

**COASTAL CAROLINA UNIVERSITY**  
**ANNUAL ACCOUNTABILITY REPORT**  
**FISCAL YEAR 2012-2013**



*September 2013*

*David A. DeCenzo, President*

## Accountability Report Transmittal Form

**Agency Name:** Coastal Carolina University

**Date of Submission:** September 10, 2013

**Agency Director:** David A. DeCenzo

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

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

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## Section I – Executive Summary

### 1. Stated purpose, mission, vision, and values

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*

*Update approved by the South Carolina Commission on Higher Education on October 4, 2012*

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.

## **2. Major Achievements from the Past Year**

- The University received reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACSCOC). Coastal Carolina received SACSCOC's highest level of reaffirmation, with no recommendations for improvement.
- The E. Craig Wall Sr. College of Business Administration maintained its accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation is earned by less than 5 percent of the world's business programs.
- Coastal Carolina University received official notification from the Southern Association of Colleges and Schools (SACSCOC) approving changes that will allow the University to establish its first doctoral program. The University will begin offering a Ph.D. program in marine science in 2014.
- Over the past year Coastal received the following distinctions:
  - Forbes: America's Top Colleges
  - U.S. News & World Report: Best Colleges
  - Institutional Research & Evaluation, Inc.: America's 100 Best College Buys
  - G.I. Jobs Magazine: Military-Friendly School
  - Princeton Review: Guide to 322 Green Colleges
- The *Feel the Teal* service initiative was introduced to the entire campus community. The primary objective of this customer service initiative is to make certain that everyone who interacts with Coastal Carolina University in any way gets treated with care, courtesy and respect. To date, more than 1,000 faculty, staff, and student workers have attended the CCU Service Basics training sessions.
- A series of retention initiatives were introduced during the 2012-13 academic year. Several initiatives included changes in advising, classroom attendance, and mid-term grading practices.
- Coastal Carolina University continues to expand undergraduate programs and specialized degree concentrations. In 2012, with the addition of one new major and twelve degree concentrations, the total offerings have risen to 65.
- *Experienced@Coastal*, the University's Quality Enhancement Plan (QEP) developed to bring experiential learning to the center of Coastal's educational culture, began in Fall 2012. Through Spring 2013, 63 courses have been approved as experiential learning courses. 210 sections of these courses have been taught with a total enrollment of 3,791 students.
- In September 2012, the University received an unqualified opinion from external auditors Cline Brandt Kochenower & Co., P.A. for the annual financial statements from the fiscal year ending June 30, 2012.
- Campus growth continued at an unprecedented rate with the addition of the following buildings:
  - HTC Student Recreation and Convocation Center
  - Bryan Information Commons
  - Clay D. Brittain, Jr. Hall
  - Kenneth E. Swain Hall (Summer 2013)
- This year's Relay for Life, held at Coastal Carolina raised more than \$120,000, beating its goal and setting another University record. A total of 61 Coastal teams comprised of over 900 participants took part in the event. The Coastal Carolina Relay team placed second in the nation for amount of funds raised among the 70 other collegiate teams.
- The majority of majors now have internship courses available to their students. Approximately 33% of all undergraduate students are now graduating with one or more internships. In addition to over 400 local internship sites, the University has partnered with approximately 200 national and international internship sites.
- The Success and Progress Rate provides a gauge of student progress through the higher education system. Such a measure is increasingly valuable as the majority of students now attend more than one institution before they graduate. From the 2006 first-time full time student cohort 66.8% were successful in completing a degree from Coastal or another higher education institution.

### **3. Key Strategic Goals**

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 uses the following strategies:

- Meeting the Educational Needs of Students and Community
- Ensuring Student Success
- Ensuring Faculty and Staff Success
- Ensuring Financial Viability and Managed Growth
- Improved Communication
- Stronger Assessment and Accountability
- Increased Technological Support

During the 2012-2013 academic year, the Coastal Carolina University 2008-2013 Strategic Plan was used to guide the addition of new majors and specialized degree concentrations; initiating approval for the University's first Ph.D. program; and managing the timelines for new building and renovation projects on campus. The Strategic Plan's emphasis on student success was also used to guide the initiation of an aggressive project to improve first-year student retention. A sub-committee was formed to review and update the Coastal Carolina University 2008-2013 Strategic Plan. This group is adding new objectives for the 2013-2014 academic year and modifying current objectives.

### **4. Key Strategic 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 4.95% 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 the 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 86%. In addition, only 24% of South Carolinians and 26% of Horry County residents hold a bachelor's degree or higher, versus a national average of 29%.
- 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.

### **5. Using the Accountability Report to Improve Organizational Performance**

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

## **Section II – Organizational Profile**

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

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

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

Table 1

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

- Students: In Fall 2012 key undergraduate student segments included:
  - Residence: 54% in-state, 44% out-of-state, 2% international
  - Gender: 54% female, 46% male
  - Enrollment: 91% full-time, 9% part-time
  - Ethnic Groups: 71% White/non-Hispanic, 20% 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 Education Center in Litchfield and the Myrtle Beach Education Center. Waties Island, 1,062 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine science and wetlands biology.

### **Number of employees, segmented by faculty and staff or other appropriate categories, Fall 2012**

<i>Category</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total</i>
Faculty	383	199	582
Staff	667	228	895
<b>Total</b>	<b>1,050</b>	<b>427</b>	<b>1,477</b>

Source: IPEDS

Table 2

- As of May 2013 the University employed 944 student workers and 73 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.
  - The University is monitored by the South Carolina Commission on Higher Education, the South Carolina Legislature, and the citizens of South Carolina.
  - 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 Council for the Accreditation of Educator Preparation (CAEP)\* and approved by the South Carolina State Board of Education.
  - The E. Craig Wall, Sr. College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB-International).
  - Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
  - The Department of Music is accredited by the National Association of Schools of Music (NASM).
  - The Department of Computer Science is accredited by the Accreditation Board for Engineering and Technology (ABET).
  - The Department of Theatre is accredited by the National Association of Schools of Theatre (NAST).
  - The Bachelor of Science in Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC).

\* Formerly NCATE (National Council for Accreditation of Teacher Education)



## **Governance system and organizational structure**

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. The chief executive officer of Coastal Carolina University is the University President whose primary responsibility is to the University. 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." Additionally, 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: During the 2012-2013 academic year the University received reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACSCOC). The next reaffirmation will take place in 2022.
- Program accreditation: The University's programs are accredited by AACSB-International, ABET, CAEP, NASAD, NASM, NAST, and NLNAC.
- 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

### Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 70,265,065	\$ 6,861,594	\$ 74,858,217	\$ 7,123,260	\$ 71,186,401	\$ 7,114,430
Other Operating	\$ 39,277,200		\$ 40,949,109		\$ 54,997,866	
Special Items	\$ 32,920,541		\$ 34,606,881		\$ 37,740,000	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 19,262,177	\$ 1,730,005	\$ 22,439,985	\$ 1,893,525	\$ 18,803,561	\$ 1,902,355
Non-recurring						
<b>Total</b>	<b>\$ 161,724,983</b>	<b>\$ 8,591,599</b>	<b>\$ 172,854,192</b>	<b>\$ 9,016,785</b>	<b>\$ 182,727,828</b>	<b>\$ 9,016,785</b>

### Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills	\$ 112,919	\$ 425,186
Capital Reserve Funds	\$ 831,612	\$ 948,366
Bonds	\$ -	\$ -

## Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures	FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Business, Education, Science and Arts and Humanities.	State: 8,591,599.00 Federal: 0.00 Other: 42,732,953.00 Total: 51,324,552.00 % of Total Budget: 32%	State: 9,016,785.00 Federal: 0.00 Other: 46,768,266.00 Total: 55,785,051.00 % of Total Budget: 32%	Figure: 7.1.1, 7.3.1 Table: 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: 8,391,054.00 Total: 8,391,054.00 % of Total Budget: 5%	State: 0.00 Federal: 0.00 Other: 9,244,335.00 Total: 9,244,335.00 % 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: 25,821,271.00 Total: 25,821,271.00 % of Total Budget: 16%	State: 0.00 Federal: 0.00 Other: 27,735,175.00 Total: 27,735,175.00 % 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, Communications	State: 0.00 Federal: 0.00 Other: 13,166,447.00 Total: 13,166,447.00 % of Total Budget: 8%	State: 0.00 Federal: 0.00 Other: 12,968,953.00 Total: 12,968,953.00 % of Total Budget: 8%	Figure: 7.3.4, 7.3.5 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: 16,848,157.00 Total: 16,848,157.00 % of Total Budget: 10%	State: 0.00 Federal: 0.00 Other: 18,007,580.00 Total: 18,007,580.00 % of Total Budget: 10%	Figure: 7.3.1, 7.3.4, 7.3.5
I. Scholarships	Provide educational opportunities for students by providing financial assistance.	State: 0.00 Federal: 14,898,533.00 Other: 18,022,008.00 Total: 32,920,541.00 % of Total Budget: 21%	State: 0.00 Federal: 14,744,903.00 Other: 19,861,978.00 Total: 34,606,881.00 % of Total Budget: 21%	Figure: 7.3.6 Table: 7.3.1
II. Auxiliary	Operate and maintain the University's Residence Life, Food Service, and Bookstore.	State: 0.00 Federal: 0.00 Other: 4,780,156.00 Total: 4,780,156.00 % of Total Budget: 3%	State: 0.00 Federal: 0.00 Other: 10,827,603.00 Total: 10,827,603.00 % of Total Budget: 6%	Figure: 7.3.1

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

<b>Remainder of Expenditures:</b>	State:	0.00	State:	0.00
	Federal:	2,013,782.00	Federal:	2,058,311.00
	Other:	6,459,023.00	Other:	1,620,303.00
	Total:	8,472,805.00	Total:	3,678,614.00
	% of Total Budget:	5%	% of Total Budget:	2%

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

### Strategic Planning

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 12-13 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
	<b>Goal 2.1. - Talented and Diverse Student Body:</b> Implement a comprehensive enrollment strategy to recruit and retain an academically talented and diverse student body	<b>Objective 2.1.2.</b> Increase student retention programs and services	<b>Figure:</b> 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5 <b>Table:</b> 7.1.1, 7.2.1
	<b>Goal 2.4 - Enhanced Commitment to Safety and Wellness:</b> Enhance the safety, health, and wellness of Coastal Carolina University students	<b>Objective 2.4.1.</b> Monitor campus programs, technologies, and procedures to ensure campus security and student safety	<b>Table:</b> 3.4.1
	<b>Goal 4.1. - Comprehensive Financial Plan:</b> Develop, implement, and communicate a comprehensive financial plan that includes projections of tuition, state support, grant support, and philanthropy	<b>Objective 4.1.1.</b> 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	<b>Figure:</b> 7.5.1
	<b>Goal S2.1. - Culture of Assessment:</b> 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	<b>Objective S2.1.1.</b> Annually evaluate the current state of the University as it relates to assessment, institutional effectiveness, and continuous improvement processes	<b>Table:</b> 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 7<sup>th</sup> section of this document

## **Section III – Elements of Malcolm Baldrige Criteria**

### **Category 1 – Senior Leadership, Governance, and Social Responsibility**

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

Coastal Carolina University's mission and values statements have been developed through a collaborative process that seeks and encourages input from all constituencies. The University's leadership fosters these values through the annual strategic planning, assessment, and budgeting process. The University's values are also addressed in the Strategic Plan, a document accepted in 2008 by the Board of Trustees that will guide the institution through 2013. The strategic plan objectives will be updated Summer 2013 and presented to the Strategic Management Team in September 2013. 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, CAEP, NASAD, NASM, NAST, and 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, 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.

***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, and through implementation of teaching excellence grants. The President's Executive Staff serves in an advisory role to the President and meets every two weeks to discuss University progress and projects.

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.

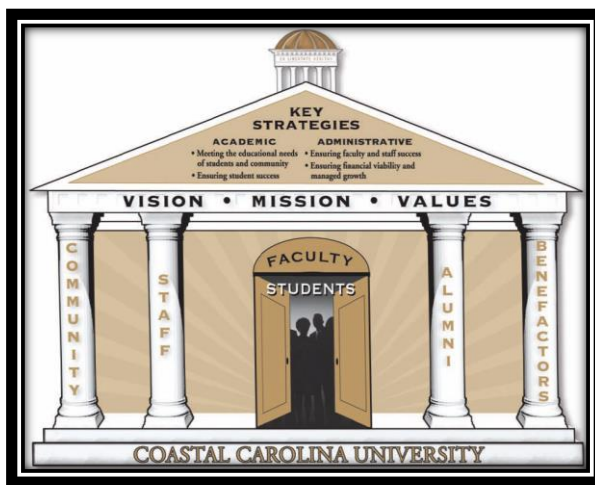


Figure 1.2

**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](http://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 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 Athenium*
  - *Coastal Carolina University Magazine*
  - 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.

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

The 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.

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

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

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

- The University's Strategic Plan addresses and anticipates adverse impacts through the annual planning, assessment, and budgeting process. Part of the process included developing a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis and identifying strategies for addressing weaknesses and threats.
- The colleges are responsible for anticipating adverse impacts related to academic programs and offerings through their annual planning, assessment, and budgeting process.
- The administrative units are responsible for anticipating adverse impacts related to their services and operations through their annual planning, assessment, and budgeting process. Campus-wide plans have been developed to manage adverse impacts on operations, including the development of the Campus Master Plan in 2010-2011.
- 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, ABET, CAEP, NASAD, NASM, NAST, NLNAC, 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.

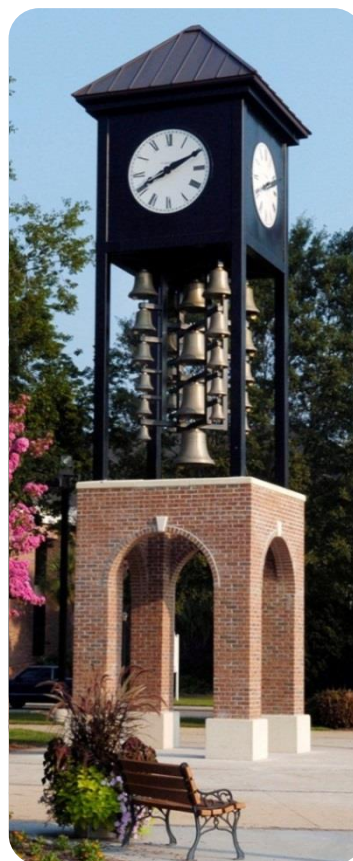
- Enrollment growth will have an impact on the University's dependence on tuition revenues (in the absence of adequate state funding) while fulfilling the institutional mission to serve the state and local region. Student life in recent years has been affected as more students opted for university housing. There has been a need for special attention to 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 65 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.

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**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 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

