



Strategic Plan 2006-2011

Coastal Carolina University

Dr. Ronald R. Ingle
President

July, 2006



From the President

Coastal Carolina University has a long history of broad based engagement in strategic planning and assessment. The planning process at Coastal includes not only defining desired outcomes, but recognition of the human, physical, and financial resources which will be required to reach the defined goals. An integral part of all planning is the assessment process, which has also become pervasive throughout all levels and all aspects of the University. The University's integrated nature of planning and resource management is exemplified by the creation of a master plan, completed in 2005, which considered not only the current campus, but identified the needs for future expansion.

The last five years have marked a period of profound change for Coastal Carolina University:

- Enrollment has increased by 64 percent;
- SAT scores have increased by 20 points;
- 70 full-time faculty and 60 FTE of part-time faculty have been added;
- Nearly 1,000 additional residence hall beds have been created adjacent to campus;
- Football has been added as a highly visible and successful major sport;
- A new basketball arena has been committed by private developers on the Coastal campus;
- Approximately 115,000 sq. ft. of warehouse space, acquired by lease, has been renovated and added to instructional space resources;
- Quail Creek Golf Course has been acquired to support the program of Professional Golf Management in the Wall College of Business.

These changes have moved Coastal Carolina University to a different campus climate, one populated with residential students and with activities and programs which exist 24 hours per day. In addition to the impact on the delivery of academic programs, the nature and depth of these changes have had a great impact on student life and the support services required for the total campus experience.

The issues which the Strategic Planning Committee addressed in developing this latest update to the strategic plan include planned and controlled growth, academic program development, provision for appropriate educational space, student support services, and attraction and retention of highly-qualified faculty. The strategic plan, which the committee has developed over the past two academic years, addresses all such issues, and will serve as a road map for the University in its future development.

July, 2006

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COASTAL CAROLINA UNIVERSITY STRATEGIC PLAN 2006-2011

The University Strategic Plan will be **assessed annually** to ensure that goals and objectives/outcomes are appropriate to the mission of the University, progress is being made towards their successful completion, and continuous improvement of the institution is the result.

MISSION STATEMENT

(Approved by the Board of Trustees, April 18, 1997)

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

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

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

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

VALUE STATEMENTS

Coastal Carolina University, a community of students and teacher-scholars dedicated to the pursuit of wisdom and virtue in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity stimulated, will engage in planning and assessment activities that result in continuous improvement of the institution. The University values the following.

- Attitudes that embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, an appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.
- Enriching the quality of life through the performing and fine arts, community service, external programs, distance learning, continuing education programs, and encouraging student and faculty development and research, especially in problem areas that are indigenous.
- Working in collaboration with other higher education institutions, the public schools, the business community, and local constituents, the University affords opportunities for personal development and provides a common grounding in intellectual traditions.

CHALLENGES AND OPPORTUNITIES

In its quest to become a premier higher-education institution, Coastal Carolina University is committed to addressing the following challenges and opportunities.

- Recruit and retain a diverse and academically-prepared student body.
- Recruit and retain diverse and qualified faculty and staff.
- Engage in cooperative initiatives and interactions with K-12 education, other higher education institutions, and area businesses and community organizations.
- Link unit budgets to the University Strategic Plan.
- Engage in best practices that result in continuous improvement of the institution and meet accountability standards of various accrediting organizations and state and federal mandates.
- Develop and implement a campus sustainability plan consistent with the Campus Master Plan.
- Maintain a competitive information technology infrastructure.
- Achieve a resource level that is compatible with campus-wide aspirations.
- Advance fund-raising efforts campus-wide.
- Link horizontal and vertical communications campus-wide.
- Continually evaluate administrative policies and procedures to ensure best practices.

STRATEGIC DIRECTIVES

As a premier higher education institution, Coastal Carolina University's mission encompasses the following strategic directives.

- **Build a predominantly undergraduate university with a reputation for excellence in teaching.**
- **Promote a learning process that is inquiry-based, participatory, and includes current and emerging technology.**
- **Offer high quality academic programs founded in the traditional arts and sciences that prepare graduates to become contributing members of a global community.**
- **Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring.**
- **Develop graduate programs based upon strong undergraduate programming and on meeting local needs.**
- **Promote programs and initiatives that encourage collaboration with other higher education institutions, public schools, local citizens, and the business community.**
- **Recruit qualified students and provide a learning environment and quality of life for these students that enhance all facets of their development and campus community experience.**
- **Direct administrative processes that are informed by management data and that integrate financial considerations with institutional planning for maximum effectiveness and service.**

UNIVERSITY STRATEGIC PLAN

Strategic Directive I: Build a predominantly undergraduate university with a reputation for excellence in teaching.

GOAL 1-A Excellence in Teaching: Place a priority on decision-making and resource allocation to support and improve teaching in undergraduate degree credit programs.

Objectives/Outcomes

1. Create a campus culture that recognizes excellence in teaching as a high priority among the functions of the university faculty. [SACS *Principles of Accreditation* – 3.4, 3.7; Baldrige *Accountability Report* – Cat. 4, 6]

Action Plans

- A. Support faculty as they identify and implement innovative instructional techniques.
 - B. Enhance teaching effectiveness through activities that renew and strengthen teaching skills.
 - C. Reward teaching excellence by identifying appropriate assessment procedures, including annual and post-tenure review.
2. Assign the highest priority to undergraduate credit programs while supporting and developing service opportunities for graduate programs, non-credit courses, and services to off-campus constituencies. [SACS *Principles of Accreditation* – 2.7.1-2.7.4, 3.4, 3.5, 3.6; Baldrige *Accountability Report* – Cat. 4, 6]

Action Plans

- A. Enhance academic quality, department reputation, and student learning by developing a strong curriculum that results in the higher retention and graduation of majors.
- B. Assess and monitor the effectiveness of a strong curriculum through the implementation of appropriate exit exams.

