

# University-Wide Assessment Report 2010-2011



Coastal Carolina University  
Office of Institutional Research, Assessment  
and Analysis  
July 10, 2012

# University-Wide Assessment Report 2010 - 2011

## Introduction

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

## Reporting Units in TEAL Online

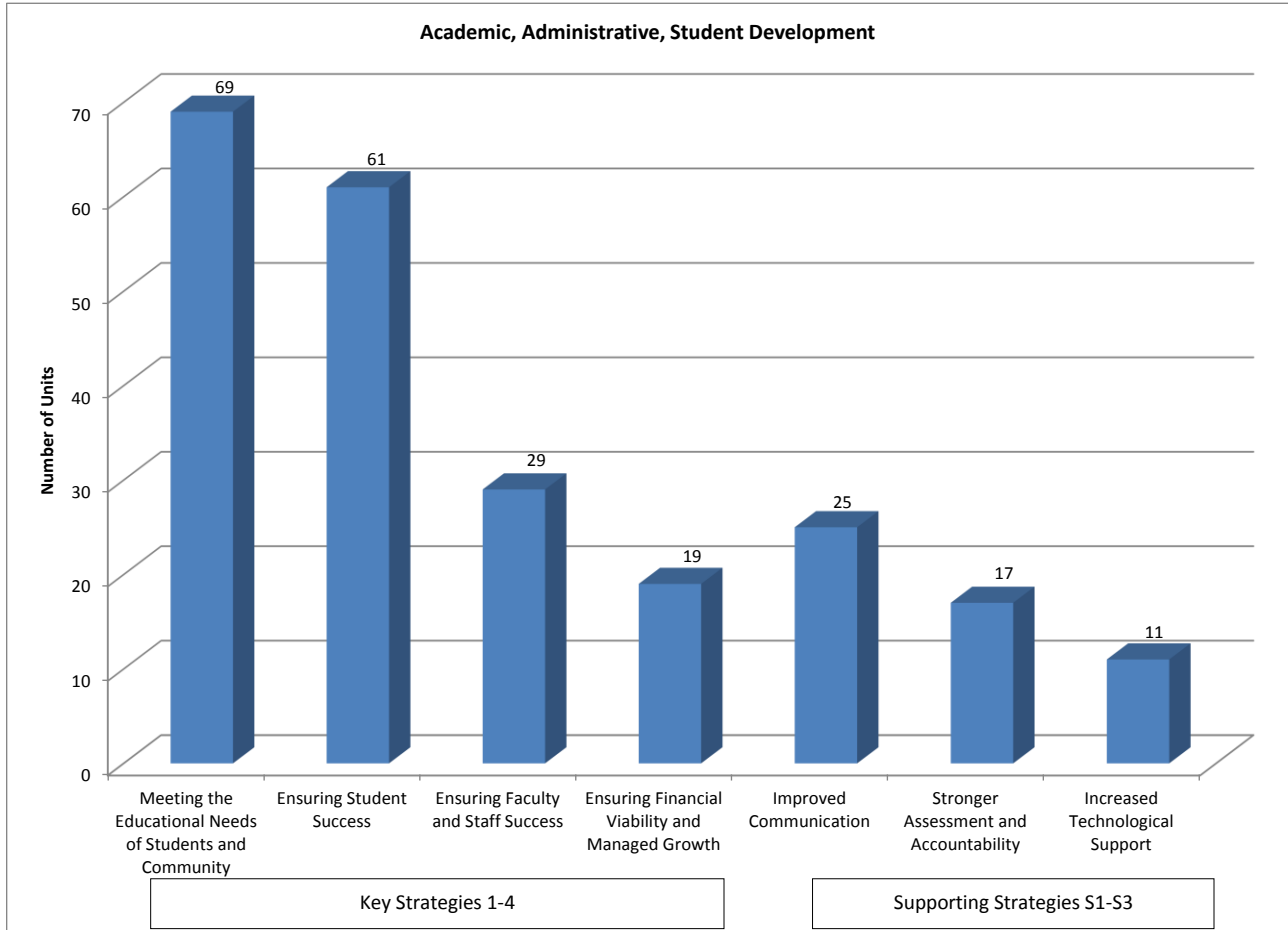
During the 2010-2011 academic year, 100 units representing academic, administrative, and student development areas submitted reports using TEAL Online (See Appendix II.). As presented in Figure 1, of these **100 units, 95 (95%) submitted reports that included goals that aligned to one or more of the four key and/or three supporting strategies as identified in the University's strategic plan**. As the number of reporting units has increased from 85 to 100, the number aligning to key strategies has remained relatively consistent at 94-95%.

**Figure 1 - TEAL Online Use and Key Strategy Alignment**

	<b>Units Using TEAL Online</b>	<b>Units Aligning to Key Strategies</b>	<b>%</b>
2010-2011	100	95	95%
2009-2010	94	88	94%
2008-2009	85	81	95%

As presented in Figure 2, across the three component areas, a total of 231 (unduplicated) key and supporting strategies were included in unit reports. This represents a 12% increase over the same period during the 2009-2010 academic year where 206 (unduplicated) key and supporting strategies were included (**38% increase since 2008-2009**). Meeting the Educational Needs of Students and Community (Strategy 1) and Ensuring Student Success (Strategy 2) were incorporated into unit plans most frequently at 30% (N=69) and 26% (N=61) respectively.

