientation/benefits on-boarding program for covered 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.

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**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 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 email when special events are scheduled. In January and August of each calendar year, the Faculty/Staff Training and Professional Development calendars are forwarded

to all employees of the university. In addition, announcements related to the Leaders-in-Training (LIT), Strategic Management and Resource Training (S.M.A.R.T.) and the Administrative Support Network (ASN) are made periodically throughout the year. The content of these programs is designed to promote retention and provide for organizational accountability using experiential and problem-solving techniques.

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**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). During FY 2011, the University developed a web-based position description system which is directly tied to the performance evaluation system. This ensures that staff members 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 participant surveys. 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.

Administrator effectiveness is gauged through the performance overview process annually. Refer to 5.2 Administrators for details.

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**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, 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.

During FY 2011, the Office of Human Resources and Equal Opportunity devised a customer service survey for internal constituents to complete. The focus of the survey is to assess the effectiveness of service delivery by the department. Beginning in FY 2012, information will be collected and compiled by the Office of Institutional Research, Assessment and Analysis, on a monthly basis. Areas identified for improvement will be promptly addressed.

Strategic goals for the University are established and assessed by the Strategic Management 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; and
- using the resulting information to document, explain and improve performance.

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

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**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.

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**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, security personnel and administrators 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. In addition, employees are provided opportunities throughout the year in on campus wellness classes such as The Aging Eye, Eating Healthier on a Budget and Dieting: The Yo-Yo Effect. Additional wellness opportunities are available through the Employee Insurance Program at various locations across the state. Topics include weight loss, smoking cessation, diabetes and women's health issues.

## 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
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>- Financial aid and scholarships</li> <li>- Work study</li> <li>- In-state tuition and fee controls</li> <li>- Course scheduling</li> <li>- Higher Education Centers/outreach</li> <li>- Distance learning offerings</li> <li>- Electronic technology services, including Student Computing Services (SCS)</li> </ul>	<ul style="list-style-type: none"> <li>- Increase access to postsecondary education for in-state, nontraditional, underprivileged, and historically underserved student groups</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment demographics</li> <li>- Degree completion by in-state, nontraditional, underprivileged, and historically underserved student groups</li> </ul>
<b>Curriculum Design</b>	<ul style="list-style-type: none"> <li>- Core curriculum development and implementation process</li> <li>- Joint Core Curriculum Committee and Academic Affairs reviews</li> <li>- Faculty Senate reviews</li> </ul>	<ul style="list-style-type: none"> <li>- State and federal standards compliance</li> <li>- SACS accrediting standards compliance</li> <li>- Achievement of identified student competencies and skills</li> <li>- Annual review of Core content to determine suitability to emerging needs</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration of student competencies and skills through academic performance</li> <li>- Student and faculty satisfaction</li> <li>- Increased student retention and graduation rates</li> <li>- Students prepared for post-baccalaureate education and/or post-graduate employment</li> </ul>
<b>Instructional Delivery &amp; Diversity</b>	<ul style="list-style-type: none"> <li>- Administrative support for continuing faculty training, including grant awards and access to campus-based and off-campus professional teaching venues</li> <li>- CETL Center programs related to teaching, learning, and technology applications</li> <li>- Distance learning offerings</li> <li>- Electronic technology services,</li> </ul>	<ul style="list-style-type: none"> <li>- Effective delivery of curricula content, including appropriateness of delivery style to topic</li> <li>- Collaborative efforts between faculty and administration to provide faculty training resources</li> <li>- Collaborative efforts between faculty and students to identify "best practices" in teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Student academic performance</li> <li>- Student and faculty satisfaction</li> <li>- Increased student retention and completion rates</li> <li>- Number of Faculty Teaching Grants awarded</li> <li>- Number of teaching resources offered through the CETL Center</li> </ul>

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
	including Student Computing Services		
<b>Student/Staff/Community Engagement</b>	<ul style="list-style-type: none"> <li>- Academic (placement, advising, and tutoring)</li> <li>- Targeted Populations (first-year, multicultural, disabled students)</li> <li>- Adaptive/Social (mentoring, engagement and outreach, Student Affairs and Activities)</li> <li>- Health and Safety (Public Safety, Health Services, Human Resources, Dining Services)</li> <li>- Professional Development (Career Services, Human Resources)</li> <li>- Physical Resources (Finance, Facilities, Procurement)</li> <li>- Information Management (ITS, Institutional Research, Assessment and Analysis, Kimbel Library)</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of effective placement, advising, and tutoring services</li> <li>- Provision of programs to serve the special needs and interests of identified student groups</li> <li>- Structured support mechanisms to meet social, psychological, and recreational needs of students</li> <li>- Structured support mechanisms to meet safety, health, and welfare needs of institutional and community constituents</li> <li>- Resources to serve the professional academic and occupational needs of students, faculty, staff, local/regional business, and community partners</li> <li>- Proper management, maintenance and procurement of institutional physical resources</li> <li>- Enhancement of university effectiveness and efficiency through information technology, networking, and data management</li> </ul>	<ul style="list-style-type: none"> <li>- Student academic performance</li> <li>- Competitive student retention and completion rates</li> <li>- Student success at pursuing advanced degrees and/or securing employment within their field of study</li> <li>- Student satisfaction with holistic campus life experience</li> <li>- Student, faculty, and staff participation in campus culture, outreach and community engagement programs</li> <li>- Number of well-advertised and attended university social, educational, and sports activities</li> <li>- Safe campus environment as reflected by Public Safety and Health Services logs</li> <li>- Faculty/staff retention</li> <li>- Dependable operation of campus computer network system</li> <li>- Adequate and regularly renewed repository of print, multimedia, and electronic resources for research</li> <li>- Consistent production of valid, relevant data to assess the performance of and constituent satisfaction with institutional programs and services for administrative decision-making</li> </ul>

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

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.

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

See question 6.1.

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**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

**Sample Key Support Processes, Requirements, and Performance Measures**

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
<b>Operations</b>	<ul style="list-style-type: none"> <li>- Facilities Management</li> <li>- Operational Services</li> <li>- Procurement/Supply</li> <li>- Computing/Technology</li> <li>- Financial Management and Services</li> </ul>	<ul style="list-style-type: none"> <li>- Federal and state standards compliance</li> <li>- Proper management and maintenance of institutional physical resources</li> <li>- Adherence to preventative, cost-effective practices</li> <li>- Adherence to the State Procurement Code</li> <li>- Accurate and timely audits of revenues, expenditures, and assets</li> </ul>	<ul style="list-style-type: none"> <li>- Well-maintained and aesthetically pleasing campus environment</li> <li>- Dependable operation of utilities systems</li> <li>- Economically competitive procurement processes</li> <li>- Dependable operation of campus computer and technology networks</li> <li>- Total Net Assets</li> <li>- External Audit Report</li> </ul>
<b>Constituent Services</b>	<ul style="list-style-type: none"> <li>- Academic Outreach</li> <li>- Student Academic Support Services</li> <li>- Student Affairs</li> <li>- Health Services</li> <li>- Human Resources and Equal Opportunity</li> <li>- Public Safety</li> <li>- Research and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Federal, state, and SACS standards compliance</li> <li>- Promotion of student-centered learning, directly or indirectly</li> <li>- Increased access to postsecondary education</li> <li>- Respect and support for diversity</li> <li>- Holistic approach to serving constituent needs</li> <li>- Promotion of community engagement and outreach</li> <li>- Cost-effective and efficient practices</li> <li>- Employment of appropriate technology</li> </ul>	<ul style="list-style-type: none"> <li>- Student academic performance</li> <li>- Competitive student retention and completion rates</li> <li>- Student postgraduate marketability/professional competitiveness</li> <li>- Constituent satisfaction</li> <li>- Constituent participation in campus culture, outreach, and community engagement programs</li> <li>- Safe, secure campus environment</li> <li>- Faculty/staff retention</li> <li>- Dependable operation of campus</li> </ul>

