

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2006-2007



September 2007

David A. DeCenzo, President

Accountability Report Transmittal Form

Agency Name: Coastal Carolina University

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Glossary of Terms and Abbreviations

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

Section I – Executive Summary

Stated purpose, mission, and values

Mission Statement

Coastal Carolina University is a public mid-sized (4,000-6,500 students), comprehensive liberal arts institution offering baccalaureate degrees in the traditional liberal arts and sciences, interdisciplinary studies, and professional schools, along with Master's degrees in several specialized areas. Located in one of the fastest-growing metropolitan areas in the nation, the campus primarily serves its immediate five-county area, while honoring its commitment to the citizens of Horry County who founded the University and continue to provide funding to it. Recognizing its responsibility to ensure a student population that is diverse both culturally and geographically, the institution also aggressively recruits statewide, out-of-state, and internationally.

Coastal Carolina is a community of students and teacher-scholars dedicated to the pursuit of wisdom and goodness in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity stimulated. The University seeks to provide a rational view of the world and human experience through student-centered participatory learning to help students make intelligent and informed decisions as free and active citizens in modern society. To this end, the institution affords opportunities for personal development and provides a common grounding in the Western intellectual tradition. Anticipated acquired skills and knowledge include the ability to express oneself effectively both orally and in writing, to locate and process information, to reason analytically and abstractly, to interpret and evaluate scientific evidence, to demonstrate competency in the use of modern technology, and to appreciate accomplishments in the arts. Attitudes ideally to be developed embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, an appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.

As a major intellectual and cultural center for the Waccamaw region, the University enriches the quality of life through the performing and fine arts, community service, external programs, distance learning, continuing education programs, and the encouragement of faculty development and research, especially in problem areas that are indigenous. Recognizing regional needs, the campus provides Master's degrees in several areas for professional advancement. In its public service role, the institution is a major resource in the economic and intellectual development of the region, urging faculty participation on local boards and councils, and providing research and consulting services to local businesses, non-profit agencies, and governmental bodies. The University facilitates student participation in the community through internships, community service, and cooperative learning, as part of a comprehensive educational experience that renders students competitive for entry-level jobs or graduate and professional training leading to practical and productive careers in business, the public service, the professions, and education.

Toward this accomplishment of its mission, Coastal Carolina covenants its cooperation with its sister public institutions, with the public schools, with the business community, and with elected and appointed officials who are responsible to the voting public for the oversight and governance of post-secondary education. The University understands that such cooperation necessarily includes coordination of programs and activities, along with a duty to use public funding efficiently and effectively to make its offerings both affordable and accessible. The institution also recognizes the fact that any public funds appropriated to it must be considered as an investment in the betterment of society, with the anticipated returns being an enlightened populace and economic growth. (Approved by the Board of Trustees at the April 18, 1997 Meeting)

Value Statements

Coastal Carolina University, a community of students and teacher-scholars dedicated to the pursuit of wisdom and virtue in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity stimulated, will engage in planning and assessment activities that result in continuous improvement of the institution. Attitudes will embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, an appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others. The University will enrich the quality of life through performing and fine arts, community service, external programs, distance learning, and continuing education programs, and encourage student and faculty development and research, especially in problem areas that are indigenous. Working in collaboration with other higher education institutions, the public schools, the business community, and local constituents, the University will afford opportunities for personal development and provide a common grounding in intellectual traditions.

Major achievements from past year

Coastal Carolina University's mission is to serve the region During the past year, the University has achieved the following successes.

- Enrollment has increased to 8,049 students.
- Minority enrollment has increased by 15 percent.
- Average total SAT score among new Coastal freshmen exceeded the average scores for high school students in South Carolina and the nation.
- First-Year Experience program implemented.
- Revised Core Curriculum implemented with eight goals.
- Spadoni College of Education received re-accreditation by the National Council for Accreditation of Teacher Education (NCATE), a professional organization that oversees teacher education.
- More than 300 Coastal students served as mentors to elementary and middle school students in 20 Horry County elementary and middle schools over the course of the 2006-2007 school year.
- Coastal Carolina University was approved by the South Carolina Commission on Higher Education to establish a master's degree program in business administration (MBA) beginning in the fall of 2006.
- An emergency response system was established.

Key strategic goals for present and future years

Coastal Carolina University's key strategic goals include the following. They are in line with Coastal's mission to

- Build a predominantly undergraduate university with a reputation for excellence in teaching.
- Coastal Carolina is embarking upon a new Strategic Planning Process, effective fall 2007.
- Promote a learning process that is inquiry-based, participatory, and includes current and emerging technologies.
- Offer high quality academic programs founded on the arts and sciences that prepare graduates to become contributing members of a global community.
- Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring.
- Develop graduate programs based upon strong undergraduate programming and on meeting regional needs.

- Promote programs and initiatives that encourage collaboration with other higher education institutions, public schools, local citizens, and the business community.
- Recruit qualified students and provide a learning environment and quality of life for these students that enhance all facets of their development and campus community experience.
- Direct administrative processes that are informed by management data, integrating financial considerations with institutional planning for maximum effectiveness and service.

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

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

Challenges:

- Increasing competition for in-state students.
- Increasing competition from non-traditional and private higher education alternatives.
- Rising student indebtedness and increasing tuition growth rates is making accessibility of higher education more difficult.
- Increasing oversight of public higher education resource utilization.
- Level of preparation for college of in-state students versus out of state students.
- Increasing competition to derive a diversity of students, faculty, and staff on university campuses.
- Limited state funding access challenges CCU's ability to maintain the quality of the campus experience.
- Attracting and retaining a diverse, highly qualified, and student centered faculty and staff.
- Limited external funding resource base in the local environment.
- Increased need to actively manage reputations among all university stakeholders.
- Increasingly globalized economic system which demands knowledge of foreign cultures and practices.

Opportunities:

- Development of high-quality, challenging academic programs that influence and respond to a changing society.
- Ability to piggyback on state adopted initiatives (e.g., Baldrige) and accrediting bodies' insights (e.g., SACS, AACSB, NCATE, etc.) to develop ongoing commitment to continuous improvement.
- Development of a more transparent, open, and connected communications systems throughout the university system.
- Commitment to clear linkages between planning, resource allocation, and assessment and the institutionalization of changes to policy and practice to support these linkages.
- Commitment to the development of a campus sustainability plan consistent with the university mission and clearly tied to resource allocation.
- Development of a more extensive resource support base to enable program and infrastructure development and funding.

- Commit resources to enable competitive information technology infrastructure focused on program development and faculty and staff needs and concurrent with the most up-to-date standards on data security.
- Commit to the exploration, championing, and support of innovative teaching and learning processes throughout the university system which respond to changing and conflicting generational needs and wants.
- Commitment to a system of student centered relationship beginning prior to the freshman year and extending to alumni.
- Commitment to the development of programs which increase campus diversity and expose students, faculty, and staff more intensively to the global environment.
- More effectively exploit community relationships to support academic program and campus life initiatives.

How accountability report is used to improve organizational performance

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

Section II – Organizational Profile

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

- Coastal Carolina’s main educational programs, offerings, and services are the following. The primary methods by which the University’s educational programs are delivered include classroom instruction, distance learning, internships, cooperatives, independent studies, and student/faculty research.
 - Baccalaureate Programs:
 - Business Administration: Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
 - Education: Early Childhood Education; Elementary Education; Health Promotion; Interdisciplinary Studies; Middle Grades Education; Physical Education; Recreation and Sports Management; Special Education-Learning Disabilities
 - Humanities and Fine Arts: Art Studio; Communication; Dramatic Arts; English; History; Music; Musical Theatre; Philosophy; Political Science; Spanish
 - Natural and Applied Sciences: Biology; Chemistry; Computer Science; Marine Science; Mathematics (Applied); Physics (Applied); Psychology; Sociology
 - Special Programs: Honors Program; Humanities and Fine Arts Fellows Program; Jackson Fellows Program; Wall Fellows Program
 - Certificate Program: Gerontology Certificate
 - Baccalaureate Cooperative Programs: Engineering with Clemson University
 - Graduate Programs:
 - Master of Arts in Teaching; Master of Business Administration; Master of Education (Early Childhood, Elementary, Secondary); Master of Science in Coastal Marine and Wetland Studies
 - Cooperative Graduate Degree Programs: Ph.D. in Educational Leadership, K-12 School Administration, Clemson University
 - Services and Offerings:

- Academic Advising Center; Campus Recreation Services; Career Services; Counseling Center; Disabilities Services; Honors Program; Multicultural Student Services; Student Health Services

Key student segments, stakeholder groups, and market segments

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

Operating locations

- Coastal Carolina University comprises 52 main buildings on 302 acres including the Burroughs & Chapin Center for Marine and Wetland Studies and the Coastal Science Center, located on the East Campus at the Atlantic Center off Highway 501. The University also offers courses at off-campus sites in Myrtle Beach and through the two Coastal Carolina Higher Education Centers at Georgetown and Waccamaw. Waties Island, 1,062 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine science and biology.

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

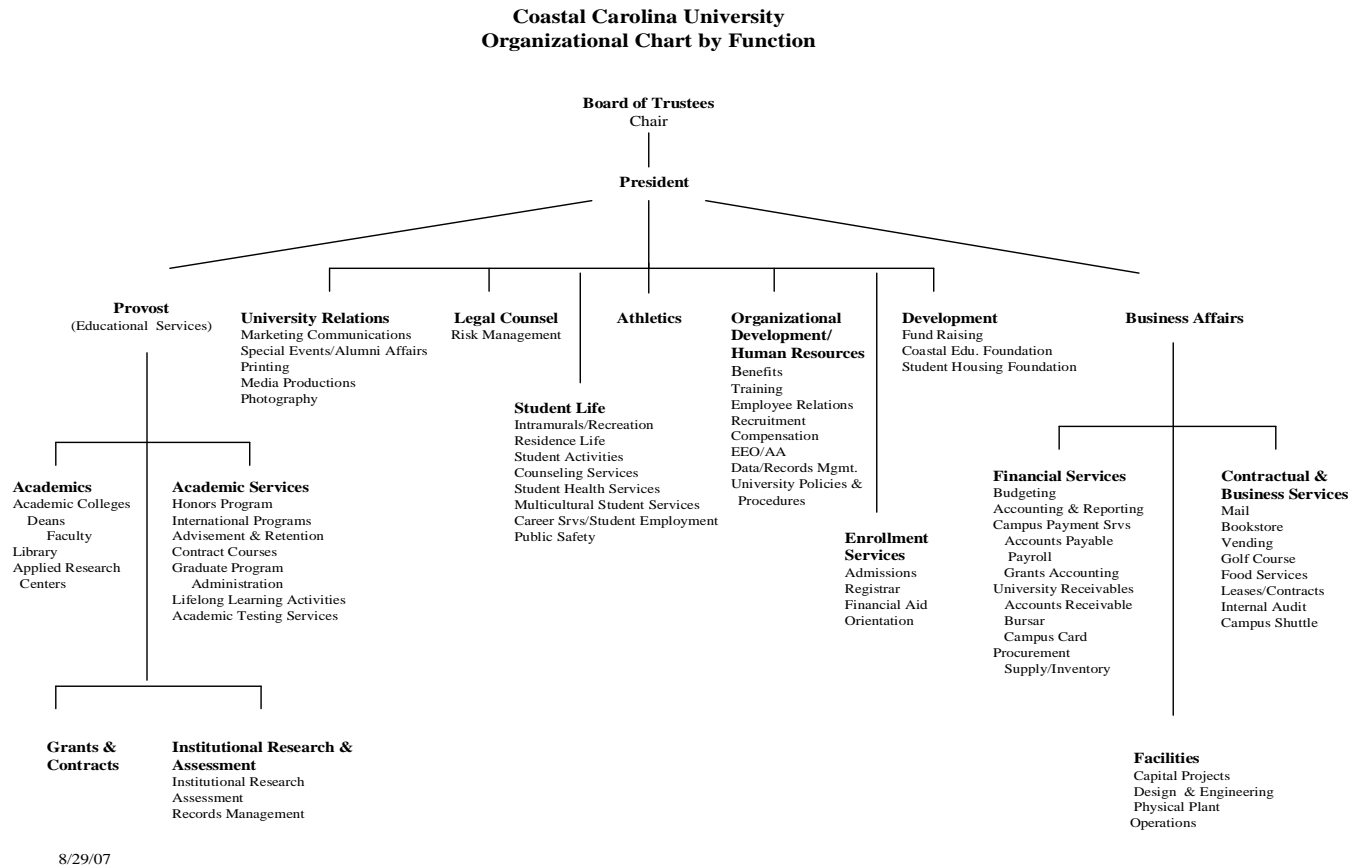
Category	Full-time	Part-time	Total
Full-time Instructional Faculty	248	132	380
Executive/Administrative and Managerial	38	6	44
Other Professionals	196	28	224
Technical and Paraprofessionals	153	34	187
Clerical and Secretarial	53	44	97
Skilled Craft	35	1	36
Service/Maintenance	66	23	89
Total	789	268	1057

Regulatory environment under which the University operates

- The regulatory environment under which the University operates includes the following:
 - The University is a public institution governed by a 17-member Board of Trustees.
 - Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the baccalaureate and master’s degrees.
 - The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina State Board of Education.
 - The E. Craig Wall, Sr. College of Business Administration is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB-International).
 - Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

- The Department of Computer Science is accredited by the Accreditation Board of Engineering and Technology (ABET).
- The University is monitored by the South Carolina Commission of Higher Education, the South Carolina Legislature, and the citizens of South Carolina.