**Figure 2 - Inclusion of Key and Supporting Strategies in Unit Plans  
Teal Online 2010-2011**



# University-Wide Assessment Report 2010 - 2011

## Academic - Assessment Descriptions and Use of Results

### Core Curriculum

#### *1 Meeting the Educational Needs of Students and Community*

#### *2 Ensuring Student Success*

Assessment Description: Core Goal 1- Knowledge of Effective Communication is assessed through a series of projects assigned to students enrolled in ENG 101, 102, and 211. During the 2010-2011 academic year students in ENG 101 were assessed on student learning outcome (SLO) 1: *Students will be able to demonstrate the ability to comprehend, analyze and critically evaluate information.* A written research project was assigned and completed during the second half of the course. Random samples were chosen from all sections of ENG 101 (N=264) which represented 10-15% of ENG 101 students. The majority of students demonstrated a fair or poor ability for the skills assessed:

- Integrate quotations 70% (53% fair, 17% poor)
- Summarize/paraphrase material from sources 69% (50% fair, 19% poor)
- Synthesizes multiple source materials 89% (34% fair, 55% poor)

Use of Results for Continuous Improvement: Data was shared with the English Department and the results were used to inform curricular changes. Comparison of the assessment data for Academic Year (AY) 2010-2011 to AY 2009-2010 and 2008-2009 shows a marked decrease in the performance of students for all three skills for this SLO. During the yearly composition workshop, different strategies for addressing this performance drop were discussed and plans implemented for AY 2011-2012 as follows:

- Library and English faculty partnered to create an add-on lab experience to enhance the information literacy and critical thinking skills for students in select ENG 101 classes. The Information Literacy Lab was a pilot project where 22 sections of ENG 101 were paired with a one-credit lab that meets once a week in the library. Students worked face to face with librarians, spent time getting acquainted with the research tools available at Coastal, and learned about research strategies.

### Management (BA/BS)

#### *1 Meeting the Educational Needs of Students and Community*

Assessment Description: Management majors are expected to be able to practice sound interpersonal skills in order to work as an effective member of a work group or team. Students enrolled in CBAD 372 received peer evaluations measuring dedication, meaningful contribution, resourcefulness, and general effectiveness on a group project. An overall score of 80 indicates successful mastery of these skills. The average score of the 65 enrolled students was 80.8, with scores ranging from 12 to 98.5.

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## 2010 - 2011

Use of Results for Continuous Improvement: Although CBAD 372 students met the minimum success criteria, the range of scores from 12-98.5 was of concern. In response to this large variation in scores faculty that use teams in their course(s) will meet to discuss how to bring up the performance of the lowest scoring students. In addition, an ad-hoc committee has been created to examine the activities in basic courses including CBAD 371, 372, and 374, all of which contain a significant teamwork component. In CBAD 372, students will write a team contract and study the roles team members typically play. They will analyze these roles and implement the group contract as the course progresses. In this way, they learn the difficulty of teamwork and how to be a better team member.

### Learning and Teaching (M.Ed.)

#### *4 Ensuring Financial Viability and Managed Growth* *S3 Increased Technological Support*

Assessment Description: During the 2010-2011 academic year a departmental goal was set to implement a recruitment campaign by publishing program marketing materials in multiple delivery formats to attract qualified candidates. The following marketing strategies were employed:

- Three, one-hour recruitment sessions were delivered on campus targeting interested teachers in the local school districts. Forty-seven interested teachers attended.
- A new brochure was published online as a downloadable PDF, and 500 hardcopies were printed for delivery at the above information sessions, as well as for office walk-ins.
- The program was profiled on an episode of *Coastal Today*, broadcast to local cable networks for two weeks, and then archived online as a digital file for on-demand access.
- The program web site was redesigned and launched in Fall 2010. Web analytics data indicated a growth rate in site traffic from Fall 2010 to Spring 2011 of +135%.
- A social media blog widget was added to the college home page linking to news, video and advising content for site visitors. The blog received the most clicks of any item on the page (37%).

Data from the Office of Graduate Studies and the Registrar indicate the Master of Education in Learning and Teaching admissions increased 77% from the period Spring 2010 – Spring 2011.

Use of Results for Continuous Improvement: The high correlation between the program web site traffic growth (+135%) and annual admission (+77%) suggest strongly that the web may be the most effective medium for recruiting new students to the program. However, this finding is somewhat confounded by the lack of empirical data on other potential factors precipitating the decision to apply, such as attending an on-site information session. As a result, two recommendations were identified as goals/objectives for the 2011-2012 assessment plan: 1) To survey students formally upon admission to determine exactly how they learned about the program, as well as to identify factors motivating their application. 2) To continue development of the program web site, with the specific addition of both live and on-demand streaming webinar information sessions. This may be of particular interest to teachers in more remote service areas who have yet to receive an on-site information session due to travel logistics.

## **Administrative - Assessment Descriptions and Use of Results**

### University Communication

#### *5 Improved Communication*

Assessment Description: An invitation to participate in the Council for Advancement and Support of Education (CASE) Member Magazine Readership Survey was sent to a random sample of alumni, friends, faculty, and staff. This web survey evaluated readers' views toward the *Coastal Carolina University Magazine*. Survey results (N=206) indicated that the magazine remains an important resource for those acquiring information about the University with 87.7% of respondents indicating they get *some, most* or *all* of their information from the magazine. Respondents, however, indicated they get *most* or *all* of their information from e-mails from the institution (43.4%) and the University web site (42.9%) in comparison to 23.4% from the magazine. Participants were polled on topics they would be interested in reading about in future issues. Topics readers would be very interested or interested in reading about included campus facilities and growth (86.6%), student achievements (76.5%), and athletics (75.5%).

