

ANNUAL ACCOUNTABILITY REPORT

FISCAL YEAR 2008-2009



September 2009

David A. DeCenzo, President

Accountability Report Transmittal Form

Agency Name: Coastal Carolina University

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Glossary of Terms and Abbreviations

AACSB	Association for the Advancement of Collegiate Schools of Business	MAPP	Measure of Academic Proficiency and Progress
ABET	Accreditation Board of Engineering and Technology	NASAD	National Association of Schools of Art and Design
CAFR	Comprehensive Annual Financial Report	NCAA	National Collegiate Athletic Association
CDS	Common Data Set	NCATE	National Council for Accreditation of Teacher Education
CETL	Center for Effective Teaching and Learning	NESA	North Eastern Strategic Alliance
CHEMIS	Commission on Higher Education Management Information Systems	NSF	National Science Foundation
CIRP	Cooperative Institutional Research Program	SABPAC	SOPHE/AAHE Baccalaureate Program Approval Committee
CSRDE	Consortium for Student Retention Data Exchange	SACS	Southern Association of Colleges and Schools
CUPA	College and University Personnel Association	SC CHE	South Carolina Commission on Higher Education
E&G	Educational and General	SCS	Student Computing Services
EBI	Educational Benchmarking, Inc.	SREB	Southern Regional Education Board
EEO	Equal Employment Opportunity	SWOT	Strengths, Weaknesses, Opportunities and Threats
EPMS	Employee Performance Management System	TEAL	Technology in Education to Advance Learning
ETS	Educational Testing Service	UWAC	University-Wide Assessment Committee
FTE	Full-time Equivalency	UWRC	University-Wide Retention Committee
FYE	First-Year Experience	VSA	Voluntary System of Accountability
ITS	Information Technology Services		

Section I – Executive Summary

Coastal Carolina University's Mission Statement

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

Original approved by the Coastal Carolina University Board of Trustees on April 18, 1997

Update adopted by the Coastal Carolina University Board of Trustees on December 14, 2007

Values Statements

As a student-centered learning community in which students, faculty and staff embrace education as a lifelong pursuit and act responsibly to preserve the natural environment, Coastal Carolina University embraces the following values:

TRUTH Coastal Carolina University values truth and the freedom to express the truth, in keeping with the motto *Ex Libertate Veritas* -- from freedom, truth.



RESPECT Coastal Carolina University appreciates diversity and values civility and fairness toward individuals, cultures, ideas and resources.

INTEGRITY Coastal Carolina University values a commitment to the highest ethical standards.

EXCELLENCE Coastal Carolina University values distinction in all its endeavors.

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

University Strategic Plan and Mission Statement

- Coastal Carolina University implemented the 2008-2013 *Strategic Plan*, entitled "Tradition, Integrity, Excellence: Building a Comprehensive University," which will guide us in our decision making over the next five years.

Student and Campus Life

- On-campus residence halls have made a significant impact and began a wave of change which continues to build in size and scope. Twenty years ago, Coastal Carolina University was a commuter college. Since then, 1,300 on-campus beds have been added, and, within the past three years, another 1,000 beds have been added in close proximity to campus and owned by the Student Housing Foundation. Freshmen are required to live on campus. Programs and services have been added in an effort to retain students and enhance their residential experience.
- Student Health Services are now provided for all undergraduate students. Coastal Carolina University provides its students quality medical care with an emphasis on healthy lifestyles and wellness.
- The CINO Grille added 4,200 square feet of dining space resulting in 80-90 additional seats to the current dining area.

Academic Programs

- The Department of Computer Science was reaccredited by the Accreditation Board of Engineering and Technology (ABET).
- Groundbreaking ceremonies were held in 2009 for an addition to the existing science building. The new building will be named Kenneth E. Swain Hall and will be constructed adjacent to the R. Cathcart Smith Science Center.
- WCCU, the University's streaming Internet radio station debuted this year. WCCU is listed on iTunes can be heard worldwide.
- A recording studio was established for student use in the Wheelwright Auditorium.
- MBA students took 1st place in Fall 2008 and 3rd place in Spring 2009 in McGraw-Hill Business Strategy Invitational Championship.
- The University opened the new Environmental Quality Laboratory. The facility directs many analytical

chemistry and microbiology research projects that impact the region.

- The University developed and implemented a comprehensive assessment system for use in monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.
- The Kimbel Library computer lab was relocated and expanded to increase the number of workstations available. New computers and workstation furniture was purchased to allow increased access and comfort for students conducting research.

Partnerships Resulting in Cost Savings to the State

Horry-Georgetown Technical College

- An expanded bridge partnership program between the two institutions offers high school graduating seniors a delayed university admission status while they complete the first year of academic study at Horry-Georgetown Technical College. The bridge partnership program provides a seamless transfer opportunity, after one year, for accepted students from local counties to enhance their academic preparation for a baccalaureate program.
- Sharing police, safety, fire protection, and campus parking.
- Collaborating in the Professional Golf Management Business Degree Program,
- Collaborating in the Resort Tourism Management Business Degree Program.
- A cooperative program between the two institutions leading to a bachelor's degree in Nursing (BSN) has been approved at the program summary level by the South Carolina Commission on Higher Education.

Collaborative Academic Programs with Other Institutions

- Cooperative Criminal Justice program with Horry-Georgetown Technical College and Charleston Southern University.
- Bachelor of Science in Engineering with Clemson University.
- One of five American universities selected to participate in a unique dual degree program partnership with 14 Chinese institutions called the SINO-American 1+2+1 Hospitality Management Dual Degree Program.

Public-Private Partnerships

Horry County School District

- Coastal Carolina University has operated a program for several years with the Horry County School District to provide mentoring support to fourth through tenth grade students deemed at-risk for continuing through high school. The program has been so successful that the University received a South Carolina Commission on Higher Education grant to serve as a pilot program to other institutions in the state.
- The Scholars Academy is a unique high school operated by the Horry County School District on the Coastal Carolina University campus. Top academic ninth and tenth grade students from the district are brought to the Coastal campus to take courses in special sections made available for them at their grade level. When these students become high school juniors and seniors, they take selected college level courses in the same sections as Coastal Carolina University students.

Partnerships with Governmental and Private Entities

- The Palmetto Wind Research Project is a collaborative project by Santee Cooper, Coastal Carolina University and the South Carolina Energy Office to study the possibilities of generating wind energy off the coast. The University's Burroughs & Chapin Center for Marine and Wetland Studies is playing a major role in the project.

Student Volunteer Service

- The University is considering a graduation requirement that all students provide volunteer service hours through the mentoring program or working with another nonprofit entity.

Sustainability Efforts

- The University named its first campus sustainability coordinator. The first project directed by the coordinator was the move-in day recycling event in August 2008. Additional projects underway include a recycling project for football game days and an initiative to make the campus more bike-friendly.

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

- Through a grant from the National Science foundation (NSF), Coastal Carolina University established a program that partners university graduate students and Horry County K-12 teachers in coastal science research. In Spring 2008 the program, referred to as the GK-12 program, was awarded a national award at the annual GK-12 conference in Washington, DC for most effective Web site.

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



Figure 1.

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

Challenges

- The increasing cost of higher education is challenging accessibility to higher education for those in middle and lower socioeconomic classes.
- Funding and accountability for higher education are changing across the nation and world. Though funding from the state has been stable in the aggregate, South Carolina public institutions of higher education are requiring a larger commitment through tuition and fees from their students rather than increased state appropriations.
- South Carolina is below the national average on educational attainment of its citizens, with 76.3 percent of those 25 and older being high school graduates versus a national average of 80.4 percent. In addition, only 20.4 percent of South Carolinians and 18.4 percent of Horry County residents (20 percent of Georgetown County residents) hold a bachelor's degree or higher, versus a national average of 24.4 percent.
- Online learning in postsecondary education has increased to more than 1.5 million students. Coastal Carolina University offers few online course opportunities, and no online degree programs.
- Access to and expectations of technology offerings will continue to increase and expenditures will need to mirror these expectations for students, faculty, and staff.
- Increasing costs from several sources are likely to increase the cost per full-time equivalent (FTE) student by an amount greater than the Consumer Price Index:
 - Faculty with doctoral degrees in several disciplines are predicted to decline. These shortages mean that competition for quality faculty will be intense; resulting in higher salary and benefit costs needed to retain quality faculty.
 - Increased need to hire additional staff and support personnel with full benefits.
 - Rising energy costs nationwide will affect University expenditures.
 - Maintaining currency in technological advancement will continue to escalate operating costs.
- Expanded government mandated and social shocks (e.g. campus security issues on other college campuses) will force additional compliance costs on the University.

Opportunities

- Changing employment trends and needs require different skill sets and an increasing number of professions are demanding at least bachelor's degree level completion to realize wage increases.
- Sustainability initiatives are becoming more prevalent, as research continues to document the fragility of the ecosystem and its impact on society.
- The percent of the overall population 65 years of age and older will dramatically increase, and according to the U.S. Census Bureau, the increase in South Carolina will be significant. Degree programs that serve this population, enhanced lifelong learning programs, and collaborative intergenerational partnerships may become more important in the University's educational programming.
- Global educational needs are shifting, with increased competition for students educated in global issues. There are substantial opportunities for increasing both on-campus diversity through international programming and student exposure to other cultures through short and long-term study abroad programs.
- Learning approaches and processes are changing, with the expectation that blended learning and active learning will become even more important and with technology infused into the learning experience.
- The commitment of students to a campus goes beyond the classroom to include the entire student experience. Exploring how to create a more student-engaged campus and community experience will become more important.
- Accountability issues are becoming even more important. Efforts are made to rate programs by rating services (e.g., *US News*) and the U.S. Department of Education in order to provide comparative data to the general public. Ratings are still important to families, but less so than majors offered. Thus it will continue to be important to monitor these programs and to carefully articulate where the University falls on these measures.
- Six-year undergraduate graduation rates at the University were reported by the Office of Institutional Research, Assessment and Analysis at 47 percent. The national average according to SREB was 54 percent.
- The enrichment of the cultural and athletic opportunities for the region is critical as a social development tool. Through its cultural programs, the University serves as a unique creator, cultivator, protector, and disseminator of culture within the Waccamaw region. Through its National Collegiate Athletic Association (NCAA) Division I athletic programs, the University provides an outlet for both supporting local athletic talents, and a social opportunity for engagement in the community.

Using the Accountability Report to Improve Organizational Performance

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

Section II – Organizational Profile

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

- The primary methods by which the University's educational programs are delivered include classroom instruction, distance learning, internships, cooperatives, independent studies, and student/faculty research. Coastal Carolina University's main educational programs, offerings, and services are the following.
 - Baccalaureate Programs:
 - **Business Administration:** Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
 - **Education:** Early Childhood Education; Elementary Education; Middle Grades Education; Special Education-Learning Disabilities
 - **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; Exercise and Sport Science; Health Promotion; Marine Science; Mathematics (Applied); Physical Education; Physics (Applied); Psychology; Recreation and Sports Management; Sociology
 - **Special Programs:** Honors Program; Humanities and Fine Arts Fellows Program; Interdisciplinary Studies; Jackson Fellows Program; Wall Fellows Program
 - **Certificate Program:** Gerontology Certificate
 - **Baccalaureate Cooperative Program:** Engineering with Clemson University
 - Graduate Programs:
 - Master of Arts in Teaching; Master of Business Administration; Master of Education (Early Childhood, Elementary, Secondary, Educational Leadership); Master of Science in Coastal Marine and Wetland Studies
 - Cooperative Graduate Degree Programs: Ph.D. in Educational Leadership, K-12 School Administration with Clemson University
 - Services and Offerings:
 - Academic Advising Center; Campus Recreation Services; Career Services; Counseling Center; Disabilities Services; Multicultural Student Services; Student Health Services

Key student segments, stakeholder groups, and market segments

- Coastal Carolina University'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

- The University's main campus includes 55 main buildings on approximately 360 acres. The University also offers courses at the Waccamaw Center for Higher Education in Litchfield and in Myrtle Beach, North Myrtle Beach and Georgetown. Waties Island, 1,105 acres of pristine barrier island on the Atlantic coast, provides a natural laboratory for extensive study in marine science and biology.

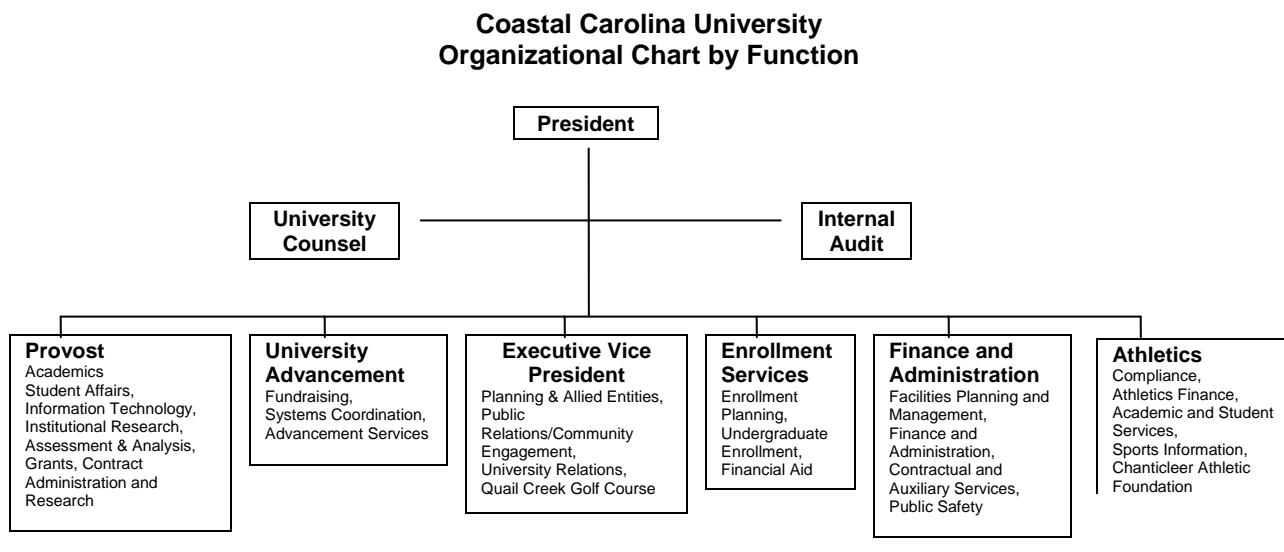
Number of employees, segmented by faculty and staff or other appropriate categories, Fall 2008

Category	Full-time	Part-time	Total
Full-time Instructional Faculty	299	184	483
Executive/Administrative and Managerial	20	5	25
Other Professionals	253	45	298
Technical and Paraprofessionals	157	67	224
Clerical and Secretarial	52	72	124
Skilled Craft	39	0	39
Service/Maintenance	85	14	99
Total	905	387	1292

Regulatory environment under which the University operates

- The regulatory environment includes the following:
 - The University is a public institution governed by a 17-member Board of Trustees.
 - 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 on Higher Education, the South Carolina Legislature, and the citizens of South Carolina.