Governance system and organizational structure



Key suppliers and partners

- Coastal Carolina's key suppliers and partners include:
 - Horry and Georgetown County Public Schools and all other secondary schools within South Carolina
 - Horry-Georgetown Technical College and the other Technical Colleges within South Carolina
 - Out-of-State secondary schools, community colleges, and other institutions of higher education

Key competitors

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

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

- See Section I, Opportunities and Barriers.

Key strategic challenges

- Key strategic challenges include enrollment growth and student life, academic programs, space issues, and resource priorities.
 - Enrollment growth will have an impact on the University's dependence on tuition revenues in the absence of adequate state funding while fulfilling the institutional mission to serve the state and local region. As more students opt for university housing, there is a need for special attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics.
 - 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.
 - With enrollment growth and the increased need for academic and social support services to students, the *Campus Master Plan* must monitor the changing campus environment and be flexible enough to respond to adverse impacts.
 - Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. They are still low compared to our South Carolina and peer higher education institutions. Other resource priorities include faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety.

Performance improvement systems

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

Expenditures/Appropriations and Major Program Areas Charts

**Coastal Carolina University
Accountability Report Appropriations/Expenditures Chart**

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 41,297,666	\$ 10,006,249	\$ 49,853,314	\$ 12,278,975	\$ 48,508,378	\$ 10,536,812
Other Operating	\$ 34,075,248	\$ 500,000	\$ 26,084,569	\$ 500,000	\$ 33,666,562	\$ 3,500,000
Special Items	\$ 18,118,560		\$ 19,036,410		\$ 24,570,784	
Permanent Improvements	\$ 4,258,774		\$ 2,684,093		\$ 11,695,384	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 10,014,548	\$ 2,246,718	\$ 11,690,386	\$ 2,246,718	\$ 12,499,945	\$ 2,322,310
Non-recurring						
Total	\$ 107,764,796	\$ 12,752,967	\$ 109,348,772	\$ 15,025,693	\$ 130,941,053	\$ 16,359,122

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	\$ 500,000	\$ 2,358,122
Capital Reserve Funds		
Bonds		

**Coastal Carolina University
Major Program Areas**

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
I) College of Business	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community	State: 2,542,491 Federal: Other: 5,114,901 Total: 7,657,392 % of Total Budget: 7%	State: 2,628,521 Federal: Other: 6,709,698 Total: 9,338,219 % of Total Budget: 9%	Table 7.1.3, Charts 7.1.1 - 7.1.3, 7.2.1 - 7.2.2, 7.3.1 - 7.3.2, Table 7.3.1 - 7.3.2, 7.3.8 Chart 7.3.3, 7.3.5 - 7.3.6, 7.4.1 Figures 7.5 - 7.6
I) College of Education	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community	State: 1,670,079 Federal: Other: 4,606,802 Total: 6,276,881 % of Total Budget: 6%	State: 1,726,589 Federal: Other: 3,393,133 Total: 5,119,722 % of Total Budget: 5%	Table 7.1.3, Charts 7.1.1 - 7.1.3, 7.2.1 - 7.2.2, 7.3.1 - 7.3.2, Table 7.3.1 - 7.3.2, 7.3.8 Chart 7.3.3, 7.3.5 - 7.3.6, 7.4.1 Figures 7.5 - 7.6
I) College of Humanities and Fine Arts	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community	State: 4,116,997 Federal: Other: 8,347,456 Total: 12,464,453 % of Total Budget: 12%	State: 4,256,304 Federal: Other: 8,347,459 Total: 12,603,763 % of Total Budget: 12%	Table 7.1.3, Charts 7.1.1 - 7.1.3, 7.2.1 - 7.2.2, 7.3.1 - 7.3.2, Table 7.3.1 - 7.3.2, 7.3.8 Chart 7.3.3, 7.3.5 - 7.3.6, 7.4.1 Figures 7.5 - 7.6
I) College of Natural and Applied Sciences	Instructional and scholarly activities of faculty and students. Curricular development implementation, research activities of student and faculty and for providing academic expertise & resource to the community	State: 3,923,400 Federal: Other: 10,482,204 Total: 14,405,604 % of Total Budget: 13%	State: 4,056,157 Federal: Other: 7,939,675 Total: 11,995,832 % of Total Budget: 11%	Table 7.1.3, Charts 7.1.1 - 7.1.3, 7.2.1 - 7.2.2, 7.3.1 - 7.3.2, Table 7.3.1 - 7.3.2, 7.3.8 Chart 7.3.3, 7.3.5 - 7.3.6, 7.4.1 Figures 7.5 - 7.6
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

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

Remainder of Expenditures:	State: 500,000 Federal: 5,775,448 Other: 60,685,018 Total: 66,960,466 % of Total Budget: 62%	State: 2,358,122 Federal: 5,775,448 Other: 62,157,666 Total: 70,291,236 % of Total Budget: 63%
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* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Coastal Carolina University Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
I) College of Business Admin.	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	Enhance academic quality, college reputation, and student learning by developing a strong curriculum resulting in higher retention and graduation of majors. Foster student research by providing resources for student participation at scholarly events.	Table 7.1.3, 7.3.3, Charts 7.1.1 - 7.1.3, Charts 7.2.1 - 7.2.2, Charts 7.3.1 - 7.3.4, Charts 7.3.5- 7.3.6, 7.3.8 Figures 7.5 - 7.6
I) College of Education	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	Continued ... Provide a balanced array of degree programs that meets students' changing needs and enhances the University's mission. Develop a comprehensive enrollment projection plan for the colleges and University.	Table 7.1.3, 7.3.3, Charts 7.1.1 - 7.1.3, Charts 7.2.1 - 7.2.2, Charts 7.3.1 - 7.3.4, Charts 7.3.5- 7.3.6, 7.3.8 Figures 7.5 - 7.6
I) College of Humanities and Fine Arts	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	See above	Table 7.1.3, 7.3.3, Charts 7.1.1 - 7.1.3, Charts 7.2.1 - 7.2.2, Charts 7.3.1 - 7.3.4, Charts 7.3.5- 7.3.6, 7.3.8 Figures 7.5 - 7.6
I) College of Natural and Applied Sciences	Excellence in teaching and learning processes; high quality academic programs; student-faculty interaction and mentoring; selected graduate programs; public engagement initiatives; excellent university experiences for qualified students	See above	Table 7.1.3, 7.3.3, Charts 7.1.1 - 7.1.3, Charts 7.2.1 - 7.2.2, Charts 7.3.1 - 7.3.4, Charts 7.3.5- 7.3.6, 7.3.8 Figures 7.5 - 7.6

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

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to all faculty and staff, 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’s mission and values statements are 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 currently being revised, that will guide the institution through the next 10 years. Annual Institutional Effectiveness reports that are required by the South Carolina Commission of Higher Education re-affirm the University’s values, as does the assessment reported in the annual Higher Education Accountability Report. The annual Agency Head Report that is the President’s plan for the University, with goals, outcomes, and assessments, is filed with the South Carolina State Budget and Control Board. Accreditation criteria of SACS, AACSB-International, NCATE, ABET, and NASAD, require continual assessment and dissemination of the University’s and individual colleges’ values. *Coastal Today*, another forum for expressing the University’s values, is broadcast on public television to a regional audience. Finally, the University’s values are relayed through student recruitment efforts, through the various links on Coastal’s website, and through visitations by administrators, faculty, and staff to various conference sites in the nation.

Senior leaders’ personal actions reflect a commitment to organizational values through each individual’s dedication to fostering creativity, respecting diversity, and modeling intellectual honesty. These values

are reflected in the implementation of initiatives such as public engagement, through participation in the annual Celebration of Inquiry Conference presentations and activities, through presentations at state, national, and international organizations, through the President's, Provost's, and vice presidents' preference to engage in open debate with the campus and area community as the University grows, and through the annual administrative evaluation processes. Finally, the hiring process for senior leaders includes conversations with the candidates about commitment to organizational values, to student learning, and to assessment and planning.

2. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

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

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

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

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

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

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

- For faculty, there is a faculty mentoring program that pairs experienced faculty with new faculty members in the first year of employment. New faculty are also required to attend a year-long orientation program that introduces these faculty to the campus culture.

- Effective teaching strategies are honed for all faculty through programs offered at the Center for Effective Teaching and Learning (CETL). The CETL Center also offers technology instruction to faculty and staff. Each college houses a center that offers opportunities to faculty and staff for developing research projects.
- Funds are available for faculty and staff to attend and participate in professional development meetings and activities.
- Support for garnering external research and grant funds is available to faculty and staff through the Office of Grants and Sponsored Research.
- Financial support is provided to staff members who wish to continue their undergraduate or graduate education through tuition waivers.
- Organizational initiatives include annual Celebration of Inquiry conferences that invite participation by students, faculty, staff, and community members in intellectual discussions and forums.
- Wellness, health, and benefits workshops are sponsored by the Office of Human Resources.
- Academic departments and administrative units regularly invite the campus community to attend lectures, concerts, performances, and other scheduled programs that the University sponsors.

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

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

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

Senior leaders communicate with, empower, and motivate faculty and staff through several venues. Each semester, there are faculty and staff “welcome back” meetings. These meetings allow senior leaders (i.e., President, Provost, vice presidents, and deans) to update faculty and staff about new initiatives occurring at the University, to introduce new faculty and staff members, to promote networking and camaraderie among faculty and staff, to thank faculty and staff for their contributions to continuous improvement at the University, and to boost morale. To promote empowerment, faculty complete annual administrator evaluations for their chair, dean, provost, and president, and the Faculty Senate is active in promoting faculty views to the administration. The Faculty Welfare and Development Committee, a sub-committee of the Faculty Senate, is focused on issues of salary, governance, and due process that are critical to faculty morale. Communication with the campus community occurs through the local television program, *Coastal Today*, through the weekly *Coastal Newsletter*, and through email and campus memos.

To reinforce and reward excellence, the University solicits nominations for professional and support staff excellence awards that are conducted annually. Special faculty and staff activities are recognized in the *Coastal Carolina University Newsletter* and on *Coastal Today*. Faculty are recognized through the promotion and tenure process and through various awards, including the Distinguished Teacher-Scholar

Lecturer Award sponsored by Horry Telephone Cooperative, Inc., the Outstanding Teacher of the Year, sabbatical awards, and professional enhancement grants. Yearly, the University has an established faculty and staff service award ceremony.

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

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

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

8. 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?

The University's *Strategic Plan* addresses and anticipates adverse impacts through the annual planning, assessment, and budgeting process. Part of the annual process includes developing a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis and identifying strategies for addressing weaknesses and threats. The colleges are responsible for anticipating adverse impacts related to academic programs and offerings through their annual planning, assessment, and budgeting process, while the administrative units are responsible for anticipating adverse impacts related to their services and operations through their annual planning, assessment, and budgeting process. Campus-wide plans have been developed to deal with adverse impacts on operations, including a *Technology Plan* and a *Campus Master Plan*. The Office of Risk Management is responsible for anticipating adverse impacts related to insurance matters. Coastal's Institutional Review Board is responsible for anticipating adverse impacts related to research and human subjects. The Office of Administration and Finance is responsible for anticipating adverse impacts related to administrative and financial matters. Preparation for accreditation processes with SACS, AACSB-International, NCATE, ABET, and NASAD highlight adverse impacts of programs, services, and operations in terms of fulfilling the University's mission.

