

# **ANNUAL ACCOUNTABILITY REPORT**

**FISCAL YEAR 2005-06**



*September 2006*

*Ronald R. Ingle, President*

**Accountability Report Transmittal Form**

**Agency Name:** Coastal Carolina University

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## Section I – Executive Summary

### Stated purpose, mission, and values



#### *Mission Statement*

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

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

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

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

## *Value Statements*

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

## Major achievements from past year

The last five years have marked a period of profound change for Coastal Carolina. Enrollment has increased by 64 percent. SAT scores have increased by 20 points. Seventy full-time faculty and 60 FTE of part-time faculty have been added. Nearly 1,000 additional residence hall beds have been provided adjacent to campus. Football has been added as a highly visible and successful major sport. Approximately 115,000 sq. ft. of former warehouse space, acquired by lease, has been completely renovated in order to provide more 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 created an exciting atmosphere at Coastal Carolina University that is enhanced with residential students and with activities and programs that continue 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 that the Strategic Planning Committee has addressed include planned and controlled growth, academic program development, provision for appropriate educational space, increased student support services, and attraction and retention of highly-qualified faculty. The *Strategic Plan*, which the Committee developed over the past two academic years, serves as a guide and road map for the University in its future development.

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

## Key strategic goals for present and future years

Coastal Carolina University's key strategic goals are the following. 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 technologies. Offer high quality academic programs founded on the arts and sciences that prepare graduates to become contributing members of a global community. Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring. Develop graduate programs based upon strong undergraduate programming

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

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

In its quest to become a premier higher-education institution, Coastal Carolina is committed to addressing the following challenges and opportunities that may affect the institution's success in achieving its strategic goals. Challenges and opportunities include: 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's *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; and continuously evaluate and modify administrative policies and procedures to ensure best practices. These challenges and opportunities will be impacted by the University's ability to obtain the resources necessary to remain academically and professionally successful.

### How accountability report is used to improve organizational performance

The accountability report serves as an annual assessment and measures organizational performance and sets improvement initiatives. The primary vehicle for setting these initiatives is the University's strategic planning process.

## **Section II – Organizational Profile**

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

- In fall 2005, total student enrollment was 7,613, of which 6,397 were undergraduate students and 1,216 were graduate students. Coastal Carolina's main educational programs, offerings, and services are the following. The primary methods by which the University's educational programs are delivered include classroom instruction, distance learning, internships, cooperatives, independent studies, and student/faculty research.
  - Baccalaureate Programs:
    - Business Administration: Accounting; Economics; Finance; Management; Marketing; Resort Tourism Management
    - Education: Early Childhood Education; Elementary Education; Health Promotion; Interdisciplinary Studies; Middle Grades Education; Physical Education; Recreation and Sports Management; Special Education-Learning Disabilities
    - Humanities and Fine Arts: Art Studio; Communication; Dramatic Arts; English; History; Music; Musical Theater; Philosophy; Political Science; Spanish
    - Natural and Applied Sciences: Biology; Chemistry; Computer Science; Marine Science; Mathematics (Applied); Physics (Applied); Psychology; Sociology

- Special Programs: Honors Program; Humanities and Fine Arts Fellows Program; Jackson Fellows Program; Wall Fellows Program
- Certificate Program: Gerontology Certificate
- Baccalaureate Cooperative Programs: Engineering with Clemson University
- Graduate Programs:
  - Master of Arts in Teaching; Master of Business Administration; Master of Education (Early Childhood, Elementary, Secondary); Master of Science in Coastal Marine and Wetlands Studies
  - Cooperative Graduate Degree Programs: Ph.D. in Educational Leadership, K-12 School Administration, Clemson University

#### Key student segments, stakeholder groups, and market segments

- Coastal Carolina's key student segments, stakeholder groups, and market segments include traditional and non-traditional students, alumni, business and industry, and the local and regional community. Integral parts of the community are the K-12 public school districts. A mentoring program embedded in the University's curriculum helps to address the academic and social needs of public school children.

#### Operating locations

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

#### Regulatory environment under which the University operates

- The University is a public institution governed by an 17-member Board of Trustees. Coastal Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the baccalaureate and master's degrees. The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina State Board of Education. The E. Craig Wall, Sr. College of Business Administration is accredited by AACSB-International, The Association for the Advancement of Collegiate Schools of Business. Coastal Carolina University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD). The Department of Computer Science is accredited by the Accreditation Board of Engineering and Technology (ABET). The University is monitored by the South Carolina Commission of Higher Education, the South Carolina Legislature, and the citizens of South Carolina.

#### Governance system and organizational structure

- Chart is attached.

#### Key suppliers and partners

- Coastal Carolina's key suppliers and partners include Horry County Public Schools, regional business and industry, and municipal and county governments.

### Key competitors

- Coastal Carolina's key competitors are other higher education institutions in South Carolina.

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

- See Section I, Opportunities and Barriers.

### Key strategic challenges

- See Section I, Opportunities and Barriers.

### Performance improvement systems

- Coastal Carolina's performance improvement systems include: Employee Performance Management System (EPMS) process for staff annual evaluation; annual evaluation process for all faculty and Promotion and Tenure process for eligible faculty; annual planning, assessment, and budgeting process for academic programs and departments and for administrative units; and accreditation reviews for the University and for selected academic programs.

### Expenditures/Appropriations and Major Program Areas Charts

- Charts are attached.

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

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

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

Coastal Carolina's mission, vision, and values statements are developed through a collaborative process that seeks and encourages input from all constituencies. The University's leadership fosters this vision through the annual strategic planning, assessment, and budgeting process. The University's values are also addressed in the *Strategic Plan* that will guide the institution through the next 10 years. In addition, annual Institutional Effectiveness reports that are required by the South Carolina Commission of Higher Education re-affirm the University's vision and values, as does the assessment reported in the annual Baldrige Accountability Report. The annual Agency Head Report that is the President's plan for the University, with goals, outcomes, and assessments, is filed with the South Carolina State Budget and Control Board. Accreditation criteria of SACS, AACSB-International, NCATE, ABET, and NASAD, require continual assessment and dissemination of the University's and individual colleges' vision and values. The President's annual "State of the University" address, presented on-campus and via local television stations to students, faculty, staff, suppliers, partners, and stakeholders, reiterates the President's commitment to Coastal's vision and values. *Coastal Today*, another forum for expressing the University's vision and values, is broadcast on public television to a regional audience. Finally, the

University's vision and values are relayed through student recruitment efforts, through the various links on Coastal's website, and through visitations by administrators, faculty, and staff to various conference sites in the nation.

Our stakeholders include students, faculty and staff, alumni, business and industry leaders, community members, Board of Trustees, Educational Foundation, as well as area school districts, other South Carolina public higher education institutions, and elected public officials. As stated in the University's *Strategic Plan*, "... 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."

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

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

Senior leaders promote and support an environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability through implementation of policies and procedures that espouse professional standards of conduct. These standards are reflected in the University's *Strategic Plan* and supported by the criteria leading to affirmation by accrediting organizations such as SACS, AACSB-International, NCATE, ABET, and NASAD.

Senior leaders also promote an environment that fosters and requires legal behavior and regulatory accountability by coordinating their decisions and actions with the Office of University Counsel. Three attorneys on staff provide expertise on contractual matters, employment issues, interpretations of the *Faculty Manual* and the *Policies and Procedures Manual*, litigation, criminal prosecutions, student code of conduct hearings, compliance with state law and regulations, and all other legal topics.

Accountability is monitored by federal and state agencies through annual reporting requirements (e.g., IPEDS), by accrediting organizations through their assessment requirements, and by the University's Board of Trustees. Accountability reports are filed with state and federal agencies as part of annual reporting requirements (e.g., Coastal's *Comprehensive Annual Financial Report*, the State budget request process, audit reports). The Internal Auditor is responsible for ensuring that the University is compliant with fiscal, legal, and regulatory accountability. The University publishes policies and procedures for all university units that are reviewed and updated annually. The Institutional Review Board is responsible for monitoring all university research projects involving human subjects.

3. How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives, innovation, and organizational agility?

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

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

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

Senior leaders create an environment for organizational, faculty, and staff learning through several programs and organizational initiatives. Coastal Carolina offers several programs to faculty and staff to promote professional development and learning. For faculty, there is a faculty mentoring program that pairs experienced with new faculty members in the first year of employment. New faculty are also required to attend a year-long orientation program that introduces these faculty to the campus culture. Effective teaching strategies are honed for all faculty through programs offered at the Center for Effective Teaching and Learning (CETL). Funds are available for faculty and staff to attend and participate in professional development meetings and activities. The CETL Center also offers technology instruction to faculty and staff. Each college houses a research center that offers opportunities to faculty and staff for developing research projects. Support for garnering external research and grant funds is available to faculty and staff through the Office of Grants and Sponsored Research. Financial support is provided to staff members who wish to continue their undergraduate or graduate education through tuition waivers. Organizational initiatives include annual Celebration of Inquiry conferences that invite participation by students, faculty, staff, and community members in intellectual discussions and forums. Wellness, health, and benefits workshops are sponsored by the Office of Human Resources. Academic departments and administrative units regularly invite the campus community to attend lectures, concerts, performances, and other scheduled programs that the University sponsors.

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

Succession planning and development of future organizational leaders is promoted through senior leader participation in the annual EPMS process for staff and through the annual review, promotion, and tenure process, and/or post-tenure review process for faculty. These processes set forth goals, standards, and outcomes for the employee, along with performance assessment. Detailed organization charts, including names and reporting structure for all employees at Coastal Carolina, indicate succession planning by showing management levels in academic and administrative units. The University prefers to fill vacancies with internal candidates. Duties of the President and other administrative officials who report directly to the President are defined in the *Faculty Manual* and distributed annually to all faculty. New

staff members receive an orientation packet that includes a description of the duties and responsibilities of the President and other administrators. All senior administrative officials are well qualified with respect to credentials and experience, as well as having demonstrated competence in their area of responsibility.

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

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

To reinforce and reward excellence, the University solicits nominations for professional and support staff excellence awards that are conducted annually. Monetary and recognition awards are presented at a special spring ceremony. Special faculty and staff activities are recognized in the *Coastal Carolina University Newsletter* and on *Coastal Today*. Faculty are recognized through the promotion and tenure process and through various awards, including the Distinguished Teacher-Scholar Lecturer Award sponsored by Horry Telephone Cooperative, Inc., the Outstanding Teacher of the Year, sabbatical awards, and professional enhancement grants.

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

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

Several performance evaluation strategies are implemented at the University. The President must submit an annual Agency Head Report to the South Carolina Budget and Control Board. This Report has goals, outcomes, and assessments, and is reviewed and approved by the Board of Trustees prior to submission. The President is evaluated annually by the Board of Trustees. All academic administrators are evaluated annually by the faculty and by their immediate supervisors. All directors and other administrators who are classified employees are evaluated annually using the EPMS form that is on file with the Office of

Human Resources. Senior leaders use the annual assessments to help them develop goals and action plans for the next year. A key component of the annual self-evaluation of each administrator is an analysis of the feedback from various campus constituencies.