Governance system and organizational structure



Key suppliers and partners

Coastal Carolina University'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 University's key competitors include:

- Other higher education institutions in South Carolina and numerous out-of-state institutions

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

See Section I, Challenges and Opportunities

Key strategic challenges

Key strategic challenges include enrollment growth and student life, academic programs, space issues, and resource priorities.

- Enrollment growth will have an impact on the University's dependence on tuition revenues in the absence of adequate state funding while fulfilling the institutional mission to serve the state and local region. As more students select university housing, there is a need for increased student support services such as counseling, health services, an interactive campus life environment, and athletics.
- 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 be monitored to reflect the changing campus environment and be flexible enough to respond to adverse impacts.
- Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. Other resource priorities include faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety.

Performance improvement systems

Coastal Carolina University's performance improvement systems include:

- Regional accreditation: The University undergoes SACS accreditation every ten years. Our next reaffirmation of accreditation will be in 2012.
- Program accreditation: The University's programs are accredited by AACSB-International, ABET, NCATE, and NASAD.
- Academic Assessment Planner: Each academic department participates in the University's assessment process.
- Administrative Assessment Planner: Each administrative department participates in the University's assessment process.
- Committee Assessment Planner: Standing and ad hoc committees participate in the University's assessment process.
- Institutional Effectiveness Report: The University submits an annual Institutional Effectiveness Report to the South Carolina Commission on Higher Education that addresses academic assessment outcomes, professional examinations scores, alumni placement data, and various other items.
- Employee Performance Management System: Process for annual staff planning and evaluation.

Expenditures/Appropriations and Major Program Areas Charts

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

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 51,460,628	\$ 10,986,005	\$ 55,650,285	\$ 10,544,261	\$ 58,156,588	\$ 10,544,261
Other Operating	\$ 28,614,599	\$ 3,500,000	\$ 29,609,107		\$ 41,763,685	
Special Items	\$ 20,448,191		\$ 23,338,626		\$ 20,540,809	
Permanent Improvements	\$ 2,154,023		\$ 831,823		\$ 4,875,480	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 13,583,237	\$ 2,322,310	\$ 14,695,769	\$ 2,130,980	\$ 15,462,837	\$ 2,130,980
Non-recurring						
Total	\$ 116,260,678	\$ 16,808,315	\$124,125,610	\$ 12,675,241	\$140,799,399	\$ 12,675,241

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills	\$ 449,1963	\$ 161,336
Capital Reserve Funds		
Bonds		

**Coastal Carolina University
Major Program Areas**

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross References for Financial Results*
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: 3,603,837 Federal: Other: 7,912,203 Total: 11,516,040 10% of Total Budget:	State: 2,539,477 Federal: Other: 7,432,646 Total: 9,972,123 8% of Total Budget:	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.2, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
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: 2,172,329 Federal: Other: 4,741,633 Total: 6,913,962 6% of Total Budget:	State: 1,751,630 Federal: Other: 5,126,744 Total: 6,878,374 6% of Total Budget:	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.2, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
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: 5,752,846 Federal: Other: 12,635,143 Total: 18,387,989 16% of Total Budget:	State: 4,443,618 Federal: Other: 13,005,769 Total: 17,449,387 14% of Total Budget:	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.2, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1
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: 4,830,110 Federal: Other: 10,605,311 Total: 15,435,421 13% of Total Budget:	State: 3,779,180 Federal: Other: 11,061,060 Total: 14,840,240 12% of Total Budget:	Tables 7.1.1, 7.2.1, 7.2.3, 7.2.4, 7.3.2, 7.3.3, 7.6.1 Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2, 7.3.1 - 7.3.5, 7.3.7 - 7.3.8, 7.5.1

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:	449,193	State:	161,336
	Federal:	6,675,000	Federal:	7,540,000
	Other:	56,883,073	Other:	67,284,150
	Total:	64,007,266	Total:	74,985,486
		55% of Total Budget:		60% of Total Budget:

* 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 07-08 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.	Tables 7.1.1, 7.2.1, 7.2.3,7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
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.	Tables 7.1.1, 7.2.1, 7.2.3,7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
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	Tables 7.1.1, 7.2.1, 7.2.3,7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1
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	Tables 7.1.1, 7.2.1, 7.2.3,7.2.4, 7.3.3, 7.1.6, Charts 7.1.1 - 7.1.4, 7.2.1, 7.2.2 Charts 7.3.1 - 7.3.5 Charts 7.3.7 - 7.3.5, 7.3.7 - 7.3.8 Chart 7.5.1

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

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Coastal Carolina University's mission and values statements have been developed through a collaborative process that seeks and encourages input from all constituencies. The University's leadership fosters these values through the annual strategic planning, assessment, and budgeting process. The University's values are also addressed in the Strategic Plan, a document recently accepted by the Board of Trustees that will guide the institution through the next five years. Annual Institutional Effectiveness reports that are required by the South Carolina Commission on Higher Education reaffirm 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. The University's values are relayed through student recruitment efforts, through the various links on Coastal Carolina University's Web site, and through visitations by administrators, faculty, and staff to various conference sites in the nation.

Coastal Carolina University has implemented organizational changes, combining several departments into one communication division. The departments of Media Services, Printing Services, Sports Information, Photography and the former Marketing Communications office have been combined to create the new Office of University Communication. *Coastal Today*, the University television show, is a forum for expressing the University's values and is broadcast on public television to a regional audience. The *Coastal Carolina University Magazine* is published twice a year for alumni and friends of the university and contains a variety of articles, interviews and upcoming events.

Senior leaders' personal actions reflect a commitment to organizational values through each individual's dedication to fostering creativity, respecting diversity, and modeling intellectual honesty. These values are reflected in the implementation of initiatives such as public engagement, annual Celebration of Inquiry Conference presentations and activities, through the President's, Provost and Senior

Vice President for Academic and Student Affairs, and vice presidents' preference to engage in open debate with the campus and area community as the University grows, and through the annual administrative evaluation processes. Finally, the hiring process for senior leaders includes conversations with the candidates about commitment to organizational values, to student learning, and to assessment and planning.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?

Coastal Carolina University is committed to continuous improvement of the institution, to accountability to its stakeholders, and to planning for all contingencies. Senior leaders 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. An ad hoc committee of 11 members drawn from faculty and administration appointed by the Provost has undergone a rigorous process of reviewing and updating the faculty manual. One key purpose of this exercise is to ensure the manual accurately reflects the current administrative structure of the University. Professional and support staff performance is encouraged through the annual Employee Performance Management System (EPMS) process. Exceptional performance of staff is recognized through the annual Staff Awards for Excellence.

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

The executive team members are individually and collectively committed to operating at the highest standard of legal and ethical behavior. The University's legal counsel advises accordingly when contacted by the executive committee and upper management. Additionally, periodic opinions on management practice are sought by the University's counsel from relevant regulatory bodies.

1.4 How do senior leaders create an environment for organizational and workforce learning?

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

- For faculty, there is a faculty mentoring program that pairs experienced faculty with new faculty members in the first year of employment. New faculty are also required to attend a year-long orientation program that introduces 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). Each college houses a center that offers opportunities to faculty and staff for developing research projects.
- The Technology in Education to Enhance Learning (TEAL) Center offers technology instruction to faculty and staff.
- Funds are available for faculty and staff to attend and participate in professional development meetings and activities.
- The Office of Human Resources offers personal and professional development opportunities on campus for all faculty and staff.
- Support for garnering external research and grant funds is available to faculty and staff through the Office of Grants and Sponsored Research. Fifteen percent of all indirect cost recovery on external grants is returned by the Provost to the Associate Vice President for Research to fund professional development for faculty scholarship.
- Financial support is provided to staff members who wish to continue their undergraduate or graduate education through tuition waivers.
- Organizational initiatives include annual Celebration of Inquiry conferences that invite participation by students, faculty, staff, and community members in intellectual discussions and forums.
- Faculty members can apply for scholarly reassignment (sabbatical) on a yearly basis.
- Academic departments and administrative units regularly invite the campus community to attend

lectures, concerts, performances, and other scheduled programs that the University sponsors.

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

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

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

Senior leaders (President, Provost, vice presidents, and deans) communicate with, empower, and motivate faculty and staff through several venues.

- Each semester, there are faculty and staff "welcome back" meetings hosted by senior leaders. These meetings are intended to:
 - update faculty and staff about new initiatives occurring at the University
 - introduce new faculty and staff members
 - promote networking and camaraderie among faculty and staff
 - thank faculty and staff for their contributions to continuous improvement at the University
 - boost morale
- Each August and January the Provost opens the semester with a meeting for all faculty.
- To promote empowerment, faculty complete annual administrator evaluations for their chair, dean, provost, and president.
- Faculty views are brought to administration through the Faculty Senate. As an example, the Faculty Welfare and Development Committee, a sub-committee of the Faculty Senate, is focused on issues of salary, governance, and due process that are critical to faculty morale.

- Communication with the campus community occurs through:
 - the television program *Coastal Today*
 - the weekly *Coastal Newsletter*
 - campus e-mail
 - university-wide and departmental memos
- To reinforce and reward excellence, the University solicits nominations for annual professional and support staff excellence awards
- Faculty are recognized through the promotion and tenure process.
- Senior Administrators now participate in weekly interviews on the Student Radio station during the academic year.
- Faculty are recognized through various awards, including the Distinguished Teacher-Scholar Lecturer Award sponsored by Horry Telephone Cooperative, Inc., the Outstanding Teacher of the Year, Outstanding Advisors of the Year, sabbatical awards, and professional enhancement grants.
- The President holds multiple town hall forums each semester.

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

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

Several performance evaluation strategies are implemented at the University. The President must submit an annual Agency Head Report to the South Carolina Budget and Control Board. This Report 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 upcoming year. A key component of the annual self-evaluation of each administrator is an analysis of the feedback from various campus constituencies.

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

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

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

- The University's Strategic Plan addresses and anticipates adverse impacts through the annual planning, assessment, and budgeting process. Part of the process included developing a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis and identifying strategies for addressing weaknesses and threats.
- The colleges are responsible for anticipating adverse impacts related to academic programs and offerings through their annual planning, assessment, and budgeting process.
- The administrative units are responsible for anticipating adverse impacts related to their services and operations through their annual planning, assessment, and budgeting process. Campus-wide plans have been developed to deal with adverse impacts on operations, including a Technology Plan and a Campus Master Plan currently scheduled for development/refinement during the annual year 2008-09.
- The Office of Risk Management is responsible for anticipating adverse impacts related to insurance matters.
- Coastal Carolina University's Institutional Review Board is responsible for anticipating adverse impacts related to research and human subjects. The Institutional Animal Care and Use Committee (IACUC) ensures that any laboratory animals used for research receive optimal care.
- The Office of Finance and Administration is responsible for anticipating adverse impacts related to administrative and financial matters.
- Lastly, in preparation for accreditation processes with SACS, AACSB-International, NCATE, ABET, and NASAD, adverse impacts of programs, services, and operations can be identified and addressed as they relate to fulfilling the University's mission.

The key compliance-related processes, goals, and measures are enrollment growth and student life; academic programs; space issues; and resource priorities.

- Enrollment growth will have an impact on the University's dependence on tuition revenues (in the absence of adequate state funding) while fulfilling the institutional mission to serve the state and local region. Student life in recent years has been affected as more students opted for university housing. There was a need for special attention to be given to student support services such as counseling, health services, an interactive campus life environment, and athletics. In response to these needs, plans are underway to construct a Student Recreation and Convocation Center funded through a student bond. The proposed addition of 46,000 sq. ft. to the existing Williams-Brice Building will provide an increase in space for student recreation and student life activities. The delivery of off-campus programs, with their attendant technology support and needs, will have a major impact on enrollment growth and service to the community. With enrollment growth and the increased need for academic and social support services to students, the revised Campus Master Plan will be used to monitor the changing campus environment and be flexible enough to respond to adverse impacts. Student retention and graduation rates are continually monitored, due to their impact on financial resources and on the University's reputation. Both rates are rapidly improving and Coastal Carolina University's first-year retention rate for the 2007 cohort was 71.4%, the fourth highest rate in the state.
- Academic programs must enhance student learning and serve the changing personal and professional needs of students.
- Space issues will continue to dominate strategic planning.
- Resource priorities, such as faculty and staff salaries, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety are reflected in the goals, objectives/outcomes, and action plans of the University's Strategic Plan.