The key compliance-related processes, goals, and measures are: Enrollment growth and student life; academic programs; space issues; and resource priorities. Enrollment growth will have an impact on the

University's dependence on tuition revenues in the absence of adequate state funding while fulfilling the institutional mission to serve the state and local region. As more students opt for university housing, there is a need for special attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics. 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. With enrollment growth and the increased need for academic and social support services to students, the *Campus Master Plan* must monitor the changing campus environment and be flexible enough to respond to adverse impacts. Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. They are still low compared to our South Carolina and peer higher education institutions. Academic programs must enhance student learning and serve the changing personal and professional needs of students. Space issues continue to dominate strategic planning. Resource priorities, such as faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety, must be reflected in the goals, objectives/outcomes, and action plans of the University's *Strategic Plan*.

9. 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, faculty and staff, 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, The North Eastern Strategic Alliance (NESAs). This alliance is charged with fostering public and private partnership across the ten-county Waccamaw-Pee Dee region. The aim is to generate a regional identity that addresses the current economy and future growth of the region. Through its preparation for accreditation by various organizations, the University identifies community needs and opportunities. One example is the Wall College of Business Administration identifying the need for the Resort Tourism Management major, the Professional Golf Management specialization, and the Master of Business Administration degree through university-business collaboration.

Senior leaders are actively involved in identifying, supporting, and strengthening the communities in which the University operates. These communities include: Students, faculty, and staff (on-campus community); alumni; business and industry; and local and regional communities. Mechanisms for community support are included in the University's *Strategic Plan*. Types of community support offered by the University include conferences (e.g., Celebration of Inquiry), research centers (e.g., Coastal Federal Center for Economic and Community Development, Center for Education and Community, Burroughs and Chapin Center for Marine and Wetland Studies), business development strategies (e.g., Small Business Development Center), resort tourism management strategies (e.g., Clay Brittain Jr. Center for Resort Tourism), partnerships and coalitions (e.g., Lifelong Learning), student participation in the community (e.g., Coastal Mentor Program), and collaboration with alumni and K-12 public school teachers (e.g., Biddle Center for Teaching and Learning).

Category 2 – Strategic Planning

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

b. Financial, regulatory, and other potential risks

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

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

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

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

Strategic technology planning is conducted on a continuous cycle at Coastal Carolina University and involves all academic and administrative areas. Technology strategic goals and objectives are integrated into the University's *Strategic Plan*. As a member of the Strategic Planning Committee and chair of the University Technology Planning Committee, the Information Technology Services (ITS) Chief Information Officer (CIO) is responsible for the development, integration, and assessment of technology plans. In the fall, the Technology Planning Committee meets to develop college-specific technology plans, to review goals and objectives, to develop new objectives, to assess progress on current objectives, and to use assessment results to develop action plans for the upcoming year. This information is

integrated into the University's planning, assessment, and budgeting process. By focusing on the completion of objectives rather than on specific technologies, the University's *Technology Plan* allows for flexibility to use the best technology to complete plan objectives. Because the planning process is on a continuous cycle, emerging and converging technologies can be quickly adopted into action plans as technology shifts occur.

d. Human resource capabilities and needs

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

e. Opportunities and barriers described in the Executive Summary

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

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

Coastal Carolina has a long history of broad based engagement in strategic planning and assessment. The planning process at Coastal includes not only defining desired outcomes but recognizing the human, physical, and financial resources that will be required to reach the defined goals. This established process leads to long-term organizational sustainability. It is a policy of Coastal Carolina to view each hurricane threat or any other natural disaster as an extremely hazardous condition and to first minimize the risk to students, faculty and staff, and second, to protect university property. See Category 5, Question 7, for more details.

g. Your ability to execute the strategic plan

The strategic planning process seeks to develop consensus between internal and external institutional stakeholders to derive the institutional priorities. As such, implementation issues will be discussed during the planning process itself, and the formulation of the plan takes into consideration its actualization within existing or impending centers and departmental structures. Furthermore, the strategic planning process also creates short-term task force structures to evaluate fit of resource provisions with institutional priorities.

The President, consulting with senior management, sets the stage for executing the University's *Strategic Plan*. This is achieved by first building trust and respect, then reaching consensus on the strategic vision, and finally empowering management to make it happen through specific goals and outcomes.

2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

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

3. How do you evaluate and improve your strategic planning process?

We seek, through the strategic planning process, to create and augment existing infrastructural and information sharing resources to develop an integrated system of continuous improvement throughout Coastal Carolina University. Wherever possible, we build information gathering or feedback loops into existing processes, or we discuss goals of the respective input and assessment needs of multiple constituencies to eliminate duplication. Through this approach we revise the processes within the university and also adjust the strategic planning process itself. In this way, we both improve the strategic planning process by involving more in understanding its goals, and build consensus and support from the various parts of the university involved in delivering on the respective institutional priorities.

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

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

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

The *Strategic Plan* deals with institution-wide goals, outcomes, and priorities. Attainment of these goals and outcomes is assessed annually by the Strategic Planning Committee. Because of the interactive nature of the planning process, individual department goals and outcomes feedback into the overall *Strategic Plan*. Measuring outcomes and the assessment process are more specific at the department level than at the college or university levels. The annual report for each major division of the University includes assessments of outcomes and use of results from the assessments.

6. How do you measure progress on your action plans?

Coastal must assess the degree to which it fulfills its vision and mission and achieves goals and objectives outlined in its *Strategic Plan*. Such assessment must be conducted on a yearly basis, must be responsive to evolving opportunities and other changes, and must be clearly and effectively communicated. Annual reports must be submitted by all academic and administrative units at the end of the academic year. All departments must link their annual reports to the University's *Strategic Plan*. The planning process is designed to link budgeting, planning, and assessment in order to measure progress in the University's action plans.

**7. The current Coastal Carolina University Strategic Plan is available at:
www.coastal.edu/effect/strategicplan/strategicplan2006.pdf**

Category 3 – Student, Stakeholder, and Market Focus

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

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

The first step in building a customer driven enrollment plan is to determine the needs of the institution and the prospective student population. Elements to consider include: Headcount of currently enrolled students and enrollment needs of the academic departments (growth, stability, or decline); course availability by major for entering freshmen or transfers; new majors deployed by the institution; changes in market trends for college going population; changes in migration in- and out-rates for college going population; trends for applications, accepts, and matriculants by state, high school, and major; access for local high school graduates and special populations (minority and international students); assessment feedback from surveys of prospective students who visit the campus, from annual reports from the admissions recruitment team, from professional organizations (College Board, AACRAO, SACRAO, etc.), and from current student satisfaction surveys administered at CCU; and assessment of recruitment program evaluations completed by admissions counselors. Each summer, these data are analyzed and a recruitment travel plan is built by cohort, geographic territory and college during early summer and this plan is executed the following fall and spring.

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

The majority of the new freshmen are recruited from within South Carolina as the primary market, and within a ten state region (GA, NC, VA, MD, PA, OH, NJ, JY, MA, and CT) as a secondary market. The majority of new transfer students are recruited from 2-year feeder technical colleges. Coastal Carolina University has enhanced articulation with Horry-Georgetown Technical College through a joint Bridge Program between the two colleges. The purpose of this program is to provide a seamless transition for recent high school graduates who desire to attend Coastal Carolina but did not possess the academic profile to be admitted as a first-time freshman. Similar articulations agreements will be developed with other primary South Carolina Technical Colleges during 2007-08.

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) and their relative importance to these groups’ decisions related to enrollment?

- Coastal Carolina’s key student segments, stakeholder groups, and market segments include:
 - Students
 - Alumni
 - Business and industry

- Local and regional community
- K-12 public school districts
- Regional technical colleges

Performance measures enhance communication both internally at the University and externally with customers and stakeholders. The most important element to remain current with the needs and satisfaction levels of all groups is to establish a mechanism to collect, distribute, and discuss the results of the various assessment instruments. The following are examples of how information is collected, shared, and utilized in the enrollment planning process:

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

Routine Visits with Department Chairs and Deans: As part of our learning process, department chairs, deans, and other key individuals are invited to provide updates on careers, study abroad, majors, etc., either annually or semi-annually, depending on changes or additions to academic programs. The Vice President for Enrollment Services attends monthly meeting for the Deans and Department Chairs to provide ongoing enrollment updates and seek new information to share with the recruitment team.

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

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

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

Current students as a resource for continuous improvement:

A Student Volunteer Visitation Program is implemented whereby current students visit their former high schools during Thanksgiving or Christmas breaks and talk with counselors and prospective students. This program will be expanded over the next few years to seek volunteers overall and also in areas where there is interest in Coastal. With the Get-to-Know-our-Students/Student Tour Guide Program, Tour Guides, known as the Coastal Cruisers, personalize tours by providing real-life information to prospective students about their experiences and challenges. The Tour Guides also serve as a focus group for the Admissions Office and provide an important link between the admissions recruiters and the current

student population. The Freshman Focus Group provides insights on transition issues for new students. Information from this group has been used to design two new programs: Orientation II, an enhanced four-day experience for new freshmen that provides a seamless transition to Coastal, and a professional advisement center for new students. The professional advisement center is staffed with counselors who will provide one-stop service for new freshmen and faculty. The center assists students with the separation from their home communities and provides integration experiences and advice for a successful collegiate experience.

Coastal Carolina's Senior Exit Survey was administered during 2006-2007 to assess the integrity of the academic programs and student services from an experienced perspective. The respondents were satisfied with small classes, a campus that promotes student-teacher interaction, like the faculty, and are happy about the beautiful campus and friendly environment. The respondents expressed concerns about not enough course offerings. As a result, the University President has requested that all Department Chairs build a four year master course schedule to ensure that courses are offered with adequate sections/seats to enhance degree progression.

Former students as a resource for continuous improvement:

For several years, the Admissions Office has attempted to locate alumni who will assist with recruitment efforts. This has been a labor intensive project as a strong alumni database of volunteers does not exist at the University. The Admissions Office has been successful in locating approximately ten alumni willing to assist with recruitment events in their home locations. The University has been most successful in soliciting assistance from alumni who previously worked in the Admissions Office or who served as Tour Guides. The presence and advice provided by alumni at enrollment receptions is highly valued by students and parents. Resources will be dedicated to continue to build this program. The Alumni Post-graduation Survey is available to all alumni through the Office of Alumni Relations website. The purpose of the survey is to find out what graduates are doing, in terms of work or graduate school.

Future students and stakeholders as a resource for continuous improvement:

Multiple surveys are administered to prospective students and to students who are admitted but do not enroll. Data are collected from all visitors and non-matriculants and used in planning future programs. Surveys indicate that the campus is overall aesthetic and the dorms are spacious and staff friendly. Several areas of concern frequently expressed by visitors include: Inadequate Student Center, inadequate wellness center, and lack of correspondence between NCAA coaches and students. There are planned improvements to the current student center, and a separate workout facility for athletes will be completed by fall that will allow more space and equipment for non-athletes.

4. How do you determine student and stakeholder satisfaction and dissatisfaction?

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

Figure 3.1: Sample Major Stakeholders, Expectations, and Determining Satisfaction and Dissatisfaction

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

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

Admissions: Approximately 40% of all visitors complete an admissions survey. The following changes have occurred in the past year, based on survey responses: Increased information on the residential experience and employment opportunities; decreased the length of the tour to a maximum of one hour; offered special tour days for the East Campus along with an overview of the Marine Science degree program; and provided tour guide email addresses for additional questions after the campus visit.

Orientation: All freshmen are required to attend Orientation and attendance is encouraged for new transfers. A survey is administered to all participants (students and parents) and the surveys consistently indicate that the experience was valuable and that it met the goal of providing a transition to college.

Financial Aid: Two surveys are administered annually. A counter survey is used to determine satisfaction with the services rendered through the Financial Aid Office. A noted improvement that

resulted due to student input was the expansion of front counter service for students. Two counselors are dedicated to serving the front counter along with a trained student and an administrative assistant. Data are collected annually from students to determine the true cost of attendance for commuters living with a parent, commuters living in an apartment, and residential students. This information is tabulated and compared with students from other benchmark institutions to establish the formulas used in aid packaging.

Registrar's Office: The Registrar's Office surveys students annually to determine their level of customer satisfaction with the services that are rendered through their division. During 2006-2007, the survey focused on the use of the automated degree audit system and its functionality. The student-friendly degree audit system provides real-time information to students regarding their degree progress. Survey results will be used to improve customer satisfaction with this tool.