8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

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

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

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

Senior leaders use the University's *Strategic Plan* and the annual planning, assessment, and budgeting process to determine areas of emphasis for university involvement and support. The mission of the University requires community support and enhancement: "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.” For example, the University maintains a joint venture with neighboring Francis Marion University, The North Eastern Strategic Alliance (NESAs). This alliance is charged with fostering public and private partnership across the ten-county Waccamaw-Pee Dee region. The aim is to generate a regional identity that addresses the current economy and future growth of the region. “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.” Through its preparation for accreditation by various organizations, the University identifies community needs and opportunities. One example is the Wall College of Business Administration identifying the need for the Resort Tourism Management major, the Professional Golf Management specialization, and the Master of Business Administration degree through university-business collaboration.

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

**Category 2 – Strategic Planning**

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

a. *Your organizations’ strengths, weaknesses, opportunities and threats*

The strategic planning process includes completing an analysis of the University’s strengths, weaknesses, opportunities, and threats, along with strategies to address weaknesses and threats. Figure 2.1 presents the latest sample Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis.

Figure 2.1: Sample SWOT Analysis

Characteristic	Strengths/Opportunities	Weaknesses/Threats	Strategies
<b>Growth</b>	<ul style="list-style-type: none"> <li>- Coastal exhibits an atmosphere of ongoing evolution, growth, and change, founded on entrepreneurial approaches to effect that change</li> <li>- Coupled with the institutional willingness to reach out for new ways of serving the region and student needs for a campus atmosphere of open communication and interaction among individuals and administrative units</li> </ul>	<ul style="list-style-type: none"> <li>- Coastal must consider University’s dependence upon tuition revenues, in the absence of adequate state funding, while avoiding harming the institutional mission to serve South Carolina and the local region</li> </ul>	<ul style="list-style-type: none"> <li>- Seek to provide the financial and human resources to support the expanding program support needs</li> <li>- Continue the spirit of openness to innovation and change in programs</li> <li>- The <i>Strategic Plan</i> will identify appropriate measures to control enrollment growth without creating an adverse impact on the University’s resources from tuition revenues, and ensure that the University retains its mission and commitment to its service community</li> </ul>

Characteristic	Strengths/Opportunities	Weaknesses/Threats	Strategies
<b>Academic Programs</b>	<ul style="list-style-type: none"> <li>- Academic programs are well organized into four colleges: Business, Education, Humanities, and Sciences</li> <li>- Enrollment in academic programs is well balanced, with almost equal numbers of majors in the sciences and humanities on the one hand and in the professional colleges of business and education on the other</li> <li>- Coastal has several programs that enjoy excellent regional reputations, including its largest major, management, its marine science program, the program in theater, art, and music, with a significant cultural impact on the community, and its programs in teacher education with strong interactions with the local public system</li> <li>- Wall College of Business Administration is accredited by AACSB-International</li> <li>- Computer Science program's theoretical option, in the College of Natural and Applied Sciences, is accredited by ABET</li> <li>- Visual arts program, in the Edwards College of Humanities and Fine Arts, is accredited by NASAD</li> <li>- Resort Tourism major and professional golf management specialization, offered in the management and marketing majors, are highly popular and serve some of Coastal's unique markets</li> <li>- Public engagement initiatives, begun in fall 2004, are being expanded</li> <li>- Coastal Mentor program, placing students in mentoring relationships with Horry County Public School fourth through tenth graders, has increased from less than 100 to over 300 students</li> <li>- Faculty incorporate mentor component into their courses</li> <li>- Selected English 101 courses have a civic engagement section in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting all accreditation standards</li> </ul>	<ul style="list-style-type: none"> <li>- To meet NCATE accreditation standards, the College of Education is implementing LiveText, an online student portfolio program</li> <li>- To assess student learning outcomes in academic programs, the Office of Institutional Research and Assessment is implementing an online assessment reporting tool for the colleges</li> <li>- Regularly assess the breadth of program offerings to ensure appropriate balance and support in the academic programs</li> <li>- Explore the development of master's degree programs in disciplines where strong undergraduate programs exist and where demand and/or local needs exist</li> </ul>

Characteristic	Strengths/Opportunities	Weaknesses/Threats	Strategies
<b>Student Life</b>	<ul style="list-style-type: none"> <li>- Division of Student Affairs, in collaboration with the Office of Enrollment Services, has instituted programs that address student retention issues, including Special Interest Housing, Orientation programs, and student life programs</li> <li>- Freshmen Year Experience has been instituted for the purpose of improving student retention, and includes a Freshman Success Seminar, block scheduling, and student life programs</li> </ul>	<ul style="list-style-type: none"> <li>- Changing face of the campus to one of a traditional residential campus, with the attendant needs and services for a student resident population</li> <li>- Coastal has made improvements in student retention and graduation rates but they are still low when compared with peer institutions</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to strengthen programs that will ensure that student housing, counseling, campus life environment, athletics, and other student support and recreational needs are met</li> <li>- Continue to strengthen, support, and assess student life programs that will improve student retention</li> </ul>
<b>Off-campus Programs</b>	<ul style="list-style-type: none"> <li>- Delivery of off-campus programs, with attendant technology support and needs, creates a major impact that will help address both enrollment growth pressures as well as service to the local community</li> </ul>	<ul style="list-style-type: none"> <li>- Competition for credit programs with other local institutions and institutions with distance learning sites in the area</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to expand Lifelong Learning activities</li> <li>- Work directly with employers in local area for special program offerings</li> <li>- Continue to expand off-campus programs that will serve the needs of the community</li> </ul>
<b>Space Issues</b>	<ul style="list-style-type: none"> <li>- Issues of academic and support space continue to be one of the dominant themes of all strategic planning, as reflected by the involvement of the entire campus community in the development of an extended <i>Campus Master Plan</i></li> <li>- Coastal is actively engaged in a master planning process that addresses both immediate and long-range space needs and identified needs for acquisition of property in surrounding locations for long-term future growth</li> </ul>	<ul style="list-style-type: none"> <li>- There has been severe pressure for physical space to accommodate the growth in instruction and other programs and services</li> </ul>	<ul style="list-style-type: none"> <li>- Coastal has been using its own resources to lease space for instructional programs.</li> <li>- Institution makes use of off-campus locations at Myrtle Beach, Georgetown, and Waccamaw</li> </ul>
<b>Resource Priorities</b>	<ul style="list-style-type: none"> <li>- High percentage of tuition revenues are derived from out-of-state students</li> <li>- Coastal exhibits a high percentage of out-of-state enrollment</li> <li>- University has expanded its fund-raising capabilities to enhance financial resources</li> <li>- High priorities for research allocation include faculty salaries, especially compression issues, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety</li> <li>- Detailed <i>Campus Master Plan</i> has been instituted</li> <li>- Campus sustainability program is being developed, with incorporation of sustainability issues into the academic curriculum</li> <li>- University <i>Strategic Plan</i> tied to resource priorities and to meeting the requirements of the Baldrige Accountability Report</li> </ul>	<ul style="list-style-type: none"> <li>- Low funding level from state appropriations</li> <li>- Additional research and faculty development funds are needed</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to recruit highly qualified out-of-state students while enhancing admissions recruitment efforts for in-state students</li> <li>- Continue to charge out-of-state students the full cost of their education</li> <li>- Continue the faculty development program that enhances research and teaching excellence</li> <li>- Continue to monitor and update the university-wide technology plan</li> <li>- Continue to monitor and update the <i>Campus Master Plan</i></li> <li>- Continue to support the campus sustainability program and to assess its impact on the university community</li> <li>- Continue to support and assess the university <i>Strategic Plan</i></li> </ul>

*b. Financial, regulatory, and other potential risks*

University's Financial Services division is charged as the fiduciary of the University's financial resources while providing quality financial services in support of teaching, learning, and research.

Risk Management coordinates efforts to ensure the protection and preservation of Coastal Carolina's human, physical and financial assets. This task is accomplished by identifying potential human, physical, financial, and natural losses, and evaluating the best method for handling the risk whether it is risk avoidance, prevention, assumption or transfer.

The Department of Public Safety provides a safe, secure environment conducive to freedom of expression and movement within the constraints of federal, state and local laws, and for people and their property. To fulfill this responsibility, the Department of Public Safety focuses on the following objectives. Provide a safe environment in which the university community can work and live. Provide service equally to all people in a manner that demonstrates dignity and respect for each person. Acknowledge that, in the university community, Public Safety works with a diverse population and that all people are to be treated fairly and equally.

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

The *Strategic Plan* outlines a general course of action to further the mission and goals of the University. The plan is intended to serve as a flexible guide for the administration. The *Strategic Plan* is continuously reviewed and modified to respond to current events, changing economies, and future trends. The founding goals and objectives of the initial plan may or may not be relevant over time. The *Strategic Plan* must be reviewed and used, and resources must be allocated for achieving its goals and objectives.

Strategic technology planning is conducted on a continuous cycle at Coastal Carolina University and involves all academic and administrative areas. Technology strategic goals and objectives are integrated into the University's *Strategic Plan*. As a member of the Strategic Planning Committee and chair of the University Technology Planning Committee, the Information Technology Services (ITS) Chief Information Officer (CIO) is responsible for the development, integration, and assessment of technology plans. In the fall, the Technology Planning Committee meets to develop college-specific technology plans, to review goals and objectives, to develop new objectives, to assess progress on current objectives, and to use assessment results to develop action plans for the upcoming year. This information is integrated into the University's planning, assessment, and budgeting process. By focusing on the completion of objectives rather than on specific technologies, the University's *Technology Plan* allows for flexibility to use the best technology to complete plan objectives. Because the planning process is on a continuous cycle, emerging and converging technologies can be quickly adopted into action plans as technology shifts occur.

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

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

*e. Your ability to execute the strategic plan*

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

2. How do you evaluate and improve your strategic planning process?
3. What are your key strategic objectives?

Coastal Carolina developed its *Strategic Plan* through an ongoing and active process of planning and assessment and emphasized the integration of resource allocation and planning. As part of the strategic planning process, certain strategic directives have been identified that are derived from the mission statement and define Coastal's institutional identity. These directives represent characteristics that the Coastal community believes it has already attained to some degree. More importantly, the strategic directives shape the values and the vision of the University for greater attainment in the future. As a premier higher education institution, Coastal Carolina's mission encompasses certain strategic directives (see Section I, Key Strategic Goals).

4. What are your key action plans/initiatives?

Samples of key action plans for Coastal Carolina follow. Action plans were updated during 2005-2006 and will be assessed during the 2006-2007 academic year. Enhance academic quality, department reputation, and student learning by developing a strong curriculum resulting in higher retention and graduation of majors. Foster student research by providing resources for student participation and presentations at scholarly events, and supporting academic student publications. Provide a balanced array of degree programs that meets the changing needs of students and enhances the mission of the University. Develop a comprehensive enrollment projection plan for the University. Monitor areas of construction and renovation that address the University's space needs.