GOAL 1-B Academic Quality and Reputation: Identify and implement strategies to strengthen the academic quality and reputation of the University.

Objectives/Outcomes

1. Use peer institution comparisons of student outcomes to assess and affirm program quality. [SACS *Principles of Accreditation* – 3.3, 3.4, 4.1; Baldrige *Accountability Report* – Cat. 2, 3, 4]

Action Plans

- A. Maintain national professional accreditation in suitable organizations (e.g., SACS, AACSB, NCATE, NASAD, and ABET), and pursue national professional accreditation in appropriate associations (e.g., NASM).
2. Develop student recruitment programs that emphasize and build on institutional strengths. [SACS *Principles of Accreditation* – 3.3, 3.4, 4.6; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Identify, support, and expand programs that respond to the special strengths or the unique demands of the service area, including marine science, golf management, and resort tourism.
 - B. Offer targeted service programs, such as Special Interest Housing, to help recruit and retain qualified students.
 - C. Offer a first-year experience program that gives new students the skills needed to succeed academically, personally, and professionally, and promotes retention and graduation.
 - D. Enable individuals holding a bachelor's degree to enroll in coursework leading to admission in a master's degree program or professional certification.
3. Support and promote exemplary teaching and scholarship. [SACS *Principles of Accreditation* – 2.8, 2.9, 3.4, 3.7, 3.8; Baldrige *Accountability Report* – Cat. 4, 5]

Action Plans

- A. Identify and implement strategies to strengthen the academic quality and reputation of the faculty and academic programs.
- B. Expand university-supported scholarship and teaching grants for faculty.
- C. Designate funds for teaching effectiveness enhancements and incentives, including activities funded through the Center for Effective Teaching and Learning (CETL) and the Technology in Education to Advance Learning (TEAL) Center.
- D. Enhance academic quality through a scholarship-based research collection and diverse curriculum.
- E. Identify funding sources to support faculty development and attendance at relevant professional gatherings.

Strategic Directive II: Promote a learning process that is inquiry-based, participatory, and includes current and emerging technology.

GOAL II-A Learning Process: Ensure a student-centered education that provides diverse learning experiences for students and results in student retention. Ensure that the instructional process accommodates a wide range of instructional delivery styles and formats and includes extensive technology applications and individual learning experiences.

Objectives/Outcomes

1. Expand opportunities for participatory learning and discovery experiences and critical thinking instruction, such as public engagement, first-year experience, internships, mentoring, and involvement in undergraduate research. [SACS *Principles of Accreditation* – 2.10, 3.4; Baldrige *Accountability Report* – Cat. 6]

Action Plans

- A. Foster student research by providing resources for student participation and presentations at scholarly events, and supporting academic student publications.
 - B. Provide support for a faculty program to improve student advising and mentoring services.
 - C. Involve students in undergraduate research, independent study, and internships.
 - D. Provide first-year students with a coordinated system of academic and student support services.
2. Establish and promote a formal initiative for faculty to apply computing technologies that improve the teaching-learning process. [SACS *Principles of Accreditation* – 2.9, 3.3, 3.4, 3.7, 3.8; Baldrige *Accountability Report* – Cat. 5]

Action Plans

- A. Develop a mechanism to inventory, distribute, and track technological equipment under the guidance of an annual review committee.
3. Implement an electronic portfolio system to warehouse, manage, and assess student work and evaluate academic progress. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Make LiveText or similar e-portfolio software available for all students, and provide basic training on its applications for students and faculty.
4. Develop and implement a ubiquitous student computing plan that improves the teaching-learning process. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Make convertible PC computers that combine notebook and tablet functionality along with support services available to students.
5. Utilize current technologies to improve and expand the teaching-learning process, and to promote teaching, scholarship, and public service. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.8; Baldrige *Accountability Report* – Cat. 3, 5, 6]

Action Plans

- A. Incorporate applications of technology broadly throughout the curriculum.
- B. Use technology to improve learning experiences for an off-campus student base.
- C. Implement programs to insure that students become proficient in the use of basic technology, and increase student utilization of SMARTHINKING and similar technology services.

- D. Utilize the university website to link and communicate research projects, teaching initiatives, faculty vitae information, information about students for faculty advising purposes, technology workshops, etc.
6. Implement a knowledge management component to the website. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.8; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Implement knowledge management software to help organize the website's content and facilitate access to information.
 - B. Improve the website's content by using the system's statistical reporting capabilities to identify and correct informational weaknesses.
7. Implement a campus electronic bulletin board system to provide information to the campus community on events, announcements, and other college/area-specific information. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.8; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Establish an implementation plan, identify an advisory body, determine optimum system, and begin implementation based on the plan's schedule and priorities.
8. Maintain an overall average student/faculty ratio that is sufficiently low to ensure individual attention to and intellectual growth for students while recognizing that class size may vary widely depending on course level, purpose, and academic discipline. [SACS *Principles of Accreditation* – 2.8, 3.4, 3.7; Baldrige *Accountability Report* – Cat. 3, 5]

Action Plans

- A. Monitor the number of credit hours taught by faculty according to the goals and needs of each area and program. Benchmarks for this action plan include a minimum range of 70 percent to 75 percent full-time faculty and class size of less than 60 students.