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

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

See Figure 3.1 for major stakeholders, expectations, and determining satisfaction and dissatisfaction.

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

Recent strategies to retain students include the following. In fall 2005, Coastal changed the policy of submitting mid-term grades from "Satisfactory/Unsatisfactory" to grades "A – F." This allowed the computation of the GPA and, as a result, there was a significant increase in contact between students and faculty as well as between parents and administrators. In fall 2005, a strengthened probation and suspension policy was implemented that established a more clearly written policy in which students could determine their academic status based upon the GPA and hours earned. Students who were in academic difficulty at the end of the semester were required to attend an academic improvement seminar and maintain close contact with their advisors. Beginning fall 2006, a new program, "Orientation II," will be implemented for all new freshmen that will provide a series of required activities from the move-in date until the first day of classes. Freshmen will begin their academic year three days prior to continuing students so that greater attention can be dedicated to their needs. For fall 2006, all freshmen and undeclared students will be mentored and advised by a team of professional academic counselors. In addition, all freshmen will be required to successfully complete a First Year Experience course that is designed to present key topics in a timely manner that will aid the student's transition and integration into the Coastal community. Further, the First Year Experience course will be linked to a second course so that all freshmen will have the same students in two of the five courses in which they are enrolled.

Category 4 – Measurement, Analysis, and Knowledge Management

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

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

Coastal Carolina is using an online assessment reporting tool to determine student learning and to track organizational performance. For measuring student learning, academic programs must link their goals to student learning through curricular and/or non-curricular activities and processes. Several student learning measures are used, including ETS' Major Field Tests, LiveText (electronic portfolio), course evaluations, exams, and papers. Coastal's Core Curriculum (i.e., General Education) has been revised and was approved at the September 2006 meeting of the Faculty Senate. During this process, Core Curriculum goals and associated student learning outcomes had to be identified before a proposed course was accepted. Several student learning measures for the Core Curriculum, including ETS' Measure of Academic Proficiency and Progress (MAPP) and internal measures (e.g., course evaluations, exams, and portfolios), are under consideration. To close the assessment "loop," academic departments report their assessment results and how the results are used for continuous improvement.

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

2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

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

<http://www.coastal.edu/effect>. The *Fact Book* and *Assessment Book* are published annually and provide trends, projections, and comparisons.

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

3. What are your key measures and how do you keep them current with educational service needs and directions?

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

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

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

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

IR&A is responsible for providing institutional data to various federal, state, and national organizations. This Office uses the resulting data, including comparisons, to provide university administration with information for decision-making. The administration and colleges use CUPA average salaries in hiring

and salary decisions and in budget requests. Data from peer higher education institutions are used to track the University's progress and direction in terms of identifying operational best practices.

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

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

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

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

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

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

The *Strategic Plan* and department policies and procedures include organizational and employee knowledge. The *Faculty Manual* and *Student Handbook* include knowledge that is important for faculty and students, respectively. The Internal Auditor ensures that organizational and employee manuals are current by requiring each unit to review and update their sections regularly. The Office of Human

Resources is responsible for ensuring the currency and being the repository of the University's *Policies and Procedures*. The University identifies best practices through benchmark comparisons with peer higher education institutions, through activities associated with meeting the requirements of accrediting organizations, and through membership and participation in professional associations. Best practices are shared through university and departmental websites and through professional networking.

Category 5 – Faculty and Staff Focus

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

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

2. How do you evaluate and improve your organization and human resource related processes?

At Coastal Carolina, work responsibilities are organized and assessed via the EPMS for staff. This process optimizes functionality and service delivery by giving employees a structured but flexible model upon which to apply and build their capabilities. Components of the EPMS are the planning stage, ongoing performance management, and the evaluation stage. The planning stage includes determination of performance expectations. Ongoing performance management involves continuous communication between employee and supervisor. Employees meet with their supervisors periodically to review their capacities in these areas and to improve their performance. The evaluation stage includes completion of the appraisal document.

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

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

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

Coastal Carolina University's Office of Information Technology Services (ITS) provides leading edge technology and related services that connect all administrative, faculty, staff, and student electronic networking systems. The University's web server, Datatel administrative computing system, and Local Area Network facilitate the exchange of information through the sharing of programs such as word processors, spreadsheets, database systems, data files, and peripherals such as hard disks and printers. The University's mail server enables communication between administrative and academic offices, faculty, and students via email. Coastal's website and *myCoastal*, the official institutional web portal, provide access to all information related to individual enrollment, classes, and online resources. The Office of Marketing Communications and Media Relations publishes the Coastal's *Newsletter* and *Magazine* and produces the University's television program, *Coastal Today*, to support the informational and promotional functions of the University. The Office of Human Resources and Equal Opportunity maintains an intranet site for University employees. The website serves as a direct communication link with faculty and staff on campus and includes announcements, resources, policies and procedures, self-service links and contact information for the human resources staff. The site includes a "Supervisors Toolkit" to enhance knowledge of best employment practices and promotes optimal performance.

4. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

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

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

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

5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

Succession planning at Coastal Carolina takes the form of deliberate and systematic efforts to identify, develop, and retain individuals whose leadership competencies help advance organizational goals. The University's recruitment, assessment, and promotion practices anticipate future institutional needs, discern potential future leaders, inspire leadership aspirations, create pools of talent, and offer multiple paths to leadership. The Office of Human Resources and Equal Opportunity, the CETL Center, the Faculty Welfare and Development Committee, and the Tenure and Promotions Committee are key contributors toward these efforts.

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

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

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Central to the academic mission of Coastal Carolina 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 is completed by each attendee, including questions about how to improve the seminar. Experienced faculty are invited to participate in workshops and seminars that promote the effective use of technology in the classroom as well as general pedagogical workshops. These workshops are also evaluated by participants. For staff, professional development education and training are related to providing excellent customer services to students and to supporting the academic mission of the University. As part of the EPMS process, supervisors may recommend particular professional development opportunities to staff, based on the quality of these opportunities and their appropriateness to the job title. Staff feedback about these opportunities is provided to supervisors during the EPMS evaluation process.

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

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

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

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

8. What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

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

9. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

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

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

At Coastal Carolina, maintaining workforce health and safety is a major focus for the President and university administration. Coastal Carolina University has a corps of law enforcement, fire, safety and security personnel devoted to maintaining a safe and secure University community. Policies and procedures regarding employee health and safety are available on the websites of the offices of Human Resources and Public Safety. Emergency plans for protecting employees during normal work and emergency operations, including building evacuations, have been developed and reviewed by all employees. Periodic reviews of emergency response plans and related exercises serve to validate these plans. Each year, the Office of Human Resources sponsors a preventive health screening for eligible faculty and staff. Other preventive health measures are offered to state employees through Prevention Partners. This program is administered through the Employee Insurance Program and offers monthly wellness opportunities for employees including weight loss seminars, smoking cessation, men's and

women’s health issues, and diabetes, just to name a few. Safety and security procedures, including procedures related to hurricanes, are available at <http://www.coastal.edu/safety/fire/index.html>.

Category 6 – Process Management

1. How do you determine, and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?

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

Figure 6.1: Sample Key Learning-centered Processes, Requirements, and Key Measures

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

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

2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered 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.

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

Process design and delivery at Coastal Carolina is guided by information collected and disseminated from six central service areas: Research and Assessment; Finances; Facilities; Personnel; Computing and

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

Figure 6.3: Sample Efficiency and Effectiveness Factors Contributing to Process Design and Delivery

Service Area	Service Representatives	Material Contributions to Effectiveness/Efficiency Initiatives	Outcomes
Research & Assessment	- Office of Institutional Research and Assessment	- Conducts internal and external reporting to track student academic performance, retention, and degree completion trends - Implements peer analysis studies - Coordinates Records Management Services	- Performance trends are communicated to university leaders to inform decision-making - Benchmarks for institutional effectiveness are established - Physical and electronic storage space is optimized - Access to information is improved, increasing productivity
Finances	- Office of Financial Services - Internal Auditor	- Supervises institutional revenues, expenditures, and assets - Carries out annual internal audits - Promotes procurement through centralized bidding and supplier selection	- Guidance of financial management practices - Accountability
Facilities & Resources	- Facilities Management - Operations Services	- Performs preventative maintenance - Conducts repairs and renovations	- Physical resources and operations are economized - Procurement costs for resources and supplies are reduced
Personnel	- Office of Human Resources and Equal Opportunity	- Oversees personnel quality assessment - Source of institutional <i>Policies and Procedures</i> manual	- Employee efficiency is directed by formal work plan - Institutional policies and procedures are made accessible to employees via HR website
Computing & Technology	- Information Technology Services (ITS) - Technology in Education to Advance Learning (TEAL)	- Manages systems to deliver information and services to university community	- Online processing of academic and administrative services is facilitated - Delivery of course materials over the web reduces the costs of reserving on-site facilities
Partnerships	- Community, institutional, and business stakeholders	- Provides insights on current and emerging high-priority community needs - Engages in cost-sharing initiatives - Supplies fiscal and in-kind contributions	- Program and service development can be focused most effectively - Services are expanded without corresponding expenses to the institution - University development and sustainability are enhanced

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

See Category 6, Question 1.

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

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

Figure 6.6: Sample Key Support Processes, Requirements, and Key Measures

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

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
		constituent needs	services for decision-making
Sustainability	<ul style="list-style-type: none"> - Facilities Planning - Alumni Relations - Community Relations - Marketing Communications - University Advancement - University Relations 	<ul style="list-style-type: none"> - Use of environmentally sound development and management practices campus-wide - Research and implementation of cost-effective development strategies - Solicitation of input from alumni to identify programming needs - Communication of mission and goals to community - Enhancement of the university profile - Promotion and support of capital campaigns - Engagement of community, business, and institutional partners - Encouragement of cost-sharing partnerships 	<ul style="list-style-type: none"> - Serve as an eco-friendly role model for the community - Minimize costs of maintenance and development - Programming informed by responsiveness to changing student, professional, and institutional needs - Community participation in CCU's goals and objectives - Consistent and sustained fiscal and in-kind support for institutional development - Offset costs of expanding quality programs and services without compromising quality

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

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

The University is highly tuition dependent. In light of this reality, the individual responsible for student recruitment, the Vice President for Enrollment Services, reports directly to the Provost. This individual coordinates the recruitment and retention functions of the offices of Admissions, Registrar, and Financial Aid. This Vice President also works closely with the Vice President for University Relations who directs efforts to enhance the institutional image, build relationships with all constituencies, promote sports, academic, cultural, and recreational programs and events at the University. Through the Office of Alumni Relations, graduates are encouraged to remain engaged with Coastal through planned activities, giving, and programmatic input. Online surveys give alumni the opportunity to report on their professional and/or academic pursuits. All of these activities indirectly generate financial support for all functions of the University. The Office of University Advancement is responsible for enhancing Coastal's future economic stability. The Vice President for University Advancement directs staff members who manage

endowments, initiate and direct capital campaigns, engage in cost-sharing initiatives, and promote sustained giving opportunities. The Office of University Advancement is assisted by the Coastal Educational Foundation and the Coastal Carolina Booster Club (the Chanticleer Club). These entities actively seek and receive resources for the betterment of the University. The Foundation's board of directors primarily consists of business and community leaders from the University's designated service area who have made significant contributions to the institution's fundraising efforts. Since 1993, the University's endowment has increased from \$3.4 to \$21.9 million and the assets of the Coastal Educational Foundation have increased from \$5.9 to \$28.1 million. Unrestricted gifts allow the University or the Foundation to meet operational needs as they arise. Restricted gifts are held by the Foundation for future use for scholarships or to assist in the activities of a certain college, department, or function of the University. The Chanticleer Club solicits and receives funds in support of university athletics activities and is an umbrella organization for various sport fundraising activities. The Office of University Advancement is also assisted by the Coastal Student Housing Foundation. This entity has borrowed funds, purchased land, and built university-managed housing to enable the University to grow.

The Executive Vice President, the Associate Vice President for Business Affairs and the Controller oversee the recording, reporting and security of all revenues, expenditures, and assets of the University and its various component support entities, and guide the responsible allocation of funding.

Category 7 – Organizational Performance Results

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?