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

Planned actions for 2005-2006 included circulating the updated *Strategic Plan* to all academic and administrative departments. The academic and administrative departments respond to the University's *Strategic Plan* by identifying short- and long-term strategic objectives, developing and deploying appropriate action plans, identifying key performance indicators, and developing performance projections. These plans will be assessed, revised, and updated on an annual basis. Along with this, financial resources will be allocated on a prioritized basis, based on the availability of funding.

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

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

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

Coastal Carolina is committed to continual planning and assessment, key components of a successful strategic planning effort. The University is accountable to its students, faculty, staff, and alumni, to the community it serves, and to the public at large. To be accountable, Coastal must assess the degree to which it fulfills its vision and mission and achieves goals and objectives outlined in its *Strategic Plan*. Such assessment must be conducted on a yearly basis, must be responsive to evolving opportunities and other changes, and must be clearly and effectively communicated. Annual reports must be submitted by all academic and administrative units at the end of the academic year. All departments must link their annual reports to the University's *Strategic Plan*. The planning process is designed to link budgeting, planning, and assessment in order to measure progress in the University's action plans.

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

Strategic management is the active component of an overall strategic planning process, and represents the method of implementation of the *Strategic Plan*. It is not the plan; it is the process of implementing the plan, based on its continual assessment, which makes it work. Day-to-day management tasks are strategically driven, that is, decisions are made with a relationship to the values, philosophies, and direction set forth in the *Strategic Plan*. Administration, faculty, and staff need to be knowledgeable and aware of the goals and objectives set forth in the *Strategic Plan* and act accordingly. University performance is measured against the *Strategic Plan*.

9. The current Coastal Carolina University *Strategic Plan* is available at:  
[www.coastal.edu/effect/strategicplan/strategicplan2006.pdf](http://www.coastal.edu/effect/strategicplan/strategicplan2006.pdf).

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

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

Figure 3.1 presents a sample of major stakeholders of the University, along with expectations and satisfaction/dissatisfaction determinations.

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

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

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

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

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

Using performance measures, described in Category 3, Question 1, enhances communication both internally at the University and externally with customers and stakeholders. The most important element to remain current with the needs and satisfaction levels of all groups is to establish a mechanism to collect, distribute, and discuss the results of the various assessment instruments. The following are examples of how information is collected, shared, and utilized in the enrollment planning process.

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

*Routine Visits with Department Chairs and Deans:* As part of our learning process, department chairs, deans, and other key individuals are invited to provide updates on careers, study abroad, majors, etc., either annually or semi-annually, depending on changes or additions to academic programs.

*Guidance Counselors:* Each year, the Admissions Office hosts information sessions for high school guidance counselors in key markets. The locations of the programs rotate to provide coverage within South Carolina and other key states. These sponsored events provide an excellent forum for information sharing between Coastal staff and counselors and is used to design effective plans for the University.

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

*Current students as a resource for continuous improvement:*

A Student Volunteer Visitation Program is implemented whereby current students visit their former high schools during Thanksgiving or Christmas breaks and talk with counselors and prospective students. This program will be expanded over the next few years to seek volunteers overall and also in areas where there is interest in Coastal. With the Get-to-Know-our-Students/Student Tour Guide Program, Tour Guides, known as the Coastal Cruisers, personalize tours by providing real-life information to prospective students about their experiences and challenges. The Tour Guides also serve as a focus group for the Admissions Office and provide an important link between the admissions recruiters and the current student population. The Freshman Focus Group provides insights on transition issues for new students. Information from this group has been used to design two new programs: Orientation II, an enhanced four-day experience for new freshmen that provides a seamless transition to Coastal, and a professional advisement center for new students. The professional advisement center will be staffed with counselors who will provide one-stop service for new freshmen and faculty. The center will assist students with the separation from their home communities and will provide integration experiences and advice for a successful collegiate experience.

Coastal Carolina's Freshman Satisfaction Survey was administered in fall 2005 to assess the integrity of Coastal Carolina's academic programs and student services. The results of the survey indicated the freshman respondents had positive attitudes toward Coastal, would recommend the University to others, enjoyed the academic programs, and planned to return to Coastal in spring 2006. The respondents expressed concerns about not enough majors and classes.

Coastal Carolina's Senior Exit Survey was administered during 2005-2006 to assess the integrity of the academic programs and student services from an experienced perspective. The respondents were satisfied with small classes, a campus that promotes student-teacher interaction, like the faculty, and are happy about the beautiful campus and friendly environment. The respondents expressed concerns about not enough course offerings.

Coastal Carolina's Library Survey was administered in spring 2006 to improve monitoring of student satisfaction with student services and programs. The respondents were satisfied with the Reference and Circulation Desk, with online reserves, and responded that the library materials collections met student's course-related needs. The respondents were dissatisfied with the furniture and recommended renovations for the library. The administration is aware of these issues and steps are being taken to remedy some of these concerns.

*Former students as a resource for continuous improvement:*

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

*Future students and stakeholders as a resource for continuous improvement:*

Multiple surveys are administered to prospective students and to students who are admitted but do not enroll. Data are collected from all visitors and non-matriculants and used in planning future programs. Surveys indicate that the campus is overall aesthetic and the dorms are spacious and staff friendly. Several areas of concern frequently expressed by visitors include: Smell of smoke in residence halls, inadequate Student Center, inadequate wellness center, and lack of correspondence between NCAA coaches and students. As a result of these surveys, residence halls will be smoke-free beginning in fall 2006, there are planned improvements to the current student center, and a separate workout facility for athletes will be completed by fall that will allow more space and equipment for non-athletes.

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

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

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

*Financial Aid:* Two surveys are administered annually. A counter survey is used to determine satisfaction with the services rendered through the Financial Aid Office. A noted improvement that resulted due to student input was the expansion of front counter service for students. Two counselors are

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

*Registrar's Office:* The Registrar's Office surveys students annually to determine their level of customer satisfaction with the services that are rendered through their division. During 2005-2006, the survey focused on the use of the automated degree audit system and its functionality. The student-friendly degree audit system provides real-time information to students regarding their degree progress. Survey results will be used to improve customer satisfaction with this tool.

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

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

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

#### **Category 4 – Measurement, Analysis, and Review of Organizational Performance**

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

The *Strategic Plan* includes goals, objectives/outcomes, and action plans that are assessed annually through the planning, assessment, and budgeting process. This process involves assessment of student learning and of organizational performance. Part of this assessment reporting is providing evidence, through assessment results and use of assessment results, that progress is occurring or, if there is little or none, what can/will be done to continue progress. The operations, processes, and systems that are used to

measure student learning depend on the academic programs' student learning objectives. These objectives are delineated in the University's *Catalog* and are reviewed by the academic department on an annual basis. The operations, processes, and systems that are used to track organizational performance depend on the administrative departments' functions. These functions are part of the mission statement that is reviewed during the annual planning, assessment, and budgeting process. University departments are required to submit annual reports that include assessment of strategic objectives and action plans that are linked to the University's *Strategic Plan*.

Coastal Carolina is using an online assessment reporting tool to determine student learning and to track organizational performance. For measuring student learning, academic programs must link their goals to student learning through curricular and/or non-curricular activities and processes. Several student learning measures are used, including ETS' Major Field Tests, LiveText (electronic portfolio), course evaluations, exams, and papers. Coastal's Core Curriculum (i.e., General Education) has been reviewed and will be approved or disapproved at the September 2006 meeting of the Faculty Senate. During the review process, Core Curriculum goals and associated student learning outcomes had to be identified before a proposed course was accepted. If the new Core Curriculum is not approved, the University will implement assessment procedures with the existing Core. Several student learning measures for the Core Curriculum, including ETS' Measure of Academic Proficiency and Progress (MAPP) and internal measures (e.g., course evaluations, exams, and portfolios), are under consideration. To close the assessment "loop," academic departments must report their assessment results and use of assessment results.

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

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

The *Strategic Plan* includes the requirement that data/information analysis be used to provide effective support for decision-making throughout the institution. SACS also recognizes the importance of using data/information analysis for university decision-making.

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

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

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

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

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

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

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

IRA is responsible for providing institutional data to various federal, state, and national organizations. This Office uses the resulting data, including comparisons, to provide university administration with information for decision-making. The administration and colleges use CUPA average salaries in hiring and salary decisions and in budget requests. Data from peer higher education institutions are used to track the University's progress and direction in terms of identifying operational best practices.

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

In general, the University ensures data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through features built into DATATEL and at the individual user level. Features include firewalls, passwords, restricted access levels, system double-checks, local database restrictions, and assignment of data ownership for data integrity purposes. We require user IDs and passwords for faculty and staff, and students must use PINs for class registration and withdrawal. Update access is restricted based on job responsibility.

IRA is responsible for ensuring data integrity, timeliness, accuracy, security, and availability of data submitted to federal, state, and accrediting agencies and for university decision-making. The Office follows FERPA guidelines that detail the critical nature of student data confidentiality. Within the Office is Records Management that is responsible for ensuring that all stored records meet public records preservation requirements. The Office follows all state and federal guidelines associated with the destruction of records. The Office website includes information on records management requirements.