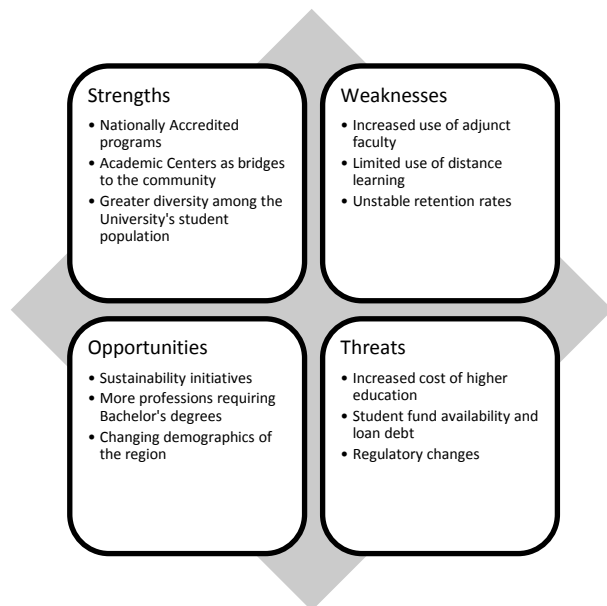


Figure 2.1.1

#### Strategic Plan Evolution Process

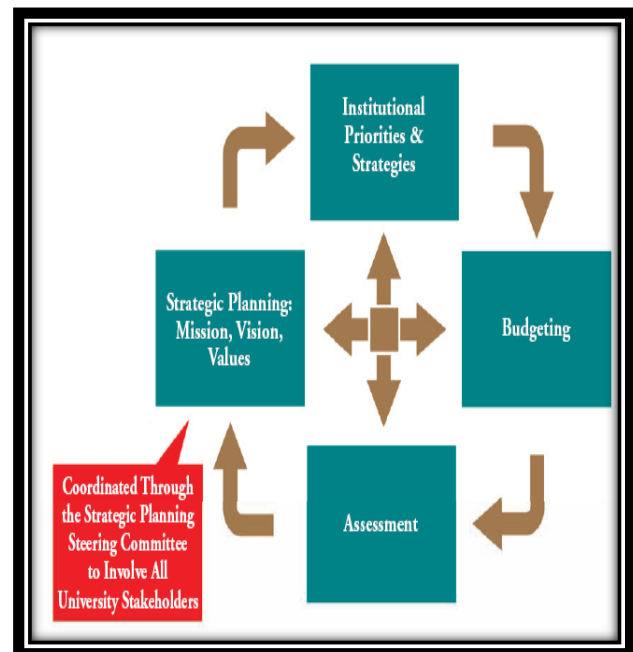


Figure 2.1.2

\* An Addendum to the Strategic Plan will be submitted for approval in September 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 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 2012-2013 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 \$270k to add license plate recognition module (to the Video Surveillance System) and additional surveillance cameras for Public Safety to enhance safety and security.
- Invested over \$150k for faculty and staff computer replacement.
- Invested over \$220k for technology resources throughout the computer labs, colleges, and library.
- Invested over \$220k for Wired and Wireless infrastructure at University Place.
- Invested over \$50k in smart classroom projector upgrades.

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, 21 newly slotted faculty positions and \$1.6 million for the 2012-2013 fiscal year were approved.

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

The Executive Staff which is chaired by the Executive Vice-President/Chief Operating Officer meets bi-monthly. These meetings include all vice-presidents and other key representatives. The group is responsible for implementing the strategic plan and monitoring progress towards the University's key strategies.

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](http://www.coastal.edu/emergency/pdfs/hurricanePlan.pdf)

***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 2011-2012 assessment cycle, 102 units representing academic, student development and administrative areas submitted reports using TEAL Online.

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.

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***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.

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***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.

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***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.

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

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

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## **Category 3 – Student, Stakeholder, and Market Focus**

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

The Division of Enrollment Services recruits and enrolls new and continuing students and comprises the Offices of Admissions, Financial Aid, and Scholarships. 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.
- 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 Admissions 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, financial aid, and scholarship policies comply with institutional, state, and federal regulations.

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

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

- **Visitation surveys:** Prospective students and parents complete visitation surveys that measure their satisfaction regarding the visit registration process and the quality of the pre-tour overview, campus tour, any special presentations, appearance of the campus, etc. This information is shared with the tour guides, staff, counselors, and the administration on a routine basis, and is an effective means to listen, learn, and improve.
- **Non-matriculant survey:** A survey 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 2013 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.

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### **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 meets with the president, provost, chief operating officer, vice-president for finance and administration, and vice-president for student affairs. The purpose of these meetings is to conduct open and frank discussion of concerns affecting students.

Beginning in Fall 2012, a new “greeter program” was introduced. This program gives 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 subsequent semesters. 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.

### **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
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

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.

**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 addresses 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](mailto: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.



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## 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), 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, 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](http://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.

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### **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.

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

The University selects and uses key comparative data and information for operational and strategic decision-making based on the University's strategic plan and the annual planning, assessment, and budgeting process. For student retention and graduation rates, the University uses rates from peer and aspirant higher education institutions. For financial and resource data, the University uses information from the CHEMIS, [www.che.sc.gov/New\\_Web/Data&Pubs.htm](http://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.

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#### ***4.5 How do you make needed data and information available? How do you make them***

#### ***accessible to your workforce, students, and stakeholders?***

The Office of Institutional Research, Assessment and Analysis website, [www.coastal.edu/administration/iraa](http://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

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

The priority of the Office of Institutional Research, Assessment, and Analysis is to ensure all data released from the office is valid, timely, and readily available to those who request data for decision-making purposes. Once a data request is made the task is assigned by the task manager to an analyst using Microsoft Outlook with a completion date to ensure timely execution. After the task has been completed the data is compared to previous year data (if possible) and submitted for peer analysis to ensure data integrity and accuracy.

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#### ***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.

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**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.

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**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, HREO Workplace, for University employees. The website

serves as a direct communication link with faculty and staff on campus and includes announcements, resources, policies and procedures, self-service links and contact information for the human resources staff. The site includes a "Supervisors Toolkit" to enhance knowledge of best employment practices and promote optimal performance.

The Office of 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. Opportunities in the AY 2012-2013 included:

- **Faculty/Staff New Hire Orientation:** A program assisting new hires with their transition into the workplace environment and Coastal culture. 47 faculty/staff participated.
- **Active Shooter Training:** A session focusing on employee safety and security. 1400 faculty/staff participated.
- **S.M.A.R.T. (Strategic Management and Resource Training):** A program providing managers across campus with tools and training that adheres to and supports the goals and mission of Coastal Carolina University's strategic plan. 20 faculty/staff participated.
- **Volunteers @ Work:** A philanthropic program that provides support and engagement with the surrounding community through volunteer and educational efforts. 17 faculty/staff participated.
- **Administrative Support Network (ASN):** A program providing professional development and best practices training and support to administrative support staff of the University. 28 staff participated.

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.

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### **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.

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### **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.

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### ***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).

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### ***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.

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

The method and level of recruitment largely depends on the nature of the position. The University's recruitment activities include a mix of online posting resources, newspapers, professional journals/publications, networking, posting notice at helping agencies and networking through professional organizations, colleges/universities, conferences and job fairs. Typically, positions are posted for at least five working days. The search process is coordinated by the Office of 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.

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

Campus orientation sessions provide knowledge about the University and expectations of employees for new hires. The Office of 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.

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

Staff effectiveness is measured through annual performance evaluations (EPMS). 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.

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

Due to the rapidly growing campus community, the Office of 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.

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

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

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

Maintaining workforce health and safety is a major focus for the President and University administration. The University has a team of law enforcement, fire, safety, security personnel and administrators devoted to maintaining a safe and secure University community. Policies and procedures regarding employee health and safety are available on the University's Environmental Health and Safety and the Office of 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.

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### 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.

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### 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.

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### 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 four complete academic years (2008-2009 through 2011-2012). 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 2011-2012 academic year, 102 units representing academic, administrative, and student development areas submitted reports using TEAL Online.

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

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.

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### **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. In consultation with the President and after a good understanding of upcoming operational needs have been obtained, the Vice President for Finance and Administration determines how much if any tuition increases need to be established and requests approval by the President and by the Board of Trustees.

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.