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
		- Ongoing review, assessment, and modification to meet emerging constituent needs	computer and technology networks - Consistent production of valid, relevant data to assess the performance of programs and services for decision-making
<b>Sustainability</b>	- Facilities Planning - Alumni Relations - Community Relations - Marketing Communications - University Advancement - University Relations	- Use of environmentally sound development and management practices campus-wide - Research and implementation of cost-effective development strategies - Solicitation of input from alumni to identify programming needs - Communication of mission and goals to community - Enhancement of the university profile - Promotion and support of capital campaigns - Engagement of community, business, and institutional partners - Encouragement of cost-sharing partnerships	- Serve as an eco-friendly role model for the community - Minimize costs of maintenance and development - Programming informed by responsiveness to changing student, professional, and institutional needs - Community participation in the University's goals and objectives - Consistent and sustained fiscal and in-kind support for institutional development - Offset costs of expanding quality programs and services without compromising quality

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 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 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 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, 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 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 with a 5.5% gain in graduates in 2009-2010 over the preceding year. Although the number of master’s degrees awarded decreased slightly in 2009 – 2010 by three (3), master’s degree attainment should consistently increase in subsequent years when the addition of new graduate degree programs realize greater growth in program completion. (Figure 7.1.1 and 7.1.2)

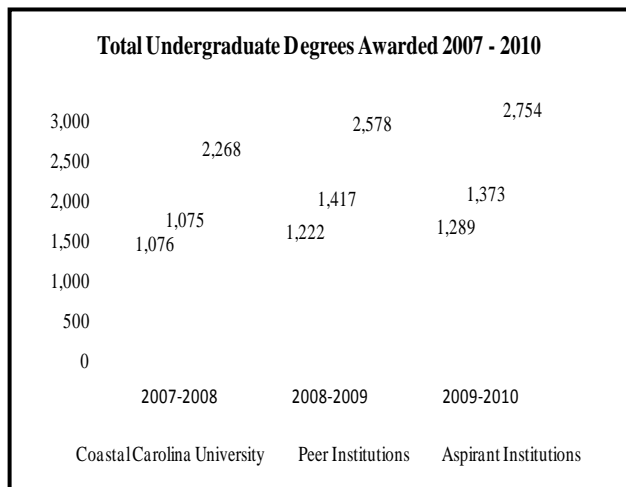


Figure 7.1.1

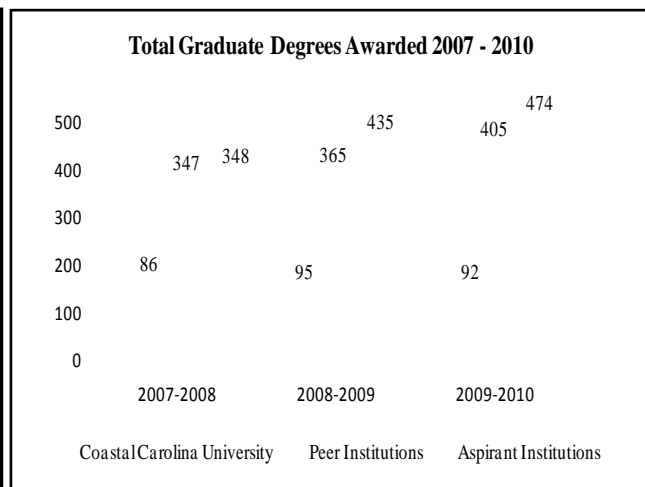


Figure 7.1.2

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 2002 through Fall 2009 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 382 participating universities (293 public, 89 private). In addition, comparisons are made to 101 “Moderately Selective” institutions (79 public, 22 private). CSRDE defines “Moderately Selective” as those institutions that admit students with ACT Composite scores between 21.0 and 22.4 or SAT Composite scores between 990 and 1044. Generally, Coastal Carolina University’s graduation and retention rates were below those of overall and moderately selective CSRDE norms. Coastal Carolina University’s 2004 six-year graduation rate experienced a decline of 3.5% over the 3 year period (Figure 7.1.3). This decrease coupled with an increase in the six-year graduation rate at moderately selective CSRDE and overall CSRDE institutions widened the graduation rate gap between Coastal Carolina University and CSRDE benchmarking institutions. This trend continues as the 2004 six-year graduation rate decreased 3.1% from the 2003 cohort.

**Coastal Carolina University Compared with CSRDE Institutions: Six-Year Graduation Rates  
Fall 2002 – Fall 2004 First-Time Freshman Cohorts**

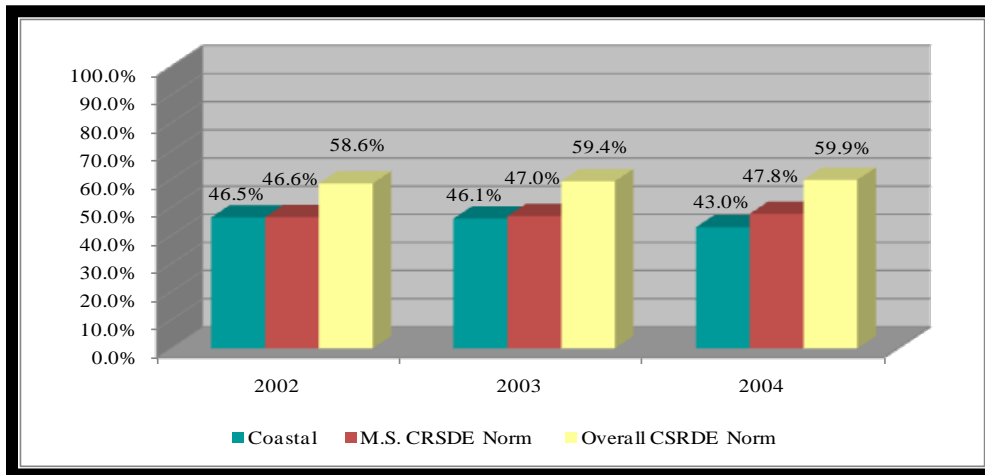


Figure 7.1.3 Source CSRDE June 2011

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. 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. Retention improved in 2009 by decreasing only 1.4%, but the gap between the University and CSRDE institutions continues to increase.