GOAL II-B Learning Resources: Increase library usage and resources. Increase emphasis on and access to the use of computer technology and online services to support the academic program.

Objectives/Outcomes

- 1. Offer instructional services and programs that support the mission of the University, and cultivate in students, faculty, and staff the requisite skills to engage in lifelong learning. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.8, 3.11; Baldrige *Accountability Report* – Cat. 2, 3, 4, 6]

Action Plans

- A. Provide course-integrated library instruction to students at all levels, utilizing appropriate instructional techniques and technology.
- B. Improve librarians' teaching effectiveness skills through in-house training and assessment.

- C. Assess reference and research needs of university students at on- and off-campus sites, including students participating in online courses, and develop plans for providing appropriate services and resource access.
 - D. Assist university administrators, faculty, and staff with their research and information needs.
2. Expand and improve technology services offered to the university community. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.8; Baldrige *Accountability Report* – Cat. 3, 4, 6]

Action Plans

- A. Maintain, enhance, and evaluate the library website to provide efficient access to library and Internet resources and services, and enable electronic delivery of materials via internet and/or email direct to patrons.
 - B. Expand access points to electronic resources via the website, Internet, LAN and cooperative arrangements. Utilize technology to improve the quality and scope of student services.
3. Engage in strategic partnerships with other institutions, community entities, and university units to enhance services and scholarly resources to library users while strengthening teaching and learning processes and academic and civic collaborations. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.5, 3.6, 3.8, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Continue to support and participate in statewide and regional consortial memberships and efforts, such as PASCAL, DISCUS, South Carolina's virtual library project, and Carolinas group.
 - B. Increase participation of university faculty and departmental library representatives in matters of collection management, library instruction, and general communications that result in effective library resources and services.
4. Place primary focus on undergraduate curriculum support with appropriate support for graduate programs and lifelong learning activities. [SACS *Principles of Accreditation* – 2.10, 2.11, 3.4, 3.5, 3.6, 3.8, 3.10, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Acquire sufficient library resources to support the newly approved undergraduate and graduate degree programs and new areas of study as well as existing programs with growing enrollments.
 - B. Provide quality reference assistance and reference consultation and interlibrary loan/document delivery services to its academic community.
5. Improve library holdings that serve undergraduate and graduate students. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.8; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Evaluate and assess Kimbel Library's collections in specific undergraduate disciplines related to university degree programs.

Strategic Directive III: Offer high quality academic programs founded on the arts and sciences that prepare graduates to become contributing members of a global community.

GOAL III-A Degree Programs: Offer degree programs that consistently maintain high quality, with emphasis placed on those programs that have attained recognized excellence, meet specific community needs, or have strengths due to unique institutional characteristics.

Objectives/Outcomes

1. Provide a variety of undergraduate and graduate programs that enhance the mission of the University. [SACS *Principles of Accreditation* – 2.7.1-2.7.4, 3.4, 3.5, 3.6; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Provide a balanced array of degree programs that meet the changing needs of students and advances the mission of the University.
2. Continue to ensure the quality of programs with respect to curriculum requirements and instructional delivery. [SACS *Principles of Accreditation* – 2.7.1-2.7.4, 3.3, 3.5, 3.6, 4.1, 4.4; Baldrige *Accountability Report* – Cat. 4, 6]

Action Plans

- A. Regularly review and reassess each college's mission to ensure attainment of goals and objectives.
- B. Maintain mechanisms to assess the application of university values to current programs and the planning of new programs.
3. Identify and support programs that respond to special strengths or the unique demands of the service area. [SACS *Principles of Accreditation* – 2.10, 3.3, 3.4; Baldrige *Accountability Report* – Cat. 3, 4]

Action Plans

- A. Continue to introduce programs based on the assessment of local interests.
- B. Demonstrate the University's commitment to public engagement and community involvement through the work of the major outreach centers within each college, and through unique programs developed for students and for the university community.
4. Establish and maintain high quality program offerings through effective systems of program review and assessment. [SACS *Principles of Accreditation* – 2.5, 2.7.1-2.7.4, 3.3, 3.4; Baldrige *Accountability Report* – Cat. 4]

Action Plans

- A. Maintain and enhance an electronic data management system that facilitates decision-making in terms of program offerings.

5. Offer degree programs and learning experiences designed to prepare graduates to be well-qualified for employment, for continued education, and for positive contributions as citizens to the community and state. [SACS *Principles of Accreditation* – 2.7.1-2.7.4, 2.10, 3.4, 4.1; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Offer educational programs that prepare students to graduate with the personal and professional skills to become contributing citizens in the community.

GOAL III-B Core Curriculum: Include a core curriculum in the academic program rooted in the traditional liberal arts and sciences, and intended to foster effective communication, analytical and abstract reasoning, competency in technology, and appreciation of the arts.

Objectives/Outcomes

1. Review the core curriculum periodically to determine that it continues to be effective, suitable, and sufficiently flexible to meet the changing needs of Coastal's graduates. [SACS *Principles of Accreditation* – 2.7.3, 3.3, 3.4, 3.5; Baldrige *Accountability Report* – Cat. 2, 4, 6]

Action Plans

- A. Redesign the core curriculum based on the three principles and 11 goals that were endorsed by the Faculty Senate.
- B. Establish an assessment mechanism to evaluate learning outcomes encompassed within each course that is identified as part of the core curriculum.
- C. Annually assess the core curriculum to ensure that it is meeting the needs of students.