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## 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 an 8.0% gain in graduates from 2009-2010 to 2011-2012. With additional graduate degree programs now realizing significant participant completion, master's degree attainment increased 97% between 2009-2010 and 2011-2012. (Figure 7.1.1 and 7.1.2)

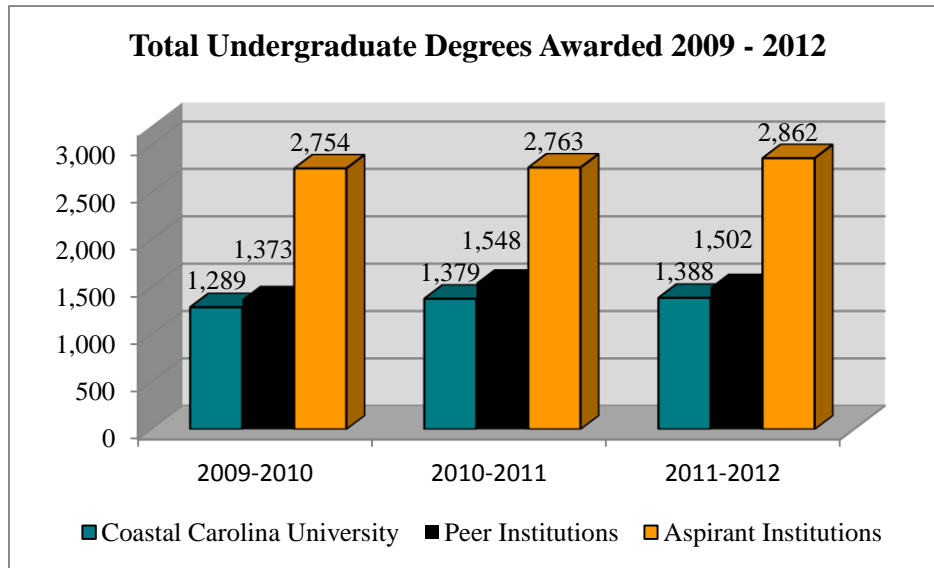


Figure 7.1.1 Source: IPEDS Data Center 2012

- Coastal Carolina University awarded 1,388 undergraduate degrees in 2011-2012, indicating a .7% increase over 2010-2011.

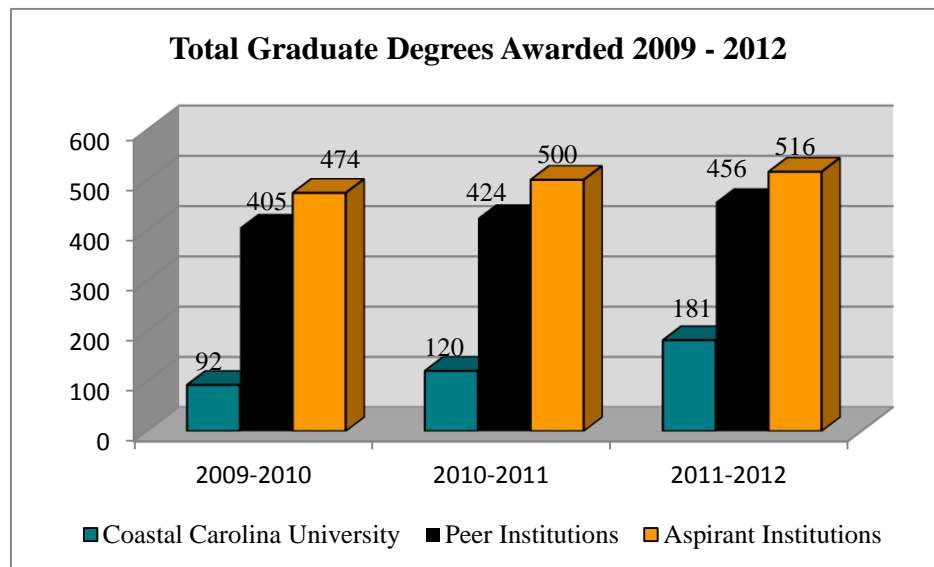


Figure 7.1.2 Source: IPEDS Data Center 2012

- 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 2004 through Fall 2011 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 362 participating universities (276 public, 86 private). In addition, comparisons are made to 92 “Moderately Selective” institutions (70 public, 22 private). CSRDE defines “Moderately Selective” as those institutions that admit students with ACT Composite scores between 21.0 and 22.4 or SAT Composite scores between 990 and 1044. Coastal’s 2006 six-year graduation rate experienced an increase of 4.3% from 2004. Both moderately selective and all CSRDE participants experienced increases in graduation rate <1%. Overall, Coastal’s six-year graduation rate exceeded that of the moderately selective institutions in both 2005 and 2006. (Figure 7.1.3)

**Coastal Carolina University Compared with CSRDE Institutions: Six-Year Graduation Rates  
Fall 2004 – Fall 2006 First-Time Freshman Cohorts**

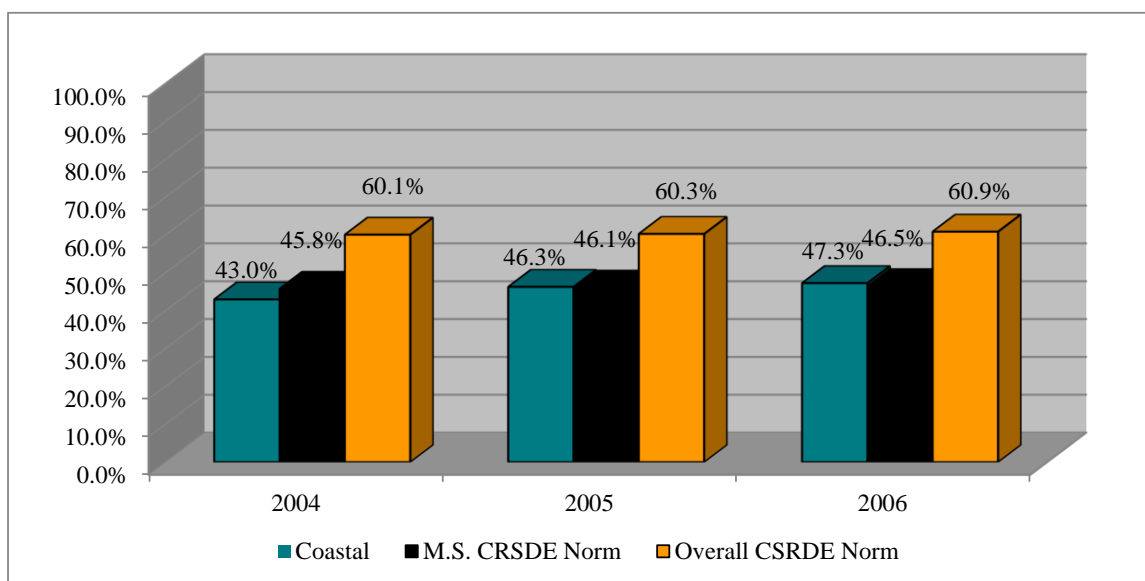


Figure 7.1.3 Source: CSRDE June 2013

As shown in Figure 7.1.4, the Coastal's one-year student retention rate decreased 4.6% between 2009 and 2011. Similar trends are apparent for both the moderately selective institutions and all CSRDE participants, however, this decrease in retention was <1% for both groups for the same period.

**Coastal Carolina University Compared with CSRDE Institutions: One-Year Student Retention Rates  
Fall 2009 – Fall 2011 First-time Freshman Cohorts**

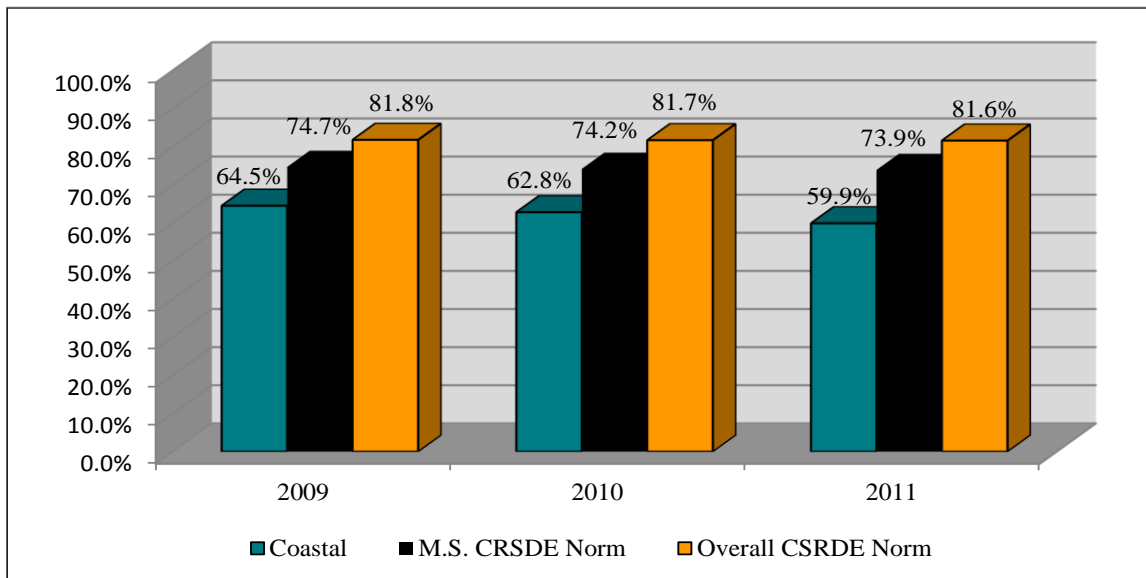


Figure 7.1.4 Source: CSRDE June 2013

**African American Retention and Graduation Rates**

Based on the Fall 2010 African American first-time freshman cohort, Coastal exceeds the moderately selective institutions in two-year retention of African American students by 4.2%. The University, however, has a lower one- and two-year retention rate for this group in comparison to the overall CSRDE institutions. (Table 7.1.1)