1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

Senior leaders use the University's Strategic Plan and the annual planning, assessment, and budgeting process to determine areas of emphasis for university involvement and support. The mission of the University requires community support and enhancement. For example, the University maintains a joint venture with neighboring

Francis Marion University and The North Eastern Strategic Alliance (NESA). This alliance is charged with fostering public and private partnership across the ten-county Waccamaw-Pee Dee region. The aim is to generate a regional identity that addresses the current economy and future growth of the region. Through its preparation for accreditation by various organizations, the University identifies community needs and opportunities. One example is the Wall College of Business Administration identifying the need for the Resort Tourism Management major, the Professional Golf Management specialization, and the Master of Business Administration degree through university-business collaboration. Another example is the College of Education's establishing a M.Ed. Educational Leadership program to begin Fall 2009. This degree program was established based on direct input from the area school districts.

Senior leaders are actively involved in identifying, supporting, and strengthening the communities in which the University operates. These communities include: students, faculty, and staff (on-campus community); alumni; business and industry; and local and regional communities. Mechanisms for community support are included in the University's Strategic Plan. Types of community support offered by the University include conferences (e.g., Celebration of Inquiry), research centers (e.g., BB&T 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 Carolina University Mentor Program), and collaboration with alumni and K-12 public school teachers (e.g., Biddle Center for Teaching, Learning and Community Engagement).

Category 2 – Strategic Planning

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

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

The Strategic Management Plan is coordinated through the Office of the President, administered by the Executive Vice President and the Coordinator for Strategic Planning. In July of 2008, The Board of Trustees adopted the 2008-2013 Strategic Plan titled Tradition, Integrity, Excellence: Building a Comprehensive University. With the adoption of the Strategic Plan, the former Faculty Senate Committee for strategic planning was dissolved in the Fall 2008 and the University-wide Strategic Management Committee was charged by the President to begin implementing the document. The University Strategic Management Committee is made up of senior administrators, faculty

members, staff, athletics administration, alumni, students, and administrative support to ensure a broad representation and clarity of vision throughout the strategic planning process to link planning to evaluation and budget. The Strategic Management Committee is divided into five working sub committees to implement key strategies and goals associated with (1) Meeting the Educational Needs of Students and Community, (2) Ensuring Student Success, (3) Ensuring Faculty and Staff Success, (4) Ensuring Financial Viability and Managed Growth, and (5) Supporting Strategies for Improved Communication, Stronger Assessment and Accountability, and Increased Technological Support. The Office of Institutional Research, Assessment and Analysis continues to provide trending data with which the Strategic Management Committee can compare Coastal Carolina University to other institutions and benchmark specific standards. All five committees make recommendations to the President as chairman of the committee for review and action. (See Figure 2.)

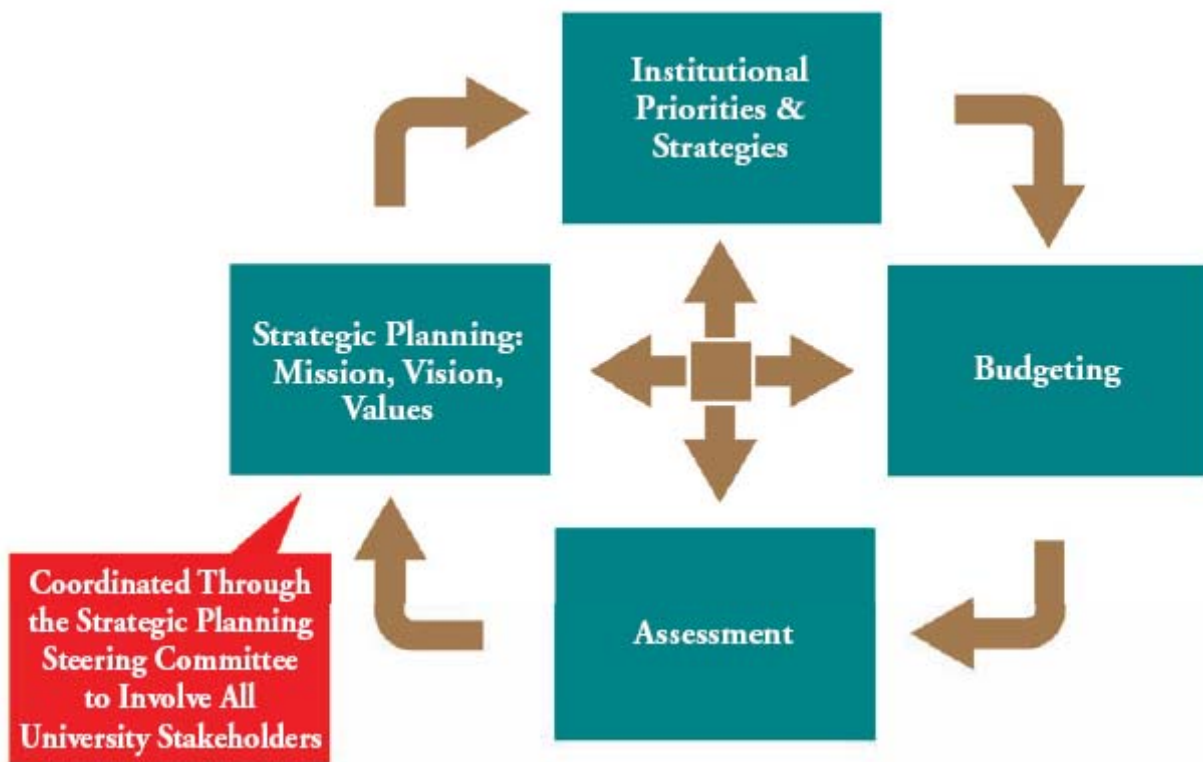


Figure 2.

b. Financial, regulatory, and other potential risks

The strategic planning document and process focuses on the development of strategic priorities which will guide resource allocation and performance tracking throughout the University. Regulatory matters are discussed as part of strategic evaluation of committee reports and recommended by the Strategic Management Committee

to the President. Issues and areas of concern are assigned to appropriate divisions (e.g., Facilities) for compliance.

The 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. As part of the University's legal department, Risk Management

coordinates efforts to ensure the protection and preservation of the University's human, physical, and financial assets. This task is accomplished by identifying potential human, physical plant, financial, and natural losses, while evaluating the best practices for handling the risk. The Department of Public Safety provides a safe and secure environment, and protects property and community, while ensuring freedom of expression and movement within the constraints of federal, state, and local laws. Primary functions of the Department of Public Safety include providing a safe environment in which the University community can work and live, providing service equally to all people in a manner that demonstrates dignity and respect for each person, and acknowledging that all people are to be treated fairly and equally.

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

Continuous coordination and monitoring of the Strategic Plan enables the University to maintain the ongoing cycle of review for student and community demographics. The Office of Institutional Research, Assessment and Analysis provides stakeholders with appropriate trend reports for the major programs of study as well as for regional demographics. Gaps or changes in these trends are reviewed by the Provost and assigned staff, who provide information to the Strategic Management Committee. As active members of the Strategic Management Committee, executive level administrators throughout Coastal Carolina University including the President, Vice Presidents, Associate Vice Presidents, Academic Deans, faculty, and staff consult regularly to examine trends and changes.

Strategic technology planning is conducted on a continuous cycle at the University and involves all academic and administrative areas. As a member of the Strategic Management Committee and chair of the University Technology Planning Committee, the Dean of Library Sciences is responsible for the development, integration, and assessment of technology plans. The Technology Planning Committee meets to develop college-specific technology plans, to review goals and objectives, to develop new objectives, to assess progress on current objectives and to use assessment results to develop action plans for the upcoming year. This information is integrated into the University's planning, assessment, and budget process. By focusing on the completion of objectives rather than on specific technologies, the University's Technology Plan allows for flexibility to use the best technology to complete plan objectives. Because the planning process is on a continuous cycle, emerging and converging technologies can be quickly adopted into action upon demand.

As active members of the Strategic Management Committee, executive level administrators throughout

Coastal Carolina University, including the President, Vice Presidents, Associate Vice Presidents, Academic Deans, faculty, and staff are constantly reviewing shifts in demographics. Institutional priorities guide the development and requests for funding for additional full-time slots, while also exploring an appropriate match between temporary staffing, institutional responsibilities, and organizational priorities.

d. Human resources workforce capabilities and needs

With Strategic Management Committee members consistently reviewing shifts in demographics, institutional priorities can guide the responses to requests for funding for additional full-time slots, while also exploring an appropriate match between temporary staffing, institutional responsibilities, and organizational priorities.

e. Opportunities and barriers described in the Executive Summary

The Strategic Management process seeks to build broad-based interaction and communication in defining institutional priorities based on a clear understanding and appreciation of the present and future challenges faced by the institution, especially during the current economic crisis. Analyzing our past, reviewing our current trends, and estimating our future growth will define the structure of future planning within the overall rubric of the Strategic Management process.

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

With the adoption of the 2008-2013 Strategic Plan, the University continues a long history of stakeholder engagement in the strategic planning and assessment process. One of the major supporting strategies of the Strategic Plan requires that the University "implement and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission." The University's assessment plan was adopted during this fiscal year and this plan links each individual unit the organization to desired outcomes that can be measured on an annual basis. The University continues to define desired outcomes while recognizing the human, physical plant, and financial resources that will be required to meet each defined goal and objective. The Strategic Plan will need to become a "living document" or "evolving tool", as plans are made to project goals and objectives for 2014 and subsequent years. Extending the life of the document each year will establish a process that leads to long-term organizational growth and sustainability.

Coastal Carolina University has a long history of careful attention to each potential crisis and natural disaster

threat as extremely hazardous. The University is committed to taking an active approach to secure our students, faculty, and staff, while providing necessary resources to protect facilities and properties during hurricanes, forest fires, and snow storms.

g. *Your ability to execute the strategic plan*

The University's Management Committee has completed its first year of identifying specific timelines and metrics for each of the adopted goals and objectives. The Committee has adopted a clear structure to be inclusive of stakeholders, transparent to stakeholders, and open to suggestions from stakeholders beyond the realm of the committee memberships. A clear and concise process of linking assessment to strategic planning has been identified and is in the process of implementation.

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

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

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

The Strategic Management Committee has as its charge the following:

- Annually review the progress on the Strategic Plan, identify and evaluate the appropriateness of key strategies, goals, and objectives with the mission.
- Annually review the vision and mission of the institution to identify whether, and how, it should be changed.
- Develop a "Progress on the Plan" report that will incorporate all institutional assessment reports related to strategic planning and present to the University community no later than December 1 of each year for the previous fiscal year.
- Coordinate action on strategic initiatives across and between layers within the institution, while respecting a clear communication process and the charges of each of the respective entities and committees.
- Recommend to the President changes in or challenges to the University vision, mission, strategic priorities or goals, and or changes in the process or timing of implementation of the plan.
- Review base indicators and reporting on peer, aspirant, and other competing institutions.

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

Financial resources will be allocated on a prioritized basis, based on the availability of funding. Individual cost centers develop zero-based budgeting that ties to the institutional priorities and University mission. Clear articulation of the purpose and desired effect of each requested funding item is required. These requests are prioritized according to fit with the overall University mission and institutional priorities, and funding is allocated based on funding availability as noted by the General Assembly. At the conclusion of each academic year, annual reports are provided by each cost center director to evaluate how effectively he or she achieved the desired goals.

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

For effective implementation, the *Strategic Plan* must tie into budgeting, reporting, and ongoing assessment and evaluation efforts. To support this effort, the University-Wide Assessment Committee implemented an integrated assessment system. Training in this system for faculty and staff was conducted in the Fall 2008 and Spring 2009 semesters. In addition, a handbook was developed and made available to all users of the system. Departments and divisions brought their mission statements and strategic plans into alignment with the University's mission statement and *Strategic Plan*, tying their plans to institutional budgets, and reporting on assessment.

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

The University-wide assessment system will be the primary source of systematic information collection, analysis, and it will provide summaries of information that will continue to assess the three major areas of student learning, student development, and administrative unit successes. The secondary source will be the five sub-committee reports submitted to the full Strategic Management Committee. These specific sub-committee reports are presented annually, but they involve a continuous process of reporting and benchmarking as the committee completes goals and objectives as set forth in the metrics of the adopted plan each year.

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

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

Category 3 – Student, Stakeholder, and Market Focus

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

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

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

Strategies to Identify and Attract Market Segments

- The Office of Admissions works closely with the Office of Institutional Research, Assessment and Analysis to analyze new and continuing student data. A data-driven decision model is used to update annual and multi-year enrollment goals. The annual recruitment/marketing plan includes goals for the primary market (South Carolina) and secondary markets (Middle Atlantic region) as well as goals by student type (freshmen, readmits, transfers, veterans, etc.), ethnic origin, and academic area of interest.
- Due to the prominence of Coastal Carolina University's signature academic programs (Marine Science, Biology, and PGA/PGM Business degree majors), new markets are emerging in the Mid-West and South.
- The Office of Admissions uses a variety of student search options (College Board, ACT, etc.) to purchase the names of prospective students whose profiles meet the enrollment objectives of the institution.
- Visibility with prospective students is partially achieved through extensive travel in the fall and to selected markets in the spring. An intensive e-mail and mail campaign with prospective students and applicants has been designed to provide pertinent information in a timely manner. The use of e-mail and YouTube have been significantly increased as a result of survey results.
- Transfer students are primarily recruited from South Carolina's two-year technical colleges and the new residential BRIDGE Program established with Horry-Georgetown Technical College. In Fall 2009, the BRIDGE Program will enroll approximately 160

students who applied to Coastal Carolina University but were not offered

admission as freshmen. The students will be enrolled full-time at HGTC. The BRIDGE program provides additional academic support during the first year, as well as engagement through the residential component and most clubs and organizations on the Coastal Carolina University campus. A collaborative leadership team representing both colleges was established to design and administer this program.

