

COASTAL CAROLINA UNIVERSITY
ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2011-2012



September 2012

David A. DeCenzo, President

Accountability Report Transmittal Form

Agency Name: Coastal Carolina University

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Glossary of Terms and Abbreviations

AACSB	Association for the Advancement of Collegiate Schools of Business	IRAA	Institutional Research, Assessment and Analysis
AASCU	American Association of State Colleges and Universities	LIT	Leaders in Training
ABET	Accreditation Board of Engineering and Technology	NASAD	National Association of Schools of Art and Design
CAFR	Comprehensive Annual Financial Report	NASM	National Association of Schools of Music
CDS	Common Data Set	NAST	National Association of Schools of Theatre
CeTEAL	Center for Teaching Excellence to Advance Learning	NCAA	National Collegiate Athletic Association
CHEMIS	Commission on Higher Education Management Information System	NCATE	National Council for Accreditation of Teacher Education
CIRP	Cooperative Institutional Research Program	NESA	North Eastern Strategic Alliance
CSRDE	Consortium for Student Retention Data Exchange	NSSE	National Survey of Student Engagement
CUPA	College and University Personnel Association	SABPAC	SOPHE/AAHE Baccalaureate Program Approval Committee
E&G	Educational and General	SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
EBI	Educational Benchmarking, Inc.	SCBCB	South Carolina Budget & Control Board
EMT	Emergency Management Team	SCCHE	South Carolina Commission on Higher Education
EPMS	Employee Performance Management System	SMC	Strategic Management Committee
ETS	Educational Testing Service	SREB	Southern Regional Education Board
FTE	Full-time Equivalent	SWOT	Strengths, Weaknesses, Opportunities and Threats
HREO	Office of Human Resources and Equal Opportunity	VSA	Voluntary System of Accountability
IACUC	Institutional Animal Care and Use Committee		
ITS	Information Technology Services		
IPEDS	Integrated Postsecondary Education Data System		

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 and a Ph.D. program in Marine Science. 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 assessment and 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

Update adopted by the Coastal Carolina University Board of Trustees on October 21, 2011

Update adopted by the Coastal Carolina University Board of Trustees on June 7, 2012

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. The strategic plan will be updated during the 2012-2013 academic year.

Governance

- Coastal Carolina University completed the Southern Association of Colleges and Schools (SACS) accreditation process with no reported negative findings.
- The South Carolina General Assembly and Governor approved new legislation which allows Coastal Carolina University to establish its first-ever doctoral program in Marine Science.

Academic Programs

- Coastal offers baccalaureate degrees in 56 major fields of study, including degrees and specialized degree concentrations. During 2011-2012 approval was received for four concentrations in Communications and five in Management. In addition, a new major, Intelligence & National Security Studies, was approved.
- During the 2011-2012 academic year, more than 1,100 students were offered internships at over 500 employers. The CCU Internship Program was developed and a Director of Internships and Service Learning appointed.
- The University's Quality Enhancement Plan, *Experienced@Coastal*, was developed. This initiative is an effort to bring experiential learning to the center of Coastal's educational culture through undergraduate research, internships, international experiences, and community engagement.
- The Investments Laboratory in E. Craig Wall Sr. College of Business Administration opened. The state-of-the-art lab is equipped with a 15-foot ticker display, two large screen televisions, 22 student terminals, and world-class investment management software.

Student and Campus Life

- Campus growth continued at an unprecedented rate with the addition of the following buildings:
 - HTC Student Recreation and Convocation Center
 - Bryan Information Commons
 - Swain Hall Science Annex
 - Academic Classroom/Office Building

- Over the past year Coastal received the following distinctions:
 - Forbes: America's Top Colleges
 - U.S. News & World Report: Best Colleges
 - S.C. College of Distinction
 - G.I. Jobs Magazine: Military-Friendly School
- Coastal Carolina University was named to the 2012 President's Higher Education Community Service Honor Roll, an annual recognition program that celebrates exemplary commitment to service and volunteering from institutions of higher education. In 2011-2012, 350 students were engaged in academic service learning, 2,811 were engaged in some type of community service, and 23,309 total hours were volunteered by Coastal students.
- A total of 70 teams comprising over 1,000 participants surpassed the American Cancer Society's fundraising goal of \$80,000 with a total of \$111,000 raised. As a result, Coastal was ranked second in the nation for the most money raised per capita through Relay for Life.
- The six-year graduation rate for African-American students has increased by 10.2% for the cohort groups 2001 – 2005.

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.
- The University continued collaboration with HGTC in the operation of the newly renamed General James Hackler Golf Course at Coastal Carolina University. The course is operated by Coastal students in the PGA Professional Golf Management program and maintained through HGTC's turf management program.
- Since the 50-acre main campus of HGTC is contiguous to the main campus of Coastal, 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

- Coastal Carolina University offers a dual degree program with Clemson University. Students enrolled in this program earn a bachelor's degree in science from Coastal and a bachelor's degree in engineering from Clemson.
- Coastal Carolina University marked the graduation of the first student to complete its Sino-American 1+2+1 Double Degree Program, an academic partnership that the University has participated in since 2007. The program is jointly sponsored by the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE).

Public-Private Partnerships

Horry County and Georgetown County School Districts

- The University's Dalton and Linda Floyd Family Mentoring Program provides mentoring support to 4th-through 10th-grade students deemed at-risk for continuing through high school in the Horry and Georgetown county school districts. In 2011-2012, 427 students from 31 elementary, middle and high schools in Horry and Georgetown counties participated in the program.
- The Scholars Academy is a unique high school operated by the Horry County School District on the Coastal Carolina University campus. Top academic ninth and tenth grade students from the district are brought to the Coastal campus to take courses in special sections made available for them at their grade level. As early as their sophomore year students may take select college-level courses in the same sections as Coastal students.

Partnerships with Governmental and Private Entities

- Established in 2009, work continued on the Palmetto Wind Research Project. This project, a collaborative effort between Santee Cooper, Coastal Carolina University and the South Carolina Energy Office involves the study of generating wind energy off the coast.
- The University has been a voluntary partner with the Veterans Administration through the Yellow Ribbon Program since 2009. From 2009 – 2012 the University assisted 30 veteran students with matching funds totaling \$22,500.

Sustainability Efforts

- Campus Salvage, Coastal's annual yard sale raised \$2,173, the highest amount in the event's five year history.
- Started in 2011, the Coastal Student Green Fund provides students with an opportunity to receive funding for sustainability projects and activities on campus to improve Coastal's environmental performance and reduce campus emissions.
- Ninety recycling containers supplied by CleanRiver were installed across campus. These two or three stream systems collect bottles, cans, cardboard, and paper in one section, trash in another section and techno trash, such as batteries and ink cartridges, in another



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).

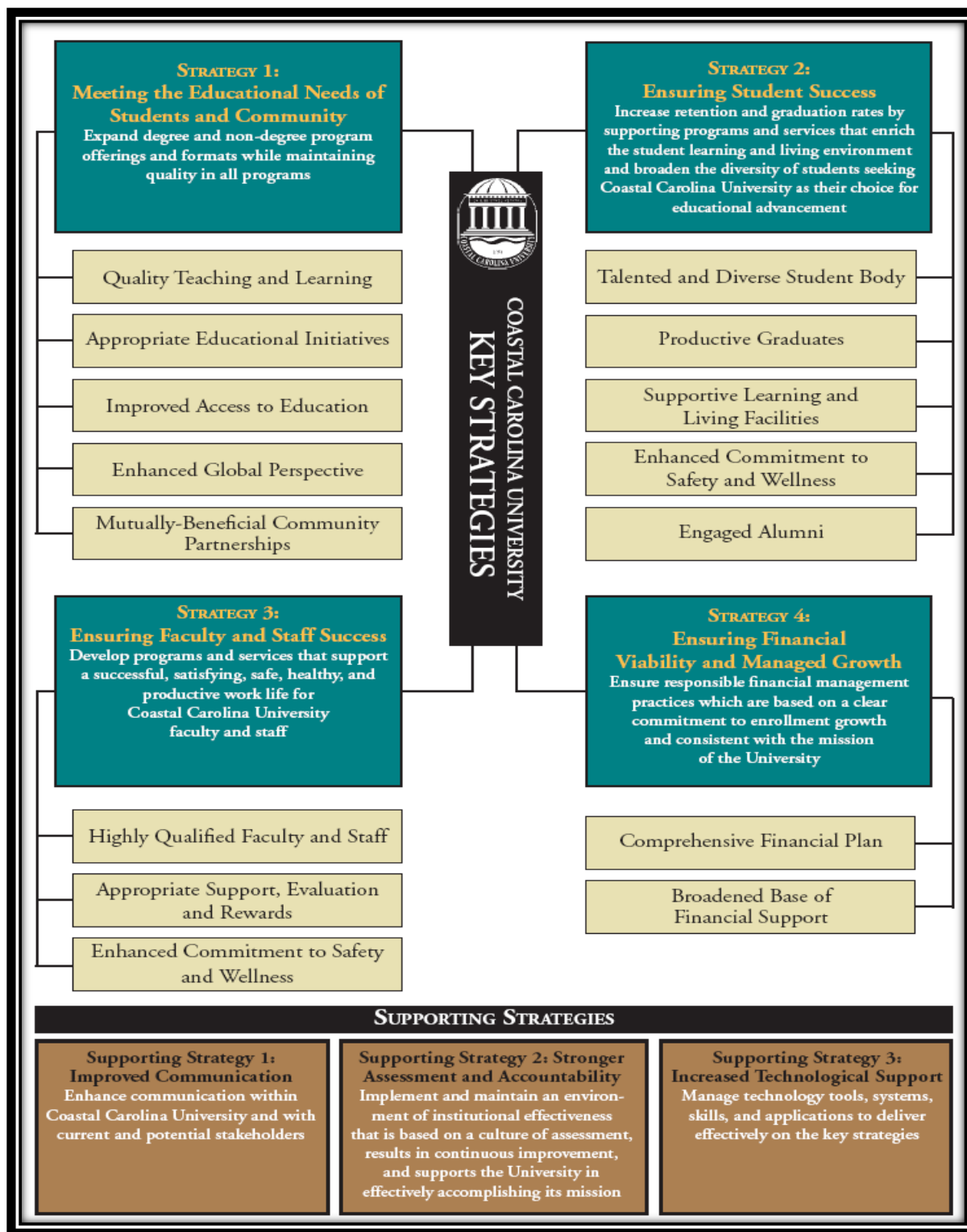


Figure 1

Source: University Strategic Planning Document*

- The Strategic Plan will be updated and revised in the AY 2012-2013.

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 5.38% of its total budget for FY2012 – which is the lowest percentage in the state – forcing the University to become increasingly reliant on tuition. As the percentage of resources from state funding has fallen dramatically over the past few years, it has been necessary to increase tuition to continue to provide quality educational programs. For the past fiscal year, FY 2011, the University raised tuition for in-state students by 3.94%. The University made the decision not to increase in-state undergraduate tuition for the 2012-2013 academic year and, furthermore, to give all in-state resident students a \$50 per semester credit on their tuition bill for same period.
- South Carolina is below the national average on educational attainment of its citizens, with 83% of those 25 and older being high school graduates versus a national average of 87.5%. In addition, only 24% of South Carolinians and 21.8% of Horry County residents (21.8% of Georgetown County residents also) hold a bachelor's degree or higher, versus a national average of 30.4 percent.
- 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 limited residence facilities.
- Six-year undergraduate graduation rates at the University were reported by the Office of Institutional Research, Assessment and Analysis at 46%. The national average according to SREB was 56%.