GOAL III-C Globalization: Prepare graduates to function as professionals and members of the global community by increasing the study abroad and exchange opportunities for students, and by continuing the globalization of the curriculum.

Objectives/Outcomes

1. Encourage and expand exchange and study-abroad programs. [SACS *Principles of Accreditation* – 2.10, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Assess participation in study-abroad programs by each college to ensure institutional representation.
- B. Identify and develop a minimum of two regularly-offered college-based study abroad programs.
2. Develop collaborative degree program agreements with international institutions. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Continue to investigate, initiate, and design exchange programs, dual degree programs, etc. with selected international partners.

3. Increase the global perspective throughout the curriculum. [SACS *Principles of Accreditation* – 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Identify efforts to emphasize a global perspective in each college's curriculum through the annual planning process.
- B. Review core curriculum requirements to ensure that courses include a global perspective.

Strategic Directive IV: Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring.

GOAL IV-A Teacher/Scholar Model: In support of creating a teaching and learning environment for teacher-scholars and students, recruit, hire, retain, and reward highly qualified faculty who bring appropriate expertise to their disciplines and who are committed to providing optimal learning opportunities for students.

Objectives/Outcomes

1. Provide formal and informal opportunities for faculty to improve teaching, student mentoring, and scholarly research skills that enhance student learning. [SACS *Principles of Accreditation* – 3.7; Baldrige *Accountability Report* – Cat. 5]

Action Plans

- A. Identify fund sources to support faculty development and attendance at development seminars or conferences.
 - B. Provide funds that will encourage faculty to identify and implement innovative instructional techniques.
 - C. Develop and expand programs in colleges that emphasize and enhance high-quality advising.
 - D. Continue to provide small- and large-group workshops for the faculty to inform them about student retention, first-year success seminars, and academic advising trends and developments.
 - E. Designate funds for teaching effectiveness enhancements and incentives, including activities funded through the Center for Effective Teaching and Learning (CETL) and the Technology in Education to Advance Learning (TEAL) Center.
2. Create a campus atmosphere that emphasizes teacher-student interaction and develop and assess programs that involve faculty mentoring of students. [SACS *Principles of Accreditation* – 2.10, 3.3, 3.4, 3.7; Baldrige *Accountability Report* – Cat. 3, 4, 5, 6]

Action Plans

- A. Develop and expand formal programs that involve faculty mentoring of students.
- B. Develop and expand opportunities for student/faculty interaction, including improvements in student advising and mentoring.

3. Provide quality advising to students by assisting them in selecting majors, registering for courses, reviewing academic regulations, and investigating career opportunities. [SACS *Principles of Accreditation* – 2.10, 3.3, 3.4, 3.7; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Develop and expand opportunities for student/faculty interaction, including improvements in student advising and mentoring.
 - B. Establish an advising center that assists students with their academic progression toward graduation.
4. Ensure appropriate faculty credentials and maintain a reward system appropriate for recruiting and retaining highly qualified faculty. [SACS *Principles of Accreditation* – 2.8, 3.7; Baldrige *Accountability Report* – Cat. 5]

Action Plans

- A. Adhere to SACS principles and appropriate accreditation standards when recruiting and hiring faculty to ensure that they are academically and professionally qualified.
 - B. Continue to compare faculty salaries with discipline-based national benchmarks annually, such as CUPA averages.
 - C. Identify sources for endowing chairs and/or professorships within each college.
5. Evaluate teaching excellence by appropriate assessment procedures, including annual and post-tenure reviews and development of a comprehensive faculty evaluation process. [SACS *Principles of Accreditation* – 2.8, 3.7; Baldrige *Accountability Report* – Cat. 5]

Action Plans

- A. Monitor faculty performance by conducting annual evaluations by students, peers, and administration. Provide pre-tenure reviews for new faculty according to university policies and procedures.
- B. Continue to provide a formal mentoring process for new faculty. Require a teaching strategies seminar for new faculty.

GOAL IV-B Scholarly Activity: Support faculty scholarship as an integral dimension of the teaching-learning paradigm.

Objectives/Outcomes

1. Maintain and expand university grant programs for faculty that support teaching, learning, research, and public engagement. [SACS *Principles of Accreditation* – 2.4, 2.9, 3.3, 3.4, 3.7; Baldrige *Accountability Report* – Cat. 5]

Action Plans

- A. Encourage faculty to identify and implement innovative instructional techniques, and provide appropriate funding to support such initiatives.
- B. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.

- C. Request and distribute faculty development funds annually through appropriate grant programs. Assist faculty and staff with the preparation and submission of grant proposals, provide faculty with information on grant opportunities and funding sources, and increase faculty interest in grant opportunities.
 - D. Provide opportunities for faculty to participate in scholarly activities at appropriate professional venues.
2. Support and enhance the activities of applied research centers. [SACS *Principles of Accreditation* – 2.9, 3.3, 3.4, 3.11; Baldrige *Accountability Report* – Cat. 1, 2, 3, 4, 6]

Action Plans

- A. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.
3. Reward scholarly activities including research, practicum, and internship opportunities that involve undergraduate and graduate students. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.3, 3.4, 3.5, 3.6; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Foster student research by providing resources for student attendance at scholarly events and supporting academic student publications.
- B. Involve students in undergraduate and graduate research, practicum, and internships.

Strategic Directive V: Develop graduate programs based upon strong undergraduate programming and on meeting local needs.

GOAL V-A Graduate Programs: Develop and offer master’s degree programs in selected areas that are consistent with the mission of the institution and that extend the intellectual contributions of the University while responding to the needs of the local service area.