The University's key measures on student learning and its improvement are preparation for college academic work (e.g., SAT and ACT scores and high school grade point average), progress through academic programs (e.g., retention rates and grade point averages), and successful completion of academic requirements (e.g., graduation rates and number of degrees awarded). Tables 7.1.1 and 7.1.2 summarize SAT and ACT scores and high school grade point averages (GPA) for Coastal freshmen. With SAT scores, Coastal freshmen scored well above the state and national averages. With ACT scores, Coastal Freshmen scored above the state averages and at or above the national averages. With high school GPA, Coastal freshmen have been on par with state and national averages. Table 7.1.3 presents semester and cumulative grade point averages by class level, and show strong student learning.

**NEW FRESHMEN
SAT AND ACT SCORES
2005-2006
(Table 7.1.1)**

SAT TOTAL SCORE	Fall 2005		Fall 2006		ACT COMPOSITE SCORE	Fall 2005		Fall 2006	
	#	%	#	%		#	%	#	%
< 800	0	0.0%	0	0.0%	<18	2	0.7%	9	2.5%
800-899	13	1.1%	20	1.8%	18	3	1.1%	10	2.8%
900-999	442	36.5%	378	34.3%	19	53	18.7%	50	14.0%
1000-1099	382	31.5%	383	34.7%	20	62	21.8%	83	23.3%
1100-1199	263	21.7%	223	20.2%	21	35	12.3%	64	18.0%
1200-1299	88	7.3%	80	7.3%	22	32	11.3%	58	16.3%
> 1299	21	1.7%	19	1.7%	>22	97	34.2	82	23.0%
Average SAT Score	1046		1047		Average ACT Score	22		21	
South Carolina Average	993		985		South Carolina Average	19		20	
National Average	1028		1021		National Average	21		21	

**NEW COASTAL CAROLINA UNIVERSITY FRESHMEN
HIGH SCHOOL GRADE POINT AVERAGE
2005-2006
(Table 7.1.2)**

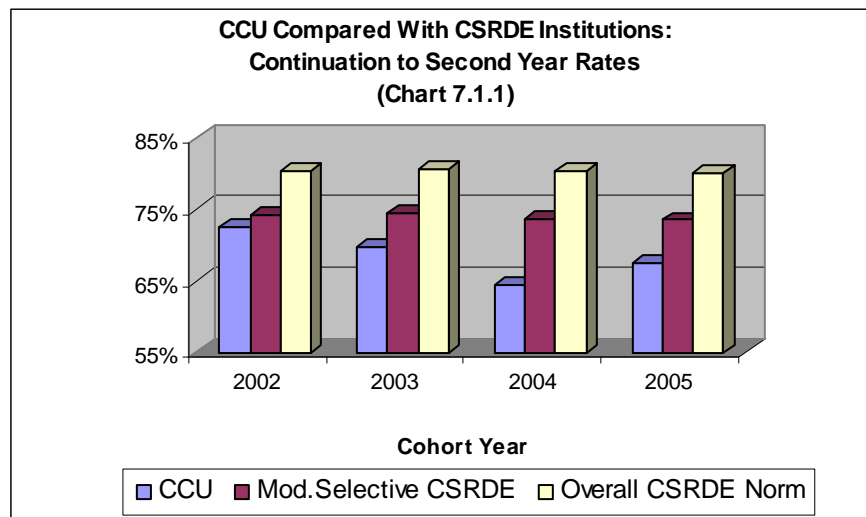
High School GPA		< 1.75	1.75-1.99	2.00-2.49	2.50-2.99	3.00-3.49	≥3.50	Total with High School	Average High School	South Carolina	National
								GPA	GPA	Average	Average
Fall 2005	N	0	0	85	308	484	598	1,475	3.30	3.34	3.30
	%	0.0%	0.2%	5.8%	20.9%	32.8%	40.5%				
Fall 2006	N	0	0	60	316	458	599	1,433	3.32	3.37	3.33
	%	0.0%	0.0%	4.2%	22.1%	32.0%	41.8%				

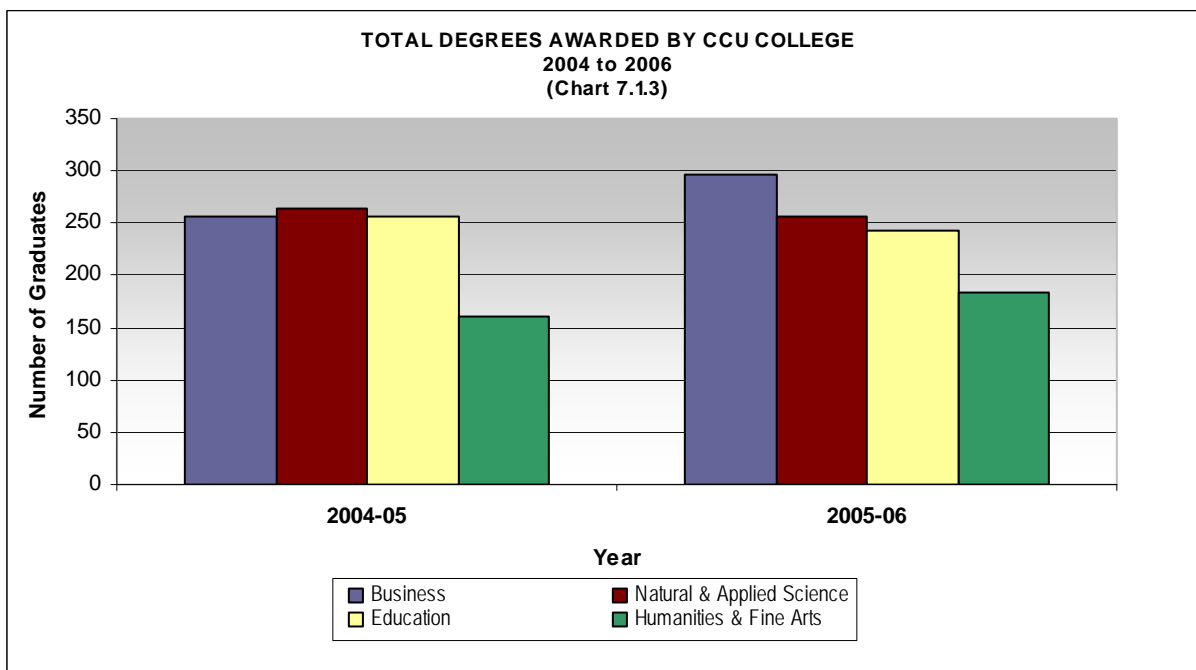
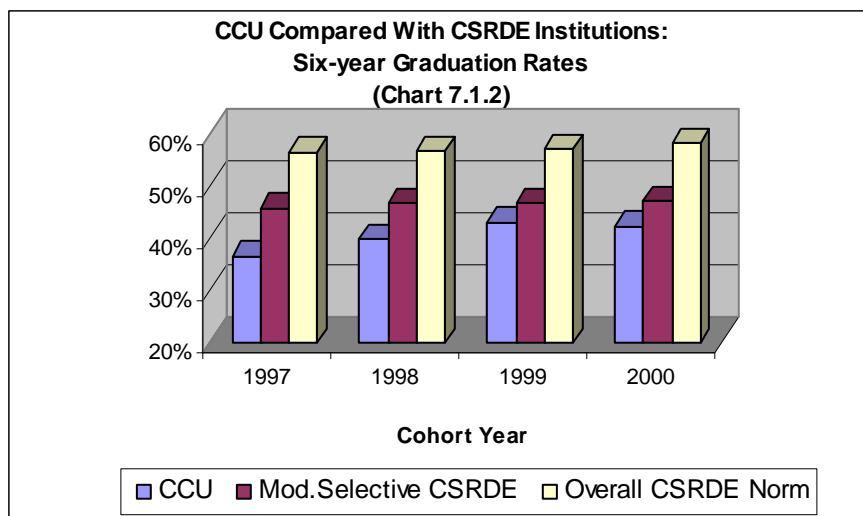
**AVERAGE GRADE POINT RATIO FOR
COASTAL CAROLINA UNIVERSITY STUDENTS BY CLASS
2005-2007
(Table 7.1.3)**

<u>Semester</u>	<u>Freshman</u>		<u>Sophomore</u>		<u>Junior</u>		<u>Senior</u>		<u>Total</u>	
	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>
Fall 2005	2.70	2.71	2.73	2.84	2.90	2.96	3.06	3.04	2.83	2.87
Spring 2006	2.67	2.73	2.75	2.80	2.91	2.93	3.09	3.03	2.86	2.87
Fall 2006	2.80	2.82	2.77	2.85	2.92	2.95	3.10	3.05	2.89	2.91
Spring 2007	2.72	2.83	2.77	2.84	2.91	2.92	3.04	3.01	2.87	2.90

Note: Does not include non-degree seeking students.

Peer higher education institutions from the Consortium for Student Retention Data Exchange (CRSDE) Survey are used to monitor Coastal's progress with selected benchmarks such as retention and graduation rates. The University has instituted several programs (e.g., Freshmen Year Experience and Special Interest Housing) that focus specifically on increasing retention and graduation rates. Charts 7.1.1 and 7.1.2 present retention and graduation rates for four cohorts of Coastal freshmen compared with CRSDE norms or averages. Coastal's retention rates were increasing but started to fall with the Fall 2003 cohort. Coastal's six-year graduation rates continue to increase. Chart 7.1.3 shows total degrees awarded by college. The number of degrees awarded continues to increase for all colleges.



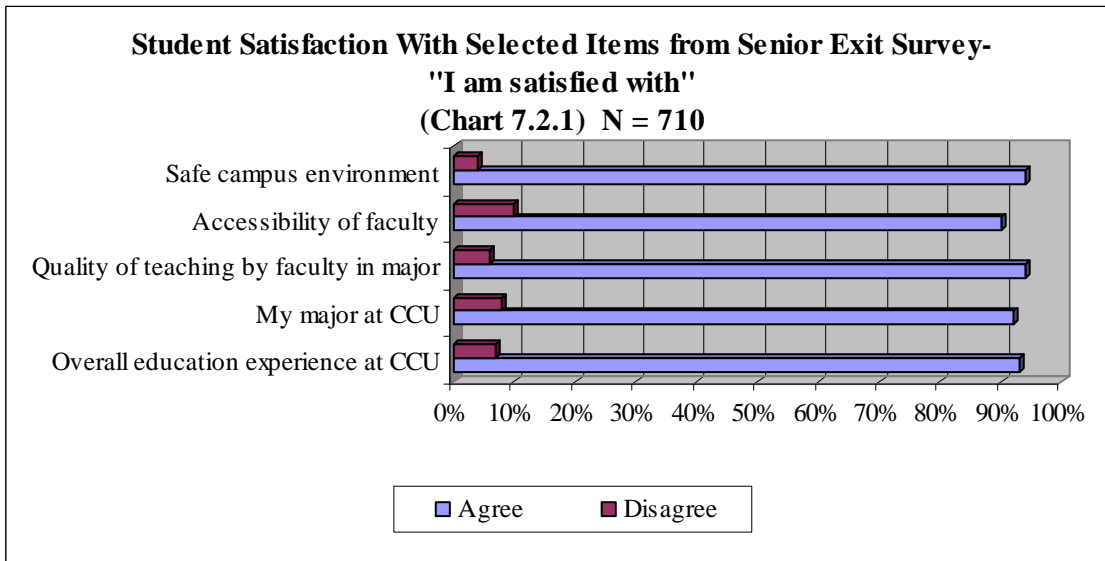


2. What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

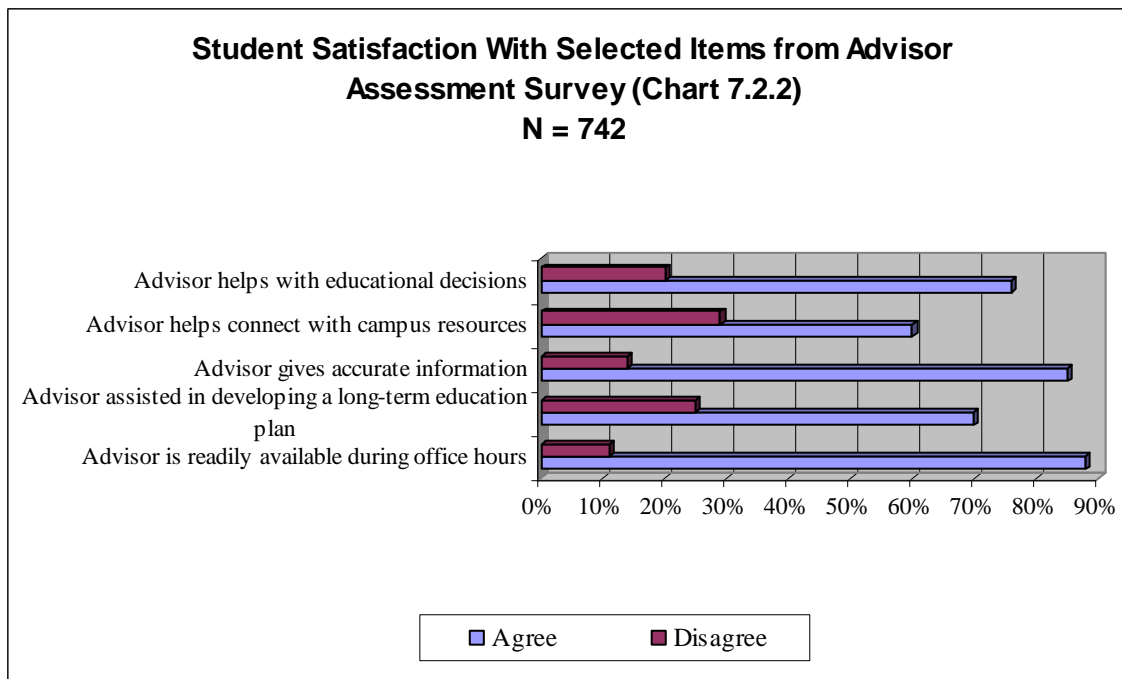
The University administers two surveys that have a direct link to student satisfaction and retention, the Senior Exit Survey and the Advisor Assessment Survey. These are relatively recent surveys, are internal, and do not have national comparisons. However, they provide critical planning information. Coastal Carolina administers the Cooperative Institutional Research Program (CIRP) Survey to our incoming freshmen every other year. While this survey provides national data, it is a pre-college survey and does not tell us how we are doing as an institution. See Category 3, Question 1, for our major stakeholders.