Use of Results for Continuous Improvement: Based on survey results the following changes were implemented:

1. The magazine distribution and production were trimmed back to two issues per academic year as readers use other means (e-mail, web site) to get information about Coastal.
2. A creative team was developed to review all aspects of the magazine. This group adopted a "tear it down and build it back" approach.
3. From the creative team's assessment, several new cover designs, content layouts, and features were created and presented to University leaders.
4. Based on feedback, a new renovated magazine was scheduled to be launched in Spring 2012.

### Biddle Center

#### *1 Meeting the Educational Needs of Students and Community*

#### *2 Ensuring Student Success*

Assessment Description: The Biddle Center administers surveys annually to ascertain Coastal Carolina University students' interest and commitment to volunteerism. The Mentor Survey that was administered Spring 2011 illustrates that mentors' attitudes toward volunteerism is overwhelmingly positive. The survey results indicated that 80.5% of respondents (N=58) plan to mentor again the following semester and 71.8% of respondents (N=57) plan to mentor again the next academic year. This is a significant increase from 61.4% and 64.7%, respectively, from Spring 2010. This is also validated by 86.3% of respondents (N=58) expressing their interest in volunteering in another community service program and 94.4% of respondents (N=58) expressing their interest in volunteering after they graduate.

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## 2010 - 2011

Use of Results for Continuous Improvement: Although student participation increased and those participating indicated a strong desire to continue volunteerism, the center has not been able to meet all the needs of the local schools. Plans include continuing to participate in Office of Student Services campus-wide events, club and organization presentations, and First-Year Experience presentations to seek additional volunteer mentors. Additionally, the center will offer presentations in courses that offer volunteering as an option for credit.

### Information Technology Services (ITS)

#### *7 Increased Technological Support*

Assessment Description: By January 31st, 2011, ITS planned to implement Phase II of the CINO Student Printing Solution to further facilitate and enhance student printing capabilities across campus. Successful completion of this project included: procuring printing equipment and licenses, identifying locations for print workstations, implementing workstations and seeking feedback from the students using the new services. In December 2010, ITS identified locations in Ingle, Eaglin, and University Place I & II Residence Halls that were in need of printing stations for students. Equipment and licenses were successfully acquired and deployed throughout the identified locations in January 2011. A student survey of over 40 students, conducted in May 2011, showed that over 85% were very satisfied or satisfied with the printing services and less than 5% were dissatisfied.

Use of Results for Continuous Improvement: The success of this deployment prompted some students to request similar printing services in additional academic buildings. ITS will identify additional locations in main academic buildings such as Edwards, Wall, Science and Kearns Hall in order to implement additional printing stations.

## **Student Development - Assessment Descriptions and Use of Results**

### Counseling Services

#### *2 Ensuring Student Success*

Assessment Description: Clients seeking treatment through Counseling Services are administered the OQ-45.2 questionnaire prior to beginning counseling, after the 3rd session, after the 9th session, and/or at termination. The OQ-45.2 is a 45-item self-report outcome/tracking instrument designed to measure client progress through the course of therapy. Six hundred six clients completed the OQ at intake during the 2010-2011 year. The average intake OQ score was 59, which is less than the clinically significant level of 63. Forty-six percent of students completing the questionnaire were in the clinically significant range. One hundred fifty-three clients who had their intake during 2010-2011 completed one or more follow-up OQs. Of those 153 clients, 61 clients or 42% reduced their clinically significant scores by 14 points which is considered a significant change. An additional 31 clients, or 20% did not reduce their scores by 14 points but they were not clinically distressed at the time of their intake. Fifty-five clients or 36% who were distressed at intake, showed no significant change in distress level. OQs were collected later in treatment for 4 of those clients or 3% showing eventual improvement. Six clients or 4% actually worsened their distress during the course of treatment. Of greatest concern were the 33% of clients who did not show improvement during treatment and the 4% of clients who actually became more distressed.

Use of Results for Continuous Improvement: In response to the 2009-2010 OQ results a new policy was developed whereby clients who were significantly distressed at intake (scoring 63 or more) and who significantly increased in their distress level (14 point difference or more) were asked to complete an OQ at every session in order to more closely monitor the student's distress level. Counselors were also asked to consider administering OQs at every session for those clients who were highly distressed at intake, regardless of whether they decompensated further in the first three sessions. The counselors were somewhat inconsistent in implementing the policy but were fairly consistent in obtaining OQs for those students who were highly distressed. This allowed counselors to better monitor those highly distressed clients. Such clients were frequently seen more often than usual and/or were referred for a medical-psychological withdrawal.

For those clients who were distressed but not showing improvement, a new system will be implemented whereby clients are discussed during case consultation each week to ensure that counselors are getting the assistance that they need to help clients make improvements. If additional monitoring through OQs seems to be necessary for those clients, it will be determined in case consultation.



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### First-Year Experience

- 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

Assessment Description: Students taking UNIV 110 and peer leaders assisting in this course are administered a faculty and course evaluation near the end of the semester. Student evaluations show that students believe the capstone assignment is the most effective part of the class with 59.5% ranking it 5 (most effective) on a scale of 1 - 5. More than half of all students taking UNIV 110 ranked the following items either 4 or 5: understanding campus resources (65%), increasing ability to work collaboratively with fellow students (62.4%), understanding career paths (61.9%), and improving research skills (58.0%).