**Coastal Carolina University Compared with CSRDE Institutions: One-Year Student Retention Rates  
Fall 2007 – Fall 2009 First-Time Freshman Cohorts**

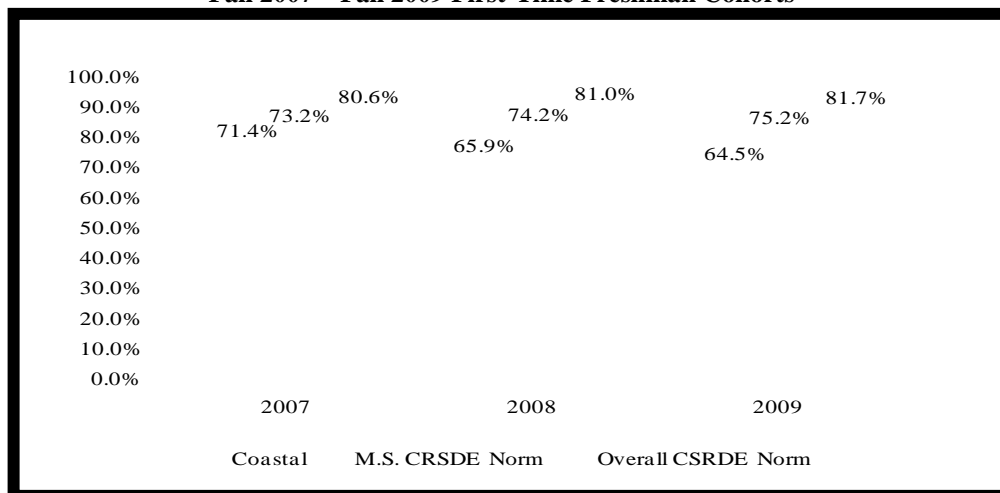


Figure 7.1.4 Source: CSRDE June 2011

**African American Retention and Graduation Rates**

Based on the Fall 2008 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).



<b>African American Retention Rates: Coastal Carolina University and CSRDE Norms</b>						
<b>Fall 2008 First-Time Freshman Cohort</b>						
	<b>One-Year</b>			<b>Two-Year</b>		
	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University
<b>African American</b>	74.7%	69.7%	75.6%	62.1%	54.8%	64.3%

Table 7.1.1 Source: CSRDE June 2011

Coastal Carolina University is among the most successful U.S. colleges in reducing racial gaps in graduation rates between African-American and white students. Figure 7.1.5 is based on the most recent CSRDE data released in June 2011. 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 2000-2004 cohorts.

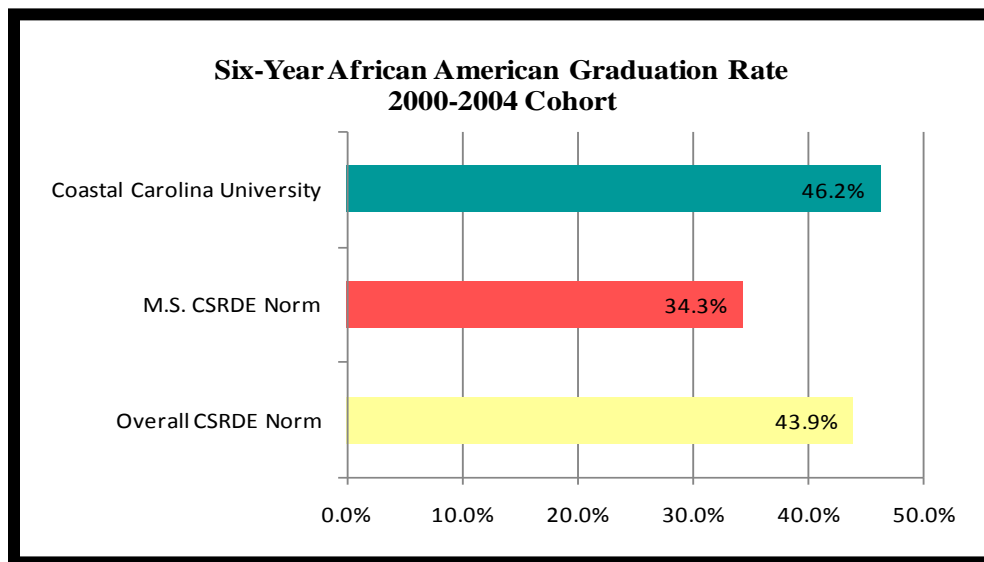


Figure 7.1.5 Source: CSRDE June 2011

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 appear 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 Spring 2008 to Spring 2011. This survey was developed to ascertain students' satisfaction level with a variety of academic and social activities as well as University services. From 2008 to 2011 student satisfaction in seven (7) comparative categories increased; ranging from a .5% to 14.0%. Two (2) categories demonstrate minimal and insignificant dissatisfaction while one (1) category, Financial aid awards, presents the greatest dissatisfaction (-6.6%) highlighting the challenging economic climate over this period.

**Sophomore Survey Spring 2008-2011**

	2008 Strongly Agree and Agree	2009 Strongly Agree and Agree	2010 Strongly Agree and Agree	2011 Strongly Agree and Agree	2008-2011 Change in Satisfaction by Percent
A. Opportunities to interact with other students in my major	81.5%	83.7%	82.8%	80.9%	-0.6%
B. Advising by my major department	67.5%	72.1%	72.8%	72.3%	4.8%
C. Opportunities to interact with faculty in my major	78.1%	76.3%	80.3%	80.3%	2.2%
D. Opportunities to interact with faculty outside of class	70.4%	73.2%	71.9%	75.6%	5.2%
E. Physical activity facilities	59.2%	69.9%	66.6%	60.5%	1.3%
F. Financial aid award	51.5%	61.3%	57.9%	44.9%	-6.6%
G. Financial aid customer service	59.8%	69.9%	71.0%	60.3%	0.5%
H. Registrar's office	83.4%	87.0%	88.8%	82.4%	-1.0%
I. Variety of on-campus activities	67.9%	74.5%	77.6%	80.1%	12.2%
J. Ability to register for courses and enroll in a needed course	53.0%	66.7%	69.3%	67.0%	14.0%

Table 7.2.1 Source: Sophomore Survey

Beginning Fall 2010, graduating seniors were asked to participate in a voluntary Graduating Senior Exit Survey to measure satisfaction with their Coastal Carolina University education. With a 55% response rate and 343 survey participants in Spring 2011, 97% of the graduating seniors rated their undergraduate experience as good to excellent, 90% indicated that they would recommend Coastal Carolina University to a friend or acquaintance and 80.1% strongly agreed or agreed they were well prepared for a professional career or graduate program.

While Coastal Carolina University’s alumni base continues to grow with a 30.4% increase in alumni solicitations from 2007 to 2010, the amount of support received from this stakeholder segment remains relatively constant. From 2007 to 2010, the number of alumni donors increased a modest .8%, likely due to the challenging economic climate over this period (Table 7.2.3).

**Alumni Donations 2007-2010**

Year	Alumni Solicited	Alumni Donors	% Giving
2007	14,102	1,216	8.62%
2008	14,970	1,022	6.83%
2009	13,783	1,468	10.65%
2010	18,389	1,226	6.67%

Table 7.2.3 Source: University Alumni Office

In 2010-2011, changes were made to the shuttle system and routes to lessen overcrowding and waiting times, especially for students living in the University Place complex and attending classes at the Coastal Science Center. A “Comment Box” was added to the student shuttle website for riders to report issues and make suggestions. Ridership for 2010-2011 on the University Student Shuttle System totaled 377,601, a 53.5% increase over the total for the 2009-2010.