- Real-time report generation has been made available to the admissions recruitment team through the Informer Reporting Tool. These customized programs provide real-time information on all admissions market segments. This tool provides instant access to benchmarks with real-time progress for all counselors by territory. Benchmarks are established annually after historical data are analyzed. Counselors use these programs daily for decision-making regarding their workload. Key administrators use this tool to monitor the progress of the recruitment efforts and to deploy resources when needed.
- The Director of Enrollment Planning developed a process where all department chairs receive a weekly report of all accepted students. As a result, the Department Chairs have been very engaged in the recruitment of accepted applicants thus improving the yield in majors where growth was desired as well as attracting high academic students to the University.
- The Director of Undergraduate Enrollment maintains routine contact with guidance counselors through an e-newsletter and through counselor participation in local and regional guidance counselor forums sponsored through state organizations and also those hosted by the University.
- At the end of each recruitment year, the Vice President for Enrollment Services presents data on applicants, accepts, and matriculants by major to the academic administration (President, Board of Trustees, Vice Presidents/Provost, Deans, Chairs, etc.). Follow-up meetings are scheduled, as requested, with each Dean or Department to review population shifts, competitive strategies, and to discuss new initiatives for the upcoming recruitment cycle.
- All admissions and financial aid policies comply with institutional, state, and federal regulations.

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

- Coastal Carolina University'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. An important goal is to remain current with the needs and satisfaction levels of all groups. The following are examples of how information is collected, shared, and utilized in the enrollment planning process:

- **Visitation surveys:** Prospective students and parents complete a visitation survey that includes questions about their satisfaction regarding: processing their visit reservation, quality of the pre-tour overview, campus tour, any special presentations, appearance of the campus, etc. This information is shared with the tour guides, staff, counselors, and the administration on a routine basis, and is an effective means to listen and learn.
- **Orientation surveys:** A survey is mailed to all new freshmen and transfers approximately two weeks after the Orientation session. Beginning in June 2009, the survey will be completed electronically. The survey results are shared throughout the campus and are used to make modifications to upcoming programs. Orientation feedback is collected from staff and faculty who participate in these events.
- **Meetings with Department Chairs:** During 2008-2009, meetings were initiated with all academic departments to discuss data needs and assessment information. These meetings enhanced the communication between Enrollment Services and the academic departments.
- **Guidance Counselors:** The Office of Admissions hosts annual information sessions for high school guidance counselors in key markets. The locations of the programs rotate to provide coverage within South Carolina and other key states. Also, a new e-newsletter was developed for high school guidance counselors. Several strategies were used to develop the e-news mailing list.

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

Current students as a resource for continuous improvement: Each fall, current students volunteer to return to their high schools and talk with prospective students and guidance counselors about their experiences at Coastal Carolina University. Also, the daily tour guide program allows our students the opportunity to meet and talk with students across the United States. Feedback from the tour guides is collected by the program director and shared with the administration. Tour guides also serve as a focus group for the Admissions Office and provide an important link between the admissions counselors and the current student population. The Freshman Focus Group provides insights on transition issues for new students. Information from this group has been used to design two new programs: Orientation II, an enhanced four-day experience for new freshmen that provides a seamless transition to the University, and a professional advisement center for new students. The professional advising center is staffed with counselors who provide one-stop service for new freshmen and faculty. The Center assists students with the separation from their home communities and provides integration experiences and advice for a successful collegiate experience.

Former students as a resource for continuous improvement: The Admissions Office locates alumni who will assist with recruitment efforts. This has been a labor intensive project with marginal results. To augment this source of information, the Admissions Office has reached out to parents of current students. This approach has proven to be highly beneficial as parents are willing to attend receptions and programs and speak to prospective students and their parents on the Coastal Carolina University experience.

The Admissions Office will continue to reach out to alumni because their presence and advice are highly valued by students and parents. Resources will be dedicated to continue to build this program. The Alumni Post-Graduation Survey is available to all alumni through the Office of Alumni Relations Web site. 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 aesthetically pleasing, the dorms are spacious, and staff are 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, expansion of food facility areas, information commons, recreation space, etc.

- Coastal Carolina University’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

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

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
<p>Students</p>	<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 Carolina University</p> <p>Key measures: Course evaluation forms; advisor assessment survey; freshman survey; senior exit survey; Educational Testing Service (ETS) Major Field Tests – quality of student performance and of curriculum; retention and graduation rates – student progression; average cumulative grade point average – student progression; completion of core curriculum – student progression; annual reports of academic programs and from administrative units responsible for student support services (e.g., career services, student affairs, residence life); successful completion of Freshman Year Experience (FYE) – student progression; participation of non-traditional students in lifelong learning programs – expectations of/satisfaction with continuing learning programs</p>	<p>Cooperative Institutional Research Program (CIRP) survey – freshman expectations of university experiences; freshman and senior exit surveys – student expectations of/satisfaction with Coastal Carolina University programs and experiences; advisor assessment survey – student expectations of/satisfaction with advising process; annual reports of academic programs and from administrative units responsible for student services – student expectations of/satisfaction with academic programs and student services; University-Wide Assessment Committee (UWAC) – identify student expectations and preferences through committee activities and recommend corrective actions to administration; course evaluation forms – student expectations of/satisfaction with courses; student assessment of lifelong learning programs</p>	<p>Survey results – satisfaction/dissatisfaction items communicated to administration and the University-Wide Retention Committee (UWRC) for decision-making purposes and to identify corrective actions; course evaluation forms – satisfaction/dissatisfaction items communicated to administration and instructors and used in promotion and tenure (P&T) process of instructors; annual reports reviewed and corrective actions taken to remedy items associated with student dissatisfaction</p>
<p>Alumni</p>	<p>Key requirements: Effective alumni support services for social and personal development and satisfaction; cutting-edge career- and post-graduate-oriented programs; continual communications to alumni about the University</p>	<p>Alumni Post-graduation, college alumni, and SC Commission on Higher Education surveys – alumni expectations of/satisfaction with Coastal Carolina University programs and</p>	<p>Survey results – satisfaction/dissatisfaction items communicated to administration and Alumni Relations for decision-making purposes and to identify corrective actions; continual</p>

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
	<p>Key distinction with alumni stakeholder: University responsible for providing support services that will inform alumni and develop social and financial bonds between alumni and Coastal Carolina University.</p> <p>Key measures: Alumni Post-graduation Survey; Alumni Relations Web site “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 through database maintained by University Advancement</p>	<p>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>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>
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 in Wall Center of Excellence internships and seminars; participation in applied research opportunities offered through Coastal Carolina University research centers (e.g., BB&T 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; student assessment of Wall Center of Excellence programs and number of internships leading to full-time employment after graduation, student assessment of applied research opportunities offered through Coastal Carolina University research centers – student expectations of/satisfaction with opportunities offered; assessment of Coastal Carolina University students’ skills and preparation by area businesses and industries – expectations of/satisfaction with Coastal Carolina University students and graduates</p>	<p>Survey results – satisfaction/dissatisfaction items communicated to administration, decision-making purposes and to identify corrective actions; annual reports from Alumni Relations reviewed and corrective actions taken to remedy items associated with dissatisfaction; student assessment of Wall Center of Excellence programs, student assessment of applied research opportunities offered through Coastal Carolina University research centers – identify satisfaction/dissatisfaction issues; assessment of student skills and preparation by area businesses and industries – identify satisfaction/dissatisfaction issues</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</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>

Stakeholder	Identifying Requirements & Measures	Identifying Expectations & Preferences	Determining Satisfaction & Dissatisfaction
	that empower the community and enhance public education Key measures: Participation in the University's Mentor Program; participation in lifelong learning; participation in annual Celebration of Inquiry conferences		

Figure 3.4

Admissions: Approximately 25% of all visitors complete an admissions survey. The following changes have occurred in the past year, based on survey responses: increased information on financial assistance and scholarships; increased emphasis on meeting all the needs of the visitors while on the campus; offered special tour days for the East Campus along with an overview of the Marine Science degree program; expanded the weekend tour program to include a Sunday in the fall and provided tour guide email addresses for additional questions after the campus visit.

Orientation: All freshmen and transfer students are required to attend Orientation. 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 pertinent and timely information.

Financial Aid: Two surveys are administered annually. A counter survey is used to determine satisfaction with the services the Financial Aid Office. A noted improvement that resulted due to student input was the expansion of front counter service for students. Three counselors are dedicated to serving the front counter along with a trained student. Data are collected annually from students to determine the true cost of attendance for commuters living with a parent, commuters living in an apartment, and residential students. This information is tabulated and compared with students from other benchmark institutions to establish the formulas used in aid packaging.

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

- Coastal Carolina University'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 3.4 for major stakeholders, expectations, and determining satisfaction and dissatisfaction.

A high level of customer information and service is accomplished through several strategies. Admissions counselors are assigned to specific territories and are knowledgeable about the curriculum within the high schools and the guidance counselors within the regions. This knowledge is beneficial when reading applications and when recommendations are submitted regarding an applicant. Admissions counselors correspond regularly with high school counselors and students in the assigned market area.

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

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

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

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

Category 4 – Measurement, Analysis, and Knowledge Management

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

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

The University is using an online assessment reporting tool to assess 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 the ETS Major Field Tests, LiveText (electronic portfolio), course evaluations, exams and papers. The University's core curriculum (i.e., General Education) has been revised and was approved at the September 2006 meeting of the Faculty Senate. During this process, core curriculum goals and associated student learning outcomes had to be identified before a proposed course was accepted. Several student learning measures for the core curriculum, including the ETS 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 the academic mission of the University and report their assessment results and use of assessment results for continuous

improvement. Several performance measures are used, including benchmarks from peer and aspirant higher education institutions and from national surveys (e.g., the Delaware Study of Institutional Costs and Effectiveness and the Consortium for Student Retention Data Exchange [CSRDE] Survey). Benchmarks include student retention and graduation rates, enrollment trends, faculty salaries, and resource priorities.

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

The Office of Institutional Research, Assessment and Analysis 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. The Office of Institutional Research, Assessment and Analysis 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 of Institutional Research, Assessment and Analysis is the source for the official data reported to federal and state agencies. Data/information analysis used to provide effective support for decision-making include: trends in enrollment, student retention and graduation rates; academic progress; faculty credit hour production; student-faculty ratio; student demographic data; campus facilities usage; student-athlete reports for the NCAA; and resource allocations. The Office's Web site is www.coastal.edu/effect. The Fact Book is prepared annually and provides trends, projections, and comparisons.

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

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

Key measures are enrollment growth and student life, academic programs, space issues, and resource priorities. Enrollment growth and student life include headcount and FTE, academic records of entering freshmen, retention and graduation rates, student retention programs (e.g., Coastal Carolina University Mentor Program, Special Interest Housing, Orientation, and 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 and aspirant 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 (SC CHE) and the Southern Regional Education Board (SREB) provide state and regional comparisons and benchmarks for higher education institutions. The Carnegie classification criteria, the Delaware Study of Institutional Costs and Effectiveness, and the College and University Personnel Association (CUPA) salary studies provide benchmarks on various educational needs.

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

The University selects and uses key comparative data and information for operational and strategic decision-making based on the University's Strategic Plan and the annual planning, assessment, and budgeting process. For student retention and graduation rates, the University uses rates from peer and aspirant higher education institutions. For financial and resource data, the University uses information from the Southern Regional Education Board and the South Carolina Commission on Higher Education Management Information System (CHEMIS),

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

The Office of Institutional Research, Assessment and Analysis 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.

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

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

4.6 How do you 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. These reports review organizational performance, priorities and activities, and translate review findings into priorities for continuous improvement. The Associate Provost for Accreditation and Assessment and the Office of Institutional Research, Assessment and Analysis collaborate with academic and administrative departments to implement assessment reporting. Using an online tool, organizational performance is reviewed through assessment results and recommendations for continuous improvement are included in the use of assessment results.

4.7 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 University identifies best practices through benchmark comparisons with peer and aspirant higher education institutions, through activities associated with meeting the requirements of accrediting organizations, and through membership and participation in professional associations. Best practices are shared through university and departmental Web sites and through professional networking.

Category 5 – Faculty and Staff Focus

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

Through the strategic and administrative planning processes, Coastal Carolina University develops programs and initiatives that provide potential growth opportunities for both faculty and staff. The University’s EPMS for classified staff establishes a framework for objectives based on departmental and institutional initiatives.

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

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

Coastal Carolina University’s ITS Office provides leading edge technology and related services that connect all administrative, faculty, staff and student electronic networking systems. The University’s web server, Datatel administrative computing system, and Local Area Network exchange information by sharing 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 Carolina University’s Web site and *myCoastal*, the official institutional web portal, provide access to all information related to individual enrollment, classes, and online resources.

The Office of Human Resources and Equal Opportunity maintains an intranet site for University employees. The Web site 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.

The Office of Human Resources and Equal Opportunity also offers professional and personal development training sessions on an ongoing basis. Professional Development opportunities are designed to encourage excellence and provide administrative leaders and staff with resources essential to enhancing their skills and knowledge base. Personal development opportunities are designed to enhance employees’ overall well-being and lifestyle.

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

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

Faculty: The Faculty Manual includes guidelines for faculty performance evaluation. Each faculty member receives an annual written evaluation of performance. Criteria for teaching faculty include teaching assignments, advising, other assigned duties and responsibilities, scholarly or artistic pursuits in the discipline, and relevant university or community service. The review is based on criteria for promotion and tenure and becomes part of the faculty member’s permanent record that is used for merit raise, promotion, and tenure decisions.

Faculty members are evaluated by their department chair or dean, while department chairs, deans, and other administrators are evaluated by their immediate supervisors. Librarians are evaluated based on assigned duties and responsibilities, professional and scholarly activities, and relevant university or community service. Criteria reflect the colleges' academic goals.