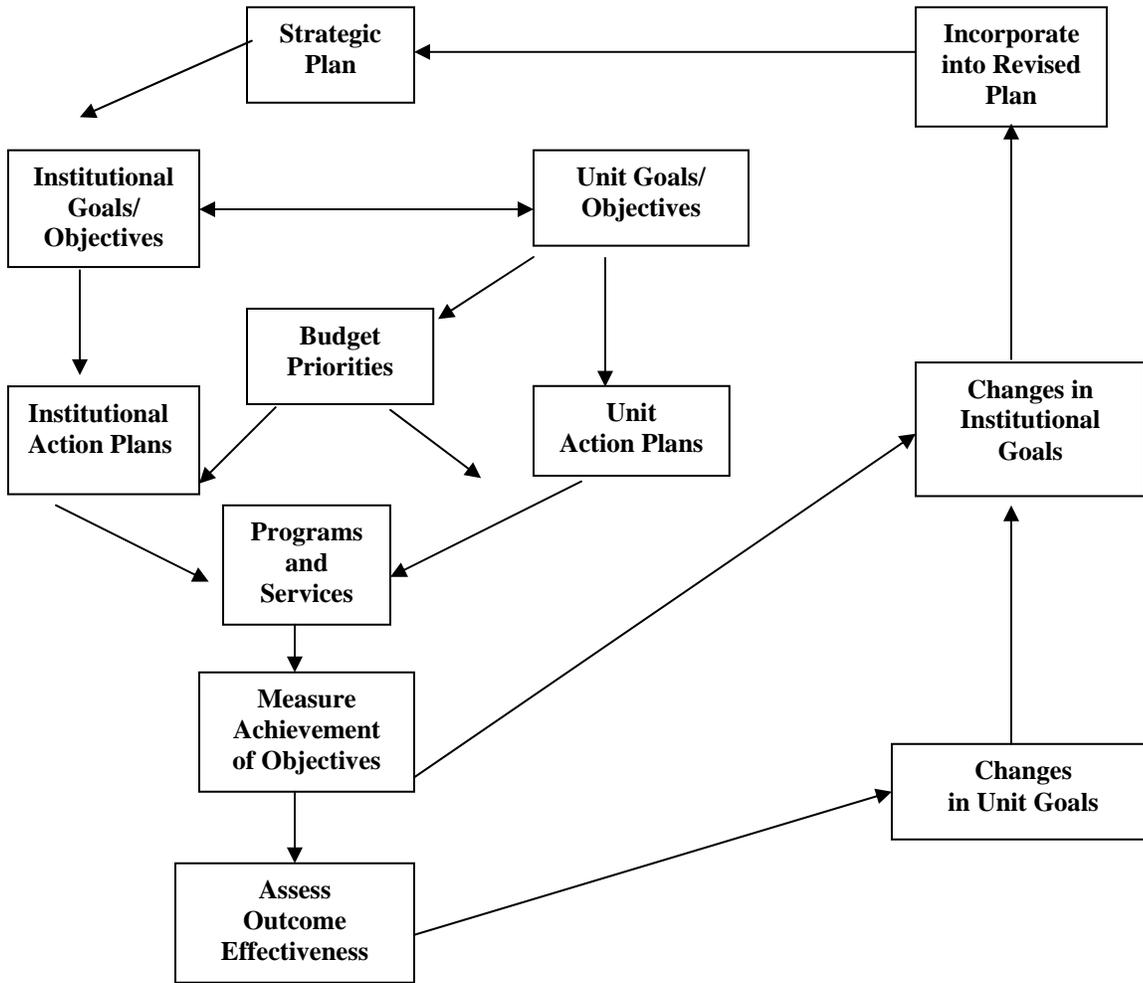
Staff in the Office of Information Technology Services (ITS) are responsible for maintaining electronic files and for ensuring that they are available to internal and external constituents for various purposes, including university decision-making. ITS provides leading-edge technology that supports and enhances education, research, administrative functions, and uses back-up processes to ensure data integrity and security.

Staff in the Controller's Office are responsible for providing accurate financial data to federal and state agencies and to the university administration for decision-making purposes. The Internal Auditor is responsible for ensuring compliance with federal and state auditing requirements, including data integrity.

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

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

### Assessment Process at Coastal Carolina University



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

The *Strategic Plan* and department policies and procedures include organizational and employee knowledge. The *Faculty Manual* and *Student Handbook* include knowledge that is important for faculty and students, respectively. The Internal Auditor ensures that organizational and employee manuals are current by requiring each unit to review and update their sections regularly. The Office of Human Resources is responsible for ensuring the currency and being the repository of the University's *Policies and Procedures*. The University identifies best practices through benchmark comparisons with peer higher education institutions, through activities associated with meeting the requirements of accrediting organizations, and through membership and participation in professional associations. Best practices are shared through university and departmental websites and through professional networking.

## Category 5 – Faculty and Staff Focus

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

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

Faculty and staff at Coastal have many opportunities to enhance their professional development through continuing training programs offered through the TEAL lab, grant initiatives including Academic Enhancement Grants and Scholarship of Teaching and Learning (SOTL) Grants, and awards for outstanding service including the Distinguished Teacher-Scholar Lecturer Award. Formal processes for professional advancement are directed by the Promotion and Tenure Committee of the Faculty Senate.

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

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

Coastal Carolina University's Office of Information Technology Services (ITS) provides leading edge technology and related services that connect all administrative, faculty, staff, and student electronic networking systems. The University's web server, Datatel administrative computing system, and Local Area Network facilitate the exchange of information through the sharing of programs such as word processors, spreadsheets, database systems, data files, and peripherals such as hard disks and printers. The university mail server enables communication between administrative and academic offices, faculty, and students via email. Coastal's website and *myCoastal*, the official institutional web portal, provide access to all information related to individual enrollment, classes, and online resources. The Office of Marketing Communications and Media Relations publishes the Coastal's *Newsletter* and *Magazine* and produces the University's television program, *Coastal Today*, to support the informational and promotional functions of the University.

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

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

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

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

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

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

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

Ongoing training and professional opportunities foster current and future leaders through skills-building that increases employee effectiveness and promotes employee advancement within the University. For

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

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

Central to the academic mission of Coastal Carolina is teaching students. To improve teaching, the University instituted a vigorous program of faculty development as it relates to effective instruction. A Faculty Teaching Workshop is scheduled before the start of the fall semester. This day-long workshop introduces faculty to the concepts and practices of effective teaching. In addition, monthly career and teaching seminars are held during the academic year. After each session, an evaluation form is completed by each attendee, including questions about how to improve the seminar. Experienced faculty are invited to participate in workshops and seminars that promote the effective use of technology in the classroom as well as general pedagogical workshops. These workshops are also evaluated by participants. For staff, professional development education and training are related to providing excellent customer services to students and to supporting the academic mission of the University. As part of the EPMS process, supervisors may recommend particular professional development opportunities to staff, based on the quality of these opportunities and their appropriateness to the job title. Staff feedback about these opportunities is provided to supervisors during the EPMS evaluation process.

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

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

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

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

8. How do you maintain a safe, secure, and healthy work environment?

At Coastal Carolina, maintaining workforce health and safety is a major focus for the President and university administration. Policies and procedures regarding employee health and safety are available on the websites of the offices of Human Resources and Public Safety. Emergency plans for protecting

employees during normal work and emergency operations, including building evacuations, have been developed and reviewed by all employees. Periodic reviews of emergency response plans and related exercises serve to validate these plans. Each year, the Office of Human Resources sponsors a preventive health screening for eligible faculty and staff. Other preventive health measures are offered to state employees through Prevention Partners. This program is administered through the Employee Insurance Program and offers monthly wellness opportunities for employees including weight loss seminars, smoking cessation, men's and women's health issues, and diabetes, just to name a few. Safety and security procedures, including procedures related to hurricanes, are available at <http://www.coastal.edu/safety/fire/index.html>.

9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

See Category 5, Question 7.

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

For faculty, the annual performance evaluation process, outlined in the *Faculty Manual*, provides opportunities for dean/chair and faculty member to discuss the faculty member's performance and to discuss the workplace environment and satisfaction issues. The annual EPMS process provides a similar opportunity for supervisor and staff to review performance and to discuss workplace environment and satisfaction issues. Using the findings of the performance processes, the dean/chair or supervisor determines priorities for improvement. These priorities should be in line with the department's mission and goals.

### **Category 6 – Process Management**

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

The University's learning-centered processes promote academic competencies and address the holistic needs and expectations of students, administration, staff, and external constituents in an environment of open engagement. Coastal emphasizes interaction among all groups of stakeholders to help identify, review, assess, and deliver effective programs and services that are responsive to a changing global, technological, political, and environmental economy. Key-learning centered processes are determined by the following criteria: They must engage the major part of our constituents in building value for the University; they must align with the goals and objectives of the mission statement; they must remain accountable to state, federal, and accrediting agencies; they must ensure that programs and services are fiscally, physically, and pedagogically accessible; they must respect and promote diversity; they must honor our responsibility to external community and partnerships; and they must be cost-effective and sustainable. Further, they must remain open to ongoing assessment as they anticipate evolving interests and academic needs. Each of these criteria is met through four key processes of Accessibility, Curriculum Design, Instructional Delivery and Diversity, and Student/Staff/Community Engagement. Figure 6.1 presents sample key learning-centered processes, requirements, and key measures.

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

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

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

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

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

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

Process design and delivery at Coastal Carolina is guided by information collected and disseminated from six central service areas: Research and Assessment; Finances; Facilities; Personnel; Computing and Technology; and Partnerships. Collectively, these areas guide both short- and long-range planning in accordance with the institutional mission, *Strategic Plan*, and state and federal standards. Reviews of major directives are found in assessment of the University's *Strategic Plan*, curricular programs, and

financial audits that are conducted on an annual basis. Government-regulated policies and procedures, including financial aid and accountability reporting, are subject to revision as requirements change. Assessment of academic advising effectiveness and student reviews of faculty performance take place at the end of every semester. Programs and services subject to ongoing development, such as Information Technology Services, Computing Services, and Facilities Management, undergo evaluation as institutional and constituent needs demand. Figure 6.3 presents sample efficiency and effectiveness factors contributing to process design and delivery.

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

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

4. What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

Key performance measures provide quantitative and qualitative evidence that strategic goals and objectives are met. These measures directly address issues of Accessibility, Curriculum Design and Implementation, Pedagogical Delivery and Diversity, and Student/Staff Services in the following ways.

*Accessibility Measures include:* In-state tuition fees and costs that are competitive with other public postsecondary institutions in South Carolina; number of scholarship and work-study opportunities offered to students in need, and the number of students who take advantage of these opportunities; enrollment percentages that reflect a demographically diverse student body; number of articulation agreements that facilitate the transfer of academic credits from other postsecondary institutions; and number of courses offered at the Higher Education Centers, online, or via independent study.

*Curriculum Design Measures include:* Inclusion of curricula that support university prerogatives as defined by the institutional mission statement, *Strategic Plan*, and Core Curriculum goals and objectives; number of accredited programs that prepare students to pursue post-baccalaureate education or enter the professional workforce competitively; student acquisition of academic and life skills as demonstrated by retention, degree completion, semester and cumulative grade point averages, and professional marketability; and annual review of the Core Curriculum to determine its continuing effectiveness, suitability, and flexibility to meet the changing needs of Coastal graduates.

*Instructional Delivery and Diversity Measures include:* Institutional support and recognition of activities that strengthen and renew faculty teaching skills and encourage innovative instructional techniques; amount of funds designated for teaching effectiveness workshops funded through the CETL Center; annual distribution of faculty development funds through grant programs; and institutional emphasis upon the recruitment, retention, and recognition of highly qualified faculty who bring appropriate expertise to their disciplines and who are committed to providing optimal learning opportunities for students.

*Student/Staff/Community Services Measures include:* Student performance as measured by retention, degree completion, semester and cumulative grade point averages, and performance on PRAXIS subject-area and other standardized tests; student satisfaction with advising and advising services that effectively communicate course requirements, options, and timely program completion; percentage of students who pursue advanced academic degrees or are employed in a position related to their degree within one year of graduation; improved student retention, academic performance, and graduation rates associated with participation in the First Year Experience program; improved student retention and academic performance associated with the Coastal Mentor Program; student utilization of programs targeted to special interests and needs, such as Multicultural Student Services, Disabled Student Services, and Learning Communities Program; student utilization of counseling services and peer and faculty mentoring coupled with improved retention and completion rates; student participation in public engagement initiatives, community outreach services, intramural sports, and cultural activities; provision of nutritious and appealing meals from Dining Services; workshops for students, faculty, and community members on health topics; adequate campus coverage and shift hours provided by Public Safety professionals; student utilization of Career Services; emphasis upon hiring and retaining high quality employees by Human Resources; equitable promotion and tenure processes; cost-effective management of Finance, Facilities, Procurement, and Technology; efficient allocation of resources to meet expansion initiatives; reliable management of computing network systems by Information Technology Services, including maintenance of and improvements to the institutional Datatel System and LAN connectivity; and continuing implementation of new technology by the CETL Center to enhance service delivery.