<b>African American Retention Rates: Coastal Carolina University and CSRDE Norms Fall 2010 First-Time Freshman Cohort</b>						
	<b>One-Year</b>			<b>Two-Year</b>		
	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University	Overall CSRDE Norm	M.S. CSRDE Norm	Coastal Carolina University
African American	75.3%	69.2%	68.9%	61.7%	53.0%	57.2%

Table 7.1.1 Source: CSRDE June 2013

Based on the most recent CSRDE data released in June 2013, Coastal Carolina University has a higher six-year average African American graduation rate (49.8%) than both the moderately selective (33.6%) and overall CSRDE (45.6%) institutions for the 2002-2006 cohorts.

**Six-Year Average African American Graduation Rate  
2002 – 2006 Cohorts**

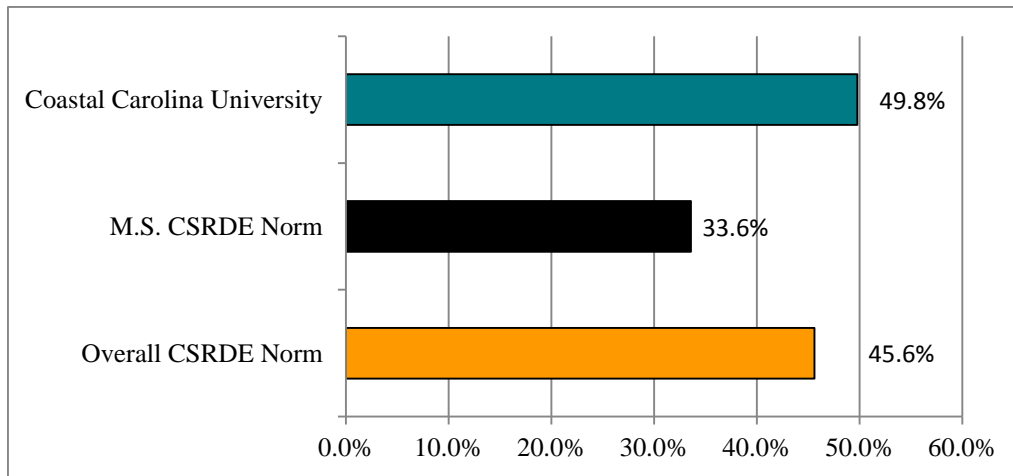


Figure 7.1.5

Source: CSRDE June 2013

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. The survey polls students concerning their overall educational experience at the institution. Table 7.2.1 presents data indicating Coastal students' satisfaction level with their entire educational experience the University. This data is compared to students at other southeast public, same Carnegie classification, and NSSE participating institutions. Coastal seniors rate their educational experience slightly higher than first-year students at the University. Both participating seniors and first-year students rate their educational experience as good or excellent over 85% of the time. This figure is comparable to all other comparison groups.

<b>How would you evaluate your entire educational experience at this institution?</b>								
	<b>First-Year Students</b>				<b>Seniors</b>			
	Coastal	Southeast Public	Carnegie Class	NSSE 2013	Coastal	Southeast Public	Carnegie Class	NSSE 2013
Good	55%	48%	49%	47%	49%	44%	43%	43%
Excellent	30%	39%	35%	40%	39%	44%	44%	44%
Total	85%	87%	84%	87%	88%	88%	87%	87%

Table 7.2.1

Source: NSSE 2013

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 10,500 students by Fall 2016, using a conservative growth factor of 3%.

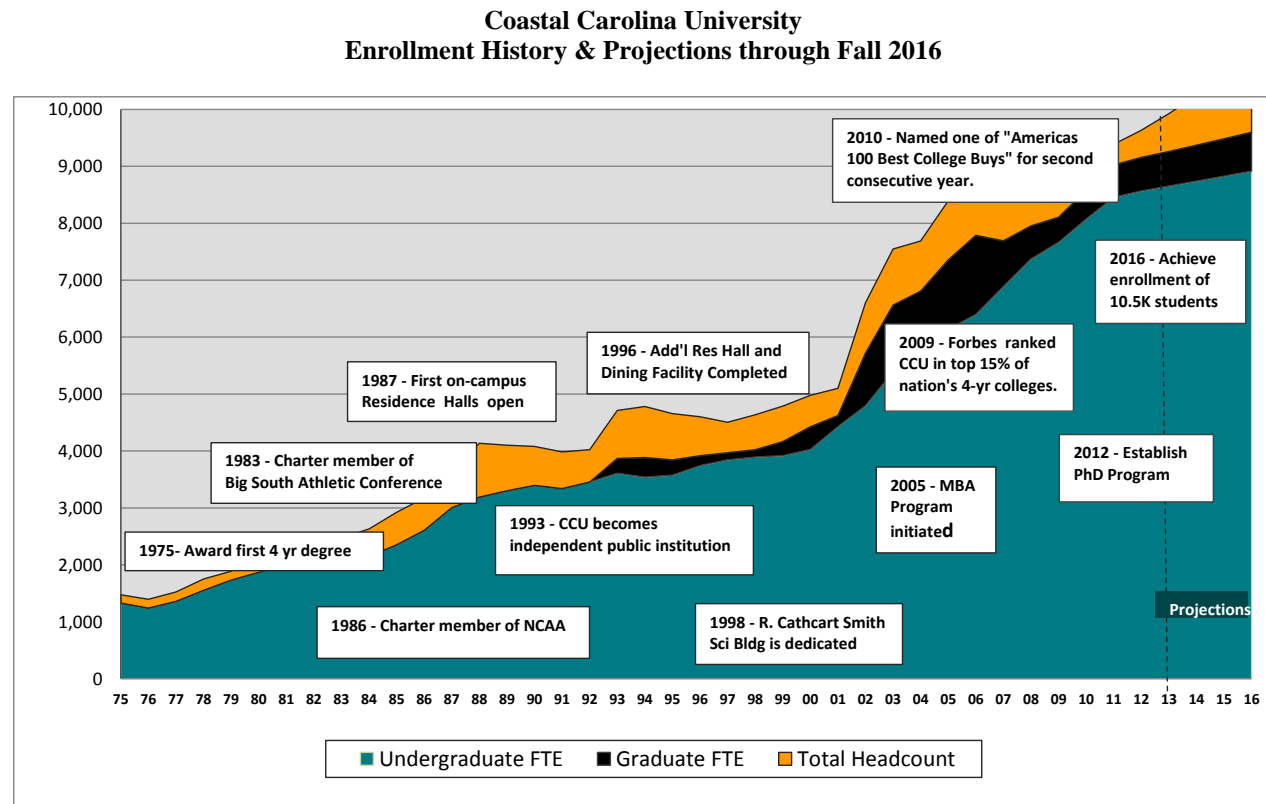


Figure 7.3.1

Source: University Budget Report August 2013

**South Carolina Resident Enrollment Growth**

From Fall 2002 through Fall 2012, the comprehensive teaching institutions saw a net increase of in-state enrollment based of 1,809 (Tables 7.3.1 and 7.3.2). Coastal accounted for 1,463 students of the total net increase. Over the past decade, the University has shown a 40.7% increase of in-state students enrolling in the institution. All S.C. public comprehensive universities have seen a 4.9% increase in in-state student enrollment.