Opportunities

- Changing employment trends and needs require different skill sets and an increasing number of professions are demanding at least a bachelor's degree to 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.
- The enrichment of the cultural and athletic opportunities for the region is critical as a social development tool. Through its cultural programs, the University serves as a unique creator, cultivator, protector, and disseminator of culture within the Waccamaw region. Through its National Collegiate Athletic Association (NCAA) Division I athletic programs, the University provides an outlet for both supporting local athletic talents and a social opportunity for engagement in the community.

Using the Accountability Report to Improve Organizational Performance

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

Section II – Organizational Profile

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

The primary methods by which the University's educational programs are delivered include classroom instruction, distance learning, internships, cooperatives, independent studies, and student/faculty research. Coastal Carolina University's main educational programs, offerings, and services are the following:

Baccalaureate Programs	
Business Administration	Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
Education	Early Childhood Education; Elementary Education; Middle Level Education; Physical Education; Special Education-Learning Disabilities;
Humanities and Fine Arts	Art Studio; Communication; Dramatic Arts; English; Graphic Design; History; Intelligence and National Security Studies, Music; Musical Theatre; Philosophy; Political Science; Spanish; Theatre Arts
Science	Biochemistry; Biology; Chemistry; Computer Science; Exercise and Sport Science; Health Administration; Health Promotion; Information Systems; Marine Science; Mathematics (Applied); Nursing; Physics (Applied); Psychology; Recreation and Sport Management; Sociology
Special Programs	Honors Program; Humanities and Fine Arts Fellows Program; Jackson Fellows Program; LIFE™ Program, Wall Fellows Program
University College	Interdisciplinary Studies
Certificate Program	Gerontology Certificate
Baccalaureate Cooperative Program	Engineering with Clemson University
Graduate Programs	
Coastal Carolina University	Master of Accountancy; Master of Arts in Teaching; Master of Arts in Writing; Master of Business Administration; Master of Education in Educational Leadership; Master of Education in Learning and Teaching; Master of Science in Coastal Marine and Wetland Studies
Certificate Program	Fraud Examination/Applied Computing and Information Systems
Cooperative Graduate Degree Programs	Ph.D. in Educational Leadership, K-12 School Administration with Clemson University
Services and Offerings	
	Accessibility and Disability Services; Campus Recreation; Career Services Center; Counseling Services; First-Year Advising Center; International Programs & Services; Learning Assistance Centers; Multicultural Student Services; Student Activities & Leadership; Student Health Services

Table 1

Key student segments, stakeholder groups, and market segments; key requirements/expectations

- Students: In Fall 2011 key undergraduate student segments included:
 - Residence: 52% in-state, 47% out-of-state, 1% international
 - Gender: 53% female, 47% male
 - Enrollment: 92% full-time, 8% part-time
 - Ethnic Groups: 72% White/non-Hispanic, 19% Black/African American

Expectations include that the University will develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.

- Students: Coastal students receive copies of the Honor Pledge, learn what it means and commit to uphold the highest standards of honesty, integrity, and personal responsibility.
- Alumni: Coastal alumni live in nearly every state of the nation and in numerous foreign countries. Expectations include that the University will maintain its reputation and uphold the highest standards of integrity and accountability.
- Parents: Parents of Coastal students engage in a partnership with the University and share the same goal – student success. Parents expect that the University will uphold their end of the partnership.
- Board of Trustees: The Board of Trustees, as the governing body of Coastal Carolina University, expects that the University supports and upholds their decisions.
- The University comprises 72 main buildings on 630 acres including the Coastal Science Center and the Burroughs & Chapin Center for Marine and Wetland Studies located in the Atlantic Center on U.S. 501, and the General James Hackler Golf Course at Coastal Carolina University, a public 18-hole golf facility located adjacent to the campus. The University also offers 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 2011

<i>Category</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total</i>
Instructional Faculty	355	195	550
Executive/Administrative and Managerial	24	1	25
Other Professionals	313	41	354
Technical and Paraprofessionals	149	45	194
Clerical and Secretarial	57	33	90
Skilled Craft	42	1	43
Service/Maintenance	87	20	107
Total	1,027	336	1,363

Source: IPEDS

Table 2

- During the Fall 2011 semester the University employed 925 student workers and 79 graduate assistants.

Regulatory environment under which the University operates

- The regulatory environment includes the following:
 - The University is a public institution governed by a 16-member Board of Trustees representing the State's Congressional Districts.
 - 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 Bachelor of Science in Computer Science is accredited by the Computing and Accreditation Commission of the Accreditation Board for 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.
- The Bachelor of Science in Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC).

Governance system and organizational structure

The chief executive officer of Coastal Carolina University is the University President whose primary responsibility is to the University. South Carolina Code of Laws SECTION 59-136-100 indicates that Coastal is governed by a Board of Trustees. Coastal Carolina University Board of Trustees Bylaws, Article VIII, Section 3. General Powers and Duties of the President, states, (a) "The President is the chief executive officer of the University and Chairman of the faculty. While he is vested to act for the Trustees in administering the University, he is also responsible for achieving the stated purposes of the University and for its ongoing operations." Board of Trustees Bylaws, Article VIII, Section 2. Appointments and Terms, states, "The President is appointed by the Trustees to serve at the pleasure of the Board". The University Board of Trustees Bylaws, Article II, Duties of the Board, states that the "Board of Trustees shall:

1. define the mission, role and scope of the University,
2. establish the general policies of the University,
3. approve the budget for the next fiscal year, and
4. provide accountability to the public and the General Assembly"

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 South Carolina 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 SACSCOC accreditation every ten years. During the 2011-2012 academic year Coastal submitted the required Compliance Certification document, completed the Focused Report, developed a Quality Enhancement Plan (QEP), and hosted the on-site SACSCOC accreditation team.
- Program accreditation: The University's programs are accredited by AACSB-International, ABET, NCATE, NASAD, NASM, and NAST.
- University-wide Assessment Planner (TEAL Online): All academic departments, administrative units, and select committees participate in the University's assessment process. Departmental goals, objectives, plans for improvement, data and results are stored in TEAL Online.
- Institutional Effectiveness System: The University submits an annual Institutional Effectiveness Report to South Carolina Commission on Higher Education (SCCHE). Other institutional effectiveness measures include annual assessment plans and reports as well as an annual accountability report.
- Three evaluation systems are used at the University to address the processes of administrative evaluations. These are the Agency Head Performance Evaluation, Employee Performance Management System, Non-Classified Administrative and Professional Personnel Performance Overview.



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

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 63,859,349	\$ 7,458,788	\$ 70,265,065	\$ 6,861,594	\$ 70,933,565	\$ 7,114,430
Other Operating	\$ 35,146,200		\$ 39,277,200		\$ 54,997,866	
Special Items	\$ 32,280,510		\$ 32,920,541		\$ 36,240,000	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 17,561,148	\$ 1,757,169	\$ 19,262,177	\$ 1,730,005	\$ 19,045,767	\$ 1,891,725
Non-recurring					\$ 1,146,366	
Total	\$ 148,847,207	\$ 9,215,957	\$ 161,724,983	\$ 8,591,599	\$ 182,363,564	\$ 9,006,155

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills	\$ 87,247	\$ 112,919
Capital Reserve Funds		\$ 831,612
Bonds		

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 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, Arts and Humanities, and University College	State: 9,128,710.00 Federal: Other: 38,776,838.00 Total: 47,905,548.00 % of Total Budget: 32%	State: 8,478,680.00 Federal: Other: 42,732,953.00 Total: 51,211,633.00 % of Total Budget: 32%	Figure: 7.1.1, 7.3.1 Table: 7.1.2, 7.2.1, 7.3.1
I. Academic Support	Support the University's instructional programs including the library and academic computing	State: 0.00 Federal: 0.00 Other: 7,728,200.00 Total: 7,728,200.00 % of Total Budget: 5%	State: 0.00 Federal: 0.00 Other: 8,391,054.00 Total: 8,391,054.00 % of Total Budget: 5%	Figure: 7.3.4, 7.3.5
I. Student Services	Support services in the areas of admissions, registration, financial aid, career guidance, athletics, social and cultural development programs	State: 0.00 Federal: 0.00 Other: 22,855,183.00 Total: 22,855,183.00 % of Total Budget: 15%	State: 0.00 Federal: 0.00 Other: 25,821,271.00 Total: 25,821,271.00 % of Total Budget: 16%	Figure: 7.3.5, 7.3.6
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and communications.	State: 0.00 Federal: 0.00 Other: 11,270,943.00 Total: 11,270,943.00 % of Total Budget: 8%	State: 0.00 Federal: 0.00 Other: 13,166,447.00 Total: 13,166,447.00 % of Total Budget: 8%	Figure: 7.3.4 Table: 7.3.3
I. Operations & Maintenance	Operate and maintain the University's facilities and ground maintenance, housekeeping, security, and utilities.	State: 0.00 Federal: 0.00 Other: 15,506,498.00 Total: 15,506,498.00 % of Total Budget: 11%	State: 0.00 Federal: 0.00 Other: 16,848,157.00 Total: 16,848,157.00 % of Total Budget: 10%	Figure: 7.3.1 Table: 7.2.1
I. Scholarships	Provide educational opportunities for students by providing financial assistance.	State: 0.00 Federal: 15,349,925.00 Other: 16,930,585.00 Total: 32,280,510.00 % of Total Budget: 22%	State: 0.00 Federal: 14,898,533.00 Other: 18,022,008.00 Total: 32,920,541.00 % of Total Budget: 21%	Figure: 7.3.6 Table: 7.3.1
II. Auxiliary	Operate and maintain the University's residence life, food service, bookstore and golf course operations.	State: 0.00 Federal: 0.00 Other: 4,914,684.00 Total: 4,914,684.00 % of Total Budget: 3%	State: 0.00 Federal: 0.00 Other: 4,780,156.00 Total: 4,780,156.00 % of Total Budget: 3%	Figure: 7.3.1 Table: 7.2.1

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

Remainder of Expenditures:	State: 87,247.00 Federal: 2,020,669.00 Other: 4,277,725.00 Total: 6,385,641.00 % of Total Budget: 4%	State: 112,919.00 Federal: 2,013,782.00 Other: 6,459,023.00 Total: 8,585,724.00 % of Total Budget: 5%
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Strategic Planning

Program Number and Title	Coastal Carolina University Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
	Goal 1.1 - Quality Teaching and Learning: Promote a student-centered campus environment that strengthens opportunities for exceptional teaching and learning in undergraduate and graduate programs	Objective 1.1.6. Increase full-time faculty as a percentage of overall faculty	Figure: 7.5.1
	Goal 2.1 - Talented and diverse student body: Implement a comprehensive enrollment strategy to recruit and retain an academically talented and diverse student body	Objective 2.1.1. Attract and retain a more selective and diverse student body Objective 2.1.2. Increase student retention programs and services	Figure: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5 Table: 7.1.1, 7.2.1, 7.5.1
	Goal 4.1 - Comprehensive Financial Plan: Develop, implement, and communicate a comprehensive financial plan that includes projections of tuition, state support, grant support, and philanthropy	Objective 4.1.1 Develop, implement, and communicate a 5-year rolling plan for growth management, fund reallocation, and cost savings – aligning budget, facilities, faculty, staff, students, athletics and other programs	Figure: 7.3.1, 7.3.5, 7.3.6 Table: 7.3.3
	Goal S2.1 - Culture of Assessment: Create 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	Objective S2.1.1. Annually evaluate the current state of the University as it relates to assessment, institutional effectiveness, and continuous improvement processes	Table: 7.6

*Key cross-references are a link to the Category 7 – Organizational Performance Results. These references provide a chart number that is included in the 7th section of this document

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Coastal Carolina University's mission and values statements have been developed through a collaborative process that seeks and encourages input from all constituencies. The University's leadership fosters these values through the annual strategic planning, assessment, and budgeting process. The University's values are also addressed in the Strategic Plan, a document accepted in 2008 by the Board of Trustees that will guide the institution through 2013. The strategic plan will be updated during the 2012-2013 academic year. Annual institutional effectiveness reports, required by the South Carolina Commission on Higher Education, affirm the University's values; as does the assessment activities 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 (SCBCB). Accreditation criteria of SACSCOC, AACSB-International, ABET, NASAD, NASM, NAST, and NCATE, require continual assessment and dissemination of the University's and individual college's values. The University's values are relayed through student recruitment efforts, various links on Coastal's website, and 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, biennial 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 periodically 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.