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

See Category 6, Question 1.

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

The University's key support processes include operations, constituent services, and sustainability. Operations processes are those that constitute the functional infrastructure of the institution, supporting day-to-day physical and fiscal operations. Constituent services processes are those that deliver administrative, staff, student, and other constituent services to strengthen key learning-centered processes. Sustainability processes are those that anticipate future developmental needs and promote sustainability. The review and assessment of key support processes are conducted through formal, periodic reporting and are based on the ongoing identification of need. Needs are generally discerned by higher administration, the Office of Institutional Research and Assessment, or college chairs and deans. Constituent input and university performance indicators are used to determine how effectively strategic goals and objectives are being met. Where performance deficiencies are identified, service delivery systems are scrutinized by the originating service area, focus committees, administrators, and advisors, as appropriate. Updates to support processes may also be mandated by state, federal, and accrediting regulatory agencies. Institutional areas that fall under the jurisdiction of these agencies include Human Resources and Equal Opportunity, Financial Aid, accountability issues, accreditation, curriculum development, etc. Figure 6.5 presents sample key support processes, requirements, and key measures.

Figure 6.5: Sample Key Support Processes, Requirements, and Key Measures

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

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

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

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

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

endowments, initiate and direct capital campaigns, engage in cost-sharing initiatives, and promote sustained giving opportunities. The Office of University Advancement is assisted by the Coastal Educational Foundation and the Coastal Carolina Booster Club (the Chanticleer Club). These entities actively seek and receive resources for the betterment of the University. The Foundation's board of directors primarily consists of business and community leaders from the University's designated service area who have made significant contributions to the institution's fundraising efforts. Since 1993, the University's endowment has increased from \$3.4 to \$14.2 million and the assets of the Coastal Educational Foundation have increased from \$5.9 to \$22 million. Unrestricted gifts allow the University or the Foundation to meet operational needs as they arise. Restricted gifts are held by the Foundation for future use for scholarships or to assist in the activities of a certain college, department, or function of the University. The Chanticleer Club solicits and receives funds in support of university athletics activities and is an umbrella organization for various sport fundraising activities. The Office of University Advancement is also assisted by the Coastal Student Housing Foundation. This entity has borrowed funds, purchased land, and built university-managed housing to enable the University to grow.

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

### **Category 7 – Results**

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

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

**NEW COASTAL CAROLINA UNIVERSITY FRESHMEN  
SAT AND ACT SCORES  
2004-2005 (Table 7.1.1)**

	Fall 2004		Fall 2005		ACT COMPOSITE SCORE	Fall 2004		Fall 2005	
	#	%	#	%		#	%	#	%
<b>SAT TOTAL SCORE</b>									
< 800	1	0.1%	0	0.0%	<18	2	0.7%	2	0.7%
800-899	14	1.4%	13	1.1%	18	9	3.0%	3	1.1%
900-999	387	38.1%	442	36.5%	19	59	19.3%	53	18.7%
1000-1099	312	30.7%	382	31.5%	20	73	23.9%	62	21.8%
1100-1199	197	19.4%	263	21.7%	21	53	17.4%	35	12.3%
1200-1299	90	8.9%	88	7.3%	22	37	12.1%	32	11.3%
> 1299	14	1.4%	21	1.7%					
<b>Avg. SAT Score</b>	1041		1046		<b>Avg. ACT Score</b>	21		22	
<b>SC Average</b>	986		993		<b>SC Average</b>	19		19	
<b>National Average</b>	1026		1028		<b>National Average</b>	21		21	

**NEW COASTAL CAROLINA UNIVERSITY FRESHMEN  
HIGH SCHOOL GRADE POINT AVERAGE  
2004-2005  
(Table 7.1.2)**

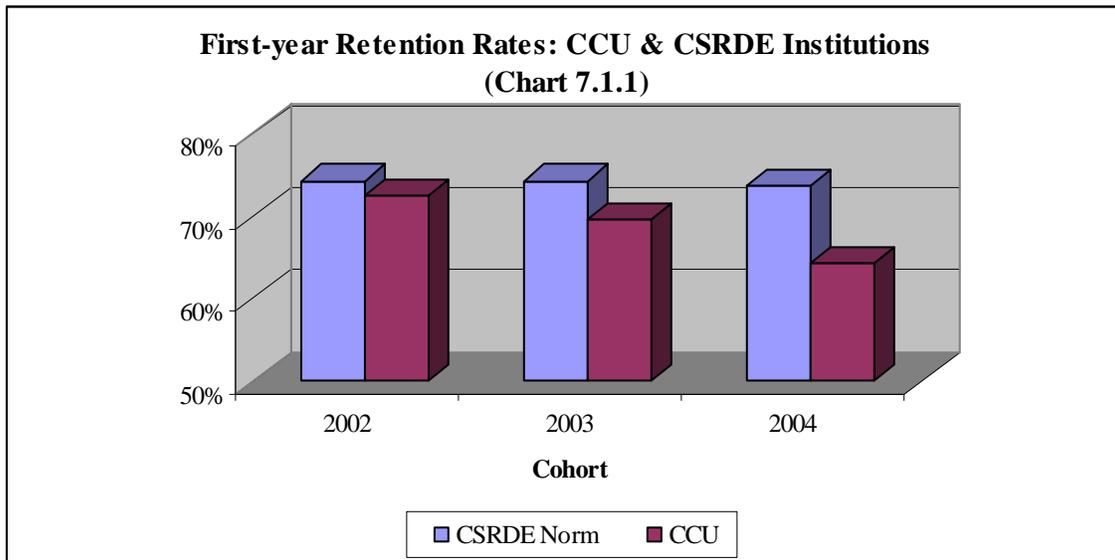
High School GPA		< 1.75	1.75- 1.99	2.00- 2.49	2.50- 2.99	3.00- 3.49	≥3.50	Total with High School	Average High School	South Carolina	National
								GPA	GPA	Average	Average
<b>Fall 2004</b>	N	0	2	74	253	443	502	1274	3.29	3.31	3.28
	%	0.0%	0.2%	5.8%	19.9%	34.8%	39.4%				
<b>Fall 2005</b>	N	0	0	85	308	484	598	1475	3.30	3.34	3.30
	%	0.0%	0.0%	5.8%	20.9%	32.8%	40.5%				

**AVERAGE GRADE POINT RATIO FOR  
COASTAL CAROLINA UNIVERSITY STUDENTS BY CLASS  
2004-2006  
(Table 7.1.3)**

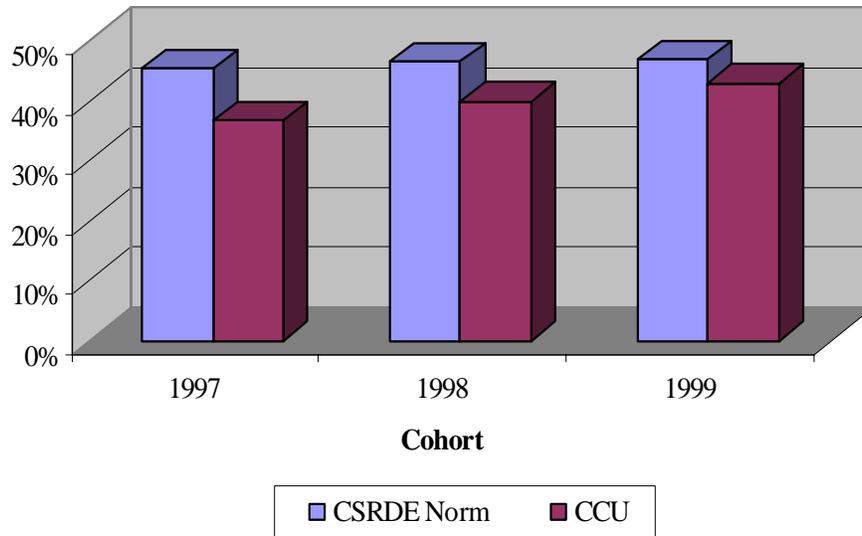
<u>Semester</u>	<u>Freshman</u>		<u>Sophomore</u>		<u>Junior</u>		<u>Senior</u>		<u>Total</u>	
	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>	<u>Sem.</u>	<u>Cum.</u>
<b>Fall 2004</b>	2.61	2.63	2.74	2.81	2.91	2.92	3.09	3.05	2.81	2.83
<b>Spring 2005</b>	2.66	2.71	2.67	2.77	2.87	2.89	3.08	3.04	2.82	2.85
<b>Fall 2005</b>	2.70	2.71	2.73	2.84	2.90	2.96	3.06	3.04	2.83	2.87
<b>Spring 2006</b>	2.67	2.73	2.75	2.80	2.91	2.93	3.09	3.03	2.86	2.87

Note: Does not include non-degree seeking students.

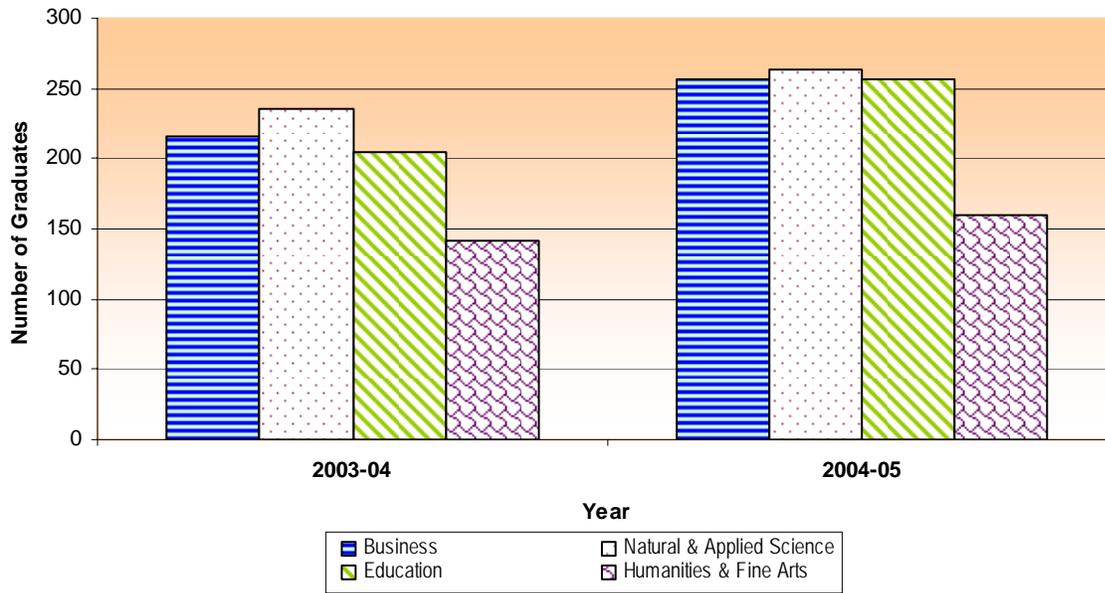
Peer higher education institutions from the Consortium for Student Retention Data Exchange (CRSDE) Survey are used to monitor Coastal's progress with selected benchmarks such as retention and graduation rates. The University has instituted several programs (e.g., Freshmen Year Experience and Special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