Staff: The evaluation process (EPMS) provides a valuable forum for ongoing feedback between supervisors and employees. The EPMS is designed to optimize effectiveness and service delivery by giving employees a structured but flexible model upon which to build their competencies.

The system's major components of planning, communication and evaluation serve the following purposes:

- increase efficiency through the annual planning of job duties, objectives, and performance criteria by furnishing employees with a documented reference of supervisor expectations
- provide information to supervisors for assistance when making work-related decisions
- provide assistance to management in assigning work and delegating responsibility based on a mutual understanding of the employee's skills and abilities
- encourage the continued growth and development of classified employees
- identify training needs
- maintain a documented history of employee performance

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

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

Succession planning takes the form of deliberate and systematic efforts to identify, develop, and retain individuals whose leadership competencies help advance organizational goals. The University's recruitment, assessment, and promotion practices anticipate future institutional needs, discern potential future leaders, inspire leadership aspirations, create pools of talent, and offer multiple paths to leadership. The Office of Human Resources and Equal Opportunity, the Center for

Effective Teaching and Learning Center (CETL), the Faculty Welfare and Development Committee, and the Tenure and Promotions Committee are key contributors toward these efforts.

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

Ongoing training and professional opportunities foster current and future leaders through skill-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 support through teaching effectiveness seminars and sponsors the New Faculty and General Faculty programs that assist faculty in areas such as balancing obligations and preparing for tenure. Two resources available to classified staff and faculty to further their education and their opportunity for institutional advancement are the Tuition Waiver Program (for attending classes offered by the University) and a program providing tuition assistance for graduate work at other universities. The Office of Human Resources and Equal Opportunity is responsible for the administration of training and development programs for non-academic personnel based on University policy.

5.5 How does your development and learning system for leaders address the following: personal leadership, organizational knowledge, ethical practices, and core competencies?

The University's central academic mission is teaching students. To improve teaching, the University instituted a vigorous program of faculty development as it relates to effective instruction. A Faculty Teaching Workshop is scheduled before the start of the fall semester. This day-long workshop introduces faculty to the concepts and practices of effective teaching. In addition, monthly career and teaching seminars are held during the academic year. After each session, an evaluation form which includes questions about how to improve the seminar is completed by each attendee. Experienced faculty are invited to participate in workshops and seminars that promote the effective use of technology in the classroom as well as general pedagogical workshops.

These workshops are also evaluated by participants. For staff, professional development education and training are offered to assist them in providing excellent customer services to students and 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.

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

Staff work responsibilities are organized and assessed via the EPMS. This process offers employees a structured but flexible model upon which to apply and build their capabilities. Components of the EPMS are the planning stage, ongoing performance management, and evaluation stage.

The planning stage includes determination of performance expectations. Ongoing performance management involves continuous communication between employee and supervisor. Employees meet with their supervisors periodically to review their performance in these areas in order to improve their future performance. The evaluation stage includes completion of the appraisal document.

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

Collaboration and initiatives are cultivated by special scholarly and artistic events and targeted programs that promote the University's learning 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 and New Faculty Program. The General Faculty Program assists faculty in providing instruction of the highest quality, in preparing for tenure

applications and balancing responsibilities. The New Faculty Program focuses on successful faculty member acclimation to the University as well as providing information and activities specific to enhance each faculty member's role as teacher.

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

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

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

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

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

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

5.10 How do you motivate your workforce 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 promotions and merit increases.

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

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

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

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

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

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

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

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

Maintaining workforce health and safety is a major focus for the President and University administration. The University has a 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 Web sites of the offices of Human Resources and Public Safety.

The University Emergency Management Committee, chaired by the Provost and Senior Vice President for Academic and Student Affairs, develops plans for protecting employees during normal work and emergency operations, including building evacuations.

The Hurricane Planning Committee, chaired by the Chief of Public safety, is available 24 hours a day, seven days a week to respond and activate the Emergency Plan in the event of a hurricane warning. 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 www.coastal.edu/safety/fire/index.html.

Category 6 – Process Management

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

The University’s learning-centered processes promote academic competencies and address the holistic needs and expectations of students, administration, staff, and external constituents in an environment of open engagement. The University emphasizes interaction among all groups of stakeholders to help identify, review, assess, and deliver effective programs and services that are responsive to a changing global, technological, political, and environmental economy. Key learning-centered processes are determined by the following criteria: they must engage the major part of

our constituents in building value for the University; they must align with the goals and objectives of the mission statement; they must remain accountable to state, federal, and accrediting agencies; they must ensure that programs and services are fiscally, physically, and pedagogically accessible; they must respect and promote diversity; they must honor our responsibility to external community and partnerships; and they must be cost-effective and sustainable. Further, they must remain open to ongoing assessment as they anticipate evolving interests and academic needs. Each of these criteria is met through four key processes of Accessibility, Curriculum Design, Instructional Delivery and Diversity, and Student/Staff/Community Engagement.

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 graduation rates - Students prepared for post-baccalaureate education and/or post-graduate employment

Key Learning-Centered Processes	Processes and Services	Process Requirements	Key Measures
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 - Distance learning offerings - Electronic technology services, including Student Computing Services 	<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 faculty and students to identify “best practices” in teaching 	<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
Student/Staff/Community Engagement	<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, Assessment and Analysis, 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

6.2 What are your organization’s key work processes?

The University’s key work processes a has assigned the responsibility of assessing student learning to our

academic units; student development to our division of student affairs and other service units; and administrative unit operations to administrative units. Triangulating assessment data from these three areas allows us to: 1) demonstrate the effectiveness of current teaching and

learning efforts; 2) improve teaching and learning; 3) demonstrate the effectiveness of our institutional environment; 4) improve the environment within which students interact; 5) demonstrate the effectiveness of administrative services; 6) improve the administrative services provided by the institution; 7) establish a culture of assessment across the University community; and 8) provide financial resources for assessment of initiatives.

6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

The University adheres to guidelines from external regulatory agencies and encourages feedback from several tiers of internal and external stakeholders to identify the requirements that define the University’s learning-centered processes. In conjunction with key performance indicators, this input provides the basis upon which institutional programs are designed, implemented, assessed, and modified.

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

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

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

See question 6.1.

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

The University’s key support processes include operations, constituent services, and sustainability. Operations processes are those that constitute the functional infrastructure of the institution, supporting day-to-day physical and fiscal operations. Constituent services processes are those that deliver administrative, staff, student, and other constituent services to strengthen key learning-centered processes. Sustainability processes are those that anticipate future developmental needs and promote sustainability. The review and assessment of key support processes are conducted through formal, periodic reporting and are based on the ongoing identification of need. Needs are generally discerned by administration, the Office of Institutional Research, Assessment and Analysis 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 	<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

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
		Code - Accurate and timely audits of revenues, expenditures, and assets	
Constituent Services	<ul style="list-style-type: none"> - Academic Outreach - Student Academic Support Services - Student Affairs - Health Services - Human Resources and Equal Opportunity - Public Safety - Research and Assessment 	<ul style="list-style-type: none"> - Federal, state, and SACS standards compliance - Promotion of student-centered learning, directly or indirectly - Increased access to postsecondary education - Respect and support for diversity - Holistic approach to serving constituent needs - Promotion of community engagement and outreach - Cost-effective and efficient practices - Employment of appropriate technology - Ongoing review, assessment, and modification to meet emerging constituent needs 	<ul style="list-style-type: none"> - Student academic performance - Competitive student retention and completion rates - Student postgraduate marketability/professional competitiveness - Constituent satisfaction - Constituent participation in campus culture, outreach, and community engagement programs - Safe, secure campus environment - Faculty/staff retention - Dependable operation of campus computer and technology networks - Consistent production of valid, relevant data to assess the performance of programs and services for decision-making
Sustainability	<ul style="list-style-type: none"> - Facilities Planning - Alumni Relations - Community Relations - Marketing Communications - University Advancement - University Relations 	<ul style="list-style-type: none"> - Use of environmentally sound development and management practices campus-wide - Research and implementation of cost-effective development strategies - Solicitation of input from alumni to identify programming needs - Communication of mission and goals to community - Enhancement of the university profile - Promotion and support of capital campaigns - Engagement of community, business, and institutional partners 	<ul style="list-style-type: none"> - Serve as an eco-friendly role model for the community - Minimize costs of maintenance and development - Programming informed by responsiveness to changing student, professional, and institutional needs - Community participation in the University's goals and objectives - Consistent and sustained fiscal and in-kind support for institutional development - Offset costs of expanding quality programs and services without compromising quality

Key Support Processes	Processes and Services	Process Requirements	Performance Measures
		- Encouragement of cost-sharing partnerships	

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

The Senior Vice President for Finance and Administration has primary responsibility for providing assistance to the President in the preparation and management of the University’s budget, after it is approved by the University’s Board of Trustees. The President consults with his senior officers and makes decisions or modifications regarding the current year’s budget. These senior administrators establish guidelines for obtaining input from the campus community (including Strategic Planning Committee) concerning the following year’s proposed budget. The Strategic Planning Committee provides a platform for the debate of macro-issues affecting the source and application of new monies. During the planning phase of the new budget, the Budget Director and/or Controller solicit spending proposals from budget officers for each of the University’s cost centers. Justification for new spending must be linked to the University’s Strategic Plan. The Executive Director for Human Resources and Organizational Development also coordinates a process by which budget officers request additional permanent faculty and staff. These requests are reviewed and hiring decisions are made by the Senior Vice President for Finance and Administration, the Provost, the Executive Vice President and the President. Final decisions on budget issues are made by the President. This information is communicated to the Senior Vice President for Finance and Administration who executes the instructions given by the President.

The University is highly tuition dependent. In light of this reality, the individual responsible for student recruitment, the Vice President for Enrollment Services, reports directly to the President. This individual coordinates the recruitment and retention functions of the Offices of Admissions and Financial Aid. Through the Office of Alumni Relations, graduates are encouraged to

remain engaged with the University through planned activities, giving, and programmatic input. Online surveys give alumni the opportunity to report on their professional and/or academic pursuits. All of these activities indirectly generate financial support for all functions of the University. The Office of University Advancement is responsible for enhancing the University’s future economic stability. The Vice President for University Advancement directs staff members who manage endowments, initiate and direct capital campaigns, engage in cost-sharing initiatives, and promote sustained giving opportunities. The Office of University Advancement is assisted by the Coastal Educational Foundation and the Chanticleer Athletic Foundation (the University booster club). These entities actively seek and receive resources for the improvement of the University. The Foundation's board of directors consists primarily of business and community leaders from the University’s designated service area who have made significant contributions to the institution’s fundraising efforts. Unrestricted gifts allow the University or the Foundation to meet operational needs as they arise. Restricted gifts are held by the Foundation for future use for scholarships or to assist in the activities of a particular college, department, or function of the University. The Chanticleer Athletic Foundation solicits and receives funds in support of university athletics activities and is an umbrella organization for various sport fundraising activities. The Office of University Advancement is also assisted by the Student Housing Foundation which has borrowed funds, purchased land, and built university-affiliated housing to enable the University to grow.

The Senior Vice President for Finance and Administration, the Vice President for Finance and Administration and the Controller oversee the recording, reporting and security of all revenues, expenditures, and assets of the University and its various support entities, and guide the responsible allocation of funding.

Category 7 – Organizational Performance Results

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

The University's key measures on student learning and its improvement are preparation for college academic work (e.g., SAT and ACT scores), progress through academic programs and successful completion of academic requirements (e.g., graduation rates and number of degrees awarded). Table 7.1.1 summarizes SAT and ACT scores for incoming Coastal Carolina University freshmen. The SAT scores for freshmen were well above the state and national averages. The ACT scores for freshmen were above the state averages and at the national average.