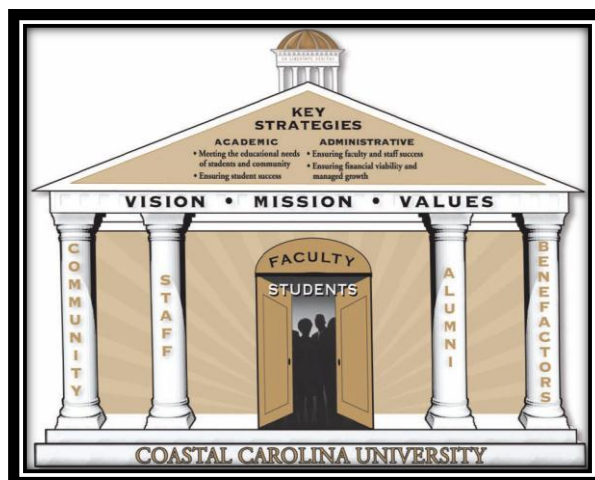


Figure 1.2

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 are audited annually by an outside Certified Public Accounting firm and the University is committed to transparency and accountability regarding its expenditures. Expenditure information is available on the Finance and Administration homepage at: www.coastal.edu/administration/finance/transparency.html

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.

- A faculty mentoring program 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.
- CeTEAL (Center for Teaching Excellence to Advance Learning) is the faculty technology development center. CeTEAL staff provide faculty and staff with excellent training and support in current and emerging instructional technologies and productivity software.
- 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 Research Services.
- 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 conference that invites participation by students, faculty, staff, and community members in intellectual discussions and forums.
- Faculty members can apply for scholarly reassignment (sabbatical) on a bi-annual basis.

- Academic departments and administrative units regularly invite the campus community to attend lectures, concerts, performances, and other scheduled programs sponsored by the University.

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

Succession planning and development of future organizational leaders is promoted through senior leader participation in the annual EPMS process for 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.

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.
- The President and Provost provide standing reports at each meeting of the Faculty Senate.
- 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 Staff Advisory Committee represents the staff community to provide a voice in the decision-making matters that concern staff.
- The president holds several Town Hall forums 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
- Faculty are recognized through the promotion and tenure process.
- 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.

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 University's governing body, the Coastal Carolina University 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 and Equal Opportunity

(HREO). Senior leaders use the annual assessments to help them develop goals and action plans for the upcoming year. A key component of the annual self-evaluation of each administrator is an analysis of the feedback from various campus constituencies.

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

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

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.
- 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

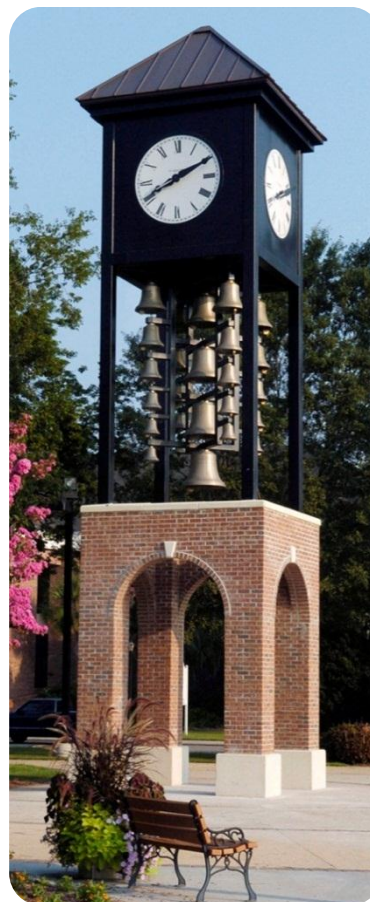
programs; space issues; and resource priorities.

- 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 the HTC Center, a student recreation and convocation center funded through a student bond was completed. This building provides 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's 2005 cohort rate of 46%, 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 56 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 (NESA). This alliance is charged with fostering public and private partnership across the ten-county Waccamaw-Pee Dee region. The aim is to generate a regional identity that addresses the current economy and future growth of the region. Through its preparation for accreditation by various organizations, the University identifies community needs and opportunities. One example is the Wall College of Business Administration identifying the need for the resort tourism management major, the professional golf management specialization, and the Master of Business Administration degree through university-business collaboration. Another example is the College of Education's creation of the M.Ed. Educational Leadership program in collaboration with area school districts.



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 (SMC) was formalized. The executive vice president and chief operating officer serves as the committee chair and 31 various stakeholders from the campus community serve as its members. The 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.

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 (1) looks at the items to be measured and evaluated for the year, (2) defines the measures, (3) performs the evaluation, (4) compares the measured results, and (5) discusses any recommendations, changes, or amendments to the plan. The focus committee evaluates 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)

Coastal Carolina University Strategic Planning SWOT Analysis

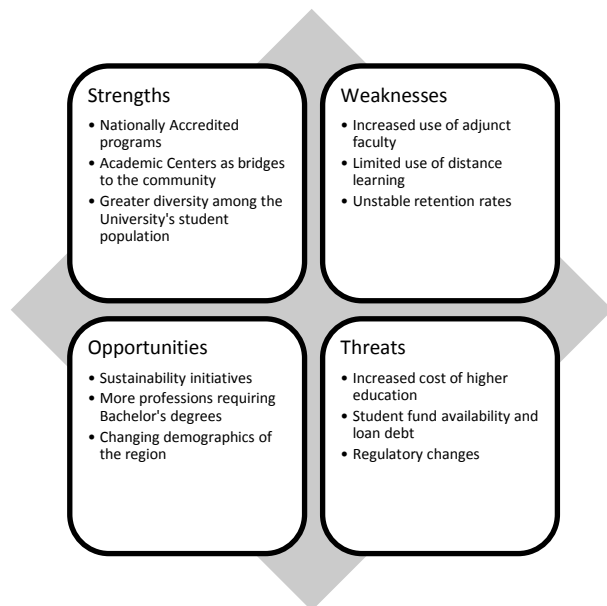


Figure 2.1.1

Strategic Plan Evolution Process

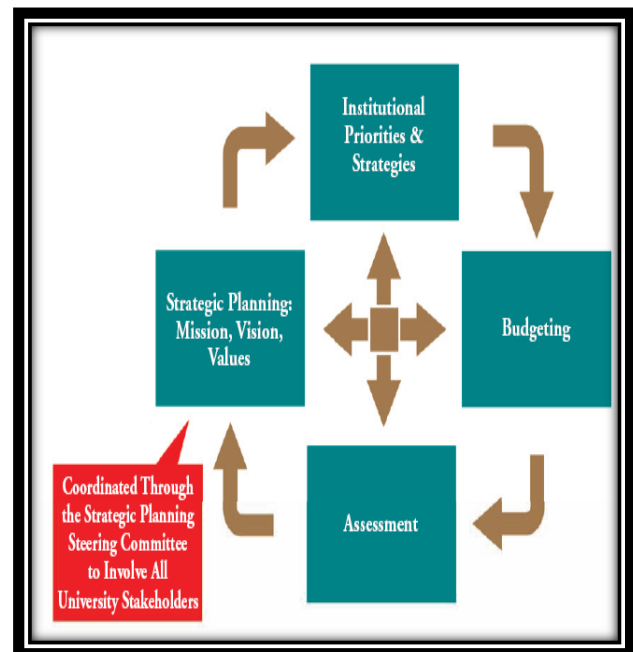


Figure 2.1.2

* The Strategic Plan will be updated and revised in the AY 2012-2013.

b. Financial, regulatory, and other potential risks

The Strategic Planning process focuses on the development of strategic priorities which guides 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, the Office of Risk Management coordinates efforts to ensure the protection and preservation of Coastal'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 Department of Environmental & Health Safety, part of the Human Resource and Equal Opportunity department, has a mission 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 SMC, 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 2011-2012 highlights of recent expenditures associated with the strategic plan and intended to keep the University at the forefront of the technology curve, including:

- Invested close to \$300k for a new IP-Based Video Surveillance Solution for Public Safety. Additional experienced staff was also hired by Public Safety to manage the system.
- Invested over \$65k for a new Content Management Solution to streamline, standardize, and greatly enhance the management, appearance, and access of the main University website.
- Invested over \$16k for a new Calendaring Solution to facilitate the access and management of campus-wide events.
- Invested over \$200k for technology resources in the Library and academic colleges.
- Invested over \$25k in smart classroom projector upgrades.
- Doubled the bandwidth capabilities for students, faculty, and staff. The campus is now operating at speeds up to 600Mb.

While competition among colleges and universities to attract and retain students during a declining economic cycle increases; Coastal, 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 has continued to increase enrollment and programs of study while experiencing incremental growth. As a result, 24 newly slotted faculty positions and \$1.8 million for the 2011-2012 fiscal year were 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 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 in a hurricane prone zone. To ensure the safety of students, faculty, and staff, the University maintains a comprehensive "Hurricane Emergency Plan", which details policy and procedures in the event of an emergency. This plan is easily accessible to all stakeholders through the University's website at www.coastal.edu/emergency/pdfs/hurricanePlan.pdf

One of the three supporting strategies of the Strategic Plan requires that the University "Implement and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission." As Coastal Carolina University continues to define and measure desired outcomes through the assessment management process, the Strategic Plan will sustain itself as a "living document" or "evolving tool", especially in the current economic climate. Extending the life of the 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 evaluates and measures 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 2010-2011 assessment cycle, 100 units representing academic, student development and administrative areas submitted reports using TEAL Online. Ninety-five of these units 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 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.

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 incorporates all institutional assessment reports related to strategic planning and present the report to the University community no later than October 1 for assessment activities from the previous fiscal year.
- Coordinate action on strategic initiatives across and between layers within the institution, while respecting a clear communication process and the charges of each of the respective entities and committees to include university-wide assessment.
- Recommend to the president changes in or challenges to the University mission, vision strategic priorities or goals, and or changes in the process or timing of implementation of the plan.
- Review base indicators and reporting on peer, aspirant, and other competing institutions.

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

Financial resources are allocated on a prioritized basis, based on the availability of funding. Individual cost centers develop zero-based budgeting that ties to the institutional priorities and University mission. Clear articulation of the purpose and desired effect of each requested funding item is required. These requests are prioritized according to fit with the overall University

mission and institutional priorities, and funding is allocated based on funding availability as noted by the General Assembly. At the conclusion of each academic year, annual reports are provided by each cost center director to evaluate how effectively he or she achieved the desired goals.

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

For effective implementation, the strategic plan ties into budgeting, reporting, and ongoing assessment and evaluation efforts. To support this effort, the University-Wide Assessment Committee implemented an integrated assessment system. Training in this system for faculty and staff is offered throughout the planning and assessment cycle each year by the Office of Institutional Research, Assessment and Analysis. Departments and divisions align their mission statements and strategic plans with the University's mission statement and strategic plan, tying plans to institutional budgets, and reporting on assessment.