**Campus Transportation Ridership 2008-2009 to 2010-2011**

Year	Ridership
2008-2009	193,699
2009-2010	202,016
2010-2011	377,601

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:

- Coastal Carolina University is included in "America's Best Colleges," compiled by Forbes and the Center for College Affordability and Productivity for the third consecutive year. The University has also been named one of "America's 100 Best College Buys" for the second consecutive year.
- The University continues to achieve increasing acclaim for its outreach to veteran students and the veteran community with the designation as a "Military-Friendly School for 2011" by *G.I. Jobs* magazine, and for the second consecutive year a "Top Military-Friendly Colleges and Universities Honoree" by *Military Advanced Education*.
- Two Coastal Carolina University faculty members were selected as Fulbright Scholars during the 2010-2011 academic year, joining more than 20 University faculty members with Fulbright Scholar distinctions.
- Coastal Carolina University is one of 12 North and South Carolina organizations working together to accelerate the development of offshore wind energy in the Southeast.
- Five Coastal Carolina University students from the E. Craig Wall Sr. College of Business Administration were selected to participate in the innovative program NASCAR Kinetics: Marketing in Motion to work through real-world business challenges facing the motorsports industry.
- Coastal Carolina University graphic design students dominated the 2011 ADDY Awards in the Student Division, hosted by the American Advertising Federation, Coastal Carolinas. Fourteen ADDYs were awarded to students from the University's Thomas W. and Robin W. Edwards College of Humanities and Fine Arts.
- The University was selected as one of 11 new sites for Elect Her – Campus Women Win, a national training program that encourages young women to run for student government positions and other elected positions after graduation.
- During the past year 3,682 Coastal Carolina University students volunteered for a total of 13,200 hours of service with more than 40 community non-profit organizations.
- The Coastal Carolina University student-organized Relay for Life crossed the finish line with some big numbers for a great cause. A total of 69 teams comprising 1,021 participants raised nearly \$125,000 for the American Cancer Society.
- Adkins Field House, which opened in Summer 2010, earned Leadership in Energy and Environmental Design (LEED) Gold certification from the U.S. Green Building Council. The building is Coastal Carolina University's first LEED-certified project.
- The first Women's Leadership Conference and Celebration of Women was held in March 2011 and featured 17 speakers including ABC News correspondent Sharon Alfonsi and honored nine women for their accomplishments. The event was presented by Women in Philanthropy in Leadership for Coastal Carolina University and generated scholarship funds for deserving students.

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 87.1% increase in total headcount from Fall 2000 to Fall 2010.

### Coastal Carolina University Enrollment History & Projections

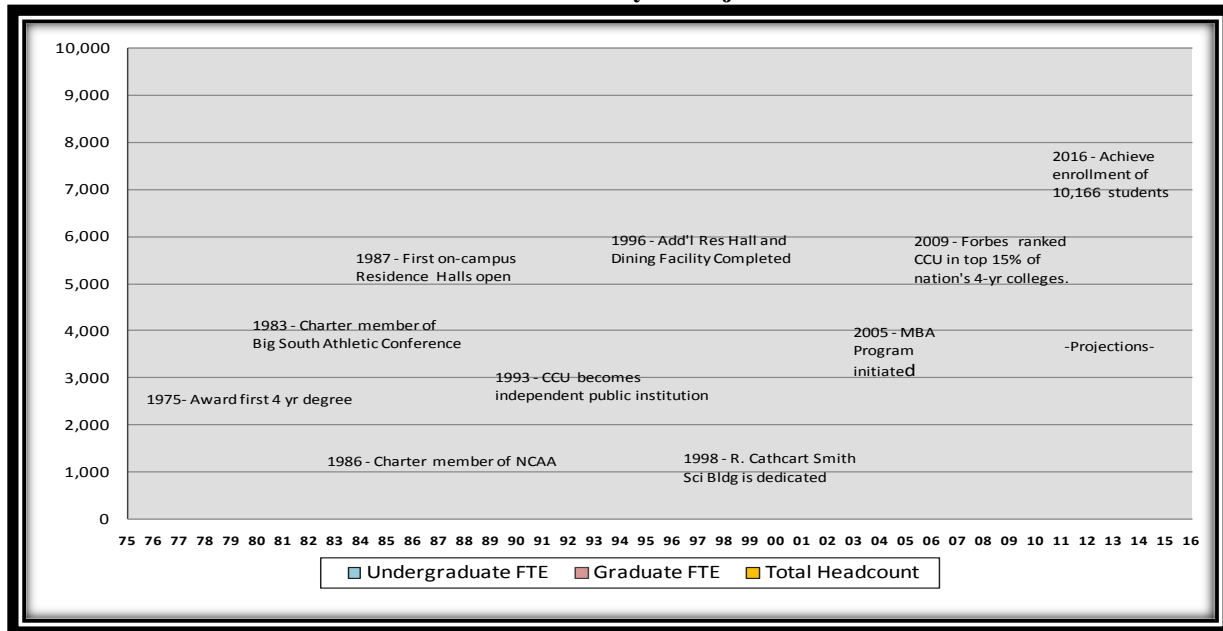


Figure 7.3.1

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 2001 through Fall 2010, the Comprehensive Teaching Institutions saw a net increase in in-state enrollment based on geographic origin of 3,500. Coastal Carolina University accounted for 1,920 students or 54.8% of the total net increase. Of those institutions with an enrollment increase, 40% 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

	S. C. Public Comprehensive Universities TOTAL # IN STATE STUDENTS by GEOGRAPHIC ORIGIN										Change 2001-2010
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
	<b>Fall Semesters</b>										
The Citadel	2,777	2,843	2,456	2,108	2,065	1,995	1,958	1,984	1,985	1,831	-946
<b>Coastal Carolina</b>	<b>2,743</b>	<b>3,599</b>	<b>4,106</b>	<b>4,241</b>	<b>4,605</b>	<b>4,799</b>	<b>4,409</b>	<b>4,404</b>	<b>4,363</b>	<b>4,663</b>	<b>1,920</b>
College of Charleston	7,538	7,588	7,498	7,498	7,229	7,057	7,177	7,333	7,608	7,359	-179
Francis Marion	3,290	3,273	3,381	3,500	3,818	3,862	3,662	3,814	3,769	3,837	547
Lander	2,556	2,798	2,804	2,782	2,564	2,554	2,267	2,422	2,625	2,833	277
SC State	3,546	3,548	3,580	3,586	3,704	3,664	4,089	4,139	3,806	3,560	14
USC-Aiken	2,798	2,922	2,885	2,936	2,893	3,037	2,905	2,884	2,917	2,889	91
USC- Beaufort	923	952	904	985	1,052	1,103	1,133	1,163	1,316	1,400	477
USC-Upstate	3,695	4,058	4,181	4,067	4,201	4,331	4,606	4,747	5,050	5,162	1,467
Winthrop	5,358	5,468	5,522	5,464	5,463	5,322	5,396	5,157	5,244	4,740	-618
<b>TOTALS</b>											
<b>Compr Univ</b>	<b>35,224</b>	<b>37,049</b>	<b>37,317</b>	<b>37,167</b>	<b>37,594</b>	<b>37,724</b>	<b>37,602</b>	<b>38,047</b>	<b>38,683</b>	<b>38,724</b>	<b>3,500</b>