**Table 7.1.1: New Freshmen SAT and ACT Scores
2004-2008**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%
SAT TOTAL SCORE										
< 800	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
800-899	14	1.4%	13	1.1%	20	1.8%	39	3.3%	36	2.6%
900-999	387	38.1%	442	36.6%	378	34.3%	425	35.5%	547	40.2%
1000-1099	312	30.7%	382	31.6%	383	34.7%	390	32.6%	447	32.8%
1100-1199	197	19.4%	263	21.8%	223	20.2%	232	19.4%	229	16.8%
1200-1299	90	8.9%	88	7.3%	80	7.3%	99	8.3%	81	6.0%
> 1299	14	1.4%	21	1.7%	19	1.7%	12	1.0%	21	1.5%
Average SAT Score	1041		1046		1047		1039		1030	
South Carolina Average	986		993		985		984		985	
National Average	1026		1028		1021		1017		1017	
ACT COMPOSITE SCORE										
<18	2	0.7%	2	0.7%	9	2.5%	13	2.9%	14	2.3%
18	9	3.0%	3	1.1%	10	2.8%	16	3.6%	31	5.1%
19	59	19.3%	53	18.7%	50	14.0%	68	15.2%	71	11.6%
20	73	23.9%	62	21.8%	83	23.3%	112	25.1%	121	19.8%
21	53	17.4%	35	12.3%	64	18.0%	71	15.9%	98	16.0%
22	37	12.1%	32	11.3%	58	16.3%	61	13.7%	79	12.9%
>22	72	23.6%	97	34.2%	82	23.0%	105	23.5%	197	32.2%
Average ACT Score	21		22		21		21		22	
South Carolina Average	19		19		20		20		20	
National Average	21		21		21		21		21	

Degree attainment is in many ways the most significant indicator of student learning and the outcome sought by entering students. The number of bachelor's degrees awarded continues to rise each year. The number of master's degrees awarded has been increasing with the addition of new graduate degree programs. (Chart 7.1.1 and 7.1.2)

Chart 7.1.1: Bachelors Degrees Awarded

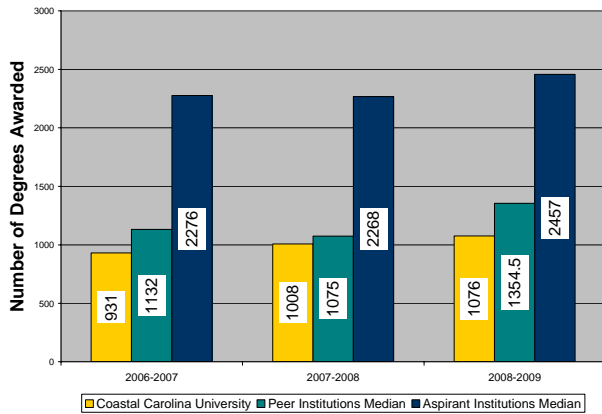
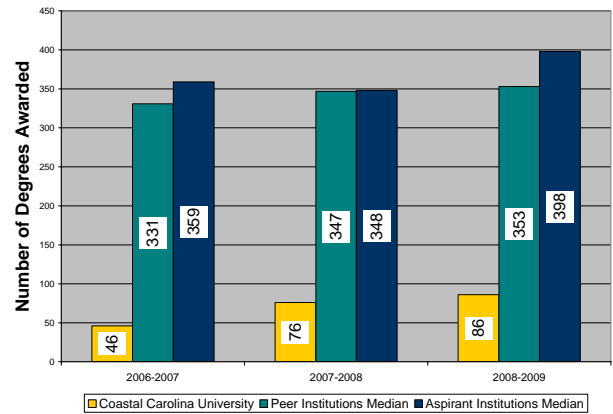


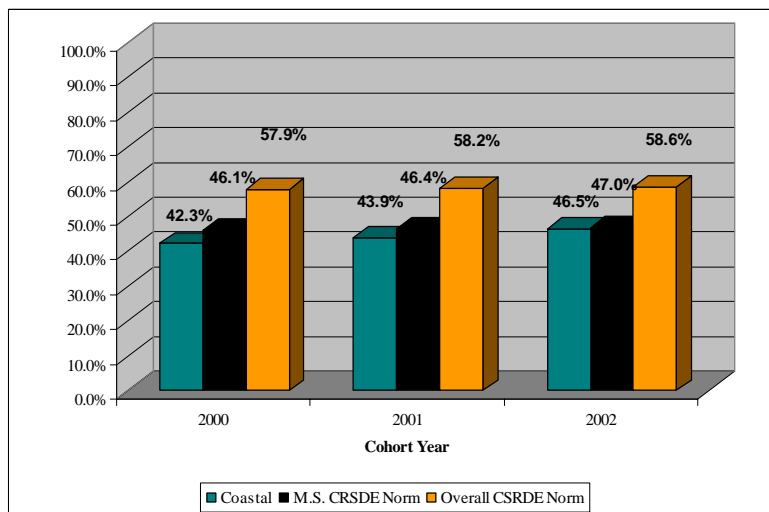
Chart 7.1.2 Graduate Degrees Awarded



Source: IPEDS Peer Analysis System

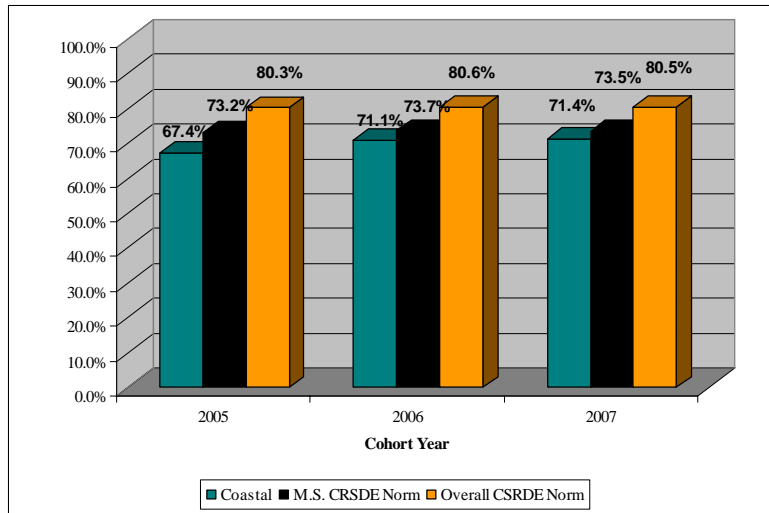
The following charts (Chart 7.1.3 and 7.1.4) present graduation and retention rates for first-time, full-time freshmen at the University for the Fall 2001 through Fall 2007 cohorts. The benchmark graduation and retention rates are national norms from “Overall” (all participating institutions) and “Moderately Selective” institutions that participated in the University of Oklahoma Consortium for Student Retention Data Exchange (CSRDE). In the statistics presented below, Coastal Carolina University is compared with the 424 participating universities (324 public, 100 private). In addition, comparisons are made to 116 “Moderately Selective” institutions (87 public, 29 private). CSRDE defines “Moderately Selective” as those institutions that admit students with 2007 ACT Composite scores between 21.0 and 22.4 or SAT Composite scores between 990 and 1044. Overall, Coastal Carolina University’s graduation and retention rates were below those of overall and moderately selective CSRDE norms. Coastal Carolina University’s six-year graduation rate (Chart 7.1.3) improved over the period from 2000-02 and is steadily approaching the rate for the moderately selective CSRDE institutions.

**Chart 7.1.3: Coastal Carolina University Compared with CSRDE Institutions:
Six-Year Graduation Rates
Fall 2000 – Fall 2002 First-Time Freshman Cohorts**



A similar trend is evidenced in Chart 7.1.4, as the gap between the one-year student retention rate at Coastal Carolina University and the moderately selective institutions has decreased from 5.8% in 2005 to 2.1% in 2007.

**Chart 7.1.4: Coastal Carolina University Compared with CSRDE Institutions:
One-Year Student Retention Rates
Fall 2005 – Fall 2007 First-Time Freshman Cohorts**



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

The sophomore survey collects information from the sophomore student population regarding their satisfaction with the University as a whole, its student programs, and its services. Table 7.2.1 presents data from a specific survey question developed to ascertain students' satisfaction level with a variety of academic and social activities as well as University services. Students reported satisfaction levels at or above 66.7% in all areas surveyed.

**Table 7.2.1: Sophomore Survey
Spring 2009**

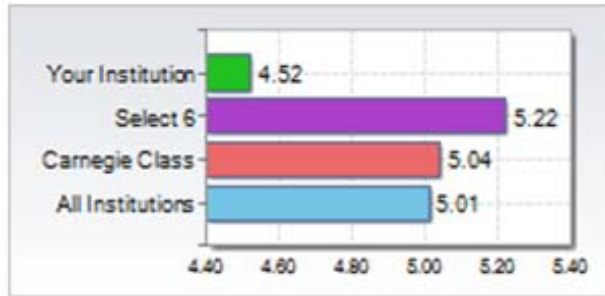
I am satisfied with:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
A. Opportunities to interact with other students in my major	68 30.0%	122 53.7%	29 12.8%	8 3.5%	8
B. Advising by my major department	64 27.8%	102 44.3%	50 21.7%	14 6.1%	3
C. Opportunities to interact with faculty in my major	69 29.7%	108 46.6%	46 19.8%	9 3.9%	4
D. Opportunities to interact with faculty outside of class	58 25.9%	106 47.3%	50 22.3%	10 4.5%	8
E. Physical activity facilities	41 19.9%	103 50.0%	44 21.4%	18 8.7%	28
F. Financial aid award	41 19.3%	89 42.0%	63 29.7%	19 9.0%	23
G. Financial aid customer service	36 17.7%	106 52.2%	42 20.7%	19 9.4%	30
H. Registrar's office	46 21.3%	142 65.7%	20 9.3%	8 3.7%	16
I. Variety of on-campus activities	41 18.6%	123 55.9%	47 21.4%	9 4.1%	13
J. Ability to register for courses and enroll in a needed course	52 22.5%	102 44.2%	53 22.9%	24 10.4%	1

During Fall 2008 the Resident Assessment survey offered through Educational Benchmarking, Inc. (EBI) was made available to all students living in campus housing. The survey, which attempts to measure the effectiveness of the University's housing program from the student's perspective, yielded 341 responses (92% freshmen). Information was

solicited for 16 factors including, but not limited to, student satisfaction with facilities, services, community and the overall housing environment. EBI supplied a series of reports specific to Coastal Carolina University in addition to comparative data from the University's peer and aspirant institutions. Chart 7.2.1 represents students' overall satisfaction with the program effectiveness of the full residence experience in comparison to other universities that participated in the study.

**Table 7.2.2
Overall Residence Hall Program Effectiveness**

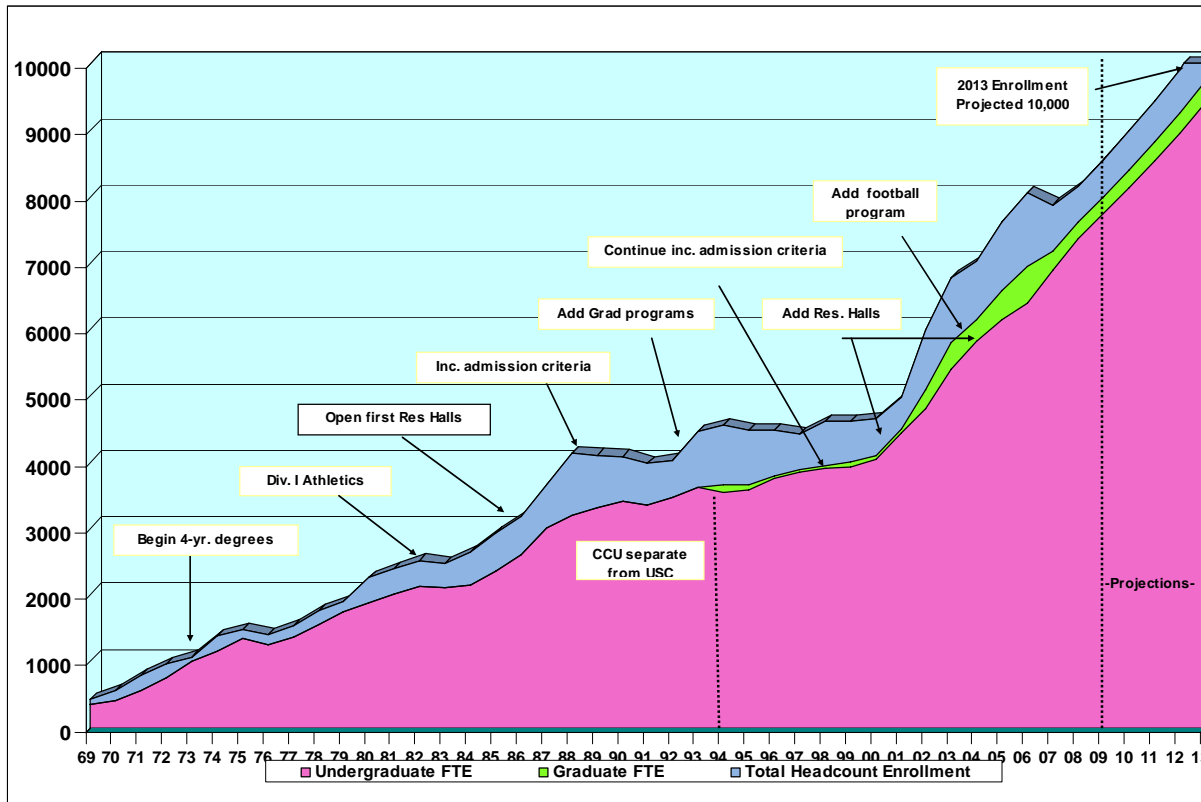


Students reported the highest levels of satisfaction with campus safety and security highest (5.60) and the lowest with Dining Services (3.99). In response to student response, significant changes have been made by the University and Aramark, the campus food service provider. Changes during 2008-09 included expanding the CINO Grille to include increased seating, renovating the appearance and establishing additional vendors including Quizno's Subs and Bene Pizzeria.

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

The University's key measures on budgetary and financial performance include enrollment growth, state appropriations, tuition and resource priorities. Chart 7.3.1 illustrates enrollment growth including history and projections. An enrollment level of over 10,000 students is predicted by 2013 based on a 5.0% growth rate.

**Chart 7.3.1: Coastal Carolina University
Enrollment History & Projections**



South Carolina Resident Enrollment Growth

One budget strategy for the University during the decade of the 1990's and the early years of the current decade was to attract out-of-state students to help fund a significant budget deficiency in state appropriations. This was 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.