2.6 *How do you measure progress on your action plans?*

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

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

www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf

Category 3 – Student, Stakeholder, and Market Focus

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

The Division of Enrollment Services recruits and enrolls new and continuing students and comprises the Offices of Admissions and Financial Aid. 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 market (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.
- Visibility with prospective students is partially achieved through extensive travel in the fall and travel to more select markets in the spring. An intensive mail and e-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, Facebook and Twitter) have significantly increased due to survey results indicating the efficacy of these marketing tools.
- 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. A primary emphasis was placed on the state of South Carolina when purchasing names for Fall 2013 enrollment.
- The Office of Admissions has contracted with Royall and Company, a direct marketing firm for higher education, to identify student names for purchase for the Fall 2014 and 2015 freshmen cohorts. Royall and Company will identify high-achieving students most likely to enroll in the University and launch a search and fulfillment campaign providing the Office of Admissions names of students interested in the University for additional communication.

- 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 2012, the Bridge Program will enroll approximately 30 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 ACCESS2CCU program was also established to allow freshman applicants not meeting the admission criteria an opportunity to enter Coastal in January 2013 as a transfer student after spending one-semester at their local 2-year institution meeting certain criteria. It is anticipated that ten ACCESS2CCU students will enroll in Spring 2013.
- The real-time report generation tool (Informer) was refined 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. 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.
- The Director of Undergraduate Enrollment sponsors statewide regional receptions for high school guidance counselors as well as an on-campus event for 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.

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 link is provided 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 2012 and changes will be made as appropriate.
- **Orientation surveys:** A survey is provided 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 2012, meetings were initiated with selected academic departments and deans 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.

3.2 *How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational*

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 month the leadership of student government met with the President, Provost, Chief Operating Officer, Vice-President for Finance and Administration, and Vice-President for Student Affairs. The purpose of these meetings was to conduct open and frank discussion of concerns affecting students.

Beginning in Fall 2012, a new “greeter program” will be introduced. This program will give new freshmen an opportunity to participate in the daily tour program by registering, greeting, and interacting with prospective students and their families. Students in the program will have the opportunity to begin as a tour guide for the spring semester. 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. Selected current students were also extended the opportunity to travel with Admissions staff to regionally located college fair programs.

The Vice-President for Enrollment Services convened a Freshmen Focus group to provide insights on transition

issues for new students. This group met monthly throughout the fall semester discussing topics such as customer service, student services, and financial services. Student feedback was shared with the Vice President for Student Affairs and the Director of Financial Aid.

Former Students

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 are collected from all visitors, enrolled students 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 the lack of a variety of housing options that can be viewed during a visit (they currently only see a triple room in Ingle) and the multiple construction projects on campus. Tour visitors comment that the construction will benefit the campus so they understand it; however, it is hard for them to visualize how the completed projects will look.



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

Coastal Carolina University administers a series of surveys, both nationally-normed and internally created. Stakeholders are surveyed according to the survey administration cycle (Table 3.4.1). Results and analysis of all surveys are disseminated to key individuals on campus to be used to direct continuous improvement initiatives.

Survey Administration Cycle

Instrument	Stakeholders	Cycle
Alumni Survey	All graduates	Every year
Cooperative Institutional Research Project (CIRP)	New fall freshmen	Every three years
College Senior Survey (CSS)	Spring graduates	Every three years
Commuter Survey	Students with an off-campus address	Every year
EBI Residence Life Survey	Residence Life students	Every two years
EBI College of Business Survey	College of Business seniors	Every two years
First Year Experience Survey	Freshmen in UNIV 110 course	Every year
National Survey of Student Engagement (NSSE)	Random sample of freshmen and seniors	Every two years
Senior Exit Survey	Fall and spring graduates	Every fall & spring Semester
Sophomore Survey	Second – term sophomores	Every spring Semester

Table 3.4.1

Source: IRAA

Admissions: Approximately 80% 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; redesigned visit presentation using Prezi software that highlights key admissions information and general University highlights; and hand-written postcards sent to the student within a week of their visit from the tour guide with contact information.

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 2012 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 and incorporating an additional evening session on student involvement and student responsibilities. Beginning in Summer 2012, all freshmen were required to complete the math placement COMPASS test at their orientation session. Transfer students not transferring in a college-level math course were also required to complete the test during their orientation session.

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. 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.

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?*

Complaints received through admissions@coastal.edu or by phone are sent directly to the Vice President of Enrollment Services and/or the Director of Undergraduate Enrollment. The complaints are reviewed and appropriate action is taken as warranted.

A “President’s Suggestion Box” and link to “E-Mail the President” appear on the front page of the president’s web page. 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” links appear on many of the vice presidents’ web pages.

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. Evaluations of departmental assessment reports are made by faculty teams and forwarded to Department Chairs and Deans in the respective academic areas. Based on these completed assessment reports, conclusions are drawn concerning student learning and a state of student learning report is generated.

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), Standardized Assessment of

Information Literacy Skills (SAILS) test, course evaluations, exams, and papers.

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., NSSE and CSRDE Surveys). Benchmarks include student retention and graduation rates, enrollment trends, faculty salaries, and resource priorities.

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

The Office of Institutional Research, Assessment and Analysis which reports directly to the Provost 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 departmental website is located at www.coastal.edu/administration/iraa. The Fact Book is prepared annually and provides trends, projections, and comparisons and is posted online.

The Office of Finance and Administration includes the Office of Financial Services 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.

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

Key measures include enrollment management, student quality and student life, academic programs, space issues, student success and resource priorities. Enrollment management, student quality and student life include headcount and FTE, academic records of entering freshmen and transfer students, retention programs and graduation rates (e.g., Coastal Carolina University Mentor Program, Special Interest Housing, Orientation, and First Year Experience), student satisfaction (CIRP, NSSE, Graduating Senior Exit Survey and focus groups) 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 and capital projects to support the educational needs of students. Resource priorities include technology equipment and support personnel, campus attractiveness and safety, a campus sustainability program, faculty and staff salary needs, and linking the University's Strategic Plan to resource priorities through the annual planning, assessment, and budgeting process.

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

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

The University selects and uses key comparative data and information for operational and strategic decision-making based on the University's strategic plan and the annual planning, assessment, and budgeting process. For student retention and graduation rates, the University uses rates from peer and aspirant higher education institutions. For financial and resource data, the University uses information from the CHEMIS, www.che.sc.gov/New_Web/Data&Pubs.htm. For comparative faculty data, including salaries, the University participates in the CUPA Survey.

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

4.5 How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The Office of Institutional Research, Assessment and Analysis website, www.coastal.edu/administration/iraa contains numerous reports and data relevant to the University. Reports include:

- Fact Book - provides general information on students, degrees, facilities and finances
- Common Data Set (CDS) - updated on a yearly basis, the CDS 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.
- Demographics - demographic reports of the student body for the fall and spring semesters of each academic year
- Retention and Graduation - data on freshmen and transfer cohorts that trace the cohort's retention and graduation over a six-year period

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.

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

Coastal'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 IRAA Office collaborate with academic and administrative departments to implement assessment reporting. Using TEAL Online, organizational performance is reviewed through

assessment results and recommendations for continuous improvement are included in the use of assessment results.

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

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

Category 5 – Workforce 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 develops programs and initiatives that provide potential growth opportunities for both faculty and staff. The Office of HREO 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 are assessed at the end of the performance review period to evaluate their progress and provide feedback on results.

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

Coastal Carolina University's Information Technology Services 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 HREO 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.

To further enhance communication, during 2011-2012, HREO launched an electronic departmental newsletter. This monthly newsletter contains information about benefits changes and updates, new hire announcements, upcoming training and development sessions, and other pertinent employee information.

The Office of HREO 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 HREO 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 to serve 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 University 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, 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' identified training needs; and,
- maintain a documented history of employee performance

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

Administrators: An annual performance feedback process is also in place 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 HREO, the Center for Teaching Excellence to Advance Learning (CeTEAL), 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.

To facilitate the construction of a University-wide succession plan, The Office of HREO has implemented a web-based organizational charting system. This system will provide a mechanism to strategically assess current and future staffing needs.

The Office of HREO offers a comprehensive leadership program entitled *Leaders in Training* (LIT) for Faculty and Staff. 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 CeTEAL 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 HREO 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 HREO currently offers two programs that encompass professional development opportunities in the areas of leadership, organizational knowledge, ethical practices and core competency. *Leaders in Training* 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 (EPMS).

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 planning, ongoing performance management, and evaluation.

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 through:

- HREO
- CeTEAL lab
- Academic Enhancement and Research Enhancement Grants
- 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.

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 HREO. 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 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 onboarding 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.

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 HREO 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 e-mail 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.

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). Currently, the

University utilizes 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.

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 HREO 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.

The Office of HREO administers a voluntary customer service survey for internal constituents. The focus of the survey is to assess the effectiveness of service delivery by the department. The information is 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.

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

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

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

Maintaining workforce health and safety is a major focus for the President and University administration. The University has a team of law enforcement, fire, safety, 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 HREO 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 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 to participate 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?*

Coastal Carolina University's core competencies are captured in its mission statement and supported through the strategic plan, entitled *Tradition, Integrity, Excellence: Building a Comprehensive University*. The strategic plan lists the core competencies along with action plans intended to insure successful completion of each.

- **Strategy 1: Meeting the Educational Needs of Students and Community** - Expand degree and non-degree program offerings and formats while maintaining quality in all programs
- **Strategy 2: Ensuring Student Success** - Increase retention and graduation rates by supporting programs and services that enrich the student learning and living environment and broaden the diversity of students seeking Coastal Carolina University as their choice for educational advancement
- **Strategy 3: Ensuring Faculty and Staff Success** - Develop programs and services that support a successful, satisfying, safe, healthy, and productive work life for Coastal Carolina University faculty and staff
- **Strategy 4: Ensuring Financial Viability and Managed Growth** - Ensure responsible financial management practices which are based on a clear commitment to enrollment growth and consistent with the mission of the University
- **Supporting Strategy 1: Improved Communication** - Enhance communication within Coastal Carolina University and with current and potential external stakeholders
- **Supporting Strategy 2: Stronger Assessment and Accountability** - 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
- **Supporting Strategy 3: Increased Technological Support** - Manage technology tools, systems, skills, and applications to deliver effectively on the key strategies.

6.2 *What are your organization's key work processes?*

The University's key work processes involve assigning 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 and Facilities Management undergo evaluation as institutional and constituent needs demand.

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

Coastal Carolina University participates in an ongoing, integrated, and institution-wide planning and assessment process. The *University-Wide Assessment Report* is an overview of the University's process of collecting information for improving the overall effectiveness of all units across campus. TEAL Online, the University's custom application designed to facilitate assessment activities has been utilized for three complete academic years (2008-2009 through 2010-2011). Through the collection, analysis, and dissemination of assessment data, areas in need of change have been identified. An assessment audit provides multi-year tracking, demonstrates alignment of the unit goals with the strategic plan, identifies change categories utilized by the unit, documents the quality of the plan (needs improvement, satisfactory, and exemplary), and links to individual unit plans. Programmatic and curricular changes have been enacted and data from these activities collected and analyzed in order to close the loop on the assessment process. During the 2010-2011 academic year, 100 units representing academic, administrative, and student development areas submitted reports using TEAL Online.