Objectives/Outcomes

1. Identify strong undergraduate programs as bases for development of graduate programs. [SACS *Principles of Accreditation* – 3.4, 3.5, 3.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Identify current undergraduate programs that are candidates for a graduate program feasibility study.
2. Identify strengths and program needs unique to the geographic area, and develop graduate programs that have been identified as appropriate. [SACS *Principles of Accreditation* – 3.4, 3.5, 3.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Identify program needs of regional employers that can be met through the addition of new graduate programs.

- B. Develop additional graduate programs that meet the needs of area employers and the unique characteristics of the region, such as resort tourism management and recreation.

Strategic Directive VI: Promote programs and initiatives that encourage collaboration with other higher education institutions, public schools, local citizens, and the business community.

GOAL VI-A Interactive and Cooperative Initiatives: Actively pursue opportunities to provide degrees, programs, and services through cooperation with other institutions of higher education, public schools, and the business community, in order to expand student access, enhance the quality of student offerings, improve efficiency and cost effectiveness, and improve the educational and economic base of the state.

Objectives/Outcomes

1. Monitor existing public engagement opportunities with K-12 public schools. [SACS *Principles of Accreditation* – 2.10, 3.4; Baldrige *Accountability Report* – Cat. 1, 2, 3]

Action Plans

- A. Offer and regularly assess classes that integrate a public engagement component.
- B. Provide mentoring opportunities for upperclass students in collaboration with K-12 public schools. Assess the impact of the mentoring experience on the retention and academic success of Coastal students.
2. Provide appropriate programs and services at Coastal’s Higher Education Centers. [SACS *Principles of Accreditation* – 2.9, 2.10, 2.11, 3.4, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Study Coastal’s five largest majors in terms of the feasibility of offering complete majors through the Higher Education Centers.
- B. Develop an implementation plan for the regular rotation of core curriculum coursework being offered at the Higher Education Centers. Study the feasibility of developing a videoconferencing relationship among the Higher Education Centers for the delivery of a regular rotation of core curriculum courses
- C. Design a system of program delivery for lower division study in the early childhood, elementary, and special education programs to be offered at the Higher Education Centers through locally-based instruction or videoconferencing course delivery.

GOAL VI-B Community Interaction: Continue to play a leadership role in the cultural activities and events of the community.

Objectives/Outcomes

1. Provide high-quality cultural programming to the community through departmental productions, cultural events, and programs. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Expand opportunities for the University and surrounding communities to participate in the Celebration of Inquiry and other campus-wide learning and discovery experiences.
2. Through the applied research centers, provide public service opportunities appropriate to the interests of targeted community groups. [SACS *Principles of Accreditation* – 2.9, 2.10, 2.11, 3.4, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.
3. Encourage community involvement and participation by individual faculty, staff, and students. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4, 3.7; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Develop a speakers' bureau comprised of faculty, staff, and students with presentations delivered at the Higher Education Centers and the university campus.
- B. Include community service involvement and participation by faculty, staff, and students in annual reports from the Higher Education Centers.
4. Assume a leadership role for the University in public service activities in the local business and civic communities. [SACS *Principles of Accreditation* – 2.4, 2.9, 3.2; Baldrige *Accountability Report* – Cat. 1, 2, 3]

Action Plans

- A. Sponsor programs that are consistent with the goal of serving as an intellectual and public service center for the Waccamaw region of South Carolina.

GOAL VI-C Extended Learning: Strengthen the University's role in extending learning by developing and marketing a range of non-credit, credit, and degree programs tailored to the needs of the local adult population as well as the retirement community.

Objectives/Outcomes

1. Market non-credit programs to serve the needs of the local community. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Develop a system for obtaining focus group input into the University's non-credit offerings and ensure a representative set of courses offered through Coastal's main campus and the Higher Education Centers.
- B. Identify current interests in non-credit offerings within the local community. Establish a three percent to five percent increase in courses annually over the next five years.

2. Offer credit courses and degree programs at off-campus locations suitable to the needs of the local adult population. [SACS *Principles of Accreditation* – 2.7.2, 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Develop and market credit programs to meet the needs of the local adult population.
3. Use technology to offer a variety of learning experiences to an off-campus student base. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Identify successful strategies used by peer higher education institutions in distance learning course delivery.
- B. Identify community expectations and needs to implement effective distance learning programs.
4. Enhance and expand service activities and programs targeted to adult learners, the retirement community, and youth. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Identify current service activities and programs among the colleges targeted to adult learners, the retirement community, and youth.
- B. Establish a five-year plan for the growth of service activities and programs among the colleges, and annually assess the plan's activities and programs.

Strategic Directive VII: Recruit qualified students and provide a learning environment and quality of life for these students that enhance all facets of their development and campus community experience.

GOAL VII-A Student Profile: Develop and implement programs to attract and achieve optimum enrollment numbers and student characteristics suitable to the institution, emphasizing priority of educational access for students from the primary local and South Carolina service area, while enhancing student body diversity and quality by active recruitment of minority students and by maintaining a significant proportion of out-of-state students.

Objectives/Outcomes

1. Maintain and support a viable Enrollment Management Plan. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 1, 2, 3, 4, 6]

Action Plans

- A. Update new student projections by college and academic major.
- B. Develop a comprehensive enrollment projection plan for the University.
- C. Evaluate the new SAT and ACT writing components and make recommendations for future admissions criteria.