The 2006-2007 results from the Senior Exit Survey indicated that graduating seniors enjoy their Coastal experiences. Issues/areas to monitor include: Course scheduling; access to major courses; academic

advising; student evaluation process; responsiveness from academic and administrative offices to students; tutoring labs/centers; physical activities facilities; career center; counseling center; financial aid customer service; residence life; food services; campus recreation and activities; and transportation services. Chart 7.2.1 summarizes graduating seniors' satisfaction with selected survey items.

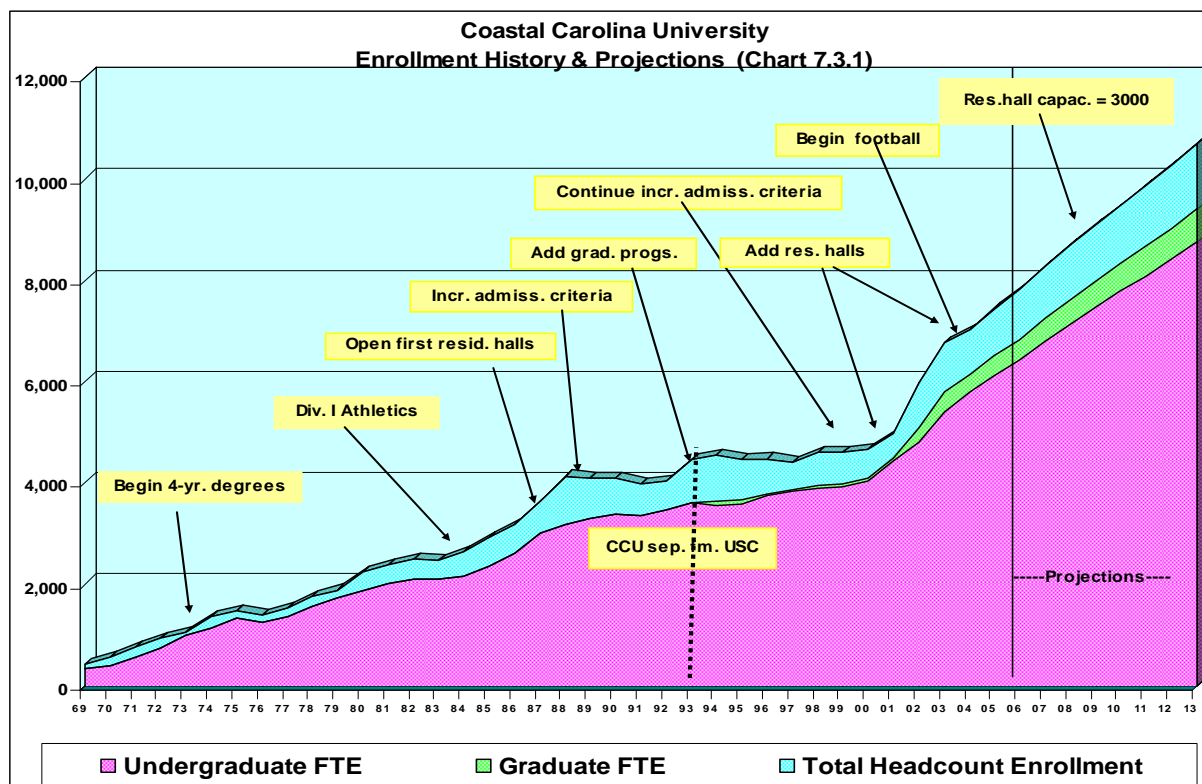


The Advisor Assessment Survey is administered to a random sample of freshmen, sophomores, juniors, and seniors. Spring 2007 results indicated that students are generally satisfied with the advising process at Coastal Carolina University. An area to monitor is advisors helping students to connect with campus resources. Chart 7.2.2 summarizes students' satisfaction with selected survey items.



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

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



South Carolina Resident Enrollment Growth

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

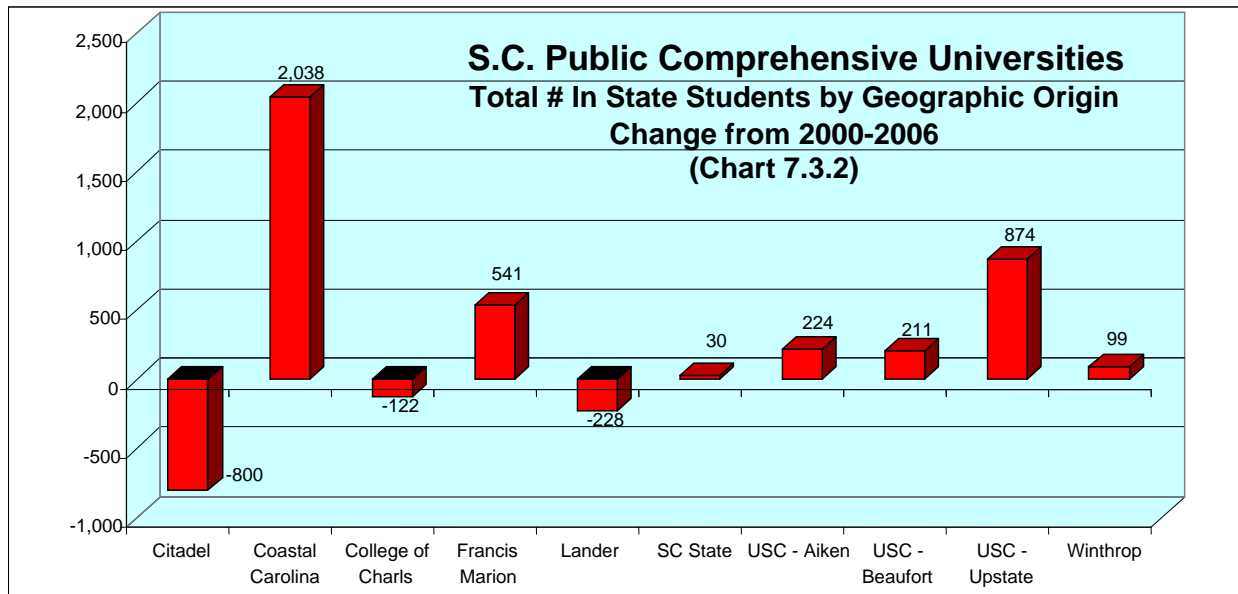
However, this strategy did not often meet with approval from the legislature since perceptions were that Coastal was neglecting state residents to cater to out-of-state constituencies.

The chart below will demonstrate that over the past six years Coastal has taken on a much larger share of its responsibility to educate South Carolina residents. Coastal’s growth in South Carolina resident students by geographic origin (Table 7.3.1 and Chart 7.3.2) represents 71.1% of the total growth by these students in the public comprehensive institution sector.

**S. C. Public Comprehensive Universities
TOTAL # IN STATE STUDENTS by GEOGRAPHIC ORIGIN
(Table 7.3.1)**

	Fall Semesters						Change 2000-06	
	2000	2001	2002	2003	2004	2005		2006
Citadel	2,795	2,777	2,843	2,456	2,108	2,065	1,995	-800
Coastal Carolina	2,761	2,743	3,599	4,106	4,241	4,605	4,799	2,038
College of Charls	7,179	7,538	7,588	7,498	7,498	7,229	7,057	-122
Francis Marion	3,321	3,290	3,273	3,381	3,500	3,818	3,862	541
Lander	2,782	2,556	2,798	2,804	2,782	2,564	2,554	-228
SC State	3,634	3,546	3,548	3,580	3,586	3,704	3,664	30
USC - Aiken	2,813	2,798	2,922	2,885	2,936	2,893	3,037	224
USC - Beaufort	892	923	952	904	985	1,052	1,103	211
USC - Upstate	3,457	3,695	4,058	4,181	4,067	4,201	4,331	874
Winthrop	5,223	5,358	5,468	5,522	5,464	5,463	5,322	99
TOTALS								
Compr Univ	34,857	35,224	37,049	37,317	37,167	37,594	37,724	2,867

From the Fall 2000 through the Fall 2006, the Comprehensive Teaching Institutions saw a net increase in total IN STATE enrollment based on Geographic Origin of **2,867**. Coastal Carolina accounted for **2,038** students or **71.1%** of the total net increase in this sector. If we look only at institutions with an enrollment increase, **50.7%** of the total increase of 4,017 is attributable to Coastal Carolina.



South Carolina Resident Graduate Enrollment Growth

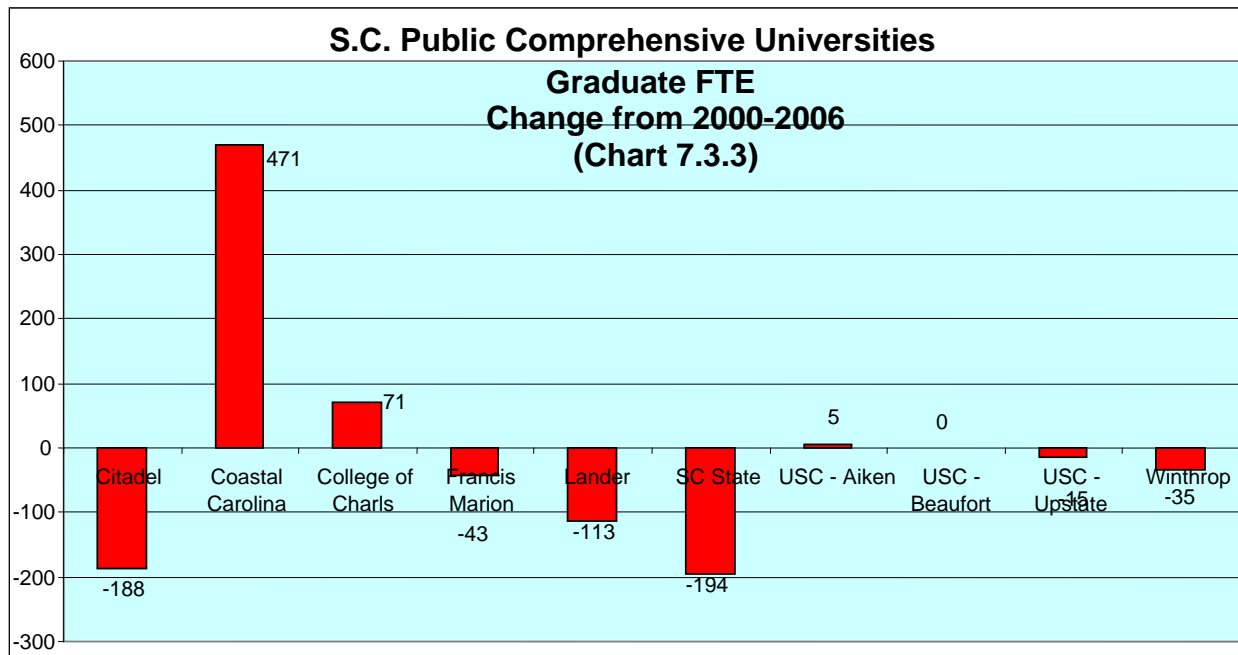
Coastal Carolina University is taking on a growing role in the education of South Carolina residents seeking graduate study. Among public comprehensive institutions, the past six years has witnessed a positive overall graduate enrollment growth by only three universities. Ninety-six percent of Coastal’s graduate students are South Carolina residents by geographic origin. The graduate enrollment growth (Table 7.3.2 and Chart 7.3.3) represents 86.1% of the total combined FTE increase in this sector.