Table 7.3.1

Source: SCCHE

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

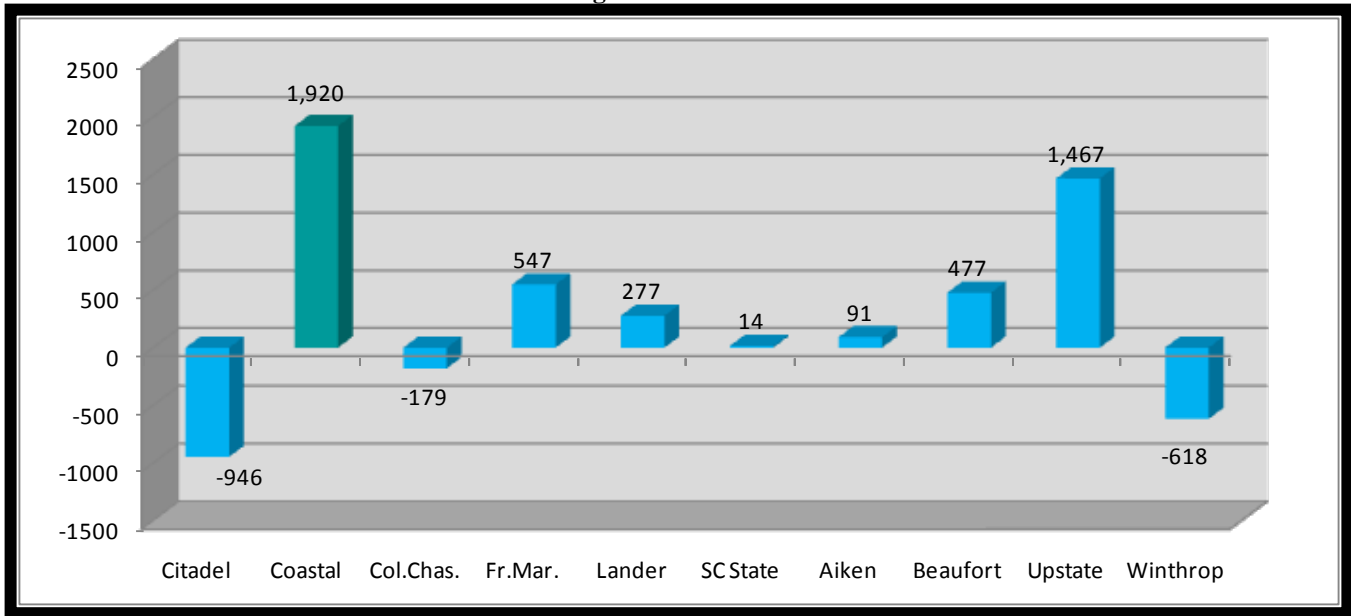


Figure 7.3.2

Source: SCCHE

**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**

	S.C. Comprehensive Universities Graduate FTE Enrollment										Change 2001-2010
	Fall Semesters										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
The Citadel	664	690	594	489	481	457	468	475	475	464	-200
Coastal Carolina	59	299	405	334	436	546	288	238	200	229	170
College of Charleston	548	549	593	614	526	529	542	583	561	591	43
Francis Marion	229	185	175	167	185	202	155	187	115	113	-116
Lander	66	102	92	57	23	20	22	34	18	33	-33
SC State	396	439	396	302	266	324	376	405	378	318	-78
USC-Aiken	43	48	42	48	61	51	43	51	29	36	-7
USC-Beaufort	0	0	0	0	0	0	0	0	0	0	0
USC-Upstate	23	26	29	28	24	12	17	20	33	21	-2
Winthrop	542	548	568	531	533	524	612	568	605	577	35
<b>TOTALS</b>											
<b>Compr Univ</b>	2,570	2,886	2,894	2,570	2,535	2,665	2,523	2,561	2,414	2,382	-188

Table 7.3.2

Source: SCCHE

From Fall 2001 through Fall 2010, despite the fact that S. C. Public Comprehensive Universities saw a net decrease of 188 in graduate FTE enrollment, four institutions in this sector had a total combined FTE enrollment increase of 248. Coastal Carolina University accounted for 170 of the FTE increase or 68.5% of the total combined increase in this sector. Approximately 77.9% of Coastal Carolina University’s Graduate FTEs are South Carolina residents (Figure 7.3.3).

**S.C. Public Comprehensive Universities Graduate FTE Change from 2001-2010**

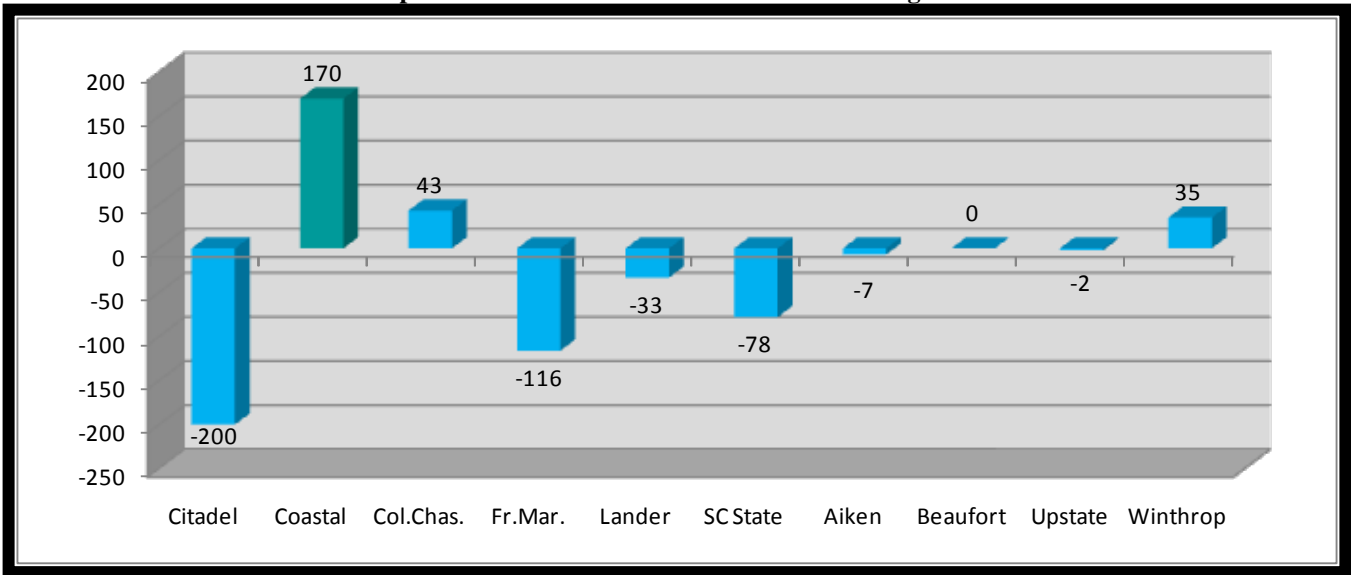


Figure 7.3.3

Source: SCCHE

**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 fourth lowest tuition increase at 3.95% 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**