- D. Design a travel calendar and allocate resources that support the University in meeting established annual enrollment goals.
 - E. Conduct research on national college profile surveys to determine strategies that enhance the University's profile.
 - F. Provide leadership in efforts developed and designed to recruit prospective students and to improve the retention of continuing students. Increase student retention over the next five years.
2. Continue commitment to access for South Carolina residents. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Involve alumni and parents of current students in a greater number of in-state recruitment programs.
3. Continue to recruit highly qualified out-of-state students to assure geographic and cultural diversity and to enhance resources. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Intensify recruitment efforts in defined out-of-state markets.
 - B. Involve alumni and parents of current students in a greater number of out-of-state recruitment programs.
4. Actively recruit underrepresented and non-traditional students to enhance diversity. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Design on- and off-campus recruitment activities that attract underrepresented and non-traditional students.
5. Support and broaden plans and programs to attract international students, in the interest of increased cultural diversity. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Develop a recruitment plan to attract international students.
- B. Promote academic scholarship programs for first-time and continuing international students who demonstrate superior academic achievement but did not enter Coastal with a university scholarship.
- C. Identify campus service needs for international students.

GOAL VII-B Student Life: Optimize student satisfaction and increase student retention by continuing to improve and provide effective student support services and a campus life environment designed to support the intellectual, emotional, social, recreational, professional, and physical development of students.

Objectives/Outcomes

1. Provide for student development through a supportive faculty/staff student mentoring system, student counseling, student activities programming, services to students with disabilities, and student health services and other support services that promote personal accountability and responsibility. [SACS *Principles of Accreditation* – 2.10, 3.8, 3.9; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Develop and expand transitional programs to assist new students in making early and positive campus connections and to guide seniors as they prepare for post-graduation challenges.
 - B. Develop a first-year outreach center that facilitates the separation, transition, and integration phases that are experienced by new freshmen.
2. Promote a sense of community by providing opportunities for student interaction with other students, faculty, and staff. [SACS *Principles of Accreditation* – 2.10, 3.9; Baldrige *Accountability Report* – Cat. 3, 5]

Action Plans

- A. Identify and provide opportunities for student interaction with other students, faculty, and staff.
 - B. Assess the benefits of identified activities in terms of student retention.
3. Provide residence halls that offer an aesthetically-pleasing and safe living and learning environment. [SACS *Principles of Accreditation* – 2.10, 3.9, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Monitor residence halls to ensure that they are well-maintained and safe.
 - B. Offer innovative living and learning communities that will promote student retention.
4. Offer a food service plan that provides nutritious selections and pleasant dining experiences to students, faculty, staff, and guests. [SACS *Principles of Accreditation* – 2.10, 3.9, 3.11; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Gather information on satisfaction with the food service offerings and dining facilities by using various survey techniques.
5. Provide services and programs that assure the safety and well-being of all campus community members and their guests. [SACS *Principles of Accreditation* – 2.10, 3.9, 3.11; Baldrige *Accountability Report* – Cat. 3, 5]

Action Plans

- A. Evaluate current practices and procedures and develop new strategies to optimize human and fiscal resources in all areas of Public Safety.

GOAL VII-C Athletics: Implement competitive Division I NCAA intercollegiate athletic programs that are committed to broad-based participation opportunities, promote academic achievement of student-athletes, engage in management best practices, create university-community partnerships, and demonstrate strict adherence to the NCAA operating principles of governance and rules compliance, academic integrity, equity, and student-athlete welfare.

Objectives/Outcomes

1. Implement athletic programs that are committed to broad-based participation opportunities and promote academic achievement of student-athletes. [SACS *Principles of Accreditation* – 2.10, 3.9; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Establish an overall sports program modeled upon “Top 100 Division I” competitive standards.
 - B. Provide support services that meet the competitive needs of student-athletes.
 - C. Provide educational opportunities and services that promote student-athlete academic and professional development.
 - D. Engage student-athletes in campus-wide organizations.
 - E. Ensure that student-athletes are making academic progress. Maintain student-athlete graduation rates that are higher than those of the general student population.
 - F. Provide timely and accurate academic data required by stakeholders to document student-athlete academic progress and to satisfy academic data requirements.
 - G. Provide comparable opportunities for competition for all sports and ensure that equitable distribution, in terms of equipment, supplies, scheduling of games and practices, and travel opportunities exists in order to enhance the athletic abilities of all student-athletes based on available resources.
2. Implement athletic programs that engage in best management practices. [SACS *Principles of Accreditation* – 2.10, 3.9; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Develop consistent guidelines for hiring, evaluating, and rewarding athletic staff and coaches.
- B. Identify, allocate, manage, forecast, and maximize revenues, using sound fiscal principles that foster effective and efficient spending.
- C. Recruit and retain a diverse athletic staff.

3. Implement athletic programs that create university-community partnerships. [SACS *Principles of Accreditation* – 2.10, 3.9; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Provide public engagement opportunities for student-athletes that promote academic and professional development.
4. Implement athletic programs that demonstrate strict adherence to the NCAA operating principles of governance and rules, academic integrity, equity, and student-athlete welfare. [SACS *Principles of Accreditation* – 2.10, 3.9; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Operate in adherence to the rules and regulations of the University, the Big South Conference, and the NCAA.
- B. Maintain an institutional commitment that complies with Title IX regulations.

Strategic Directive VIII: Direct administrative processes that are informed by management data, integrating financial considerations with institutional planning for maximum effectiveness and service.

GOAL VIII-A Institutional Image: Enhance the institutional image, emphasize unique aspects of its identity, build interrelationships with all constituencies, and generate financial support for all facets of the University.