**Six-year Graduation Rates: CCU & CSRDE Institutions  
(Chart 7.1.2)**



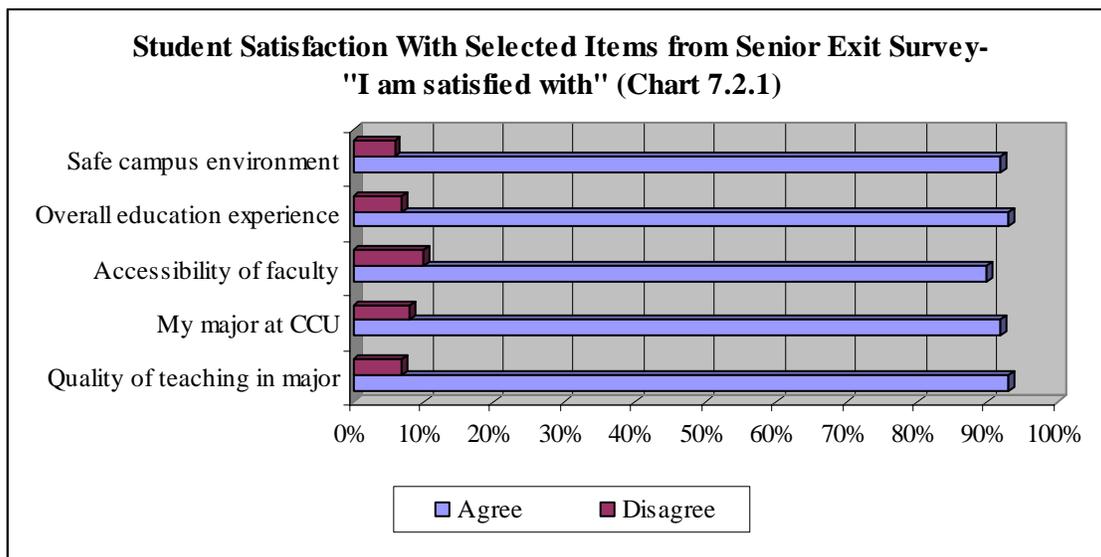
**TOTAL DEGREES AWARDED BY CCU COLLEGE  
2003 to 2005  
(Chart 7.1.3)**



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

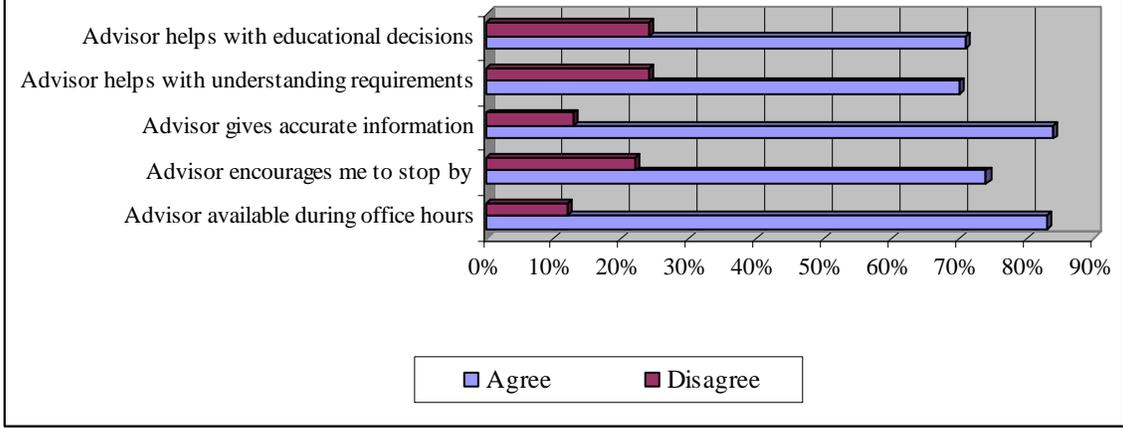
The University administers two surveys that have a direct link to student satisfaction and retention, the Senior Exit Survey and the Advisor Assessment Survey. These are relatively recent surveys, are internal, and do not have national comparisons. However, they provide critical planning information.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

The 2005-2006 results from the Senior Exit Survey indicated that graduating seniors enjoy their Coastal experiences. Issues/areas to monitor include: Course scheduling; access to major courses; academic advising; student evaluation process; responsiveness from academic and administrative offices to students; tutoring labs/centers; physical activities facilities; career center; counseling center; financial aid customer service; residence life; food services; campus recreation and activities; and transportation services. Chart 7.2.1 summarizes graduating seniors' satisfaction with selected survey items.



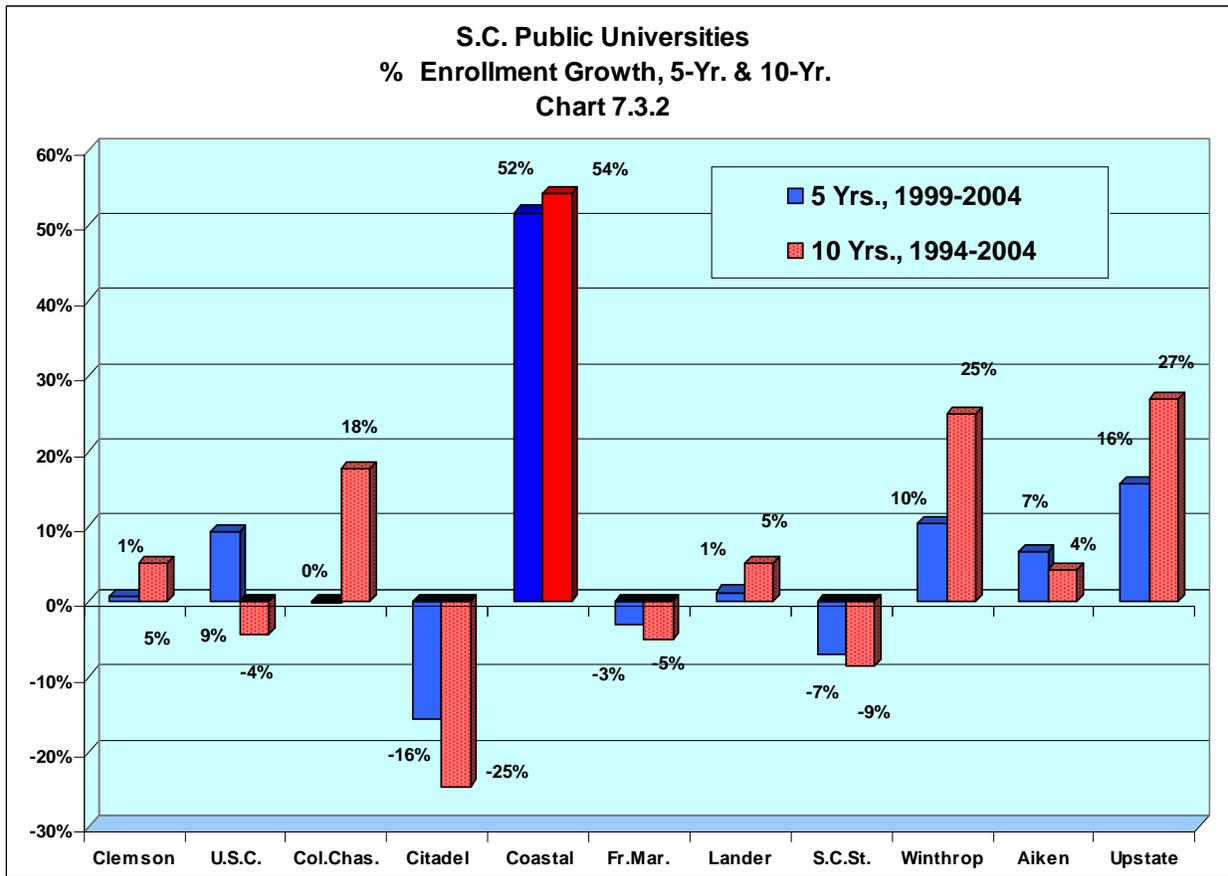
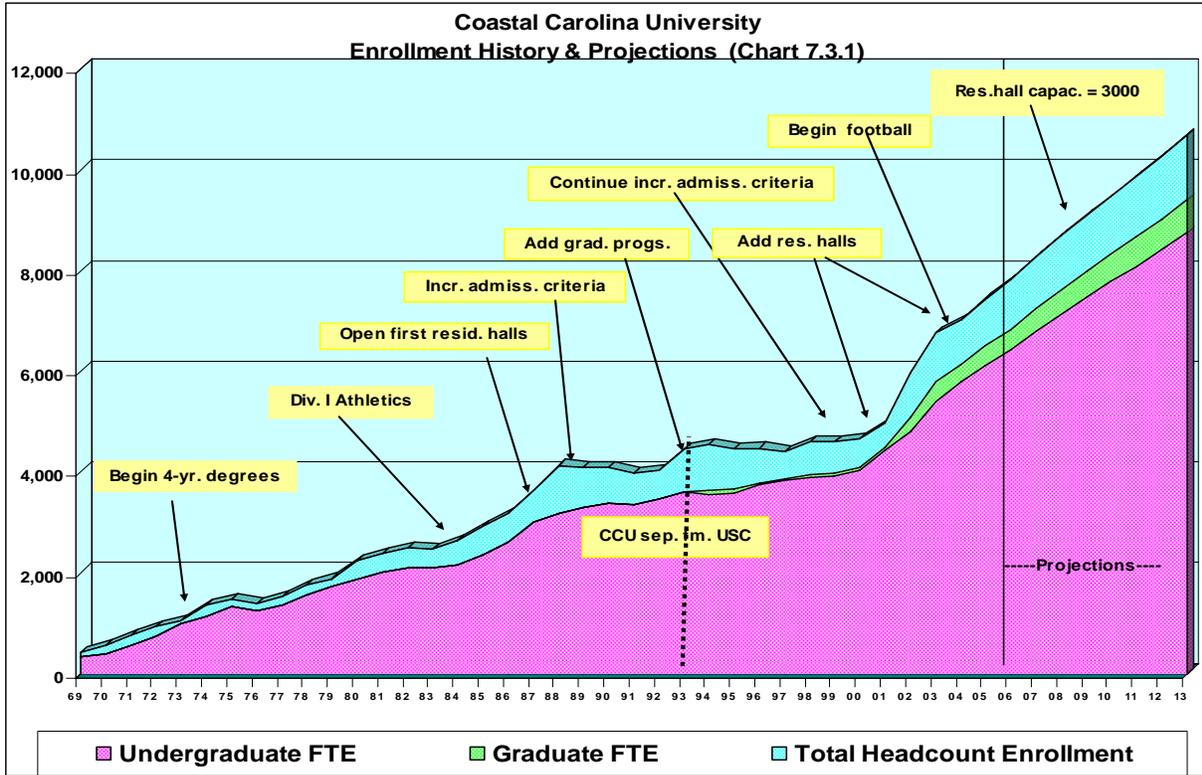
The Advisor Assessment Survey is administered to a random sample of freshmen, sophomores, juniors, and seniors. Spring 2006 results indicated that students are generally satisfied with the advising process at Coastal Carolina University. An area to monitor is advisors helping students to connect with campus resources. Chart 7.2.2 summarizes students' satisfaction with selected survey items.