The peer leaders, through Strength/Weakness/Opportunity/Threat (SWOT) analysis, felt that UNIV 110 assisted in the development of academic skills needed for college success. Peer leaders identified the following strengths of the UNIV 110 class: development of student bonding (N=9), use of peer leaders (N=7), and facilitating connections (N=6). However, these peer leaders also viewed the inconsistency between classes (N=7) and effective use of peer leaders (N=6) to be a weakness of the class.

Use of Results for Continuous Improvement: The assessments completed in UNIV 110 have led to the refocusing on the critical and creative thinking part of the course. Students believe the capstone is effective; therefore, it will remain and continue to be a large part of the course. A committee was formed to create new ideas for capstones, ways of teaching critical thinking, and defining creative thinking.

Faculty training will continue for UNIV 110 each summer in order to attempt as much consistency amongst sections as possible. Required elements of the course will remain including, but not limited to, the annotated bibliography, capstone research project, Big Read, and Discover Assessment.

### Sustainability

- 1 Meeting the Educational Needs of Students and Community

#### Assessment Description

According to the check-out history of the Coastal Cycles bike program at University Place, bicycles were checked out 73 times between August 11 - November 15, 2011, which equates to approximately six bicycles per week. In response to this low participation in the program, the Coastal Cycles program moved to Campus Recreation to maintain a centralized administration system for the program. As of Fall 2011, Campus Recreation reported that 51 out of 59 (86.4%) of the bicycles were checked out at any given time. Anecdotal evidence (student reports) indicates there is sometimes a waiting list for the bicycles.

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Use of Results for Continuous Improvement: Due to the lack of participation in the Coastal Cycles program when managed through University Place, it was decided to move the program to Campus Recreation. Despite being in the middle of the 2010-2011 assessment period the data suggested that an immediate change in the program was warranted. In Spring 2011 responsibility for the program was moved to Campus Recreation where it was anticipated that the program could be more effectively managed, check-in/check-out procedures improved and routine bicycle maintenance implemented.

Since the bicycles were moved to Campus Recreation, students, staff and faculty have been utilizing the bicycles on a more frequent basis as indicated by the 86.4% check-out rate. Continued promotion of the program from the Sustainability Initiative will help increase demand for the bicycle program and hopefully in the future the inventory of the bicycles will be increased to meet demand. Additionally, the Sustainability Initiative and the Grounds Department will collaborate to install additional bicycle racks throughout campus.

### **Conclusion**

After the conclusion of three full assessment cycles, areas of success and also areas in need of improvement have been identified across academic, administrative, and student development areas. A reading of the reports submitted by the various departments reveals a clear difference in the level of maturity and analysis demonstrated across the various units. Regardless of the quality of the assessment activities and reports completed, one thing is clear: the institution is engaging in assessment of all academic, administrative, and student development areas; analyzing results; and implementing change for continuous improvement.

The University is currently undergoing the Southern Association of Colleges and Schools (SACS) Commission on Colleges reaffirmation process, with final accreditation results announced in December 2012. Preliminary reports for the commission indicate Coastal Carolina University is succeeding in identifying outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on the analysis of results (SACS Comprehensive Standard 3.3.1). Nevertheless, it is important to remember that the report of the SACS Off-Site Review Committee originally stated that the University was *not* in compliance with this same standard, and much additional supporting information had to be provided to finally convince them otherwise. Now is not the time to stop working on our assessment processes. In five years, SACS will require another report in which Comprehensive Standard 3.3.1 will play an equally important role.

In the *March 2012 Report of the Reaffirmation Committee*, the SACS On-Site Reaffirmation Committee, after reviewing the additional information, indicated that "an examination of several documents (e.g., Assessment Audit for Academic Units, 2010-2011 Assessment Plans, Assessment Committee Reports for the Colleges of Science and Business Administration) revealed that the institution makes use of assessment results for improvement." To insure future success, the University must consistently strengthen its processes in these areas and continue to follow robust assessment practices.

*It is the University's intent to continue identifying areas in need of change and taking necessary actions with the purpose being continuous improvement and a gradual shift in how all units across campus view and use assessment.*

**Coastal Carolina University  
Assessment Audit  
TEAL Online Academic**

Strategic Plan Key Strategies
1. Meeting the Educational Needs of Students & Community
2. Ensuring Student Success
3. Ensuring Faculty & Staff Success
4. Ensuring Financial Viability & Managed Growth
S1. Improved Communication
S2. Stronger Assessment & Accountability
S3. Increased Technological Support

Taxonomic Schemes (Categories of Change)		
1. Communication	7. Life Skills Application	13. Resources
2. Community Outreach	8. Organizational Structure	14. Technology Initiatives
3. Curriculum	9. Professional Development	15. Use of Assessment Results
4. Customer Service	10. Prof. Development/Pedagogy	16. Other
5. Knowledge of Self & Others	11. Recruitment/Retention	
6. Leadership, Communication & Personal Skills	12. Research/Scholarship	