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

All departments that provide support services to the University are required to submit an annual report which includes measurable objectives. Systemic and systematic processes of examining outcomes of administrative unit operations enable the University to determine its impact on students, faculty, staff and community. When integrated, the results document the degree to which the University is meeting its identified goals and objectives. The University uses an assessment audit, a multi-year tracking system that aligns each unit completing an assessment plan to specific strategies in the University's strategic plan, indicates changes pertinent to the unit and reports outcomes related to targeted goals and objectives. The electronic repository used to house assessment information for this process is TEAL Online.

The University's institutional effectiveness processes include academic, student development, and administrative assessments. On an annual basis all units are required to submit a plan which includes measurable student learning outcomes and objectives, all of which are aligned to the University's mission. Outcomes are assessed and reports which are used in decision-making are compiled. In addition to these assessment reports, other documents are compiled on an annual basis including the University *Fact Book*, *President's Report Card*, *Institutional Effectiveness Report* to the SCCHE, and other reports as required by SACSCOC.

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 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 for Philanthropy is responsible for enhancing the University's future economic stability. The Vice President for Philanthropy directs staff members who manage endowments, initiate and direct capital campaigns, engage in cost-sharing initiatives, and promote sustained giving opportunities. The Office for Philanthropy 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 for Philanthropy 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 President serves as an ex officio member of the Coastal Educational Foundation, Coastal Carolina University Student Housing Foundation, and the Chanticleer Athletic Foundation.

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 continues to rise with a 7.0% gain in graduates in 2010-2011 over the preceding year. With additional graduate degree programs now realizing significant participant completion, master's degree attainment increased 30% to 120 in 2010-2011. (Figure 7.1.1 and 7.1.2)

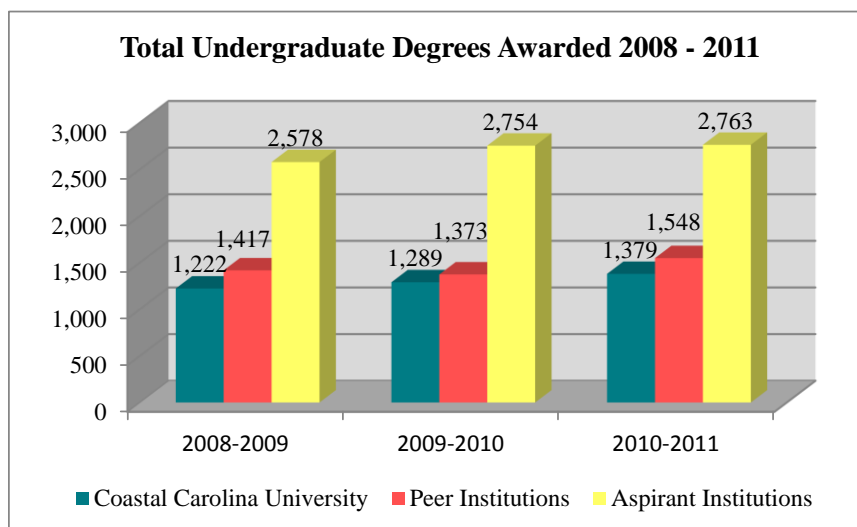


Figure 7.1.1 Source: IPEDS Data Center 2011

- Coastal Carolina University awarded 1,398 undergraduate degrees in 2011-2012, indicating a 1.3% increase over 2010-2011.

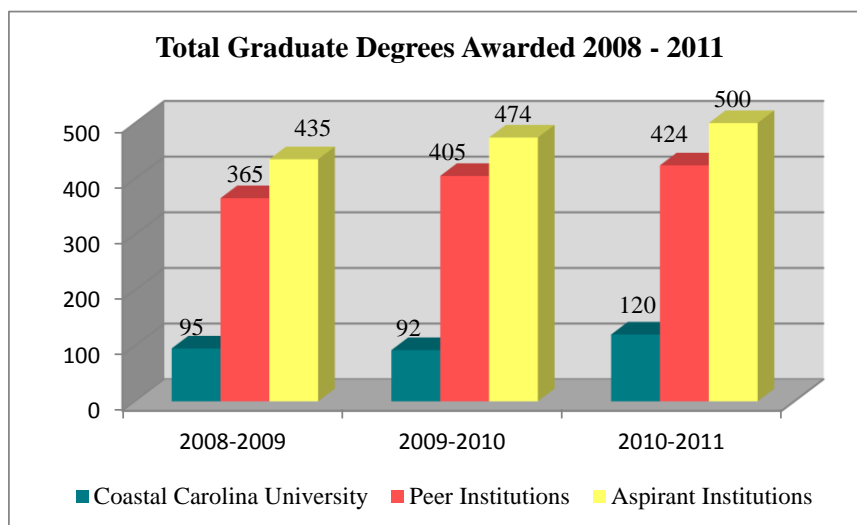


Figure 7.1.2 Source: IPEDS Data Center 2011

- Coastal Carolina University awarded 181 undergraduate degrees in 2011-2012, indicating a 50.8% increase over 2010-2011.

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 2003 through Fall 2010 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 (289 public, 93 private). In addition, comparisons are made to 100 “Moderately Selective” institutions (77 public, 23 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’s 2005 six-year graduation rate experienced an increase of 3.3% from 2004 (Figure 7.1.3). This increase coupled with near static growth in the six-year graduation rate at moderately selective CSRDE and overall CSRDE institutions closed the graduation rate gap between Coastal and CSRDE benchmarking institutions. The figures below represent the most current data available.

**Coastal Carolina University Compared with CSRDE Institutions: Six-Year Graduation Rates
Fall 2003 – Fall 2005 First-Time Freshman Cohorts**

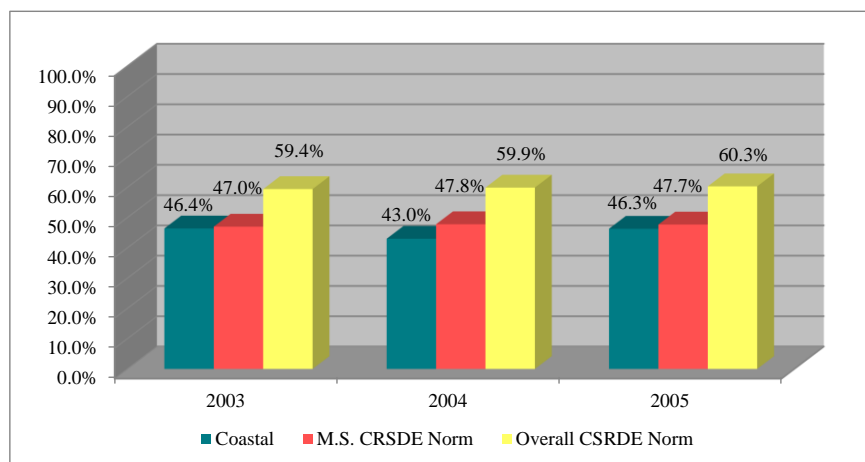


Figure 7.1.3 Source: CSRDE June 2012

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. Retention improved in 2009 by decreasing only 1.4%, but the gap between the University and CSRDE institutions continues to increase with a 1.7% decline for 2010.

**Coastal Carolina University Compared with CSRDE Institutions: One-Year Student Retention Rates
Fall 2008 – Fall 2010 First-time Freshman Cohorts**

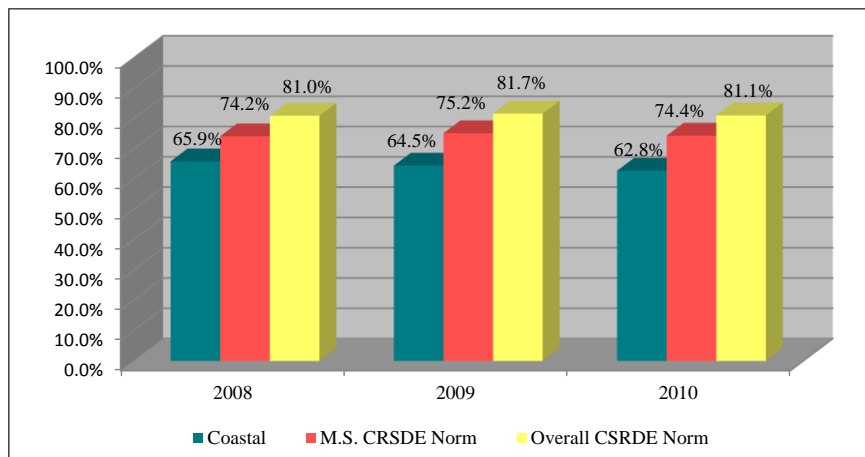


Figure 7.1.4 Source: CSRDE June 2012

African American Retention and Graduation Rates

Based on the Fall 2009 African American first-time freshman cohort, Coastal exceeds both the moderately selective and overall CSRDE institutions in one-year retention of African American students and surpassing the moderately selective institutions by 6.8% in two-year retention (Table 7.1.1).

African American Retention Rates: Coastal Carolina University and CSRDE Norms						
Fall 2009 First-Time Freshman Cohort						
	One-Year			Two-Year		
	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University
African American	74.1%	68.5%	75.6%	61.3%	54.4%	61.2%

Table 7.1.1

Source: CSRDE June 2012

Based on the most recent CSRDE data released in June 2012, Coastal Carolina University has a higher six-year average African American graduation rate (48.4%) than both the moderately selective (34.6%) and overall CSRDE (43.5%) institutions for the 2001-2005 cohorts.

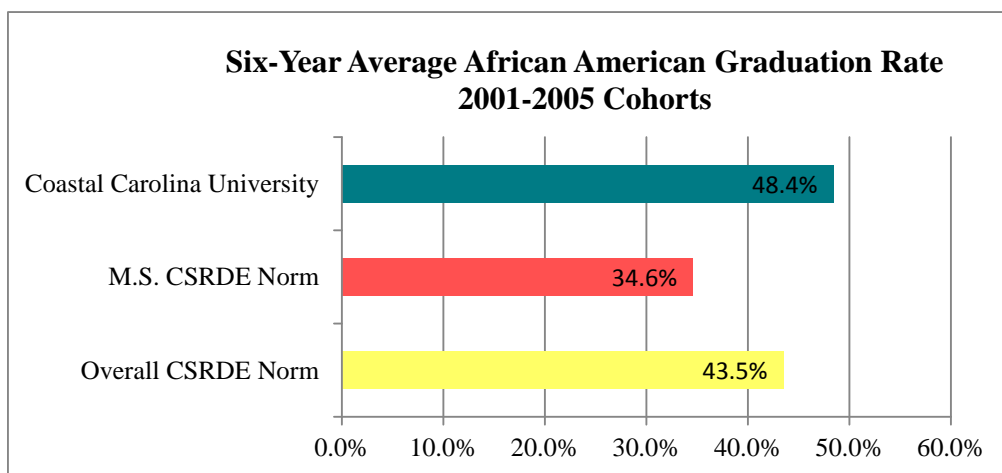


Figure 7.1.5

Source: CSRDE June 2012

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. 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?

Coastal Carolina University uses the National Survey of Student Engagement (NSSE) to collect information from first-year and senior students about the nature and quality of their undergraduate experience. NSSE created five benchmarks of effective educational practice for use in their Benchmark Comparisons Report. Within the benchmark report, response sets from students are converted to a 0-100 scale and the mean score is used to compare groups. Although benchmarks are reported on a 0-100 scale, they are not percentages. A NSSE display compares the distribution of the benchmark scores at Coastal Carolina, in percentile terms, with that of the comparison groups.

Table 7.2.1 below compares the University's mean scores with that of the Masters Small Carnegie Classification and Southeast Public Institutions.