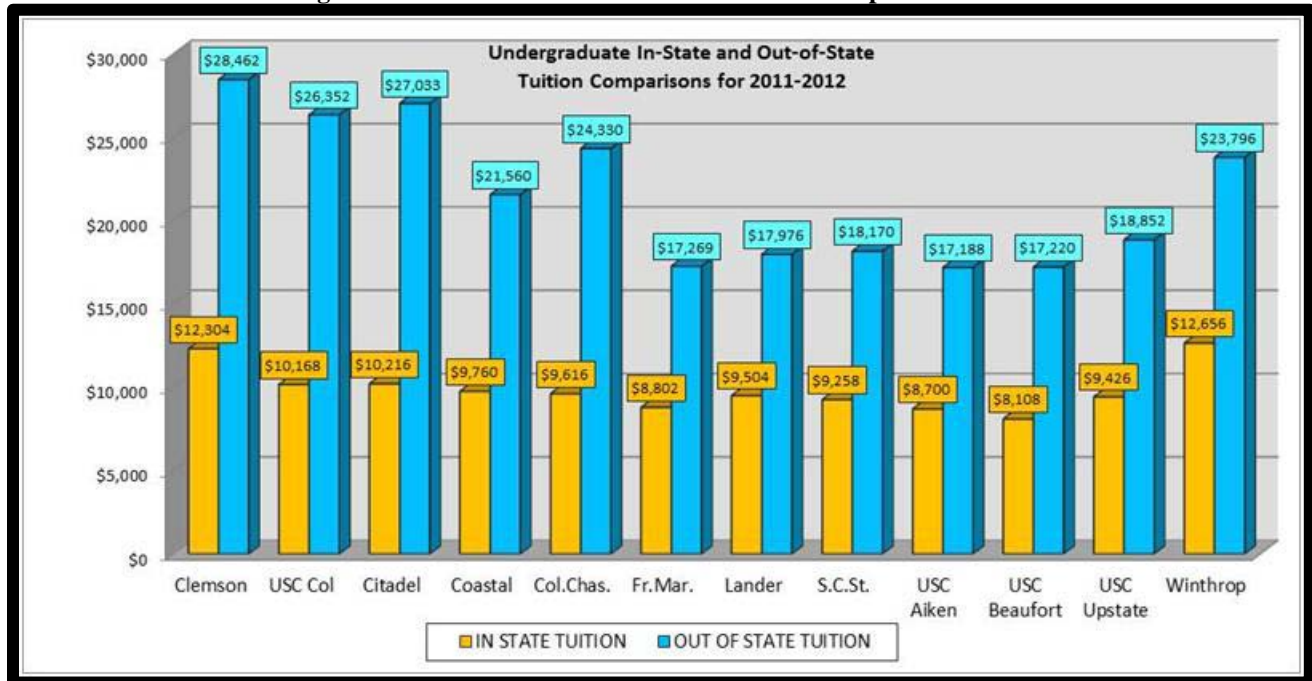


Figure 7.3.4

Source: University Budget Report



**IN-STATE UNDERGRADUATE TUITION TRENDS**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>Increase</b>	<b>1-yr %</b>
Clemson	\$9,870	\$10,378	\$11,078	\$11,854	\$12,304	\$450	3.8%
USC Col	\$8,346	\$8,838	\$9,156	\$9,786	\$10,168	\$382	3.9%
Citadel	\$7,735	\$8,403	\$8,735	\$9,871	\$10,216	\$345	3.5%
Coastal	\$7,600	\$8,650	\$8,950	\$9,390	\$9,760	\$370	3.9%
Col.Chas.	\$7,778	\$8,400	\$8,988	\$9,616	\$9,616	\$0	0.0%
Fr.Mar.	\$7,038	\$7,682	\$7,960	\$8,480	\$8,802	\$322	3.8%
Lander	\$7,728	\$8,380	\$8,760	\$9,144	\$9,504	\$360	3.9%
S.C.St.	\$7,318	\$7,806	\$8,462	\$8,898	\$9,258	\$360	4.1%
USC Aiken	\$7,006	\$7,532	\$7,900	\$8,374	\$8,700	\$326	3.9%
USC Beaufort	\$6,250	\$7,000	\$7,250	\$7,806	\$8,108	\$302	3.9%
USC Upstate	\$7,760	\$8,342	\$8,642	\$9,072	\$9,426	\$354	3.9%
Winthrop	\$10,210	\$11,140	\$11,606	\$12,176	\$12,656	\$480	3.9%
<b>Average Rate</b>	<b>\$7,887</b>	<b>\$8,546</b>	<b>\$8,957</b>	<b>\$9,539</b>	<b>\$9,877</b>	<b>\$338</b>	<b>3.5%</b>

note: FY 2011 rates are revised to reflect Spring Tuition

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.

**Total Educational Cost per FTE Compared to Funding Sources per FTE**

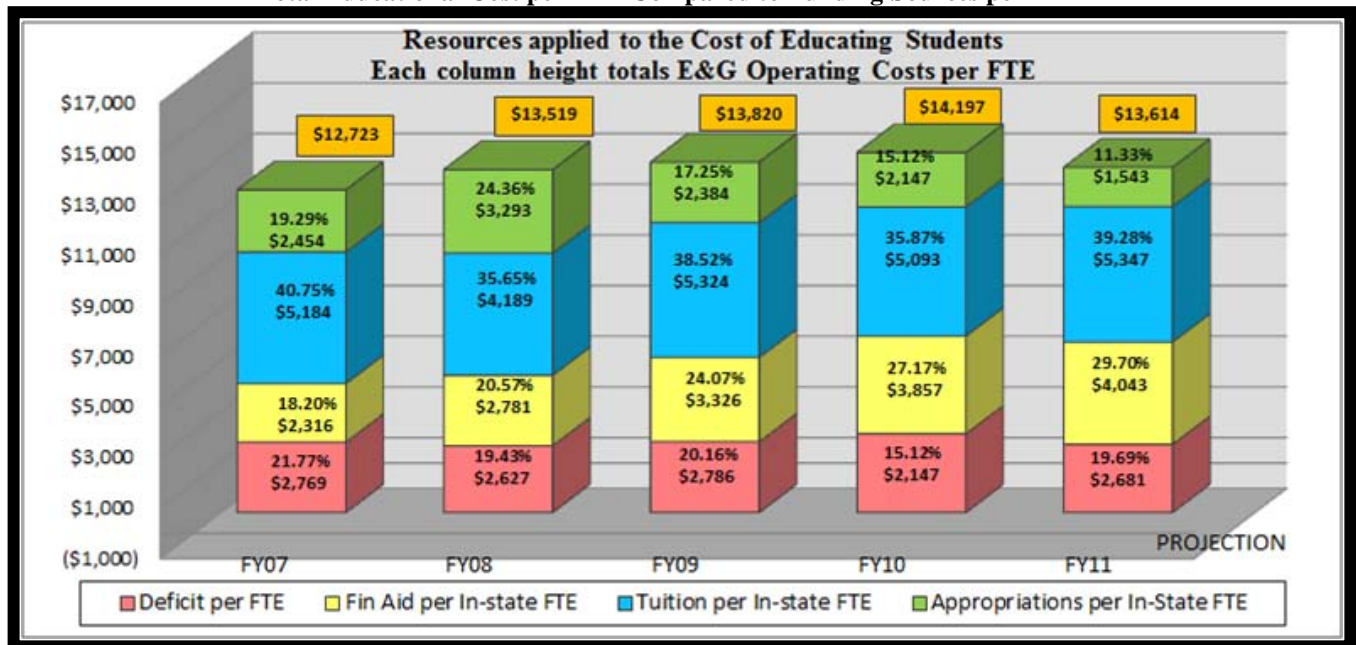


Figure 7.3.5

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 projected for FY2011 increased by 6.6% from FY2007 and decreased 4.2% from FY2010.