Objectives/Outcomes

1. Develop activities that unite the university community, reflect the diversity of the University, and create an environment of collegiality that fosters rewarding interaction between faculty, staff, and students. [SACS *Principles of Accreditation* – 2.5, 3.2; Baldrige *Accountability Report* – Cat. 1, 2, 3, 5]

Action Plans

- A. Identify and implement appropriate activities that promote cooperative relationships between and among university constituents including students, faculty, and staff.
- B. Promote and implement programs that foster diversity, especially intellectual diversity, within the community.
2. Continually improve customer service competencies and strategies. [SACS *Principles of Accreditation* – 2.5, 3.2; Baldrige *Accountability Report* – Cat. 3]

Action Plans

- A. Implement customer service training for university staff.
- B. Conduct a web survey of student, faculty, and staff satisfaction with campus services.
- C. Continually work to improve and expand online student services.

3. Implement a comprehensive institutional marketing plan that enhances the University's public image. [SACS *Principles of Accreditation* – 2.5, 3.2; Baldrige *Accountability Report* – Cat. 1, 2, 3]

Action Plans

- A. Clearly establish the university brand as representative of its mission and reputation of academic and professional excellence.
 - B. Promote the strengths of specialized academic, outreach, and cultural programs offered through the Higher Education Centers. Emphasize the unique opportunities these programs afford for engagement at the campus, community, and regional levels.
 - C. Function as a university partner in the development and refinement of new technologies to deliver the university brand to internal and external constituencies.
 - D. Provide guidance in the external positioning of the University's overall athletics program as an integral part of the total university and its image relating to areas such as conference affiliation and the academic accomplishments of student-athletes.
 - E. Provide marketing communication that effectively supports the increase of private and community support for the University.
4. Plan and implement fund-raising strategies to secure resources to support the institutional mission. [SACS *Principles of Accreditation* – 2.5, 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 1, 2, 4, 6]

Action Plans

- A. Identify and annually assess fund-raising strategies that will secure resources for the University.
 - B. Seek methods to increase public support for higher education.
5. Enhance and expand stewardship opportunities through the continued development of donor relations, major gifts prospects, the Annual Fund, capital campaigns, and fund-raising events to provide a high level of service. [SACS *Principles of Accreditation* – 2.5, 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 1, 2, 4, 6]

Action Plans

- A. Support the University in engaging new prospects and new relationships while stewarding established relationships.
- B. Create opportunities for parents to become involved with the University, including the creation of a parents' council and new approaches for involvement at first contact.
- C. Expand and enhance the reach of the Coastal Fund with emphasis on increasing unrestricted gifts to the University through collaboration between the Advancement and Alumni Offices.
- D. Generate gifts and pledges to support athletic development initiatives.

- E. Provide funds to support the colleges' initiatives through fund-raising activities.
6. Expand and enhance relationships and services with alumni while seeking to increase alumni giving on an annual basis and at the major gift level. [SACS *Principles of Accreditation* – 2.5, 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 1, 2, 4, 6]

Action Plans

- A. Increase various modes of communication with alumni that result in more participation in programming and in increased giving.
- B. Ensure that alumni information is accurate and current.
- C. Identify and expand benefits and services to alumni.
- D. Encourage student commitment to the University and secure their future investment as alumni leaders and donors.
- E. Encourage faculty and administrative participation in alumni programs to foster a closer institutional relationship with alumni.

GOAL VIII-B Campus Facilities: Create and maintain a physical campus environment that provides adequate, appropriate, and aesthetically pleasing educational settings.

Objectives/Outcomes

- 1. Update and assess the campus master plan that recognizes priorities in program space needs, maintains consistent architectural style throughout the campus, maintains a well-kept campus and grounds, and engages in a preventive maintenance program. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.11; Baldrige *Accountability Report* – Cat. 2, 4, 6]

Action Plans

- A. Monitor areas of construction and renovation that address university space needs.
 - B. Develop a landscaping/horticulture master plan that results in a well-kept campus and grounds.
 - C. Develop and implement facilities management programs that promote maximum use of manpower and cost efficiency, and address deferred maintenance needs.
2. Maintain technical ability to continue financial processes in the event of a natural disaster. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Work with Information Technology Services and selected software vendor to design and implement a financial processes plan offsite.

GOAL VIII-C Campus Sustainability: Develop and maintain a sustainability program that promotes the use of environmentally sound development and management practices campus-wide and the incorporation of sustainability across the curriculum.

Objectives/Outcomes

1. Develop and implement a sustainability program at the University. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Conduct a comprehensive campus environmental audit to identify and prioritize management alternatives.
 - B. Establish a Campus and Community Sustainability Initiative.
2. Promote the inclusion of sustainability concepts in the university curriculum. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Identify options for explicitly including sustainability in selected courses.
 - B. Provide faculty development opportunities, including workshops to facilitate curriculum change and research activities.
 - C. Identify and publicize other educational opportunities including internships, scholarships, and conferences.
3. Provide educational outreach and public engagement programs and activities to the community and region. [SACS *Principles of Accreditation* – 2.9, 2.10, 3.4; Baldrige *Accountability Report* – Cat. 2, 3]

Action Plans

- A. Identify opportunities for assisting with ongoing environmental community outreach including environmental service learning to promote public engagement.
- B. Develop and conduct presentation-style programs to meet community needs and interest.
- C. Publicize Coastal's sustainability efforts to serve as a role model for the community.

GOAL VIII-D Resource Management: Optimize revenues through innovative programs and services that are appropriate to the institution's mission while managing resources in a responsible and cost-effective manner.