NSSE Benchmark Comparison

Benchmarks of Effective Educational Practice	First - Year Mean	Percentile Range	Senior Year Mean	Percentile Range
Level of Academic Challenge				
Coastal Carolina University	53.0	25th - 50th	57.9	25th - 50th
Southeast Public Institutions	53.1	25th - 50th	57.1	25th - 50th
Carnegie Classification	54.6	25th - 50th	59.7	25th - 50th
Active and Collaborative Learning				
Coastal Carolina University	42.1	25th - 50th	54.6	50th - 75th
Southeast Public Institutions	43.5	50th - 75th	51.8	25th - 50th
Carnegie Classification	45.3	50th - 75th	53.6	50th - 75th
Student - Faculty Interaction				
Coastal Carolina University	38.5	50th - 75th	48.2	50th - 75th
Southeast Public Institutions	36.4	50th - 75th	44.1	50th - 75th
Carnegie Classification	37.8	50th - 75th	46.7	50th - 75th
Enriching Educational Experiences				
Coastal Carolina University	29.1	50th - 75th	44.1	50th - 75th
Southeast Public Institutions	28.1	50th - 75th	39.7	50th - 75th
Carnegie Classification	28.2	50th - 75th	42.1	50th - 75th
Supportive Campus Environment				
Coastal Carolina University	63.7	50th - 75th	62.0	25th - 50th
Southeast Public Institutions	62.9	25th - 50th	60.8	25th - 50th
Carnegie Classification	64.5	50th - 75th	63.3	25th - 50th

Table 7.2.1

Source: 2012 NSSE Institutional Report



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

- For the third consecutive year, Coastal Carolina University has been named one of "America's 100 Best College Buys" by the independent consulting firm, Institutional Research & Evaluation Inc.
- Coastal Carolina University was ranked among the top 15 regional public universities in the South in the "Great Schools, Great Prices" category in the 2012 edition of Best Colleges by U.S. News & World Report. It was one of only two South Carolina schools to place in this category.
- Coastal Carolina University was ranked number 26 among Top Public Schools in the South in Regional Universities in "America's Best Colleges 2011," compiled by Forbes and the Center for College Affordability and Productivity (CCAP) in August 2010.
- For the second consecutive year, Coastal Carolina University has been designated a "Military-Friendly School" by G.I. Jobs magazine. This honor places Coastal in the top 20 percent of all schools nationwide as a university committed to educating military veterans.
- Coastal Carolina University was nominated and accepted for inclusion in the Colleges of Distinction online college guide. This online directory includes schools that meet criteria based on four distinctions: Engaged Students, Great Teaching, Vibrant Community, and Successful Outcomes.
- 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.
- For the second year, Coastal Carolina University hosted the Elect Her – Campus Women Win training program. This program encourages and trains young women to run for student government on their campuses and, ultimately, for elected and leadership positions following graduation.
- Coastal Carolina University was named to the 2012 President's Higher Education Community Service Honor Roll, an annual recognition program that celebrates exemplary commitment to service and volunteering from institutions of higher education. In 2011-2012, 350 students were engaged in academic service learning, 2,811 were engaged in some type of community service, and 23,309 total hours were volunteered by Coastal students.
- Coastal Carolina University was the first Relay for Life in the state to reach the goal set by the American Cancer Society and is ranked second in the nation for the most money raised per capita through Relay for Life. A total of 70 teams comprised of over 1,000 participants surpassed the American Cancer Society's fundraising goal of \$80,000 with a total of \$111,000 raised
- The Women's Leadership Conference and Celebration of Inspiring Women are programs sponsored by the Women in Philanthropy and Leadership (WIPL) organization at Coastal Carolina University. Proceeds from the Conference and Celebration support WIPL Scholarships for Coastal Carolina University students and other leadership initiatives. The Wal-Mart Foundation recently awarded a \$25,000 grant to Coastal Carolina University's Women in Philanthropy and Leadership organization. The gift will be used to implement a number of new initiatives that will broaden the scope of the organization's leadership program.

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. Figure 7.3.1 illustrates enrollment growth including history and projections. Over the past decade, Coastal Carolina University has been the fastest growing public university in South Carolina. Undergraduate headcount enrollment is projected to be over 10,000 students by Fall 2015, using a conservative growth factor of 3%.

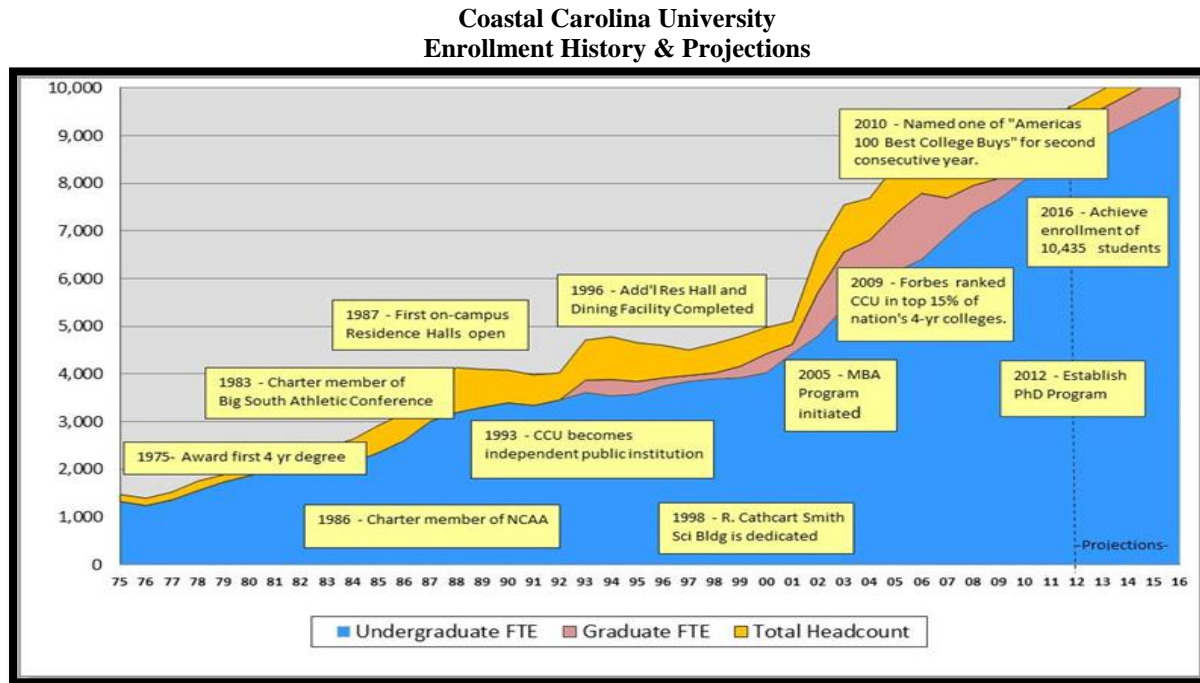


Figure 7.3.1

Source: University Budget Report August 2012

South Carolina Resident Enrollment Growth

From Fall 2001 through Fall 2011, the comprehensive teaching institutions saw a net increase of in-state enrollment based on a geographic origin of 3,524 (Table 7.3.1). Coastal accounted for 2,125 students of the total net increase. Over the past decade, the University has shown a 77.5% increase of in-state students based on geographic origin.

S. C. Public Comprehensive Universities Total # In-State Students by Geographic Origin 2001-2011

	Fall Semester											Change	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2001-2011	%
The Citadel	2,777	2,843	2,456	2,108	2,065	1,995	1,958	1,984	1,985	1,831	1,938	-839	-30.2%
Coastal Carolina	2,743	3,599	4,106	4,241	4,605	4,799	4,409	4,404	4,363	4,663	4,868	2,125	77.5%
College of Charleston	7,538	7,588	7,498	7,498	7,229	7,057	7,177	7,333	7,608	7,359	7,228	-310	-4.1%
Francis Marion	3,290	3,273	3,381	3,500	3,818	3,862	3,662	3,814	3,769	3,837	3,990	700	21.3%
Lander	2,556	2,798	2,804	2,782	2,564	2,554	2,267	2,422	2,625	2,833	2,850	294	11.5%
SC State	3,546	3,548	3,580	3,586	3,704	3,664	4,089	4,139	3,806	3,560	3,476	-70	-2.0%
USC-Aiken	2,798	2,922	2,885	2,936	2,893	3,037	2,905	2,884	2,917	2,889	2,882	84	3.0%
USC- Beaufort	923	952	904	985	1,052	1,103	1,133	1,163	1,316	1,400	1,484	561	60.8%
USC-Upstate	3,695	4,058	4,181	4,067	4,201	4,331	4,606	4,747	5,050	5,162	5,145	1,450	39.2%
Winthrop	5,358	5,468	5,522	5,464	5,463	5,322	5,396	5,157	5,244	4,740	4,887	-471	-8.8%
TOTALS													
Comp Univ	35,224	37,049	37,317	37,167	37,594	37,724	37,602	38,047	38,683	38,724	38,748	3,524	10.0%

Table 7.3.1

Source: SCCHE Spring 2012

**S.C. Public Comprehensive Universities
Total # In-State Students by Geographic Origin
Change from 2001-2011**

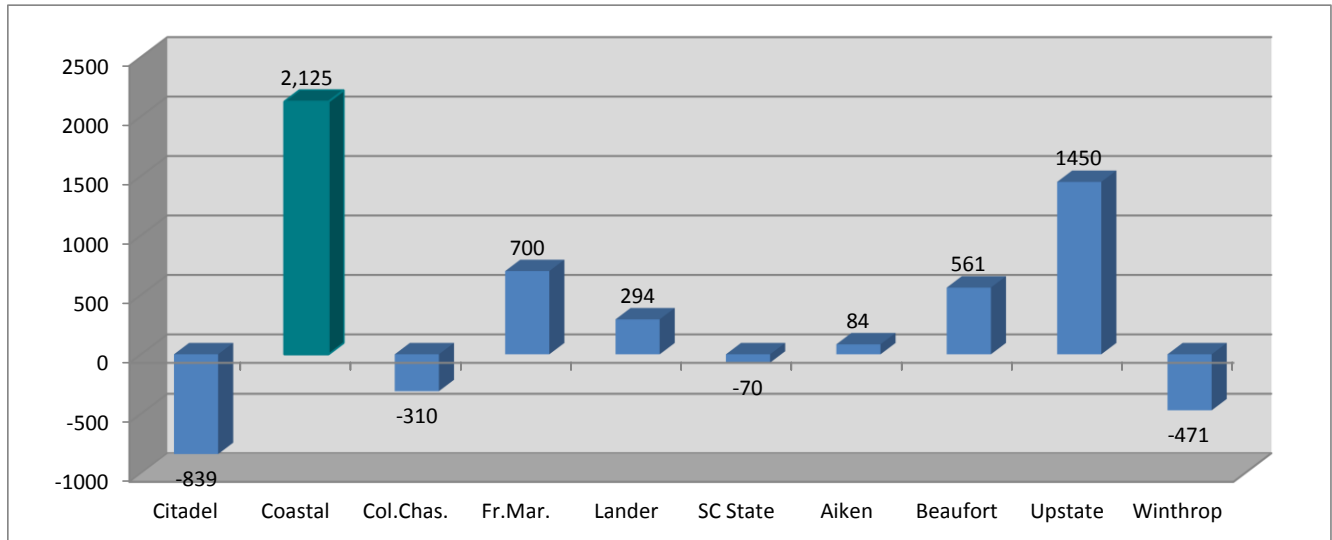


Figure 7.3.2

Source: SCCHE 2011-2012

South Carolina Resident Graduate Enrollment Growth

Despite the fact that comprehensive teaching institutions saw a net decrease of 142 FTEs in graduate enrollment from Fall 2001 through Fall 2011, three institutions in this sector had a total combined FTE enrollment increase of 284. Coastal Carolina University accounted for 206 of the FTE increase, or 72.5%, of the total combined increase in this sector. Approximately 79.4% of Coastal's graduate students are South Carolina residents.