**S. C. Public Comprehensive Universities  
Total Number In-State Students Enrolled 2002-2012**

	Fall Semester											Change	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2002-12	%
Citadel	2,843	2,456	2,108	2,065	1,995	1,958	1,984	1,985	1,831	1,938	2,108	-735	-25.9%
Coastal Carolina	3,599	4,106	4,241	4,605	4,799	4,409	4,404	4,363	4,663	4,868	5,062	1,463	40.7%
College of Charleston	7,588	7,498	7,498	7,229	7,057	7,177	7,333	7,608	7,359	7,228	7,165	-423	-5.6%
Francis Marion	3,273	3,381	3,500	3,818	3,862	3,662	3,814	3,769	3,837	3,990	3,897	624	19.1%
Lander	2,798	2,804	2,782	2,564	2,554	2,267	2,422	2,625	2,833	2,850	2,807	9	0.3%
SC State	3,548	3,580	3,586	3,704	3,664	4,089	4,139	3,806	3,560	3,476	3,097	-451	-12.7%
USC - Aiken	2,922	2,885	2,936	2,893	3,037	2,905	2,884	2,917	2,889	2,882	2,821	-101	-3.5%
USC - Beaufort	952	904	985	1,052	1,103	1,133	1,163	1,316	1,400	1,484	1,478	526	55.3%
USC - Upstate	4,058	4,181	4,067	4,201	4,331	4,606	4,747	5,050	5,162	5,145	5,243	1,185	29.2%
Winthrop	5,468	5,522	5,464	5,463	5,322	5,396	5,157	5,244	4,985	4,887	5,180	-288	-5.3%
Total	37,049	37,317	37,167	37,594	37,724	37,602	38,047	38,683	38,519	38,748	38,858	1,809	4.9%

Table 7.3.1

Source: SCCHE Spring 2013

**S.C. Public Comprehensive Universities  
Total Number In-State Students Enrolled  
Change from 2002-2012**

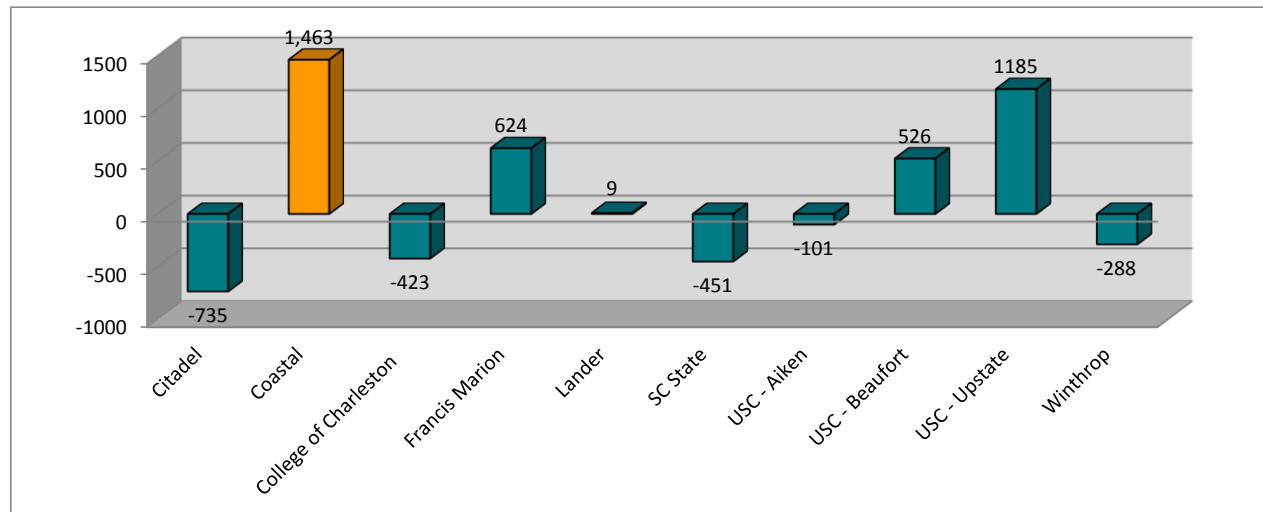


Figure 7.3.2

Source: SCCHE Spring 2013

**South Carolina Resident Graduate Enrollment Growth**

South Carolina comprehensive teaching institutions saw a net decrease of 488 FTEs in graduate enrollment from Fall 2002 through Fall 2012. Coastal Carolina University accounted for an 8 FTE decrease, or 2.7%, of the total decrease in graduate enrollment for these institutions.

**S. C. Public Comprehensive Universities  
Graduate FTE Enrollment 2002-2012**

	Fall Semester											Change	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2002-12	%
Citadel	690	594	489	481	457	468	475	475	464	453	421	-269	-39.0%
Coastal	299	405	334	436	546	288	238	200	229	265	291	-8	-2.7%
College of Charleston	549	593	614	526	529	542	583	561	591	543	521	-28	-5.1%
Francis Marion	185	175	167	185	202	155	187	115	114	156	121	-64	-34.5%
Lander	102	92	57	23	20	22	34	18	34	13	31	-72	-70.1%
SC State	484	450	339	318	325	376	406	378	370	367	335	-149	-30.7%
USC - Aiken	48	42	48	61	51	43	51	29	35	40	42	-6	-12.7%
USC - Beaufort	0	0	0	0	0	0	0	0	0	0	0	0	0
USC - Upstate	26	29	28	24	12	17	20	33	21	27	42	16	61.5%
Winthrop	548	568	531	533	524	612	568	605	577	616	639	91	16.7%
Total	2,931	2,948	2,607	2,587	2,666	2,523	2,562	2,414	2,435	2,480	2,443	-488	-16.7%

Table 7.3.2

Source: SCCHE Spring 2013

**S.C. Public Comprehensive Universities  
Graduate FTE Change from 2002-2012**

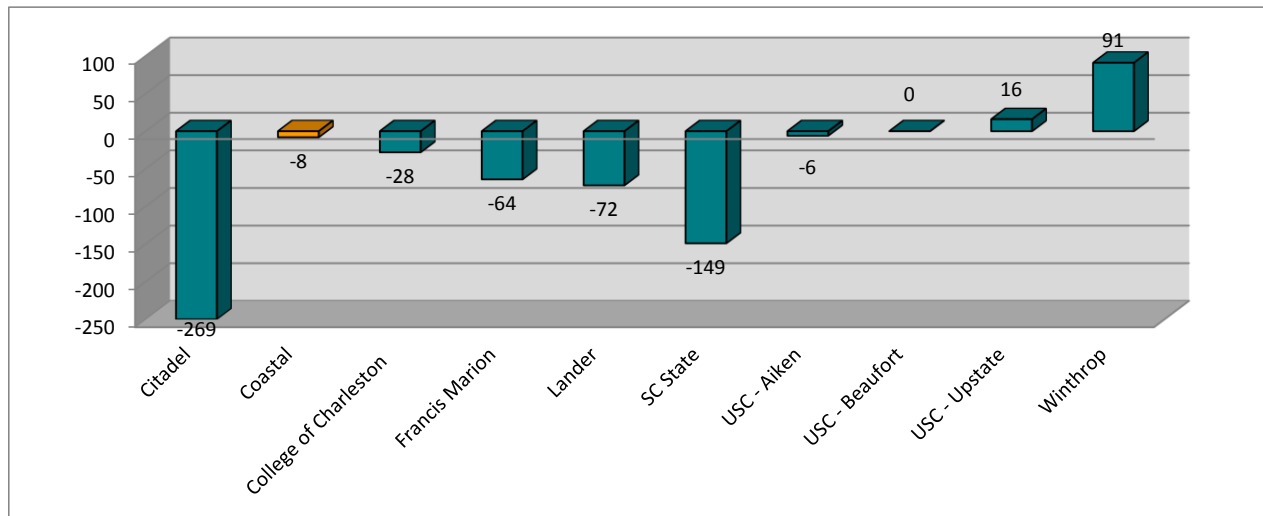


Figure 7.3.3

Source: SCCHE Spring 2013

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

As state funding has declined over the past few years and expenses have increased, universities throughout the state, with the exception of one, have found it necessary to raise tuition. Despite decreasing allocations and challenging growth issues, Coastal Carolina University has chosen to keep tuition for in-state students flat for the third straight year. Among South Carolina public universities, Coastal Carolina's current tuition is \$708 below the average rate of \$10,467 (Table 7.3.3). The cost of attending Coastal Carolina University remains competitive with other South Carolina public universities for both in-state and out-of-state students.