Objectives/Outcomes

1. Monitor statewide objectives and measures to ensure accountability of the institution. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.3, 3.10; Baldrige *Accountability Report* – Cat. 1, 2, 4, 6]

Action Plans

- A. Monitor state and federal reporting requirements and provide support for effective management of data resources.

- B. Provide assessment support that informs and strengthens the University's strategic planning process and promotes a student-centered campus.
2. Continue to attract out-of-state students to stabilize tuition revenues. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Continue recruitment efforts in defined out-of-state markets.
 - B. Involve alumni and parents of current students in a greater number of in-state and out-of-state recruitment programs.
3. Through identification of best management practices and efficient processes, ensure the effective management of financial resources. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.3, 3.10; Baldrige *Accountability Report* – Cat. 2, 4, 6]

Action Plans

- A. Perform financial, operational and compliance audits of university departments and functions via the Internal Auditing Office.
 - B. Document step-by-step processes for all financial service areas, including billing and receipts, procurements, disbursements, monthly and annual financial statements, and externally-required reports.
 - C. Identify all areas of the campus that receive and deposit funds in order to determine those areas with the highest risks to employee safety, theft, or fraud, and implement additional internal control procedures as needed.
 - D. Identify and implement efficient and cost-effective electronic procedures for the collection of fees and payroll disbursements.
 - E. Develop a comprehensive system to monitor and report on all university contracts and leases.
4. Maintain and apply data to analyze financial characteristics and trends for effective managerial decision-making. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.3, 3.10; Baldrige *Accountability Report* – Cat. 2, 4, 6]

Action Plans

- A. Provide data management support that informs university decision-makers, meets state and federal requirements, strengthens the academic quality and reputation of the institution, and promotes a student-focused campus.
- B. Monitor state and federal reporting requirements and provide support for effective management of data resources.
- C. Provide assessment support that informs and strengthens the University's strategic planning process and promotes a student-centered campus.

5. Set academic tuition and fees for in-state residents that are competitive with those of peer institutions in South Carolina. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Develop comparative studies of tuition costs at all South Carolina public universities for use in decision-making.
6. Develop collaborative programs and initiatives with Horry-Georgetown Technical College and with private business and industry that will enhance revenue production and effective use of resources. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Develop shared services and programs with Horry-Georgetown Technical College.
- B. Develop agreements with local businesses for activities using shared costs and revenues.
7. Use scholarship awards appropriately to enhance the attractiveness of tuition costs for students. [SACS *Principles of Accreditation* – 2.11, 3.2, 3.10; Baldrige *Accountability Report* – Cat. 2]

Action Plans

- A. Increase access to need-based work-study aid by systematically identifying eligible students and alerting them to funding availability.

GOAL VIII-E Human Resources: Develop and implement employment, compensation, benefits, employee relations, staff development, and human resources information programs that attract, enhance, and retain qualified employees and ensure compliance with federal, state, local, and institutional laws, regulations, and policies.

Objectives/Outcomes

1. Hire and retain employees who are committed to providing quality services and consistently aim to achieve the goals of the University. Ensure that hiring practices promote a diverse employee base. [SACS *Principles of Accreditation* – 3.2, 3.8, 3.9; Baldrige *Accountability Report* – Cat. 2, 5]

Action Plans

- A. Initiate review of classification and compensation programs through desk audits, on-site job audits, and salary studies.
- B. Participate in salary surveys in order to obtain critical market salary data.
- C. Acquire software and implement an application tracking system for faculty positions that will enhance applicant interest globally and maximize efficiency.
2. Develop and implement benefits, risk management, auxiliary services, and safety and security programs that enhance the effectiveness with which employees perform their jobs. [SACS *Principles of Accreditation* – 3.2, 3.8, 3.9; Baldrige *Accountability Report* – Cat. 2, 5]

Action Plans

- A. Meet with new hires within designated time lines to facilitate understanding and implementation of benefit programs and services.
 - B. Develop and implement on-campus safety programs specific to workplace/ environmental safety issues.
3. Integrate computer technology into a comprehensive human resource system that enhances the efficiency and effectiveness of support provided to employees and to state officials. [SACS *Principles of Accreditation* – 3.2; Baldrige *Accountability Report* – Cat. 2, 5]

Action Plans

- A. Conduct assessment to identify technological methods that maximize efficiency and enhance work accuracy and reporting.
4. Reduce workplace accidents and related injuries by adhering to preventative measures that meet or exceed OSHA standards. [SACS *Principles of Accreditation* – 3.2; Baldrige *Accountability Report* – Cat. 2, 5]

Action Plans

- A. Conduct reviews of statistical data to determine future safety initiatives.
 - B. Coordinate prevention programs for at-risk populations and implement related training.
5. Develop a supportive, collaborative, and effective administrative structure that emphasizes the welfare of faculty and staff and responds to issues of concern in a timely manner. [SACS *Principles of Accreditation* – 3.2; Baldrige *Accountability Report* – Cat. 2, 5]

Action Plans

- A. Identify and implement professional development activities that promote an environment of learning, personal/professional growth, and meet faculty/staff needs.
6. Implement professional development programs for employees that enhance their service to the University and promote student learning. [SACS *Principles of Accreditation* – 3.2, 3.8, 3.9; Baldrige *Accountability Report* – Cat. 2,5]

Action Plans

- A. Identify and implement professional development activities.
- B. Maintain tuition waiver and tuition reimbursement programs to enhance access to educational programs.
- C. Provide information resources to notify employees of campus-based and external educational opportunities.