**S. C. Public Comprehensive Universities
Graduate FTE Enrollment 2001-2011**

	Fall Semester											Change	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2001-2011	%
The Citadel	664	690	594	489	481	457	468	475	475	464	453	-211	-31.8%
Coastal Carolina	59	299	405	334	436	546	288	238	200	229	265	206	349.2%
College of Charleston	548	549	593	614	526	529	542	583	561	591	543	-5	-0.9%
Francis Marion	229	185	175	167	185	202	155	187	115	114	156	-73	-31.9%
Lander	66	102	92	57	23	20	22	34	18	34	13	-53	-80.3%
SC State	448	484	450	339	318	325	376	406	378	370	367	-81	-18.1%
USC-Aiken	43	48	42	48	61	51	43	51	29	35	40	-3	-7.0%
USC-Beaufort	0	0	0	0	0	0	0	0	0	0	0	0	0
USC-Upstate	23	26	29	28	24	12	17	20	33	21	27	4	17.4%
Winthrop	542	548	568	531	533	524	612	568	605	577	616	74	13.7%
TO TALS													
Comp Univ	2,622	2,931	2,948	2,607	2,587	2,666	2,523	2,562	2,414	2,435	2,480	-142	-5.4%

Table 7.3.2

Source: SCCHE 2011-2012

S.C. Public Comprehensive Universities Graduate FTE Change from 2001-2011

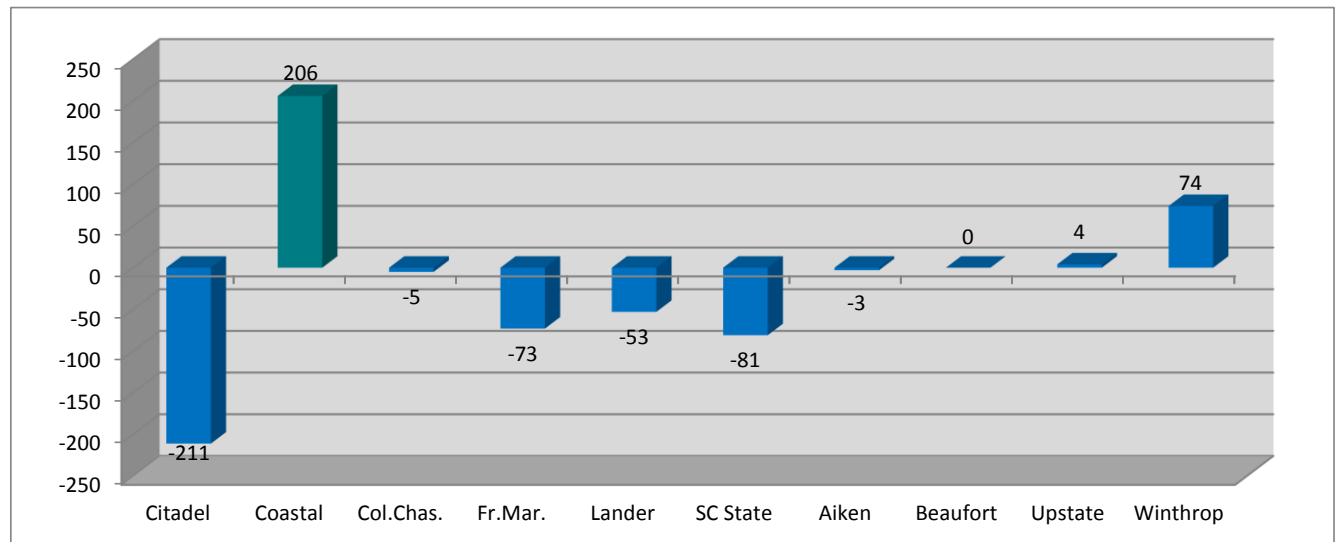


Figure 7.3.3

Source: SCCHE 2011-2012

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

As state funding has declined through the past few years, some institutions have found it necessary to raise tuition. Despite decreasing allocations and challenging growth issues, In FY2012 Coastal Carolina University did not raise in-state tuition and among the South Carolina comprehensive universities implemented the second lowest out-of-state tuition increase at 2.3%. The University has managed its finances in a way that has allowed it to remain one of the more affordable, and therefore accessible, state public institutions (Figure 7.3.4 and Table 7.3.4).

Undergraduate In-State and Out-of-State Tuition Comparison 2012-2013

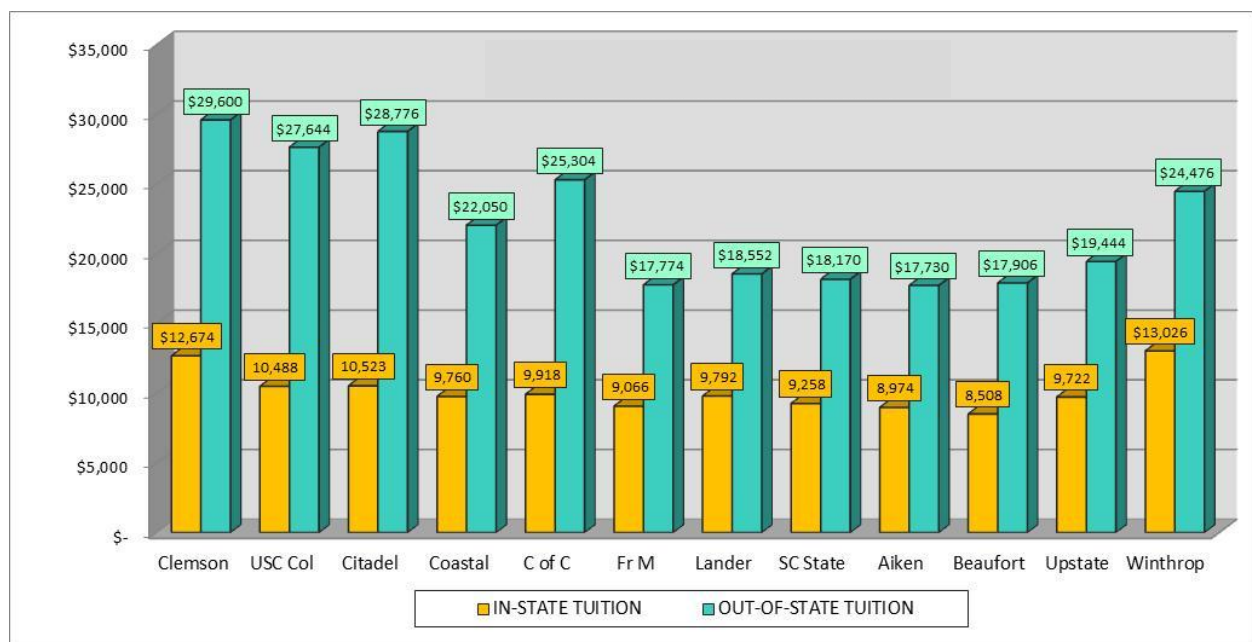


Figure 7.3.4

Source: University Budget Report – August 2012

In-State Undergraduate Tuition Trends 2008 - 2013

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>Increase</u>	<u>1-yr %</u>
Clemson	\$ 10,378	\$ 11,078	\$ 11,854	\$ 12,304	\$ 12,674	\$370	3.0%
USC Col	8,838	9,156	9,786	10,168	10,488	\$320	3.1%
Citadel	8,403	8,735	9,871	10,216	10,523	\$307	3.0%
Coastal	8,650	8,950	9,390	9,760	9,760	\$0	0.0%
C of C	8,400	8,988	9,616	9,616	9,918	\$302	3.1%
Fr M	7,682	7,960	8,480	8,802	9,066	\$264	3.0%
Lander	8,380	8,760	9,144	9,504	9,792	\$288	3.0%
SC State	7,806	8,462	8,898	9,258	9,258	\$0	0.0%
Aiken	7,532	7,900	8,374	8,700	8,974	\$274	3.1%
Beaufort	7,000	7,250	7,756	8,108	8,508	\$400	4.9%
Upstate	8,342	8,642	9,072	9,426	9,722	\$296	3.1%
Winthrop	\$ 11,140	\$ 11,606	\$ 12,176	\$ 12,656	\$ 13,026	\$370	2.9%
Average Rate	\$8,546	\$8,957	\$9,535	\$9,877	\$10,142	\$266	2.7%

Table 7.3.3

Source: University Budget Report – August 2012

Efficient Use of Facilities

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. In 2010 a \$54 million infrastructure bond was approved. These bond funds are currently being used on several needed capital projects intended to expand space on campus. Currently Coastal ranks lowest among its peers in assignable academic and support space per FTE student, as Figure 7.3.5 illustrates.

Assignable Academic/Support Square Feet per FTE Fall 2011

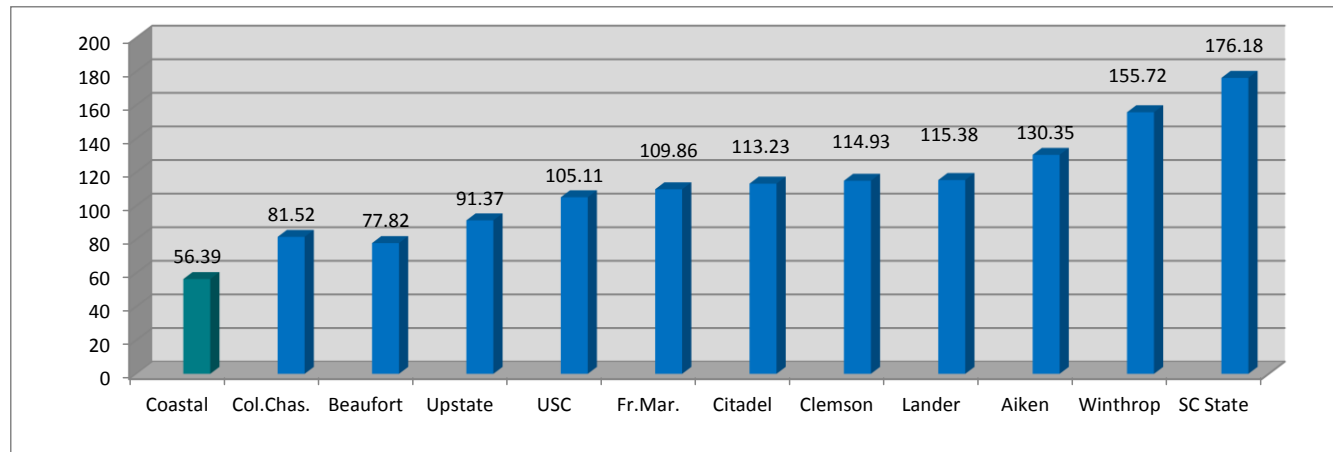


Figure 7.3.5

Source: University Budget Report August 2012

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 7.3.6, from Fall 2003-2011 Coastal has continued to increase these opportunities at an average rate of 10% per year.