S. C. Public Comprehensive Universities

GRADUATE FTE ENROLLMENT (Table 7.3.2)

	<u>Fa 2000</u>	<u>Fa 2001</u>	<u>Fa 2002</u>	<u>Fa 2003</u>	<u>Fa 2004</u>	<u>Fa 2005</u>	<u>Fa 2006</u>	<u>Change 2000-06</u>
Citadel	645	664	690	594	489	481	457	-188
Coastal Carolina	75	59	299	405	334	436	546	471
College of Charls	458	548	549	593	614	526	529	71
Francis Marion	245	229	185	175	167	185	202	-43
Lander	133	66	102	92	57	23	20	-113
SC State	478	396	439	396	302	266	284	-194
USC - Aiken	46	43	48	42	48	61	51	5
USC - Beaufort	0	0	0	0	0	0	0	0
USC - Upstate	27	23	26	29	28	24	12	-15
Winthrop	559	542	548	568	531	533	524	-35
TOTALS								
Compr Univ	2,666	2,570	2,886	2,894	2,570	2,535	2,625	-41

From the Fall 2000 through the Fall 2006, the Comprehensive Teaching Institutions saw a net DECREASE of 41 in FTE enrollment. Three institutions in this sector had a total combined FTE enrollment increase of 547. Coastal Carolina accounted for 471 of the FTE increase or 86.1% of the total combined FTE increase. Looking at these graduate students on the basis of Geographic Origin we see that approximately 96 % are South Carolina residents.



Comparative Affordability to State Residents

Coastal has managed its finances in a way that has allowed the university to remain one of the more affordable, and therefore accessible, among all state public institutions (Chart 7.3.4 and Table 7.3.3). Its 2007-08 tuition of \$7,600 is right at the state average. In addition to keeping tuition at the average, beginning in 2006-07 the institution used local support through Horry County to offer approximately \$50,000 in need-based scholarships to residents of the county. In addition, \$1.9 million of the budget in 2006-07 was used to hire students on campus to assist in affordability and provide many essential services for the campus community. This amount was an increase of 18% over the previous year, part of a concerted effort to retain students and offset the cost of tuition increases.

Chart 7.3.4

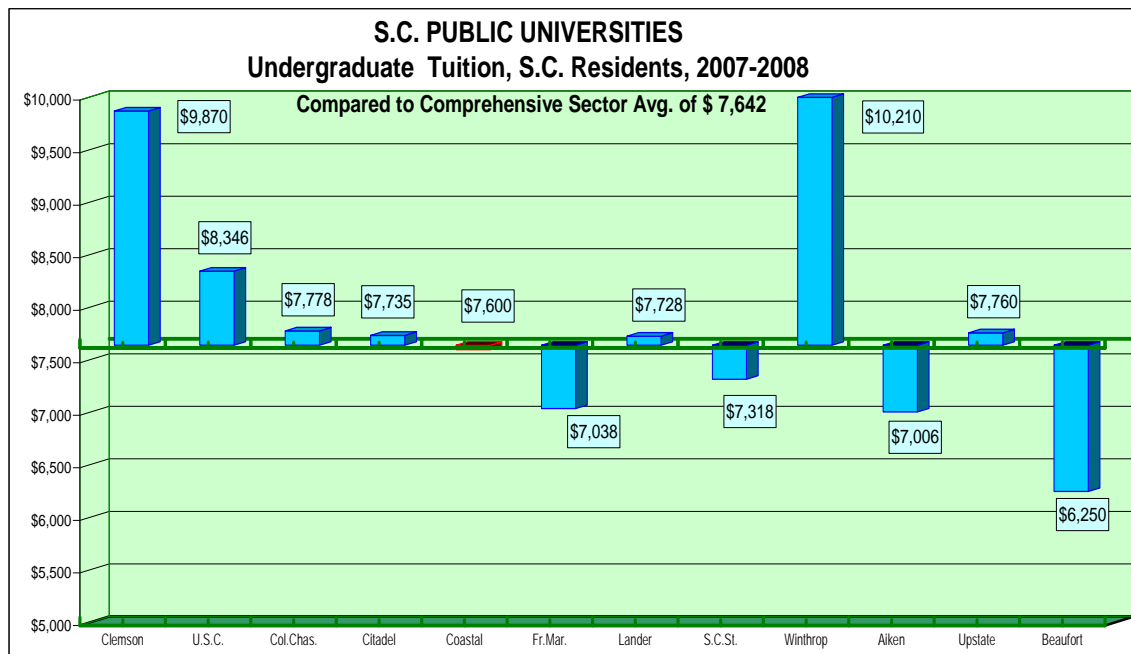


Table 7.3.3

In-State Undergraduate Tuition Trends										
	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>1-yr. %</u>	<u>7-yr. %</u>
Clemson	\$3,590	\$5,090	\$5,834	\$6,934	\$7,816	\$8,816	\$9,400	\$9,870	5.0%	174.9%
U.S.C.	\$3,868	\$4,064	\$4,984	\$5,778	\$6,416	\$7,314	\$7,808	\$8,346	6.9%	115.8%
Col.Chas.	\$3,630	\$3,780	\$4,858	\$5,770	\$6,202	\$6,668	\$7,234	\$7,778	7.5%	114.3%
Citadel	\$3,404	\$3,727	\$4,067	\$4,999	\$5,900	\$6,522	\$7,168	\$7,735	7.9%	127.2%
Coastal	\$3,500	\$3,770	\$4,350	\$5,190	\$6,100	\$6,860	\$7,500	\$7,600	1.3%	117.1%
Fr.Mar.	\$3,600	\$3,790	\$4,340	\$5,082	\$5,540	\$5,984	\$6,512	\$7,038	8.1%	95.5%
Lander	\$3,888	\$4,152	\$4,704	\$5,400	\$5,866	\$6,588	\$7,162	\$7,728	7.9%	98.8%
S.C.St.	\$3,724	\$4,096	\$4,556	\$5,570	\$6,170	\$6,480	\$7,278	\$7,318	0.5%	96.5%
Winthrop	\$4,262	\$4,668	\$5,600	\$6,652	\$7,816	\$8,756	\$9,500	\$10,210	7.5%	139.6%
Aiken	\$3,558	\$3,738	\$4,404	\$5,065	\$5,622	\$6,156	\$6,670	\$7,006	5.0%	96.9%
Upstate	\$3,624	\$3,868	\$4,748	\$5,460	\$6,060	\$6,724	\$7,218	\$7,760	7.5%	114.1%
Beaufort	\$2,210	\$2,410	\$3,080	\$4,208	\$4,670	\$5,214	\$5,724	\$6,250	9.2%	182.8%
Average	\$3,695	\$4,068	\$4,768	\$5,627	\$6,319	\$6,840	\$7,431	\$7,887	6.1%	113.4%
4-Yr Sector Av	\$3,688	\$3,954	\$4,625	\$5,465	\$6,142	\$6,595	\$7,197	\$7,642	6.2%	107.2%

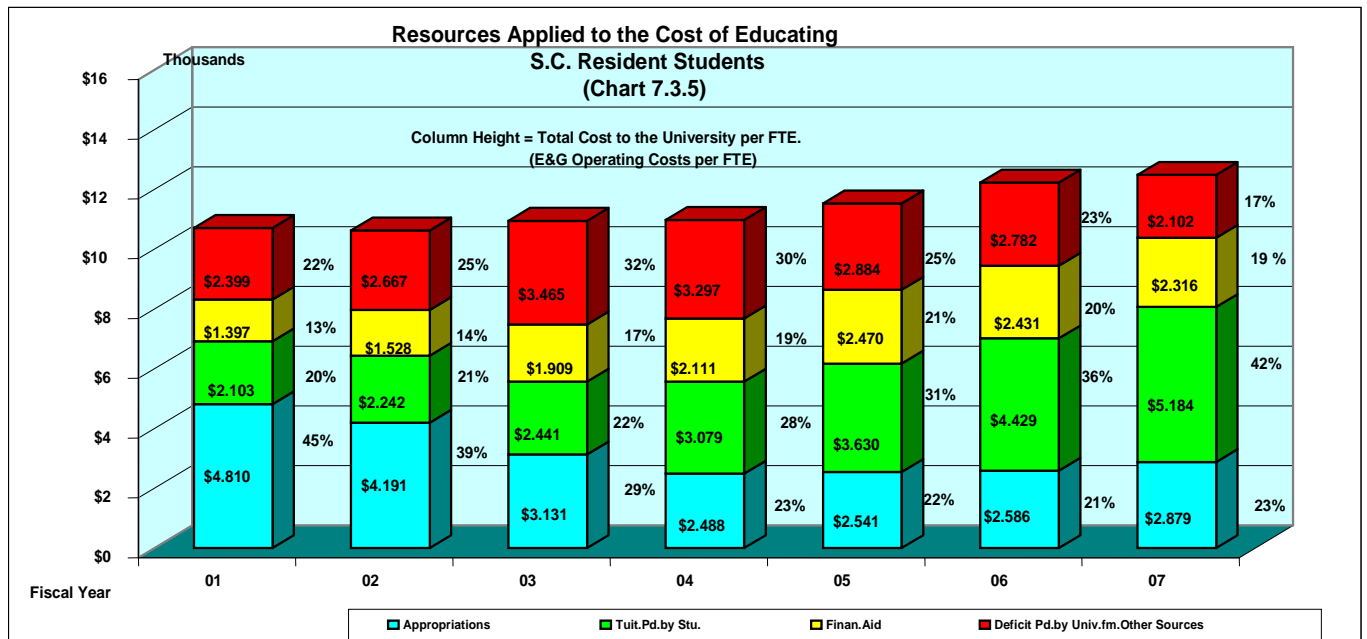
**Beaufort was excluded from the Average for the Teaching and 4-Yr institutions through 2004-2005.*

Leveraging Out-of-State Enrollment to Benefit All Students

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

Coastal Carolina University

Total Educational Cost per FTE Compared to Funding Sources per FTE

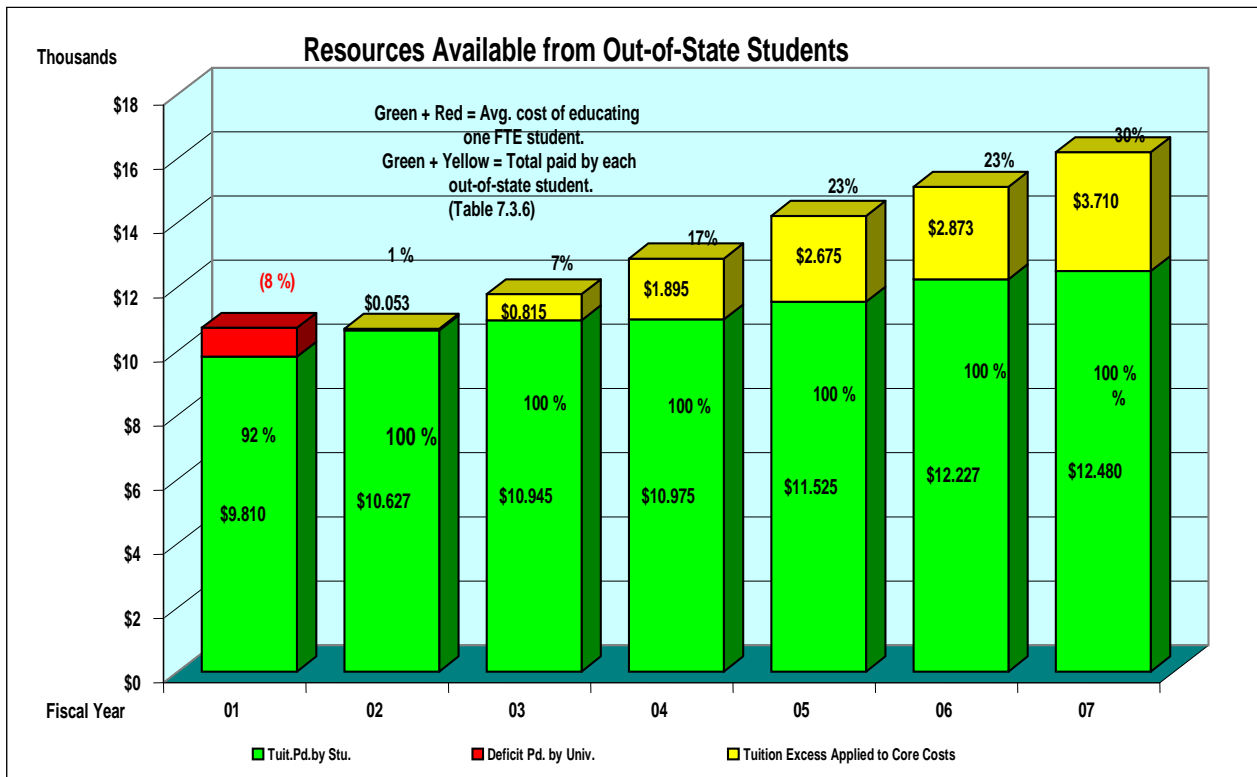


The total of all state appropriations is applied toward the cost of educating in-state student only, dividing total appropriations by the number of in-state FTE's. The institutional funds used to make up the cost deficit include campus-generated income, admissions and other fees, certain gift and grant funds, and revenues from auxiliary enterprises and non-credit programs.