### In-State Undergraduate Tuition Trends 2009 - 2014

	Academic Year					Change	
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Increase	1-yr %
Clemson	\$ 11,078	\$ 11,854	\$ 12,304	\$ 12,674	\$ 13,054	380	3.00%
USC - Columbia	9,156	9,786	10,168	10,488	10,816	328	3.13%
Citadel	8,735	9,871	10,216	10,523	10,838	315	2.99%
Coastal	8,950	9,390	9,760	9,760	9,760	-	0.00%
College of Charleston	8,988	9,616	9,616	9,918	10,230	312	3.15%
Francis Marion	7,960	8,480	8,802	9,066	9,386	320	3.53%
Lander	8,760	9,144	9,504	9,792	10,100	308	3.15%
SC State	8,462	8,898	9,258	9,258	9,776	518	5.60%
USC - Aiken	7,900	8,374	8,700	8,974	9,258	284	3.16%
USC - Beaufort	7,250	7,756	8,108	8,508	8,922	414	4.87%
USC - Upstate	8,642	9,072	9,426	9,722	10,028	306	3.15%
Winthrop	11,606	12,176	12,656	13,026	13,430	404	3.10%
<b>Average Rate</b>	<b>\$ 8,957</b>	<b>\$ 9,535</b>	<b>\$ 9,877</b>	<b>\$ 10,142</b>	<b>\$ 10,467</b>	<b>\$ 324</b>	<b>3.20%</b>

Table 7.3.3

Source: University Budget Report – August 2013

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

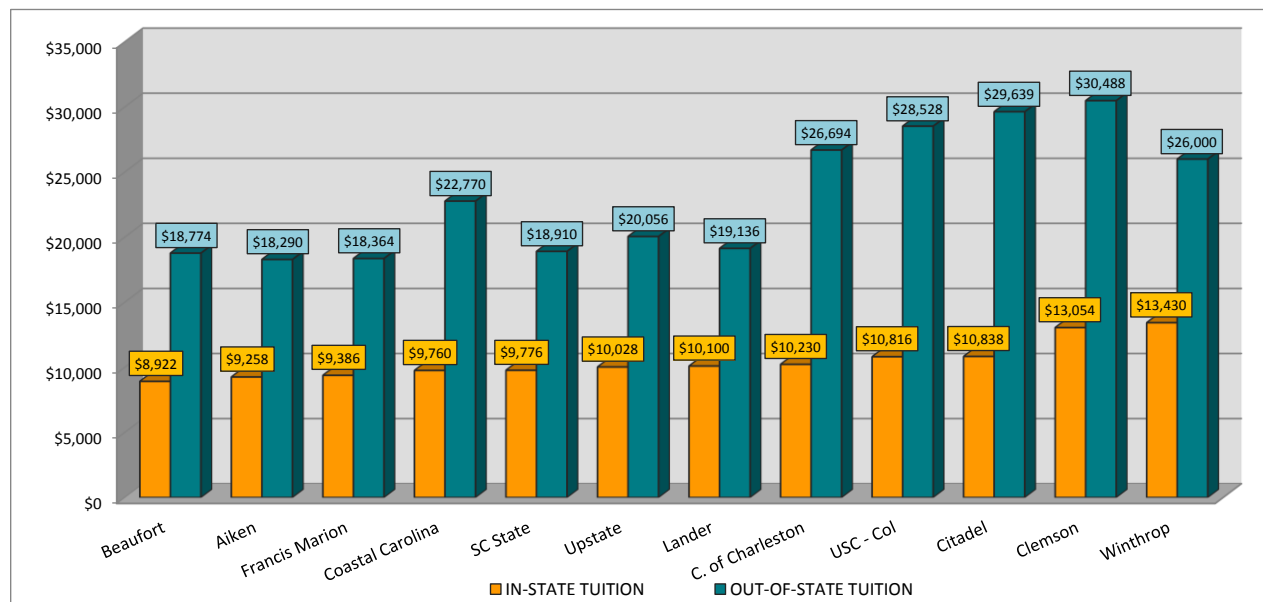


Figure 7.3.4

Source: University Budget Report – August 2013

### 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, at 58.49 square feet per FTE student, as Figure 7.3.5 illustrates.

**Assignable Academic/Support Space Square Feet per FTE  
Fall 2012**

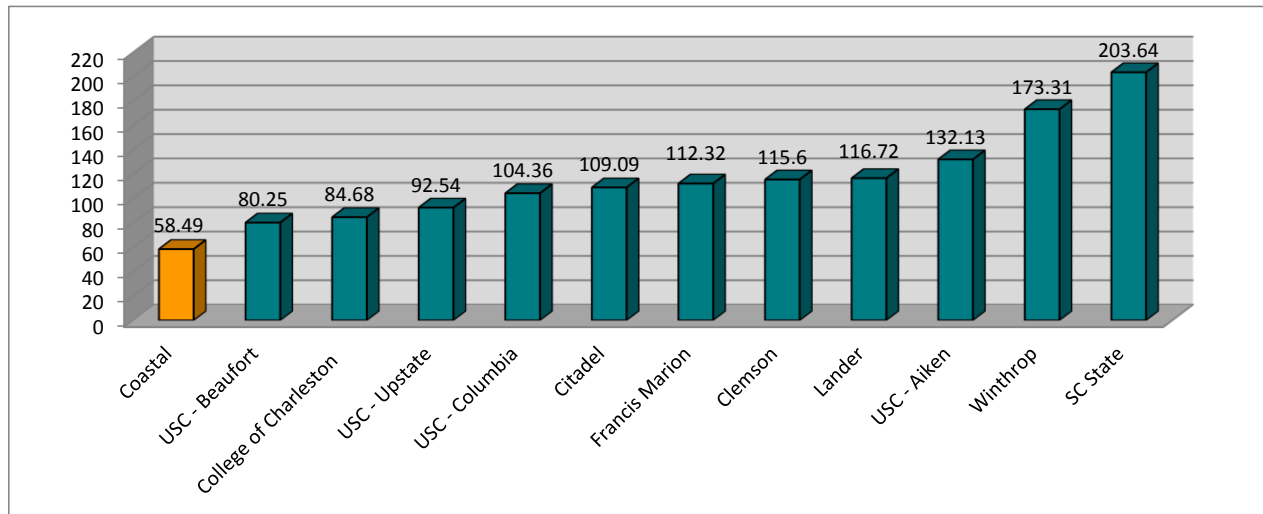


Figure 7.3.5 Source: University Budget Report August 2013

### **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 2004-2012 Coastal has continued to increase these opportunities at an average rate of 8% per year.