Report Outcomes	
E	Exemplary
S	Satisfactory
NI	Needs Improvement

Using this report <a href="#">Using this report</a>	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
<b>College of Business - Undergraduate</b>												
Accounting (B.S.B.A.)	Y	---	3	NI	Y	---	3	S	Y	---	3	
Economics (B.A.)	B.A. Economics began Fall 2009											
Economics (B.S.)	Y	1,2	3	NI	Y	1,2	3	S	Y	1,2	3	
Finance (B.S.B.A.)	Y	---	3	NI	Y	---	3	S	Y	---	3	
Management (B.S.B.A.)	Y	1	3,7	NI	Y	1,4	3,7	NI	Y	1	3,7	
Marketing (B.S.B.A.)	Y	1	3	NI	Y	1	3	S	Y	1	3	
Resort Tourism Management (B.S.B.A.)	Y	---	3	NI	Y	1	3	S	Y	1	3	
<b>College of Business - Graduate</b>												
Business Administration (M.B.A.)	Y	1,2	3	NI	Y	1,2	1,3,6	NI	Y	1,2	1,3,6	
<b>College of Education - Undergraduate</b>												
Early Childhood Education (B.A.)	Y	1	10	NI	Y	2	10	S	Y	2	3	
Elementary Education (B.A.)	Y	1	9	NI	Y	1	3,9,16 <sup>d</sup>	E	Y	1,2	3,16 <sup>d</sup>	
Middle Level Education (B.A.)	Y	1,2	2,3,5,10	NI	Y	1	3,5,9	S	Y	1,2	2,3	
Physical Education (B.S.P.E.)	Physical Education in the College of Science for 2008-09 and 2009-10											
Special Ed./Learning Disabilities (B.A.)	Y	1	9,10,15	NI	Y	1	9,10,11	E	Y	1	3,11	
<b>College of Education - Graduate</b>												
Education (M.A.T.)	Y	1	3,10	NI	Y	1,2	3,9,10	E	Y	1,2	3	
Early Childhood (M. Ed.)	Y	1	5,10	NI	Y	1	10,11	S	Program discontinued in Spring 2010			
Educational Leadership (M. Ed.)	Educational Leadership began Fall 2009											
Elementary Education (M. Ed.)	Y	1	5,10	NI	Y	1	10	S	Program discontinued in Spring 2010			
Learning and Teaching (M. Ed.)	M. Ed. Learning and Teaching began Fall 2010											
Secondary Education (M. Ed.)	Y	1	5,10	NI	Y	1,2	5,10	S	Y	1,4,S3	3,11	
<b>College of Humanities - Undergraduate</b>												
Communication (B.A.)	Y	1	3	NI	Y	1	3	S	Y	1	3	
English (B.A.)	Y	1	3	S	Y	1	3	S	Y	1	3	
Foreign Languages (B.A.)	Y	1,S2	3,15	NI	Y	1	3	E	Name changed to World Languages & Cultures			

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Report Outcomes	
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Using this report	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Unit Name												
Graphic Design (B.A.)	Graphic Design began Fall 2010								Y	1	3	
History (B.A.)	Y	1	3	NI	Y	1,2,3	2,3	S	Y	1,2,3	3	
Music (B.A.)	Y	1	3	NI	Y	1,2,3,S2,S3	3,13	NI	Y	1,2,3,S2,S3	3,12	
Musical Theatre (B.F.A.)	B.F.A. Musical Theatre began Fall 2010								Y	1	3	
Philosophy & Religion (B.A.)	Y	1	3	NI	Y	1,2,S2	3,11,15	NI	Y	1,2,S2	3,11,14	
Politics & Geography (B.A.)	Y	1	3	S	Y	1	3	S	Y	1	3,8	
Theatre/Musical Theatre (B.A., B.F.A.)	Y	1	15	NI	Y	1	3	S	Y	1	3	
Theatre Arts (B.F.A.)	B.F.A. Theatre Arts began Fall 2010								Y	1	3	
Visual Arts (B.A.)	Y	1	3	NI	Y	1	3	E	Y	1	3	
World Languages & Cultures (B.A.)	Formerly named Foreign Languages								Y	1	3	
<b>College of Humanities - Graduate</b>												
Writing (M.A.)	M.A. Writing began Fall 2010								Y	1	3	
<b>College of Science - Undergraduate</b>												
Biochemistry (B.S.)	B.S. Biochemistry began Fall 2010											
Biology (B.S.)	Y	1	3,11	NI	Y	1,2,3,S1	3	S	Y	1,2,3,S1	3	
Chemistry (B.S.)	Y	1	3	NI	Y	1	3	S	Y	1	3	
Computer Science (B.S.)	Y	1,2	10,11	NI	Y	1,2	10	S	Y	1,2	3	
Exercise & Sport Science (B.S.)	Y	1	6,9,16 <sup>a</sup>	S	Y	1,2	6,16 <sup>a</sup>	S	Y	1,2	6,16 <sup>a</sup>	
Gerontology (Certificate)	Y	1	3	NI	Y	1	3	NI	Y	1	3	
Health Promotion (B.S.)	Y	1,2	3,6,9	NI	Y	1,2	6,9,11,16 <sup>a,c</sup>	NI	Y	1,2	2,6,9,11,16 <sup>a,c</sup>	
Information Systems (B.S.)	Information Systems began Spring 2010				Y	1,2	10	NI	Y	1,2	3	
Marine Science (B.S.)	Y	1	3,12	S	Y	1	1,3	S	Y	1,2	1,3,9	
Mathematics & Statistics (B.S.)	Y	1,2	3	NI	Y	1,2	1,3,11	S	Y	1,2	1,3,11	
Nursing (B.S.N.)	B.S.N. Nursing began Spring 2011											
Physical Education (B.S.P.E.)	Y	1	10,15	NI	Y	1	10,14,15	S	Physical Education moved to the College of Education 2010-11			
Physics (B.S.)	Y	1	3	S	Y	1,2	3	S	Y	1,2	3	
Psychology (B.A., B.S.)	Y	1	3	NI	Y	1	3	NI	Y	1	3	

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6. Leadership, Communication & Personal Skills	12. Research/Scholarship	