The University's total E&G operating cost per total FTE is equal to the total column height in the top graph, and to the green column height for FY02-07 in the bottom graph, with the total height equal to the amount paid by each out-of-state student.

The total E&G operating expenditures per FTE increased by 16.5% over 6 yrs., from \$10,709 for FY01 to \$12,480 for FY07.

Chart 7.3.6



Efficient Use of Facilities

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

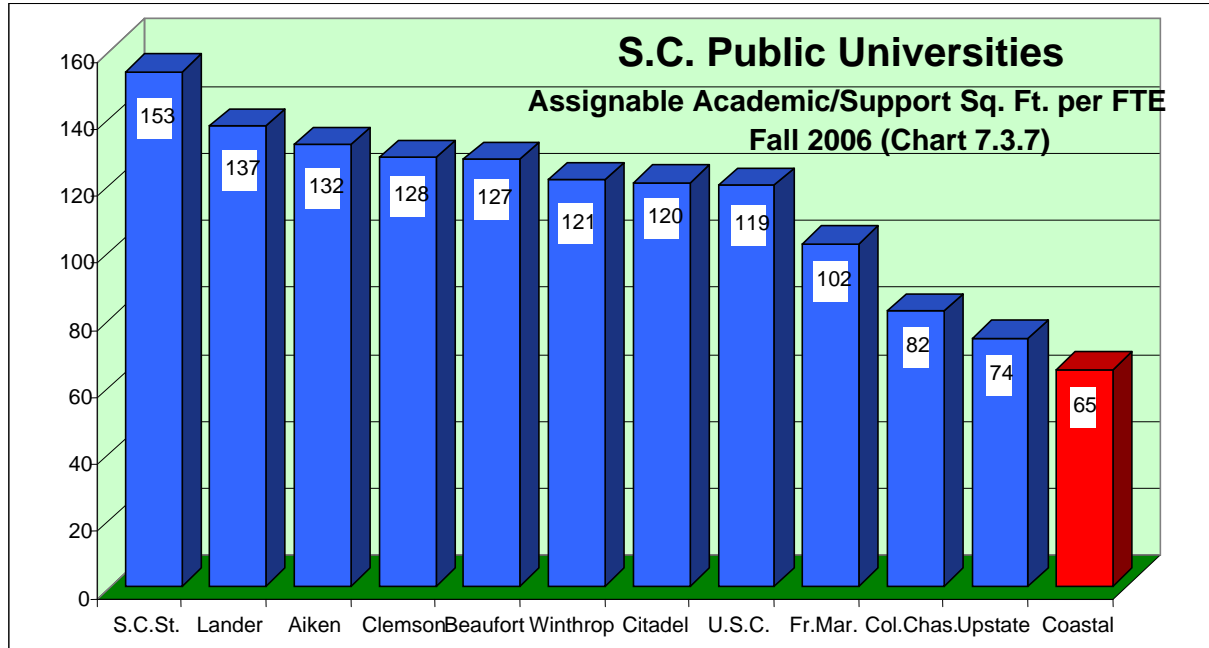


Table 7.3.4

	<u>ASF of Acad./ Supp. Facilities</u>	<u>FTE Enrollment</u>	<u>Sq. Ft. of Acad./Supp Facil Per FTE</u>
S.C.St.	629,658	4,105	153
Lander	328,826	2,400	137
Aiken	361,931	2,749	132
Clemson	2,070,023	16,226	128
Beaufort	127,009	997	127
Winthrop	656,690	5,416	121
Citadel	365,382	3,036	120
U.S.C.	2,814,847	23,571	119
Fr.Mar.	341,002	3,342	102
Col.Chas.	802,478	9,802	82
Upstate	310,598	4,199	74
Coastal	448,588	6,944	65

Effective Use of State Appropriations

The University has been able to accomplish all of the above measures of performance at a cost to the state per resident FTE which is the second lowest among all institutions. The chart (Chart 7.3.8 and Table 7.3.5) below uses FY08 budget, which is the highest yet for Coastal, applied to fall 2006 resident FTE enrollment.

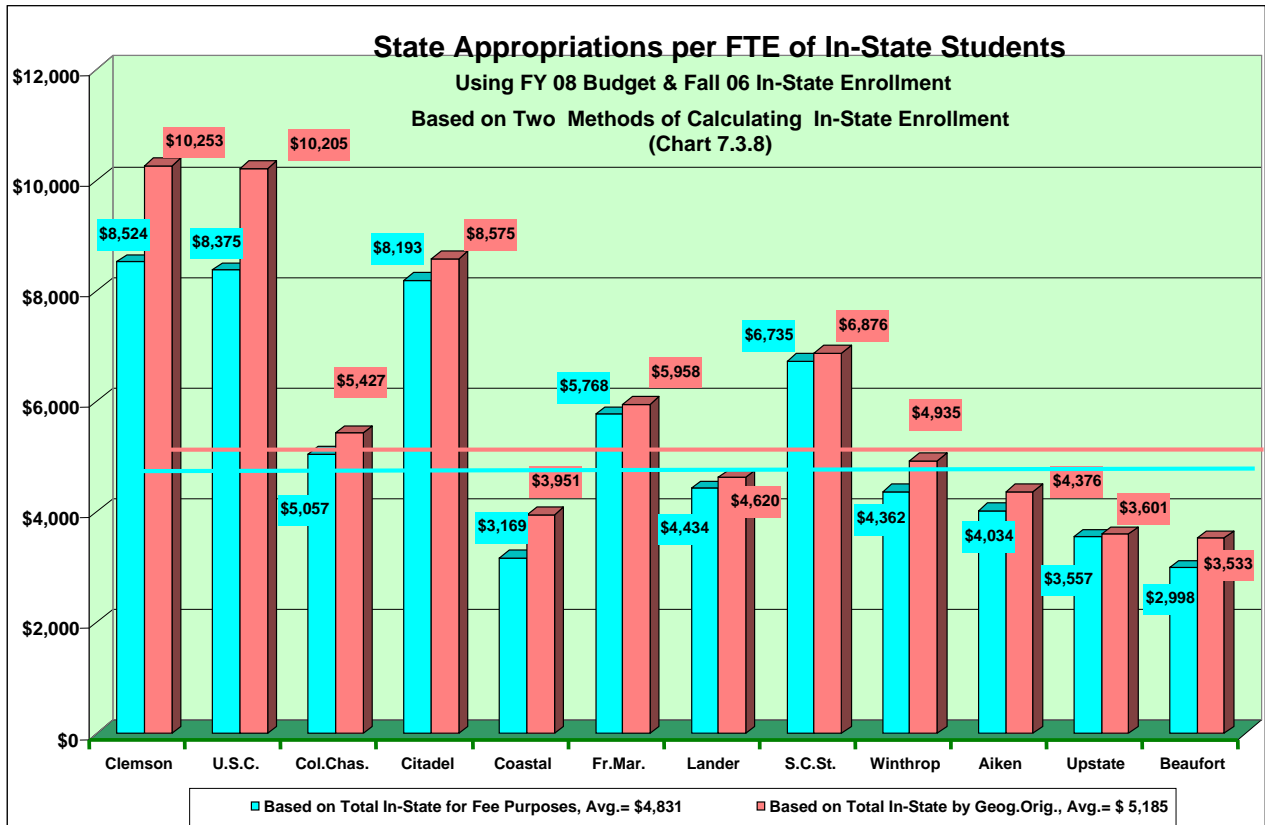


Table 7.3.5

FY 08 Appropriations per In-State FTE Based In-state Students for Fall, 2006		
Calculated from % of Total Students Classified as In-State		
	FY 08 Appr. per In-St. Fall 06 FTE <u>Classification by Fee Purpose</u>	FY 08 Appr. per In-St. Fall 06 FTE <u>Classification by Geographic Origin</u>
Clemson	\$8,524	\$10,253
U.S.C.	\$8,375	\$10,205
Col.Chas.	\$5,057	\$5,427
Citadel	\$8,193	\$8,575
Coastal	\$3,169	\$3,951
Fr.Mar.	\$5,768	\$5,958
Lander	\$4,434	\$4,620
S.C.St.	\$6,735	\$6,876
Winthrop	\$4,362	\$4,935
Aiken	\$4,034	\$4,376
Upstate	\$3,557	\$3,601
Beaufort	\$2,998	\$3,533
Comprehensive Univ. Avg.	\$4,831	\$5,185

4. **What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?**

For faculty, the annual performance evaluation process, outlined in the *Faculty Manual*, provides opportunities for dean/chair and faculty member to discuss the faculty member’s performance and the workplace environment and satisfaction issues. The annual staff EPMS process provides a similar opportunity for supervisor and employee to review performance and to discuss workplace environment and satisfaction issues. Using the findings of these performance processes, it is largely up to the dean/chair and supervisor to determine priorities for improvement. These priorities should be in line with the department’s mission and goals. Table 7.4.1, faculty salaries by rank compares Coastal to the other South Carolina comprehensive institutions.

Average Faculty Salaries by Rank
(Nine Month Basis)
2006-2007
(Table 7.4.1)

INSTITUTION NAME	PROFESSOR		ASSC PROF		ASST PROF		INSTRUCTOR		TOTAL	
	#	Avg. Salary	#	Avg. Salary	#	Avg. Salary	#	Avg. Salary	#	Avg. Salary
The Citadel	54	\$77,994	52	\$65,858	55	\$53,043	2	\$70,000	163	\$65,605
Coastal Carolina University	44	\$73,231	71	\$62,123	91	\$53,996	26	\$37,009	232	\$58,227
College of Charleston	116	\$76,064	153	\$61,522	171	\$52,461	58	\$44,603	498	\$59,827
Francis Marion University	66	\$68,429	31	\$58,594	75	\$48,580	18	\$41,658	190	\$56,453
Lander University	31	\$63,302	27	\$53,455	44	\$46,163	24	\$37,232	126	\$50,241
South Carolina State University	31	\$66,193	61	\$60,283	86	\$51,137	25	\$38,968	203	\$54,686
U.S.C. - Aiken	31	\$70,514	36	\$59,468	46	\$49,188	34	\$43,980	147	\$54,998
U.S.C. - Beaufort	8	\$66,345	13	\$55,994	8	\$48,058	17	\$40,970	46	\$50,861
U.S.C. - Upstate	41	\$67,891	36	\$55,805	60	\$50,311	59	\$43,359	196	\$52,905
Winthrop University	68	\$72,651	85	\$63,131	90	\$52,117	30	\$41,071	273	\$59,447

5. **What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance?**

Performance levels for Coastal Carolina University’s key measures on organizational effectiveness have been addressed in Questions 7.1 through 7.4.

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**
- b.) **stakeholder trust in your senior leaders and the governance of your organization**
- c.) **fiscal accountability; and, regulatory, safety, accreditation, and legal compliance**

The leadership team of Coastal is involved in many community and state initiatives that demonstrate social responsibility. The senior administrators interact with community groups about the university, the mission of the university, and about higher education. Many administrators, faculty and staff are involved in community service projects and service learning activities.