Scholarships Awarded Fall 2003 - 2011

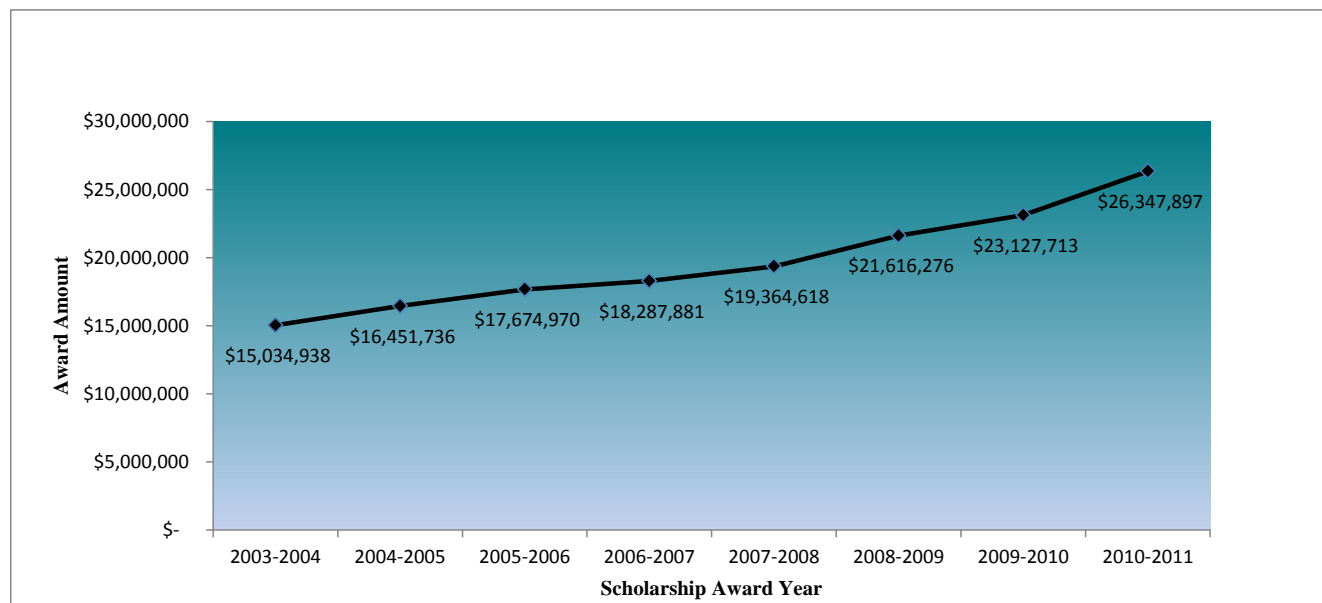


Figure 7.3.6

Source: Fact Books 2003-2011

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.

To insure that all Coastal Carolina University faculty and staff have the opportunity to voice their opinion, two surveys were developed in order to assess the needs of the faculty and staff. The Staff Climate Survey, administered in Spring 2012, was developed to establish a baseline for staff's perceptions of and attitudes toward the Coastal work environment. A similar survey will be administered to faculty in Fall 2012. The University also participated in the 2012 Great Colleges to Work For recognition program sponsored by the *The Chronicle for Higher Education*. During the Spring 2012 semester a random sample of full-time faculty and staff were invited to answer a series of

questions to measure workplace satisfaction. Additionally, individuals in key departments were given a series of questions to audit policies and management practices.

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 freshmen. For the period Fall 2007 - 2011, the average SAT scores for Coastal Carolina University freshmen (1024) were above the state (980) and the national (1016) averages. For this same period, the ACT scores for Coastal freshmen (21) were slightly above the state average (20) and at the national average (21).

**New Freshmen SAT and ACT Scores
2007 – 2011**

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
SAT TOTAL SCORE	#	%	#	%	#	%	#	%	#	%
< 800	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
800-899	39	3.3%	36	2.6%	146	11.9%	234	17.4%	250	17.7%
900-999	425	35.5%	547	40.2%	362	29.4%	413	30.7%	392	27.7%
1000-1099	390	32.6%	447	32.8%	392	31.8%	405	30.1%	438	31.0%
1100-1199	232	19.4%	229	16.8%	233	18.9%	200	14.9%	221	15.6%
1200-1299	99	8.3%	81	6.0%	77	6.3%	77	5.7%	90	6.4%
> 1299	12	1.0%	21	1.5%	21	1.7%	17	1.3%	22	1.6%
	1197		1361		1231		1346		1413	
Average SAT Score	1040		1030		1028		1008		1013	
South Carolina Average	984		985		982		979		972	
National Average	1017		1017		1016		1017		1011	
ACT COMPOSITE SCORE										
<18	13	2.9%	14	2.3%	40	7.4%	91	14.0%	75	10.4%
18	16	3.6%	31	5.1%	82	15.2%	105	16.1%	115	16.0%
19	68	15.2%	71	11.6%	95	17.6%	115	17.7%	127	17.6%
20	112	25.1%	121	19.8%	98	18.1%	98	15.1%	103	14.3%
21	71	15.9%	98	16.0%	71	13.1%	81	12.4%	84	11.7%
22	61	13.7%	79	12.9%	52	9.6%	53	8.1%	67	9.3%
>22	105	23.5%	197	32.2%	103	19.0%	108	16.6%	150	20.8%
Average ACT Score	21		22		21		20		21	
South Carolina Average	20		20		20		20		20	
National Average	21		21		21		21		21	

Table 7.5.1

Source: Fact Book 2011

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.

**Student-Faculty Ratio
2007 - 2011**

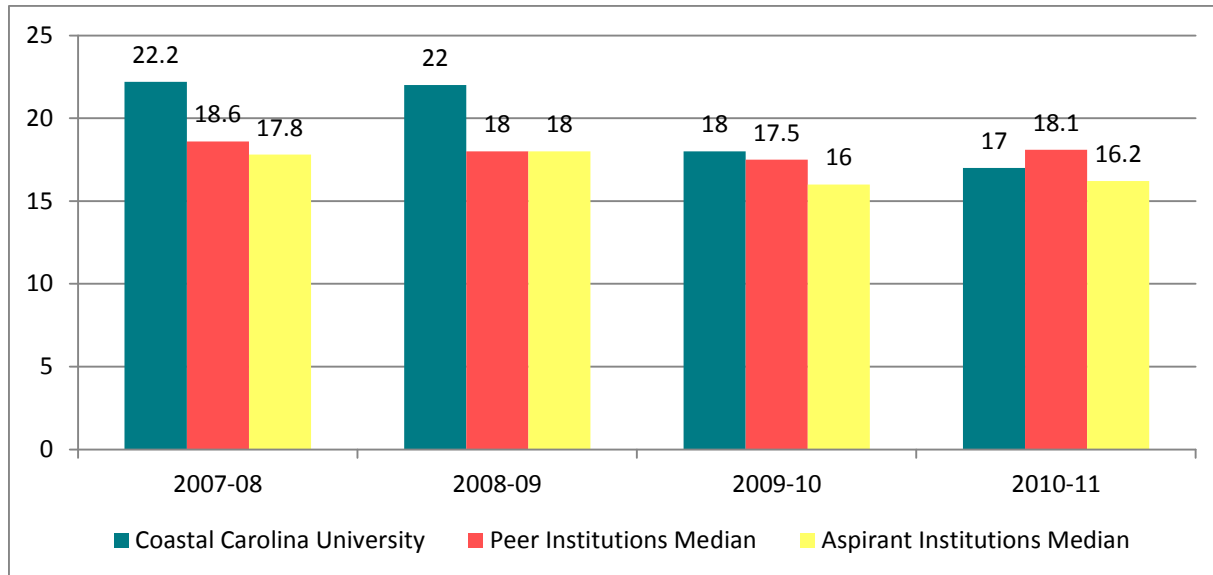


Figure 7.5.1

Source: IPEDS Data Center 2011

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 2008-2013 *Strategic Plan* is available at www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf

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

- Coastal Carolina University evaluates the effectiveness of its administrators, including the President, on an annual basis. Three evaluation systems are used at the University to address the processes of administrative evaluations. These are the Agency Head Performance Evaluation, Employee Performance Management System (EPMS), and Non-Classified Administrative and Professional Personnel Performance Overview. All faculty have the right and responsibility to evaluate academic administrators each year. The evaluation procedures and processes are overseen by the Executive Committee of the Faculty Senate.
- The University's governance is stipulated in South Carolina Code of Laws SECTION 59-136-110 which states the "Board of Trustees for Coastal Carolina University is composed of the Governor of the State or his designee, who is an ex officio member of the board, and sixteen members, with fifteen of those members to be elected by the General Assembly and one member to be appointed from the State at large by the Governor". This composition of the Board is also identified in the Board of Trustees Bylaws, Article I, Section 2. Composition of the Board. A majority of the membership of the Board constitutes a quorum and

is needed to conduct official business. The current membership of the Coastal Carolina University Board of Trustees is available on the University's website at <http://www.coastal.edu/board/index.html>.

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

- 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 four consecutive years, most recently for the financial statements ended June 30, 2011. The financial statements for 2012 will be available by the end of September 2012.
- The regulatory environment includes the following:
 - The University is a public institution governed by a 16-member Board of Trustees representing the State's Congressional Districts.
 - 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 Bachelor of Science in Computer Science is accredited by the Computing and Accreditation Commission of the Accreditation Board for 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.
 - The Bachelor of Science in Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC).

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

Program	Degree	Organization	Current Cycle Begins
University			
CCU Regional Accreditation		SACSCOC - Southern Association of Colleges and Schools Commission on Colleges	2001 (notification of next cycle Dec. 2012)
Business			
College of Business	B.S.; B.A., M.B.A., & M.Acc.	AACSB - International The Association to Advance Collegiate Schools of Business	2008
PGM Program	B.S.	PGA - Professional Golfers Association	2003
Education			
Education Majors	B.A.Ed.; M.Ed. MA.T.	NCATE - National Council for Accreditation for Teacher Education	2003
Early Childhood Undergraduate	B.A.Ed.	NAEYC - National Association for the Education of Young Children	2010
Educational Leadership	M.Ed.	ELCC - Educational Leadership Constituent Council	2012
Elementary Education	B.A.Ed.	ACEI - Association for Childhood Education	2010
Middle School Education	B.A.Ed.	NMSA - National Middle School Association (submitted to SCDOE for review)	N/A
Physical Education	B.S.	NASPE - National Association for Sport and Physical Education	2011
Secondary English	M.A.T.	NCTE - National Council of Teachers of English	2011
Secondary Mathematics	M.A.T.	NCTM - National Council of Teachers of Mathematics	2008
Secondary Science	M.A.T.	NSTA - National Science Teachers Association	2011
Secondary Social Studies	M.A.T.	NCSS - National Council of Social Studies	2011
Special Education	B.A.Ed.	CEC - Council for Exceptional Children	2008
Humanities			
Music	B.A.	NASM - National Association of Schools of Music	2010
Theatre	B.A. Theatre & B.F.A. Musical Theatre	NAST -National Association of Schools of Theatre	2010
Visual Arts	B.A. Art Studio & Graphic Design	NASAD - National Association of Schools of Art and Design	2009
Science			
Computer Science	B.S.	ABET - Accreditation Board for Engineering and Technology	2009
Health Promotion (Joint Accreditation)	B.S.	SABPAC - conjoint committee of the (Society for Public Health Education SOPHE) and American Association for Health Education (AAHE)	2008
Nursing	B.S.	NLNAC - National League for Nursing Accrediting Commission	2012

Table 7.6

Source: Academic Deans

- The Office of University Counsel is responsible for legal issues and reviews all contracts for the University. The office provides timely, accurate legal counsel and advice on university-related matters to administrators, faculty, and staff as this relates to their duties.

d. Organizational citizenship in support of your key communities?

- 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

Coastal presents its College Portrait to help current and future students and their families better understand the institution. This information is available at:

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