Report Outcomes	
E	Exemplary
S	Satisfactory
NI	Needs Improvement

Using this report	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Unit Name												
Recreation & Sport Management (B.S.)	Y	1	10	NI	Y	1,3,4	10	S	Y	1,2,S2	3,10,11	
Sociology (B.A.)	Y	1	3	NI	Y	1	3	NI	Y	1	3	
<b>College of Science - Graduate</b>												
Coastal Marine & Wetland Studies (M.S.)	Y	1,4	1,3,9,11	NI	Y	1,4	1,3,9,11	S	Y	1,4	1,3,9,11	
<b>University College - Undergraduate</b>												
Interdisciplinary Studies (B.A.I.S., B.S.I.S.)	Y	1	---	NI	Y	1,2	1,3	NI	Y	1,2	1,3,4	
<b>Other</b>												
Core Curriculum	Y	1,2	3	S	Y	1,2	3	S	Y	1,2	3	

**NOTES**

- a. Other - Application of Knowledge
- b. Other - Practica experiences
- c. Other - Critical Analysis

**Coastal Carolina University  
Assessment Audit  
TEAL Online Administrative**

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E	Exemplary
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NI	Needs Improvement

Unit Name	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Academic Testing Center	Y	3,4	2,3,9,13	NI	Y	3,4	2,3,9,13	NI	Y	3,4	2,3,9,13	
Admissions	Y	2,3,4,S2,S3	1,4,11,15	S	Y	2,S1,S2,S3	1,4,11	S	Y	2,S1,S2,S3	1,4,11,16 <sup>f</sup>	
Alumni	Y	S1,S2	1,16 <sup>a</sup>	NI	Combined with University Advancement 2009-10				Y	5,4	1	
Athletic Administration	Athletic Administration added 2010-11. Formerly Athletics.								Y	1,2,3,4,S1,S2	1,2,4,6,7,8,9,11,13,15	
Athletics	Y	1	2,5	NI	Y	---	2,5	NI	Changed to Athletic Administration 2010-11			
BB&T Center for Economic & Community Development	Y	---	1	NI	Y	---	1	NI	Y		1	
Biddle Center	Y	1,2	2	NI	Y	1,2	2	E	Y	1,2	2	
Burroughs and Chapin Center for Marine and Wetland Studies	Y	1,2,3,4,S1,S3	2,4,6,8,9,12,14	NI	Y	1,2,3,4,S1,S3	2,4,6,8,9,12,14	E	Y	1,2,3,4,S1,S3	2,4,6,8,9,12,14	
Career Services	Career Services added 2009-10				Y	1,2,3,4	1,4,5,7,13	NI	Y	1,2	2,8,9	
Center for Archaeology and Anthropology	Center began in Fall 2010								Y	1,2,3,5,7	1,2,12,13	
Center for Effective Teaching and Learning (CETL)	Y	1,2,3	1,10	NI	Y	1,2,3	1,10	S	Y	1,2,3	1,10	
Clay Brittain, Jr. Center for Resort Tourism	Y	1	12	NI	Y	1	12	S	Y	1	12	
Conference Services	Y	S1,S2	1,4,9	NI	Y	S1,S2	1,4,13	NI	Y	S1,S2	1,4,13	
Department of Public Safety	Combined with Financial Services 2008-09				Y	2,3	2,16 <sup>b</sup>	S	Y	2,3	2,16 <sup>b</sup>	
Director of Core Curriculum	Y	1,2,3,4,S1,S2	1,3,1,13,14,16 <sup>c</sup>	NI	Y	1,2,3,4,S1,S2	1,3,13	E	Y	1,2,3,4,S1,S2	1,3,13	
Facilities	Y	2,3,4	16 <sup>d</sup>	NI	Y	2,3,S1	1,9,14,16 <sup>b</sup>	E	Y	2,3,S1	1,9,14	
Faculty Ombuds	Y	3	1,9,13	NI	Y	3,S1	1,9,13		Y	3,S1	4,5,6,9	
Financial Aid	Y	1,2,3,S1,S3	1,4,14	NI	Y	1,2,4,S1,S3	1,4,12,14	S	Y	1,2,4	1,4,12,14	
Financial Services	Y	4	1,2,15,16 <sup>b</sup>	NI	Y	2,4	4,15	S	Y	2,4	4,13,15	
Graduate Studies	Y	1,2,3,4,S1,S2	4,8,11	NI	Y	1,2,4,S1,S2	1,3,4,8,11	S	Y	1,3,4,S1,S2	1,15	
Grants & Sponsored Research	Y	2,3	12	NI	Y	3	12	S	Y	2,3	12	

**Coastal Carolina University  
Assessment Audit  
TEAL Online Administrative**

Strategic Plan Key Strategies
1. Meeting the Educational Needs of Students & Community
2. Ensuring Student Success
3. Ensuring Faculty & Staff Success
4. Ensuring Financial Viability & Managed Growth
S1. Improved Communication
S2. Stronger Assessment & Accountability
S3. Increased Technological Support

Taxonomic Schemes (Categories of Change)		
1. Communication	7. Life Skills Application	13. Resources
2. Community Outreach	8. Organizational Structure	14. Technology Initiatives
3. Curriculum	9. Professional Development	15. Use of Assessment Results
4. Customer Service	10. Prof. Development/Pedagogy	16. Other
5. Knowledge of Self & Others	11. Recruitment/Retention	
6. Leadership, Communication & Personal Skills	12. Research/Scholarship	