**Resources Available from Out-of-State Students**

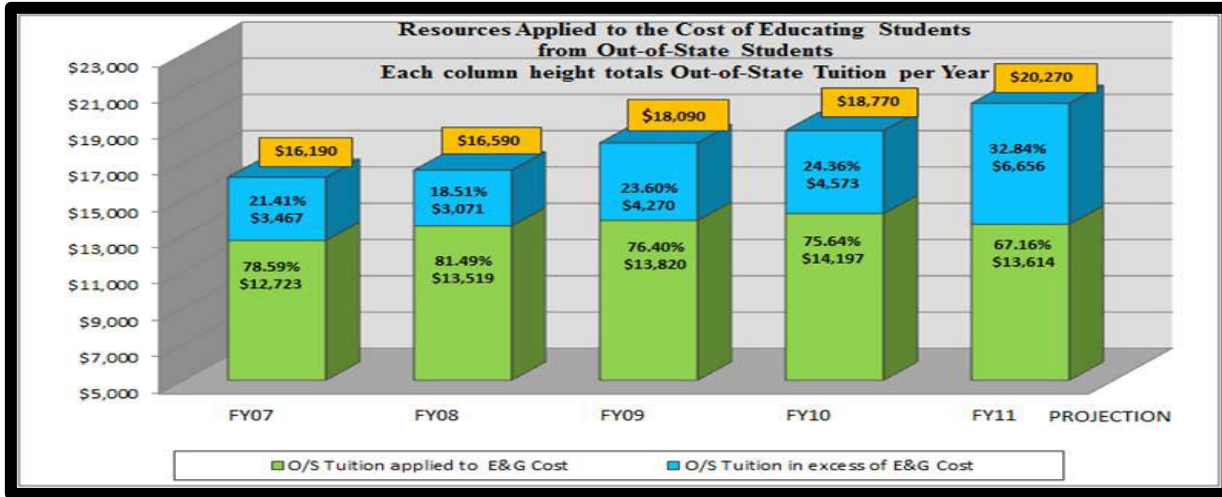


Figure 7.3.6 Source: University Budget Report

Out-of-state students pay 100% of the costs of their education, (\$13,614) plus an additional percentage of these costs (\$6,656) 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.

**Assignable Academic/Support Square Feet per FTE Fall 2010**

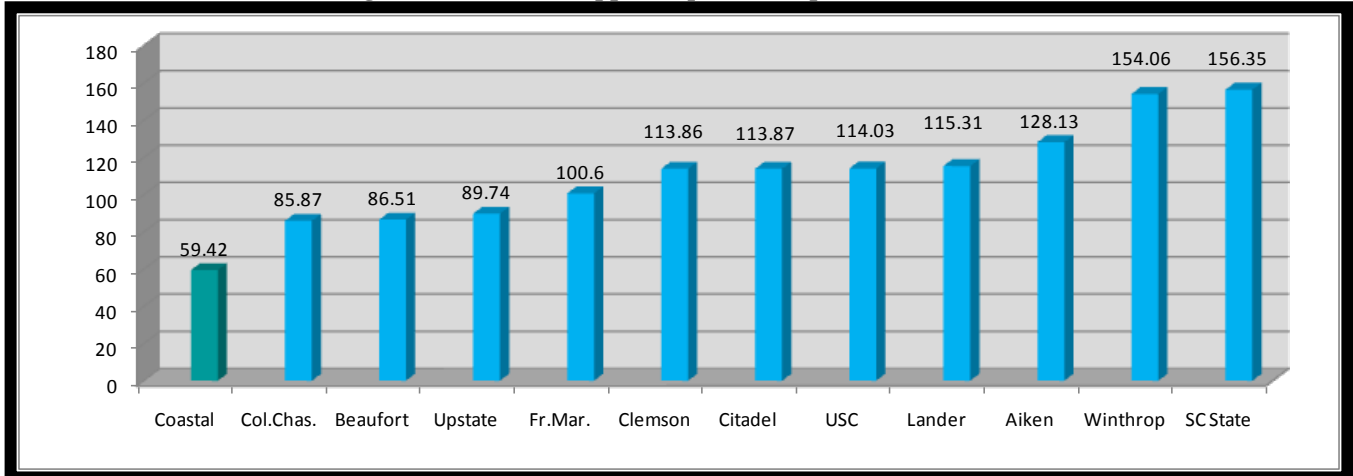


Figure 7.3.7 Source: University Budget Report

**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 2003-2010 Coastal Carolina University has continued to increase these opportunities at an average rate of 10% per year.

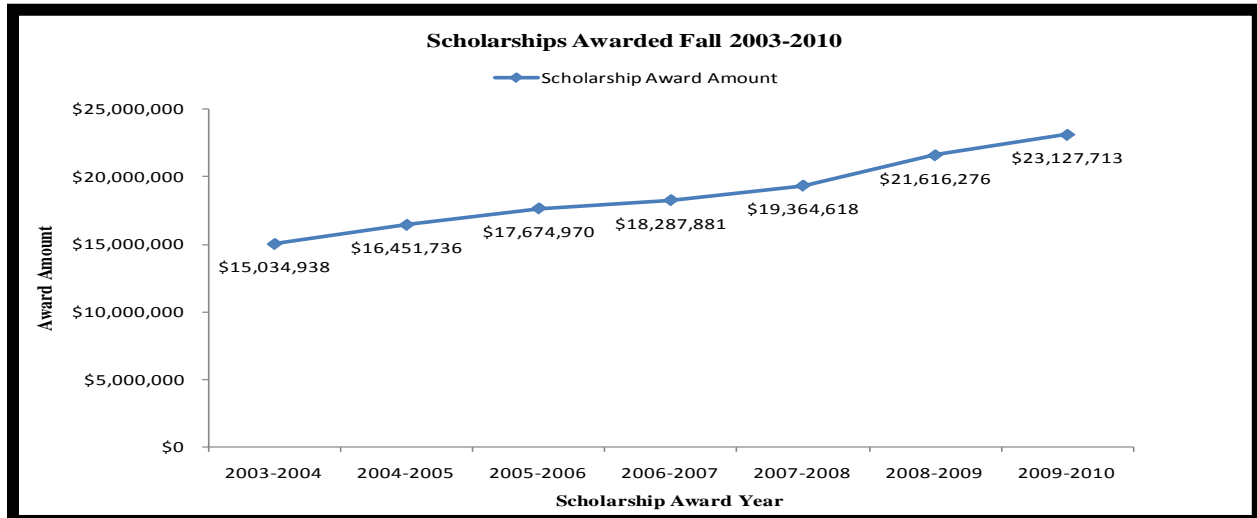


Figure 7.3.8 Source: Fact Book

**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.

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 2008-2011**

<i>Turnover Reason</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
Personal	17	14	21
Left for New Job	9	12	8
Moved Out of Job Area	14	23	25
Returned to School	3	1	3
Misconduct	1	4	3
Substandard Performance	3	10	11
Involuntary	3	9	8
<b>Total Turnover</b>	<b>50</b>	<b>73</b>	<b>79</b>
<b>Turnover as a percent of Workforce</b>	<b>6.49%</b>	<b>7.96%</b>	<b>7.43%</b>

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 slightly below the national averages. The ACT scores for freshmen were at the state average and slightly below the national average.