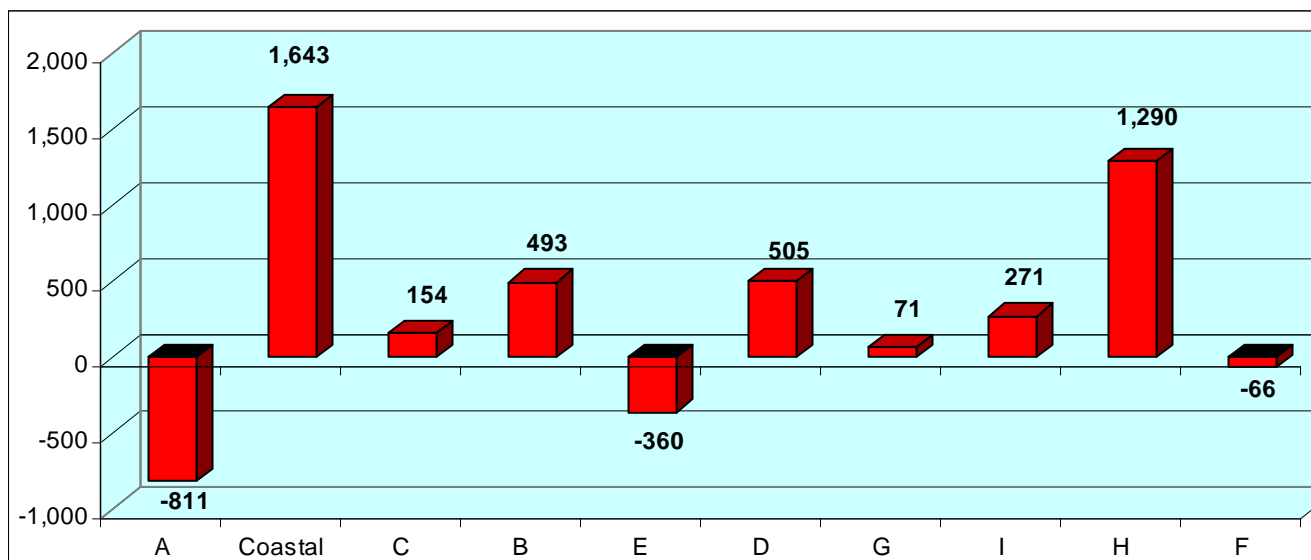
The following charts demonstrate that over the past seven years, the University has taken on a much larger share of the responsibility for educating South Carolina residents. The University's growth in South Carolina resident students by geographic origin (Table 7.3.1 and Chart 7.3.2) represents 51.5% of the total growth by these students in the public comprehensive institution sector.

**Table 7.3.1: S. C. Public Comprehensive Universities
Total # In-State Students by Geographic Origin**

	Fall Semesters									Change 2000-08
	2000	2001	2002	2003	2004	2005	2006	2007	2008	
A	2,795	2,777	2,843	2,456	2,108	2,065	1,995	1,958	1,984	-811
Coastal	2,761	2,743	3,599	4,106	4,241	4,605	4,799	4,409	4,404	1,643
C	7,179	7,538	7,588	7,498	7,498	7,229	7,057	7,177	7,333	154
B	3,321	3,290	3,273	3,381	3,500	3,818	3,862	3,662	3,814	493
E	2,782	2,556	2,798	2,804	2,782	2,564	2,554	2,267	2,422	-360
D	3,634	3,546	3,548	3,580	3,586	3,704	3,664	4,089	4,139	505
G	2,813	2,798	2,922	2,885	2,936	2,893	3,037	2,905	2,884	71
I	892	923	952	904	985	1,052	1,103	1,133	1,163	271
H	3,457	3,695	4,058	4,181	4,067	4,201	4,331	4,606	4,747	1,290
F	5,223	5,358	5,468	5,522	5,464	5,463	5,322	5,396	5,157	-66
TOTALS										
Compr Univ	34,857	35,224	37,049	37,317	37,167	37,594	37,724	37,602	38,047	3,190

From Fall 2000 through Fall 2008, the comprehensive teaching institutions saw a net increase in in-state enrollment for comprehensive universities based on geographic origin of 3,190. Coastal Carolina University accounted for 1,643 students or 51.5% of the total net increase in this sector. Of those institutions with an enrollment increase, 37.1% of the total increase of 4,427 is attributable to Coastal Carolina University.

**Chart 7.3.2: S.C. Public Comprehensive Universities
Total # In-State Students by Geographic Origin
Change from 2000-2008**



South Carolina Resident Graduate Enrollment Growth

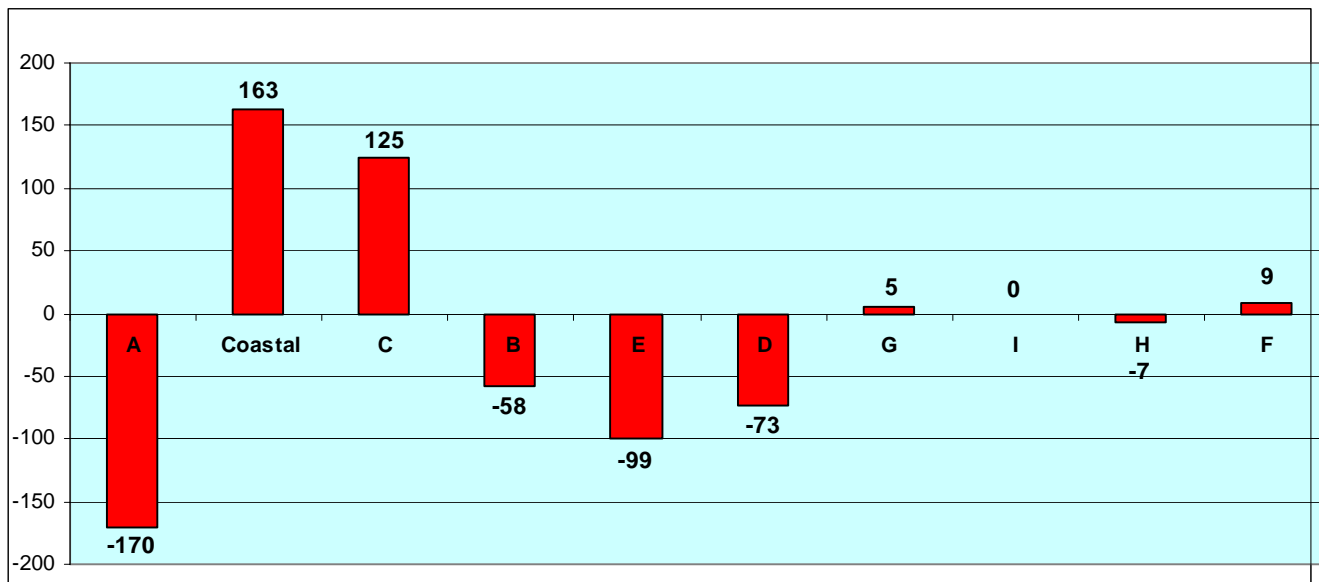
The University is expanding its role in the education of South Carolina residents seeking graduate study by adding specific graduate programs. Eighty-six percent of the University's graduate students are South Carolina residents by geographic origin. Table 7.3.2 represents the graduate FTE enrollment figures for 2000-2008. Chart 7.3.3 graphically represents the graduate enrollment changes.

**Table 7.3.2: S. C. Public Comprehensive Universities
Graduate FTE Enrollment**

	Fall Semesters									Change 2000-08
	2000	2001	2002	2003	2004	2005	2006	2007	2008	
A	645	664	690	594	489	481	457	468	475	-170
Coastal	75	59	299	405	334	436	546	288	238	163
C	458	548	549	593	614	526	529	542	583	125
B	245	229	185	175	167	185	202	155	187	-58
E	133	66	102	92	57	23	20	22	34	-99
D	478	396	439	396	302	266	324	376	405	-73
G	46	43	48	42	48	61	51	43	51	5
I	0	0	0	0	0	0	0	0	0	0
H	27	23	26	29	28	24	12	17	20	-7
F	559	542	548	568	531	533	524	612	568	9
TOTALS										
Compr Univ	2,666	2,570	2,886	2,894	2,570	2,535	2,665	2,523	2,561	-105

From Fall 2000 through Fall 2008, the comprehensive teaching institutions saw a net decrease of 105 in Graduate FTE enrollment. Four institutions in this sector had a total combined FTE enrollment increase of 302. Coastal Carolina University accounted for 163 of the FTE increase or 54% of the total combined FTE increase. Looking at these graduate students on the basis of geographic origin we see that approximately 94.5% are South Carolina residents.

**Chart 7.3.3: S.C. Public Comprehensive Universities
Graduate FTE Change from 2000-2008**



Comparative Affordability to State Residents

Coastal Carolina University 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). Coastal's 2008-09

tuition of \$8,950 for in-state students is slightly above the sector average. In addition to keeping tuition at the average, beginning in 2006-07 and again in 2007-08, the institution used local support through Horry County to offer approximately \$50,000 in need-based scholarships to residents of the county. In 2008-09, \$1.5 million has been budgeted for student wages. This amount was an increase of 15.4% over the previous year, part of a concerted effort to retain students and offset the cost of tuition increases.

Chart 7.3.4

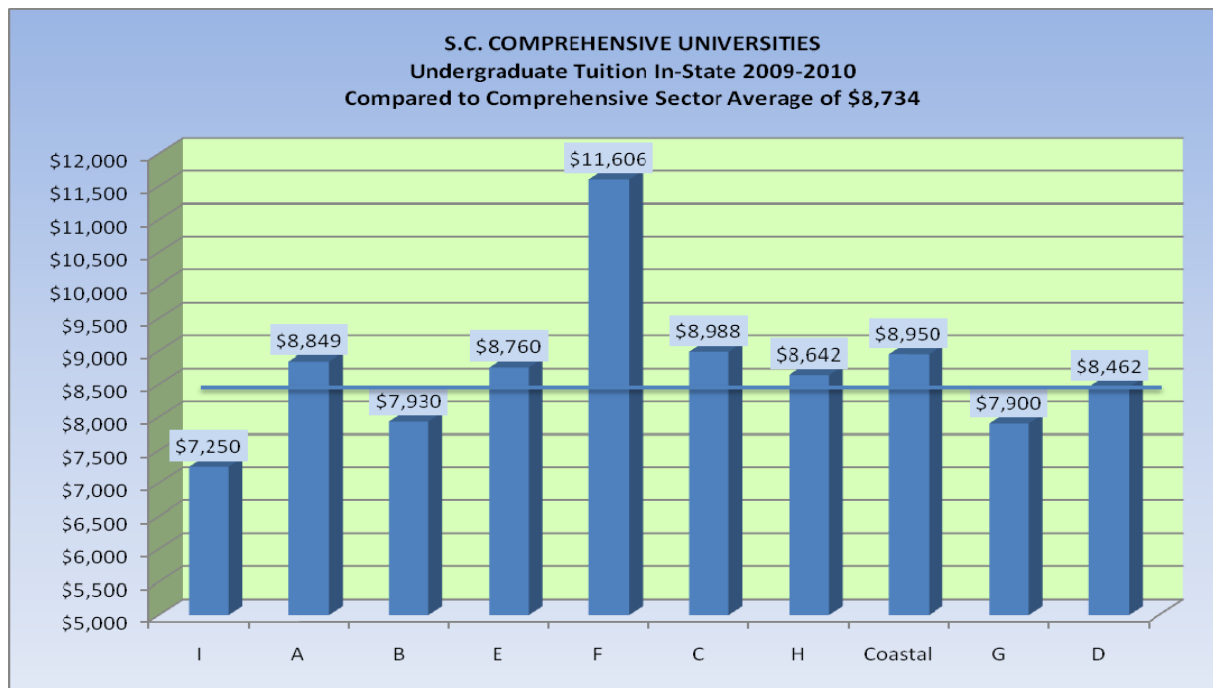


Table 7.3.3

In-State Undergraduate Tuition Trends											
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	1-yr. %
I	\$2,210	\$2,410	\$3,080	\$4,208	\$4,670	\$5,214	\$5,724	\$6,250	\$7,000	\$7,250	3.57%
A	\$3,404	\$3,727	\$4,067	\$4,999	\$5,900	\$6,748	\$7,416	\$7,735	\$8,428	\$8,849	5.00%
B	\$3,600	\$3,790	\$4,340	\$5,082	\$5,540	\$5,984	\$6,512	\$7,038	\$7,632	\$7,930	3.90%
E	\$3,888	\$4,152	\$4,704	\$5,400	\$5,866	\$6,588	\$7,152	\$7,728	\$8,380	\$8,760	4.53%
F	\$4,262	\$4,668	\$5,600	\$6,652	\$7,816	\$8,756	\$9,500	\$10,210	\$11,060	\$11,606	4.94%
C	\$3,630	\$3,780	\$4,858	\$5,770	\$6,202	\$6,668	\$7,234	\$7,778	\$8,400	\$8,988	7.00%
H	\$3,624	\$3,868	\$4,748	\$5,460	\$6,060	\$6,436	\$7,218	\$7,760	\$8,342	\$8,642	3.60%
Coastal	\$3,500	\$3,770	\$4,350	\$5,190	\$6,100	\$6,860	\$7,500	\$7,600	\$8,650	\$8,950	3.47%
G	\$3,558	\$3,738	\$4,374	\$5,084	\$5,622	\$6,128	\$6,670	\$7,006	\$7,532	\$7,900	4.89%
D	\$3,724	\$4,096	\$4,556	\$5,570	\$6,170	\$6,480	\$7,277	\$7,318	\$7,806	\$8,462	8.40%
Comp Avg	\$3,688	\$3,954	\$4,622	\$5,467	\$6,142	\$6,586	\$7,220	\$7,642	\$8,323	\$8,734	4.93%

*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 Carolina University has been able to grow its out-of-state enrollment to the benefit of all students. 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.