Report Outcomes	
E	Exemplary
S	Satisfactory
NI	Needs Improvement

Unit Name	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Human Resources & Equal Opportunity	Y	3,S1	1,4,8,9	NI	Y	3,S1	8,9	S	Y	3,S1	8,9	
Information Technology Services	Y	S1,S3	1,4,14	NI	Y	S1,S3	1,4,14	NI	Y	S1,S3	1,4	
Institutional Research, Assessment & Analysis	Y	1,2,3, S1,S2	1,13,15	NI	Y	1,2,3, S1,S3	1,13,15	E	Y	1,2,3,S1	1,13,15	
International Programs	International Programs in TEAL Online - Academic 2008-09				Y	1,2,3,4	1,3,5,8, 9,11,13, 16 <sup>ef</sup>	NI	Y	1,2,3,4	1,3,5,8,9, 11,13,16 <sup>f</sup>	
Jackson Center for Ethics & Values	Y	1,2,S1	2,7,9	NI	Y	1,2,S1	2,7,9	S	Y	1,2,S1	2,7,9	
Learning Assistance Centers	Combined with Univ. Acad. Center 2008-09				Y	1,2	4,10	S	Moved to TEAL Online Student Development 2010-11			
Office for Philanthropy	Office for Philanthropy added 2010-11								Y	4,5	1,8	
Orientation	Y	2,3,S1,S3	1,4,11	NI	Y	2,3,S3	1,4,11	S	Y	2,3,S3	1,4,11	
Osher Lifelong Learning Institute	Y	1,3,4	2,4,6,8, 11,13	NI	Y	1,2,3,4, S1,S2,S3	4,8,13,15	S	Y	1,2,3,4, S1,S2,S3	1,2,4,8, 13,15	
Procurement & Business Services	Combined with Financial Services 2008-09				Y	---	4,13	NI	Y	3,4,S1,S2	4,13	
Registrar	Y	1,2,4,S1	1,14,16 <sup>cd</sup>	NI	Y	1,4,S1,S3	1,14	S	Y	1,2,3,4,S3	14	
Technology in Education to Advance Learning (TEAL)	Y	2,3,S3	9,14	NI	Technology in Education to Advance Learning (TEAL) combined with Library 2009-10							
Undergraduate Research/ Celebration of Inquiry	Y	1,2,3,S1	6,12	NI	Y	1,2,3,S1,S2	6,12,14	S	Y	1,2,3,S1	6,12,14	
University Academic Center	Y	1,2,3,S1,S2	3,4,5,7,10	S	Y	1,2,3,S1,S2	3,5,6,7,15	S	Moved to TEAL Online Student Development			
University Advancement	Y	1,4	13	NI	Y	4,S1,S2	1,2,5,8, 11,13,14	S	University Advancement no longer in existence 2010-11			
University Communication	Y	4,S1	1,2,4,5, 6,8,11	NI	Y	4,S1	1,2,4,5,6, 8,11	NI	Y	4,S1	1,2,5,8,11, 13,14	
University Counsel	University Counsel added 2009-10				Y	---	4	NI	Y	---	4	
University Relations	Y	1,2,4	2,5	NI	Y	1,2,4,S2	2,5,13,15	NI	Y	1,4,S2	2,5,15	

**Coastal Carolina University  
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TEAL Online Student Development**

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S1. Improved Communication
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S3. Increased Technological Support

Taxonomic Schemes (Categories of Change)		
1. Communication	7. Life Skills Application	13. Resources
2. Community Outreach	8. Organizational Structure	14. Technology Initiatives
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Report Outcomes	
E	Exemplary
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NI	Needs Improvement

Unit Name	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Accessibility and Disability Services	Accessibility and Disability Services added 2010-11. Formerly Disability Services								Y	2	1,4,7,11	
Bridge Program	Bridge Program added 2009-10				Y	2	9,10,11		Y	2	9,10,11	
Campus Recreation	Y	1,2,S1,S3	1,4,5,6,8,9,11,13	NI	Y	1,2,S1,S3	1,4,5,6,7,8,9,13	NI	Y	1,2	1,4,5,6,7,8,13	
Counseling Services	Y	2	5,7	NI	Y	2	5,7,9,11	S	Y	2	4,5,7,9,11	
Dean of Students	Dean of Students added 2009-10				Y	2,3	6,7,11,15	NI	Y	2,3	6,7,11,15	
Disability Services	Y	2	11	NI	Y	1		NI	Name changed to Accessibility and Disability Services 2010-11			
First Year Academic Advising	First Year Academic Advising and First Year Experience combined with University Academic Center (Admin) in Teal Online Administrative 2008-09 and 2009-10								Y	1,2,S2	1,7,11	
First Year Experience									Y	1,2,3,4	1,4,5,6,7	
Freshman Transition Programs	Freshman Transition Progs added 2009-10				Y	2		NI	Y	2	4,5,6	
Greek Life	Y	2	11	NI	Greek Life combined with Student Activities 2009-10							
Honors Program	Y	1,2,S1	1,3,4,10,11,12,14,15	NI	Y	1,2	10,11,12,13,15		Y	1,2	10,11,12,13,15	
International Programs	Y	1,2	4	NI	Moved to Teal Online Administrative 2009-10							
Judicial Affairs and Off-Campus Student Services	Y	2	7	NI	Y	2,S1	1,2,4,5,7,8	NI	Judicial Affairs and Off-Campus Student Services split into two reports 2010-11			
Kimbel Library	Y	1,2,3,4,S1,S2	1,2,4,6,8,12,13,15	NI	Y	1,2,3,S1,S2,S3	1,4,10,13,14,15		Y	1,2,3,S2	4,10,12,13,15	
Learning Assistance Centers	Moved from TEAL Online Administrative 2010-11								Y	1,2	4,6,7	
Multicultural Student Services	Y	2	5,6,11	NI	Y	2	5,6,11	NI	Y	2	5,6,11	
Off-Campus Student Services	Off-Campus Student Services combined with Judicial Affairs and Off-Campus Student Services 2008-09 and 2009-10								Y	2,S1	5	
Residence Life	Y	1,2,3,4,S1,S3	1,2,4,5,7,8,9,10,11,12,13,14,15	NI	Y	1,2,3	7,8,9,11,14,15,16 <sup>a,b</sup>	NI	Name changed to University Housing 2010-11			
Student Activities	Y	2	2,4,5,6	NI	Y	2	1,2,4,5,6,11	NI	Y	1,2,3	2,4,5,6,7,8,14	