**New Freshmen SAT and ACT Scores 2006 - 2010**

	<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>		<b>Fall 2010</b>	
<b>SAT TOTAL SCORE</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
< 800	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
800-899	20	1.8%	39	3.3%	36	2.6%	146	11.9%	234	17.4%
900-999	378	34.3%	425	35.5%	547	40.2%	362	29.4%	413	30.7%
1000-1099	383	34.7%	390	32.6%	447	32.8%	392	31.8%	405	30.1%
1100-1199	223	20.2%	232	19.4%	229	16.8%	233	18.9%	200	14.9%
1200-1299	80	7.3%	99	8.3%	81	6.0%	77	6.3%	77	5.7%
> 1299	19	1.7%	12	1.0%	21	1.5%	21	1.7%	17	1.3%
<b>Average SAT Score</b>	<b>1047</b>		<b>1039</b>		<b>1030</b>		<b>1028</b>		<b>1008</b>	
<b>South Carolina Average</b>	<b>985</b>		<b>984</b>		<b>985</b>		<b>982</b>		<b>979</b>	
<b>National Average</b>	<b>1021</b>		<b>1017</b>		<b>1017</b>		<b>1016</b>		<b>1017</b>	
<b>ACT COMPOSITE SCORE</b>										
<18	9	2.5%	13	2.9%	14	2.3%	40	7.4%	91	14.0%
18	10	2.8%	16	3.6%	31	5.1%	82	15.2%	105	16.1%
19	50	14.0%	68	15.2%	71	11.6%	95	17.6%	115	17.7%
20	83	23.3%	112	25.1%	121	19.8%	98	18.1%	98	15.1%
21	64	18.0%	71	15.9%	98	16.0%	71	13.1%	81	12.4%
22	58	16.3%	61	13.7%	79	12.9%	52	9.6%	53	8.1%
>22	82	23.0%	105	23.5%	197	32.2%	103	19.0%	108	16.6%
<b>Average ACT Score</b>	<b>21</b>		<b>21</b>		<b>22</b>		<b>21</b>		<b>20</b>	
<b>South Carolina Average</b>	<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>	
<b>National Average</b>	<b>21</b>		<b>21</b>		<b>21</b>		<b>21</b>		<b>21</b>	

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 22.2 in Fall 2007 and decreased to 17 by Fall 2010. The University is continually striving to lower the ratio which is indicative of more personal student contact with teaching faculty.

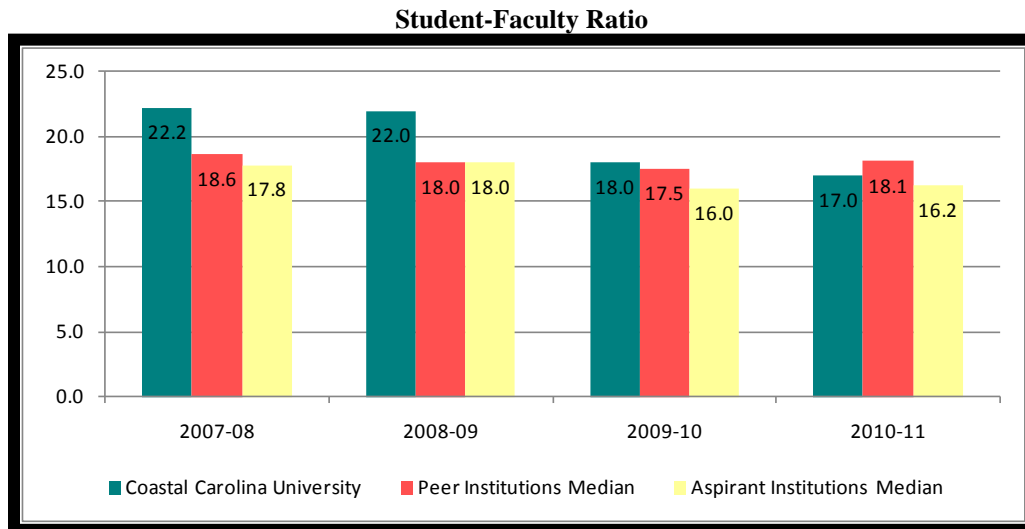


Figure 7.5.1

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](http://www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf)

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

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

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

The accreditation of the University and its programs have been fully affirmed or reaffirmed by the proper accrediting agency.

Program	Degree	Organization	Notification of Accreditation Decision
<b>CCU Regional Accreditation</b>		<b>SACSCOC</b> - (Southern Association of Colleges and Schools Commission on Colleges)	2012
<b>Business</b>			
<b>College of Business</b>	B.S.; B.A., M.B.A., & M.Acc.	<b>AACSB</b> - International (The Association to Advance Collegiate Schools of Business)	2013
<b>PGM Program</b>	B.S.	<b>PGA</b> - (Professional Golfers Association)	2013



<b>Program</b>	<b>Degree</b>	<b>Organization</b>	<b>Notification of Accreditation Decision</b>
<i>Education</i>			
<b>Education Majors</b>	B.A.Ed.; M.Ed. MA.T.	<b>NCATE</b> - (National Council for Accreditation for Teacher Education)	2012
<b>Early Childhood Undergraduate</b>	B.A.Ed.	<b>NAEYC</b> - (National Association for the Education of Young Children)	2016
<b>Educational Leadership</b>	M.Ed.	<b>ELCC</b> - (Educational Leadership Constituent Council)	2012
<b>Elementary Education</b>	B.A.Ed.	<b>ACEI</b> - (Association for Childhood Education)	2016
<b>Middle School Education</b>	B.A.Ed.	<b>NMSA</b> - (National Middle School Association) submitted to SCDOE for review)	2012
<b>Physical Education</b>	B.S.	<b>NASPE</b> - (National Association for Sport and Physical Education)	2016
<b>Secondary English</b>	M.A.T.	<b>NCTE</b> - (National Council of Teachers of English)	2016
<b>Secondary Math</b>	M.A.T.	<b>NCTM</b> - (National Council of Teachers of Mathematics)	2012
<b>Secondary Science</b>	M.A.T.	<b>NSTA</b> - (National Science Teachers Association)	2016
<b>Secondary Social Studies</b>	M.A.T.	<b>NCSS</b> - (National Council of Social Studies)	2012
<b>Special Education</b>	B.A.Ed.	<b>CEC</b> -(Council for Exceptional Children)	2012
<i>Humanities</i>			
<b>Music</b>	B.A.	<b>NASM</b> - (National Association of Schools of Music)	2016
<b>Theatre</b>	B.A. Theatre & B.F.A. Musical Theatre	<b>NAST</b> -(National Association of Schools of Theatre)	2016
<b>Visual Arts</b>	B.A. Art Studio & Graphic Design	<b>NASAD</b> - (National Association of Schools of Art and Design)	2014
<i>Science</i>			
<b>Computer Science</b>	B.S.	<b>ABET</b> - (Accreditation Board for Engineering and Technology)	2014
<b>Health Promotion (Joint Accreditation)</b>	B.S.	<b>SABPAC</b> - (conjoint committee of the Society for Public Health Education (SOPHE) and American Association for Health Education (AAHE))	2011

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, 2010. The financial statements for 2011 will be available by the end of September 2011.

***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](http://www.collegeportraits.org/SC/Coastal%20Carolina%20University)

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