**Scholarships Awarded Fall 2004 - 2012**

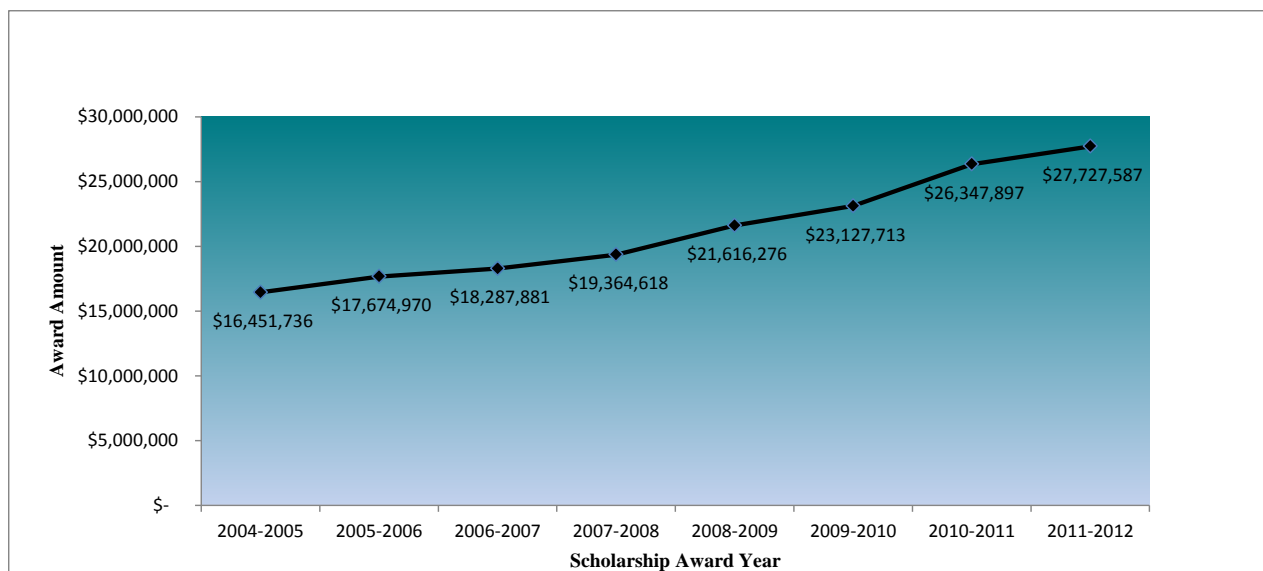


Figure 7.3.6 Source: Fact Books 2004-2012

**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, the University participated in the 2012 Great Colleges to Work for recognition program sponsored by the *The Chronicle for Higher Education*.

**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 2009-2012, the average SAT scores for Coastal Carolina University freshmen (1016) were above the state (977) and the national (1014) averages. For this same period, the ACT scores for Coastal freshmen (21) were slightly above the state average (20) and equal with the national average (21).

**New Freshmen SAT and ACT Scores  
2009 – 2012**

	<b>Fall 2008</b>		<b>Fall 2009</b>		<b>Fall 2010</b>		<b>Fall 2011</b>		<b>Fall 2012</b>	
<b>SAT TOTAL SCORE</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
< 800	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%
800-899	36	2.6%	146	11.9%	234	17.4%	250	17.7%	243	17.9%
900-999	547	40.2%	362	29.4%	413	30.7%	392	27.7%	489	36.0%
1000-1099	447	32.8%	392	31.8%	405	30.1%	438	31.0%	366	26.9%
1100-1199	229	16.8%	233	18.9%	200	14.9%	221	15.6%	164	12.1%
1200-1299	81	6.0%	77	6.3%	77	5.7%	90	6.4%	72	5.3%
> 1299	21	1.5%	21	1.7%	17	1.3%	22	1.6%	24	1.8%
<b>Average SAT Score</b>	<b>1030</b>		<b>1028</b>		<b>1008</b>		<b>1013</b>		<b>1000</b>	
<b>South Carolina Average</b>	<b>985</b>		<b>982</b>		<b>979</b>		<b>972</b>		<b>969</b>	
<b>National Average</b>	<b>1017</b>		<b>1016</b>		<b>1017</b>		<b>1011</b>		<b>1010</b>	
<b>ACT COMPOSITE SCORE</b>										
<18	14	2.3%	40	7.4%	91	14.0%	75	10.4%	58	6.9%
18	31	5.1%	82	15.2%	105	16.1%	115	16.0%	120	14.2%
19	71	11.6%	95	17.6%	115	17.7%	127	17.6%	143	16.9%
20	121	19.8%	98	18.1%	98	15.1%	103	14.3%	122	14.4%
21	98	16.0%	71	13.1%	81	12.4%	84	11.7%	88	10.4%
22	79	12.9%	52	9.6%	53	8.1%	67	9.3%	70	8.3%
	611		541		651		721		845	
<b>Average ACT Score</b>	<b>22</b>		<b>21</b>		<b>20</b>		<b>21</b>		<b>21</b>	
<b>South Carolina Average</b>	<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>		<b>20</b>	
<b>National Average</b>	<b>21</b>		<b>21</b>		<b>21</b>		<b>21</b>		<b>21</b>	

Table 7.5.1

Source: Fact Book 2012

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 in Fall 2008 and decreased to 17 by Fall 2011. The University is continually striving to lower the ratio which is indicative of more personal student contact with teaching faculty.

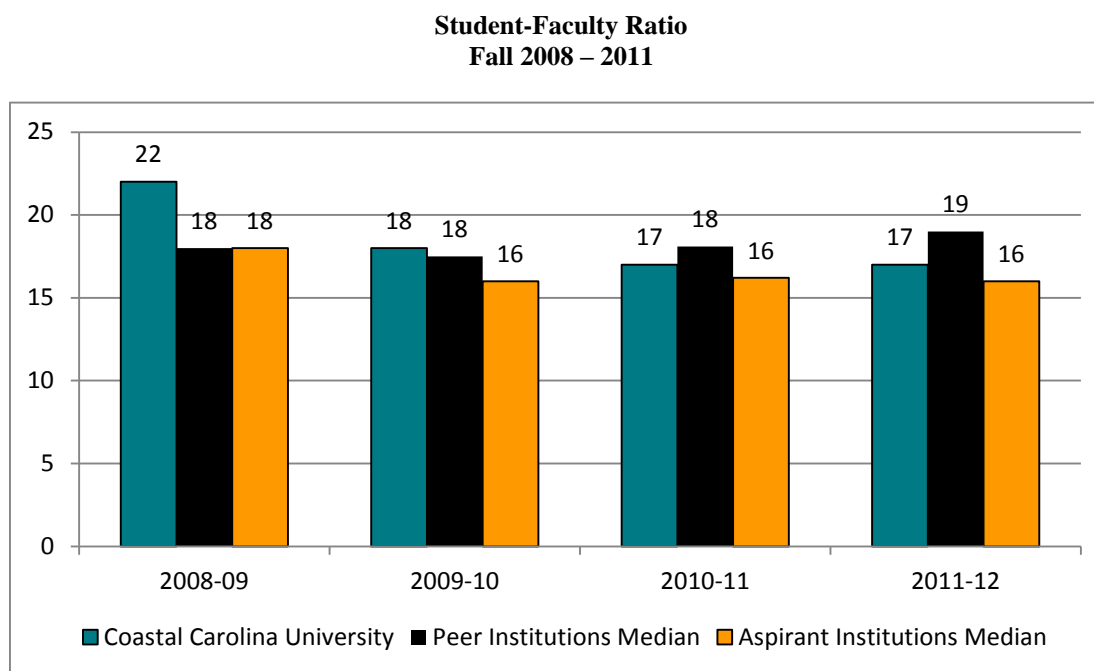


Figure 7.5.1

Source: IPEDS Data Center 2012

## 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](http://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 the past five years, most recently for the financial statements ended June 30, 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 Council for the Accreditation of Educator Preparation (CAEP) 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	Next Reaffirmation Date
<b>University</b>			
<b>CCU Regional Accreditation</b>		<b>SACSCOC</b> - Southern Association of Colleges and Schools Commission on Colleges	2022
<b>Business</b>			
<b>College of Business</b>	B.S.; B.A., M.B.A., & M.Acc.	<b>AACSB-International</b> - International The Association to Advance Collegiate Schools of Business	2018
<b>Education</b>			
<b>Education Majors</b>	B.A.Ed.; M.Ed. MA.T.	<b>CAEP</b> - Council for the Accreditation of Educator Preparation (formerly NCATE)	2018
<b>Humanities</b>			
<b>Music</b>	B.A.	<b>NASM</b> - National Association of Schools of Music	2016
<b>Theatre</b>	B.A. Theatre & B.F.A. Musical Theatre	<b>NAST</b> -National Association of Schools of Theatre	2015
<b>Visual Arts</b>	B.A. Art Studio & Graphic Design	<b>NASAD</b> - National Association of Schools of Art and Design	2015
<b>Science</b>			
<b>Computer Science</b>	B.S.	<b>ABET</b> - Accreditation Board for Engineering and Technology	2015
<b>Nursing</b>	B.S.	<b>NLNAC</b> - National League for Nursing Accrediting Commission	2015

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



## Glossary of Acronyms

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