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Unit Name	2008-09				2009-10				2010-2011			
	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes	Submitted Plan	Align to Key Strategies	Categories of Change	Report Outcomes
Student Conduct	Student Conduct (formerly Judicial Affairs) combined with Judicial Affairs and Off-Campus Student Services in 2008-09 and 2009-10								Y	2	1,2,4,5,7	
Student Health Services	Y	2	4,7,13	NI	Y	2	4,7,8,13	NI	Y	2	4,7,8,13	
Sustainability	Sustainability added 2009-10				Y	1,2	2,5,6,7,13	NI	Y	1	5,6,7,13	
University Housing	University Housing added 2010-11. Formerly Residence Life.								Y	1,2,3,4	1,5,6,7,8,9 11,13,14	

**NOTES**

- a. Other - Student Growth & Development
- b. Other - Staff Programming Knowledge & Skills

# University-Wide Assessment Report 2010 - 2011

## Appendix II Units Using TEAL Online for Reporting (100)

### Academic Units (45)

#### College of Business - Undergraduate

- Accounting (B.S.B.A.)
- Economics (B.A., B.S.)
- Finance (B.S.B.A.)
- Management (B.S.B.A.)
- Marketing (B.S.B.A.)
- Resort Tourism Management (B.S.B.A.)

#### College of Business - Graduate

- Business Administration (M.B.A.)

#### College of Education - Undergraduate

- Early Childhood Education (B.A.)
- Elementary Education (B.A.)
- Middle Level Education (B.A.)
- Physical Education (B.S.P.E.)
- Special Ed./Learning Disabilities (B.A.)

#### College of Education - Graduate

- Education (M.A.T.)
- Educational Leadership (M. Ed.)
- Learning and Teaching (M. Ed.)

#### College of Humanities - Undergraduate

- Communication (B.A.)
- Dramatic Arts (B.A.)
- English (B.A.)
- Graphic Design (B.A.)
- History (B.A.)
- Music (B.A.)
- Musical Theatre (B.F.A.)

- Philosophy & Religion (B.A.)
- Politics & Geography (B.A.)
- Theatre & Musical Theatre (B.A., B.F.A.)
- Theatre Arts (B.F.A.)
- World Languages & Cultures (B.A.)

#### College of Humanities - Graduate

- Writing (M.A.)

#### College of Science - Undergraduate

- Biochemistry (B.S.)
- Biology (B.S.)
- Chemistry (B.S.)
- Computer Science (B.S.)
- Exercise & Sport Science (B.S.)
- Gerontology (Certificate)
- Health Promotion (B.S.)
- Information Systems (B.S.)
- Marine Science (B.S.)
- Mathematics & Statistics (B.S.)
- Physics (B.S.)
- Psychology (B.A., B.S.)
- Recreation & Sport Management (B.S.)
- Sociology (B.A.)

#### College of Science - Graduate

- Coastal Marine & Wetland Studies (M.S.)

#### University College - Undergraduate

- Interdisciplinary Studies (B.A.I.S., B.S.I.S.)

#### Other

- Core Curriculum

# University-Wide Assessment Report 2010 - 2011

## Appendix II Units Using TEAL Online for Reporting (100)

### **Administrative Units (37)**

- Academic Testing Center
- Admissions
- Alumni Relations
- Athletic Administration
- BB&T Center for Economic & Community Development
- Biddle Center
- Burroughs and Chapin Center for Marine and Wetland Studies
- Career Services
- Center for Archaeology & Anthropology
- Center for Effective Teaching and Learning (CETL)
- Clay Brittain, Jr. Center for Resort Tourism
- Conference Services
- Department of Public Safety
- Facilities
- Faculty Ombuds
- Financial Aid
- Financial Services
- Graduate Studies
- Grants & Sponsored Research
- Human Resources & Equal Opportunity
- Information Technology Services
- Institutional Research, Assessment & Analysis
- International Programs
- Jackson Center for Ethics & Values
- Office for Philanthropy
- Orientation
- Osher Lifelong Learning Institute
- Procurement & Business Services
- Registrar
- Undergraduate Research/Celebration of Inquiry
- University Communication
- University Counsel
- University Relations
- Waccamaw Center for Cultural & Historical Studies
- Wall Center for Excellence
- Wheelwright Auditorium
- Women's Resource Center

### **Student Development (18)**

- Accessibility and Disability Services
- Bridge Program
- Campus Recreation
- Counseling Services
- Dean of Students
- First Year Academic Advising
- First Year Experience
- Freshman Transition Programs
- Honors Program
- Kimbel Library
- Learning Assistance Centers
- Multicultural Student Services
- Off-Campus Student Services
- Student Activities
- Student Conduct
- Student Health Services
- Sustainability
- University Housing