Chart 7.3.5: Total Educational Cost per FTE Compared to Funding Sources per FTE

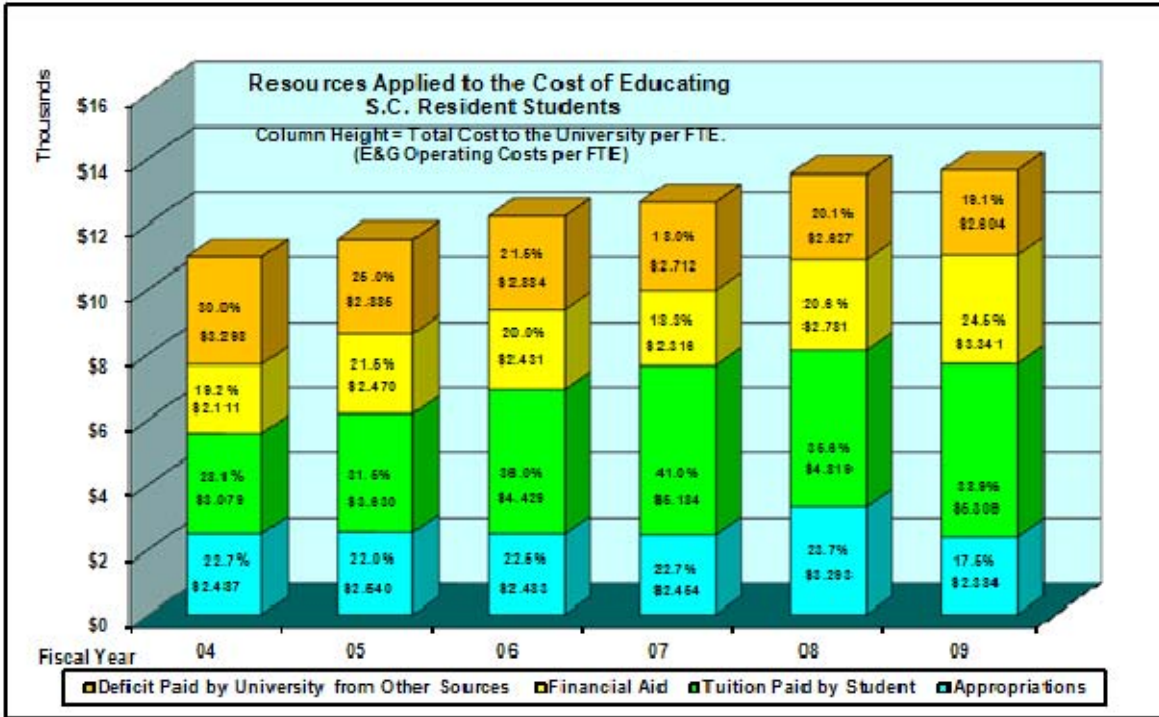
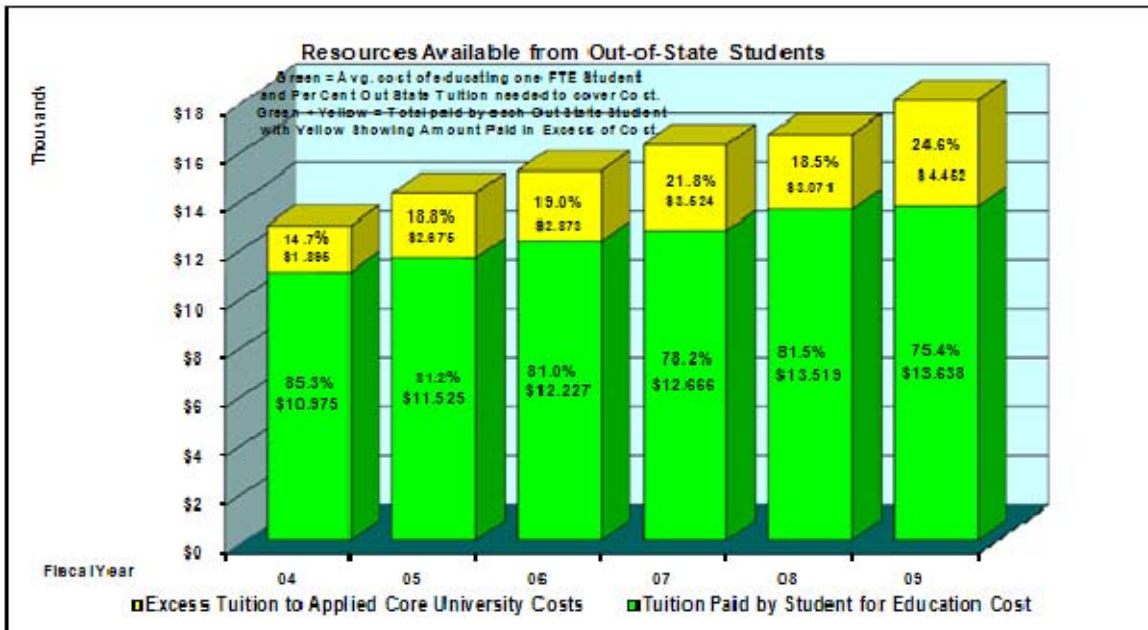


Chart 7.3.6: Resources Available from Out-of-State Students



The total of all state appropriations is applied toward the cost of educating in-state students 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.

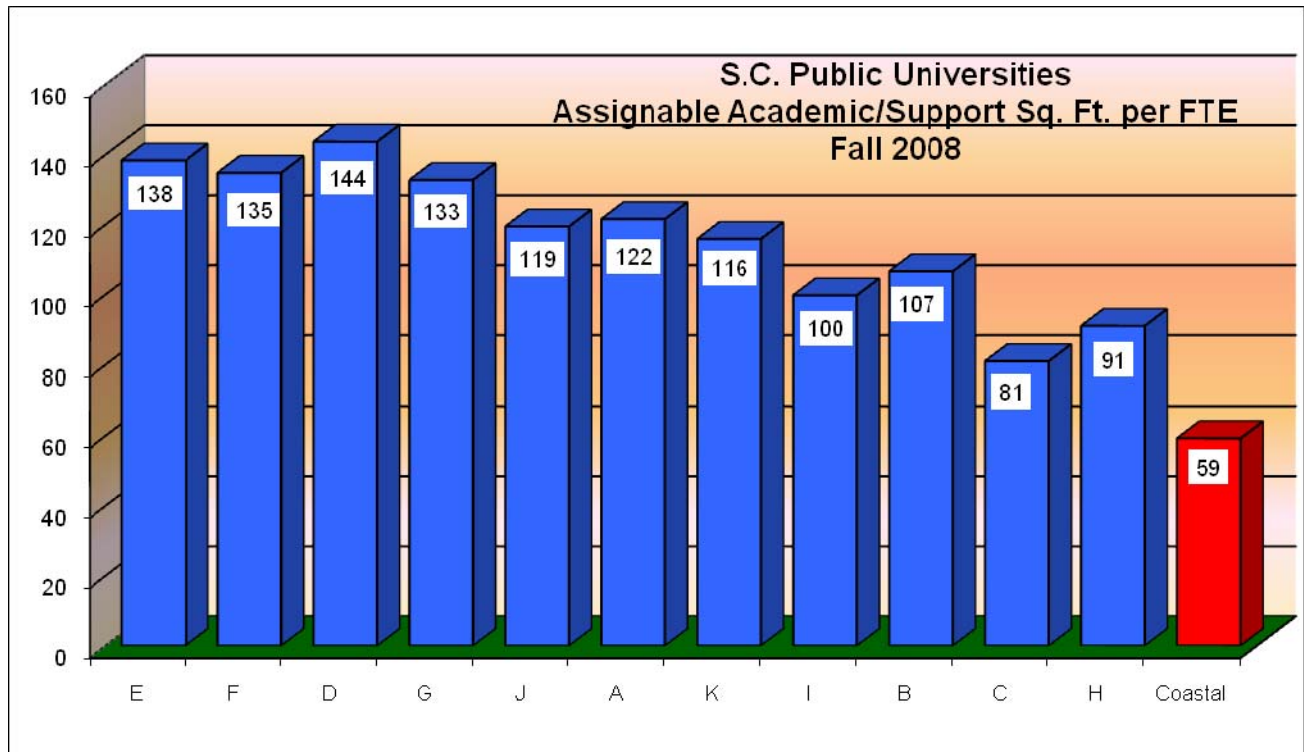
The University's total Educational and General (E&G) operating cost per total FTE is equal to the total column height in Chart 7.3.5, and to the green column height for fiscal years 2004-2009 in Chart 7.3.6, with the total height equal to the amount paid by each out-of-state student.

The total E&G operating expenditures per FTE increased by 24.3% over the last five years from \$10,975 for fiscal year 2004 to \$13,638 in fiscal year 2009.

Efficient Use of Facilities

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

Chart 7.3.7



7.4 What are your performance levels and trends for your key measures on workforce engagement, workforce satisfaction, the development of your workforce including leaders, workforce retention, workforce climate including workplace health and safety and security?

The Office of Human Resources and Equal Opportunity provides training and development opportunities that are essential to workforce personal and professional development. These professional development opportunities are designed to encourage excellence and provide administrative leaders and staff with resources essential to enhancing their skills and knowledge base.

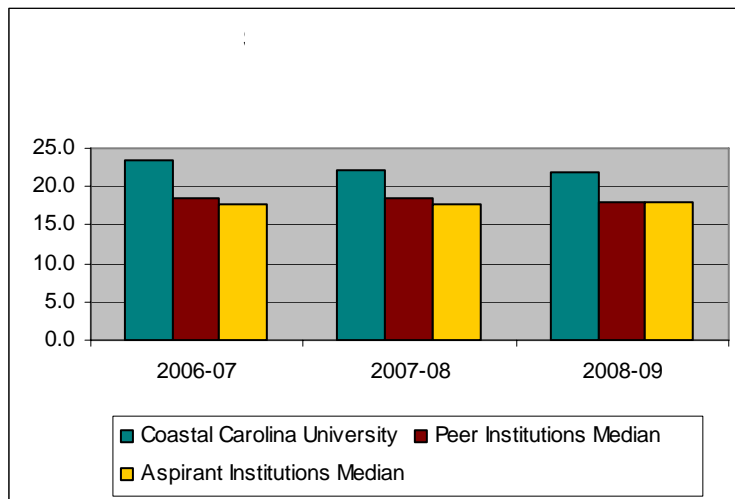
The results of these professional development training sessions will be reported in the next year's accountability report. Reporting lines for this office changed in Spring 2008 from a direct report to the President to the Senior Vice President of Finance.

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

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance?

The University's student-faculty ratio is a metric commonly used as a measure of academic quality. As illustrated in chart 7.5.1, the fall FTE students per FTE faculty was 23.5 in 2006, 22.2 in 2007, and 22.0 in 2008. Coastal is continually striving to lower the ratio which is indicative of more student contact with faculty.

**Chart 7.5.1
Student-Faculty Ratio**



Source: IPEDS

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

a. Accomplishment of your organizational strategy and action plans

The University's strategic planning process is well-documented, includes numerous stakeholders, and is continuously shared with the entire campus. The broad and representative Strategic Planning Steering Committee, whose charge was to chart a bold future for the University, worked to refine the mission, establish priorities, and create a process to link our strategic direction to budgeting and continual outcome-based assessment. The process continues to be one that is transparent and open, and inclusive of all University stakeholders, including students, alumni, faculty and staff, board members and donors, as well as the local community. The committee identified a number of critical priorities that will help the University deliver on the new mission and vision. The 2008-2013 Strategic Plan is available at: www.coastal.edu/strategicplanning/uploads/strategicplan2008-13.pdf

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

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

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

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

Table 7.6.1

Program	Degree	Organization	Notification of Accreditation Decision
CCU Regional Accreditation		SACS- (Southern Association of Colleges and Schools).	2012
<i>Business</i>			
College of Business	BS & MBA	AACSB - International (The Association to Advance Collegiate Schools of Business).	2013
PGM Program	BS	PGA - (Professional Golfers Association).	2013
<i>Education</i>			
Education Majors	BA; BS; M. Ed. Master of Arts	NCATE - (National Council for Accreditation for Teacher Education).	Spring 2011
Early Childhood Undergraduate	BA	NAEYC - (National Association for the Education of Young Children).	Spring 2010
Early Childhood Graduate	M.Ed.	NAEYC - (National Association for the Education of Young Children).	Spring 2010
Elementary Education	BA	ACEI - (Association for Childhood Education).	Spring 2010
Middle School Education	BA	NMSA - (National Middle School Association) submitted to SCDOE for review).	Spring 2010
Physical Education	BS	AAHPERD - (American Alliance for Health, Physical Education, Recreation and Dance).	Spring 2010
Secondary English	M.A.T.	NCTE - (National Council of Teachers of English).	Spring 2010
Secondary Math	M.A.T.	NCTM - (National Council of Teachers of Mathematics).	Spring 2010
Secondary Science	M.A.T.	NSTA - (National Science Teachers Association).	Spring 2010
Secondary Social Studies	M.A.T.	NCSS - (National Council of Social Studies).	Spring 2010
<i>Humanities</i>			
Visual Art Department (currently Art Studio)	BA	NASAD - (National Association of Schools of Art and Design).	Fall 2009
<i>Science</i>			
Computer Science	BS	ABET - (Accreditation Board for Engineering and Technology).	2015
Health Promotion	BS	SABPAC - (conjoint committee of the Society for Public Health Education (SOPHE) and American Association for Health Education (AAHE)).	2013

- Coastal Carolina University participates in the Voluntary System of Accountability (VSA) which communicates information on the undergraduate student experience through a common web reporting template, the College Portrait. The VSA is a voluntary initiative for 4-year public colleges and universities. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the VSA is designed to help institutions meet the following objectives:
 - Demonstrate accountability and stewardship to the public
 - Measure educational outcomes to identify effective educational practices
 - Assemble information that is accessible, understandable, and comparable
- In an ongoing effort to better disseminate information during campus emergencies, Coastal Carolina University implemented the CCU Alert. This state-of-the-art notification system will enable the University to send urgent information regarding emergencies, (including weather cancellations and delays) instantly and simultaneously to all registered mobile phones, etc. No commercial or non-emergency messages will be sent.
- Fiscal accountability is confirmed each year through the annual audit of the university's financial statements. When the university receives an "unqualified" opinion, it means that the university's financial statements present fairly, in all material respects, the financial position of CCU as of the year end and that the statements were generated in conformity with accounting principles generally accepted in the United States. The university received an unqualified opinion for the financial statements ended June 30, 2008. The financial statements for 2009 will be ready by the end of September 2009.

Coastal Carolina University presents its College Portrait to help current and future students and their families better understand the institution. The VSA is available at: www.collegeportraits.org/SC/Coastal%20Carolina%20University