**Student Satisfaction With Selected Items from Advisor Assessment Survey (Chart 7.2.2)**



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

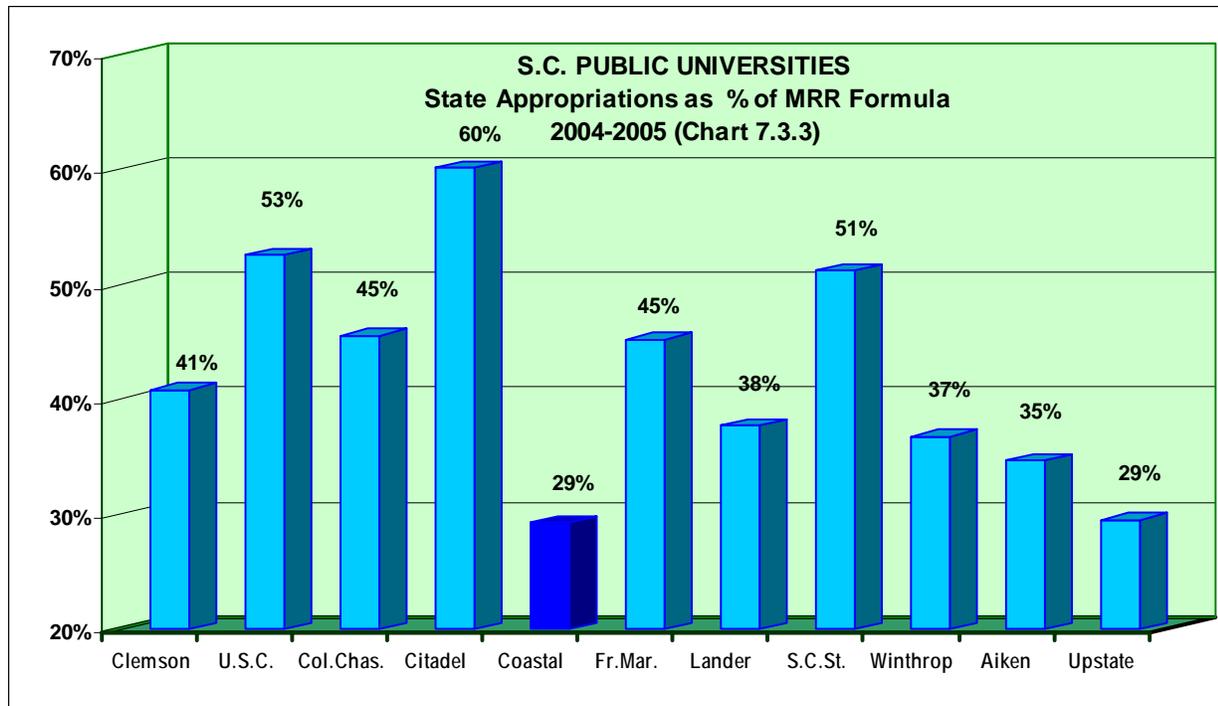
The University’s key measures on budgetary and financial performance include enrollment growth, state appropriations, tuition, and resource priorities. Chart 7.3.1 illustrates enrollment growth. An enrollment level of over 10,000 students is predicted by 2013. Compared with our sister institutions (Chart 7.3.2), Coastal experienced over 50% growth in a five-year period. State appropriations have not kept pace with our institution’s needs. Compared with other state higher education institutions, Coastal’s state appropriations per student FTE have been over 50% lower than the average state appropriated funds per fte (Table 7.3.1). Coastal’s state appropriations as a percent of the MRR formula was one of the lowest, 29%, when compared with other state institutions of higher education (Chart 7.3.3). Tuition figures for Coastal and other South Carolina public higher education institutions are presented in Charts 7.3.4 and 7.3.5. Coastal’s tuition is within the range for a four-year public teaching university. Chart 7.3.6 presents total federal, state, county/local, and other grants received by Coastal in 2001-2002 through 2004-2005. While there has been a steady increase in federal grants, there were decreases in state, county/local, and other grants, especially between 2003-2004 and 2004-2005.

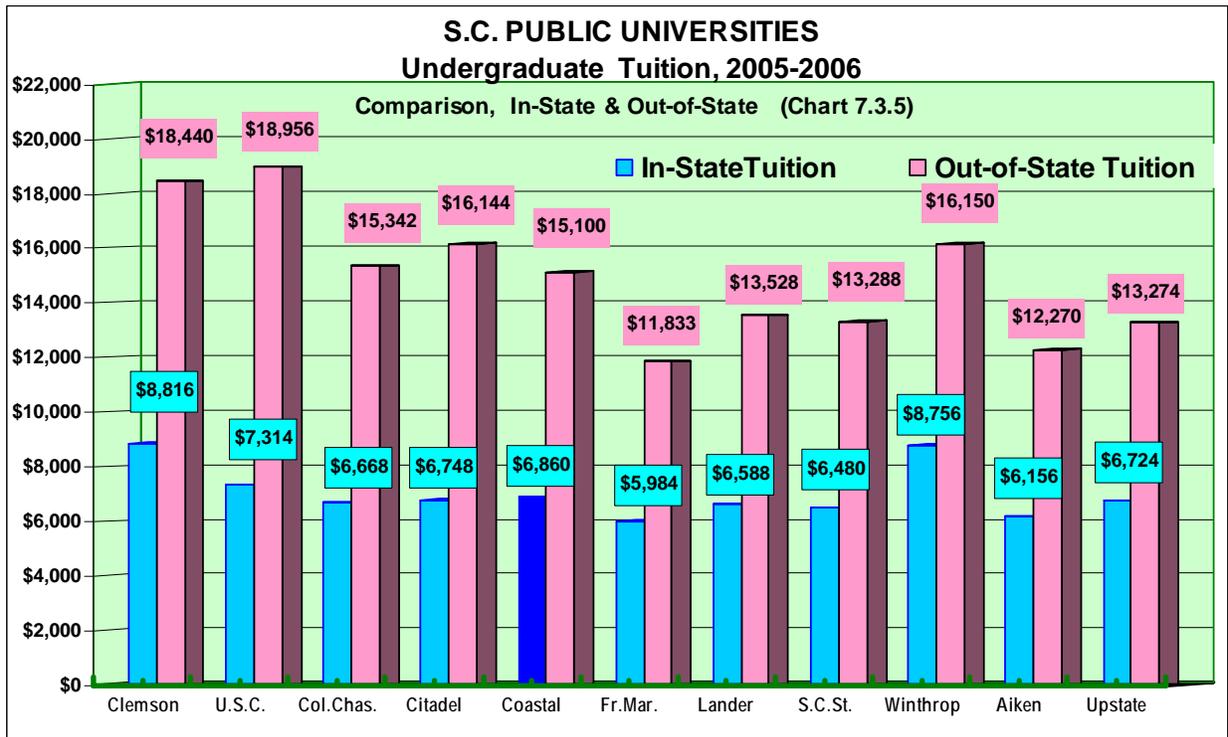
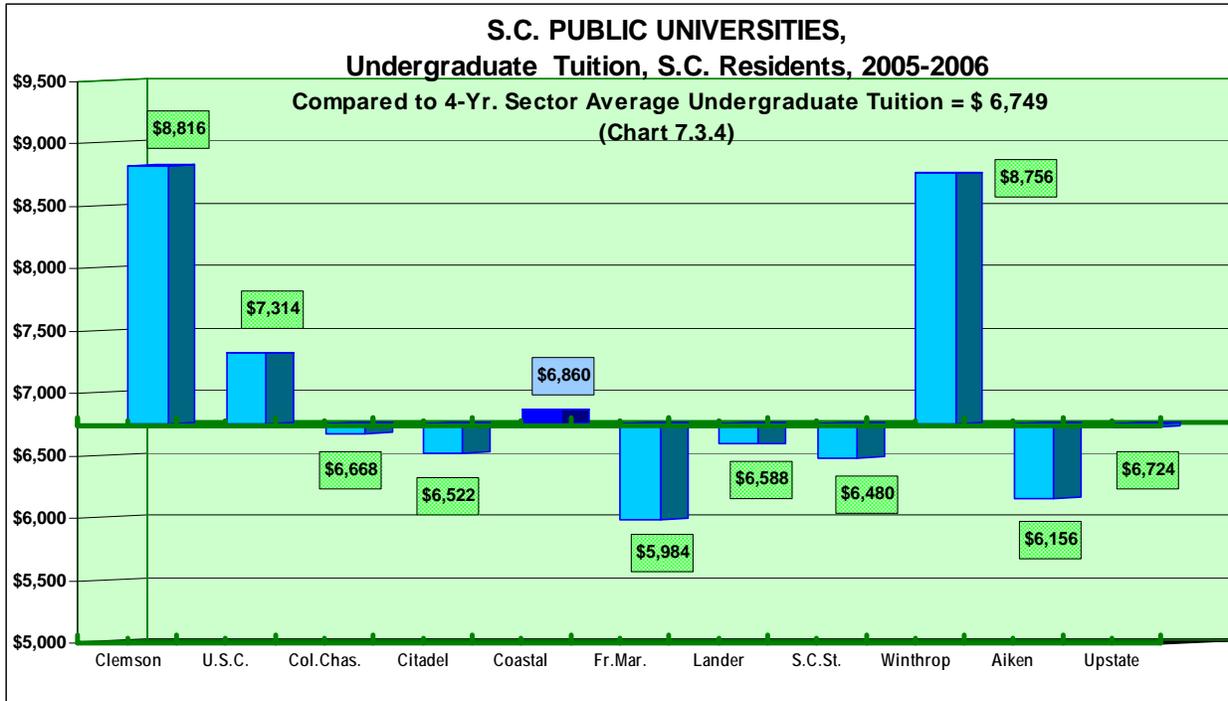


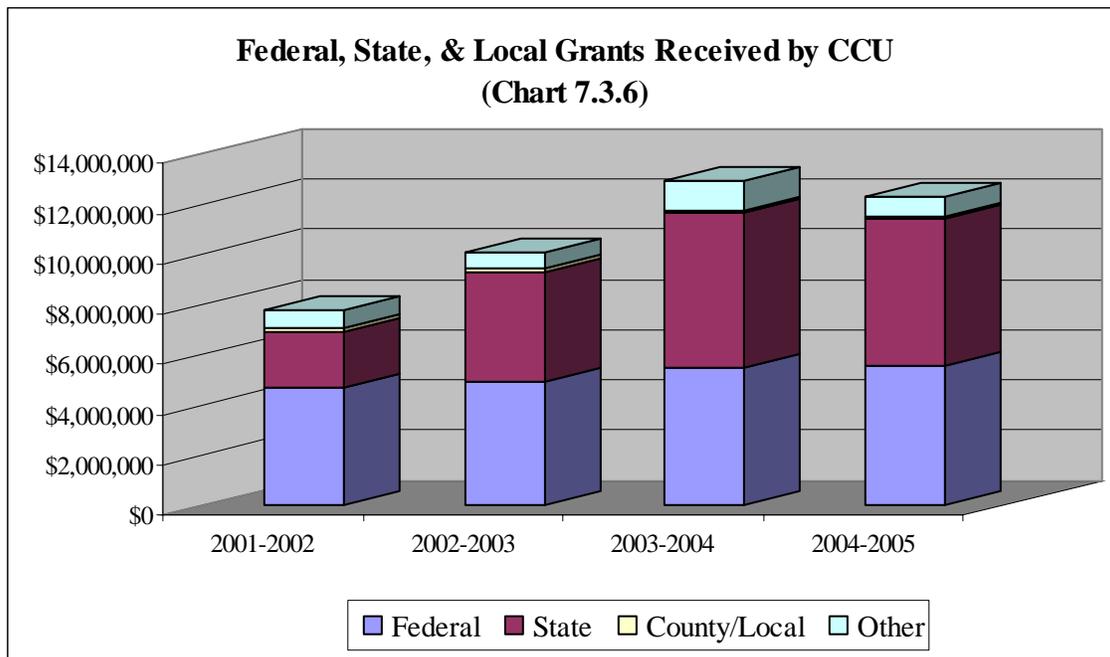
**SOUTH CAROLINA PUBLIC INSTITUTIONS  
STATE APPROPRIATIONS  
2004-2005**

Appropriated Funds Per FTE  
(Table 7.3.1)

	Clemson University	USC Columbia	College of Charleston	The Citadel	Francis Marion	Lander	SC State	Winthrop	USC Aiken	USC Upstate	Coastal Carolina	Avg. 4-yr excluding Coastal	Coastal Diff. Fr. Avg.	Coastal % Diff. Fr. Avg.
2004-2005 FTE	\$5,351	\$6,640	\$2,597	\$4,629	\$4,079	\$3,573	\$4,937	\$3,534	\$3,361	\$2,748	\$1,863	\$3,682	(\$1,820)	-49.43%
2005-2006 FTE	\$5,759	\$7,474	\$2,670	\$4,898	\$4,572	\$3,900	\$5,298	\$3,847	\$3,785	\$3,078	\$1,863	\$4,006	(\$2,143)	-53.49%







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

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

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

Performance levels for Coastal Carolina University's key measures on organizational effectiveness have been addressed in Questions 7.1 through 7.4. Figure 7.5 presents sample key measures on organizational effectiveness.

Figure 7.5: Sample Key Measures on Organizational Effectiveness

Source of Organizational Effectiveness	Measures	Outcomes
<b>Board of Trustees</b>	- Management and oversight	- Defines the mission, role and scope of the University - Establishes general institutional policies - Approves the budget - Provides accountability to the public and the General Assembly
<b>IPEDS, SACS, SC Higher Education Commission, AACSB – International., NCATE, NASAD, ABET</b>	- Federal, state, and accrediting agency standards and guidelines	- Directs institutional accountability practices - Guides policies and procedures regarding equal opportunity and access, curricular design and delivery, safety, financial accountability, accreditation, etc. - Defines accrediting standards for University as a whole and accrediting standards for selected colleges and departments
<b>Horry County Higher Education Commission</b>	- Consultation on fund allocation	- Determines the use of tax millage allocated to Coastal - Contributes to shaping the development of the University
<b>Coastal Educational Foundation</b>	- Business/community feedback - Resource development	- Provides funding for and consultation on university sustainability issues - Contributes to shaping the development of the University
<b>Institutional Research and Assessment</b>	- Student demographics and performance - Retention and graduation - Peer comparison studies - Conducts internal and external reporting to track student academic performance, retention, and degree completion trends - Implements peer analysis studies - Coordinates Records Management services	- Communicates student and faculty performance trends directly to higher administrators, departmental deans and chairpersons, and external agencies - Conducts longitudinal benchmarking and identifies student retention and completion trends - Performance trends are communicated to university leaders to inform decision-making - Benchmarks for institutional effectiveness are established - Physical and electronic storage space is optimized - Access to information is improved, increasing productivity
<b>Finances</b>	- Supervises institutional revenues, expenditures, and assets - Carries out annual internal audits - Promotes procurement through centralized bidding and supplier selection	- Guidance of financial management practices - Accountability
<b>Facilities and Resources</b>	- Performs preventative maintenance - Conducts repairs and renovations	- Physical resources and operations are economized - Procurement costs for resources and supplies are reduced
<b>Human Resources/Personnel</b>	- Oversees personnel quality assessment - Source of institutional Policies and Procedures manual	- Employee efficiency is directed by formal work plan - Institutional policies and procedures are made accessible to employees via HR website

6. What are your performance levels for your key measures related to leadership and social responsibility:
  - a.) accomplishment of your organizational strategy and action plans
  - b.) stakeholder trust in your senior leaders and the governance of your organization
  - c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

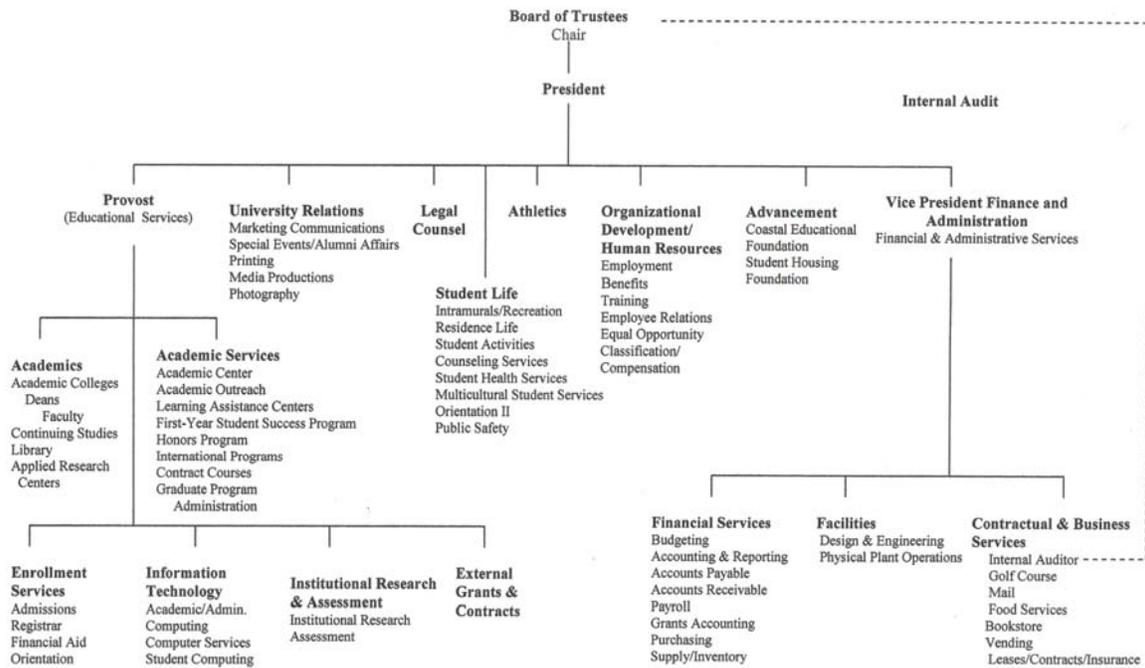
Coastal Carolina University is subject to review/audit/survey by a wide variety of organizations. Figure 7.6 presents sample key measures related to leadership and social responsibility.

Figure 7.6: Sample Key Measures, Adverse Impacts, and Proactive Strategies

Key Compliance-related Processes, Goals, and Measures	Adverse Impacts of Programs, Offerings, Services, and Operations	Strategies that Address and Anticipate
<p><b>Enrollment growth and student life:</b></p> <ul style="list-style-type: none"> <li>- Headcount and FTE continue to grow</li> <li>- Entering freshmen have solid academic records</li> <li>- Retention and graduation rates have improved</li> <li>- Enrollment growth impacts personnel, services, and facilities</li> <li>- The Mentor Program places Coastal students in mentoring relationships with Horry County Public Schools fourth through tenth graders and faculty incorporate mentor component into their courses</li> <li>- Student retention programs include Special Interest Housing, Orientation, and Freshmen Year Experience (Freshman Success Seminar, block scheduling, and student life programs)</li> <li>- Delivery of off-campus programs, with attendant technology support and needs, addresses enrollment growth pressures and service to the local community</li> </ul>	<ul style="list-style-type: none"> <li>- Coastal must consider University's dependence upon tuition revenues, in the absence of adequate state funding, while avoiding harming the institutional mission to serve South Carolina and the local region</li> <li>- Changing face of the campus to one of a traditional residential campus, with the attendant needs and services for a student resident population</li> <li>- The Mentor Program is growing but assessment is difficult due to lack of standards for participants</li> <li>- Coastal has made improvements in student retention and graduation rates but they are still low when compared with peer institutions</li> <li>- Competition for credit programs with other local institutions and institutions with distance learning sites in the area</li> </ul>	<ul style="list-style-type: none"> <li>- Seek to provide the financial and human resources to support the expanding program support needs</li> <li>- University's <i>Strategic Plan</i> will identify appropriate measures to control enrollment growth without creating an adverse impact on the University's resources from tuition revenues, and will ensure that the University retains its mission and commitment to its service community</li> <li>- Continue to strengthen programs that will ensure that student housing, counseling, campus life environment, athletics, and other student support and recreational needs are met</li> <li>- Continue to strengthen, support, and assess student life programs that will improve student retention</li> <li>- Continue to support assessment efforts of the Mentor Program</li> <li>- Continue to expand Lifelong Learning activities</li> <li>- Work directly with employers in local area for special program offerings</li> <li>- Continue to expand off-campus programs that will serve the needs of the community</li> </ul>
<p><b>Academic programs:</b></p> <ul style="list-style-type: none"> <li>- Effective student academic support services for retention and academic success</li> <li>- High quality, active learning environment</li> <li>- Cutting-edge career- and graduate school-oriented programs</li> <li>- Assessment of student learning outcomes</li> <li>- Several academic programs attract state and regional interest, including professional golf management, resort tourism management, theater, art, and music with a significant cultural impact on the community, Teacher Education programs with strong local public school systems interactions</li> </ul>	<ul style="list-style-type: none"> <li>- University and colleges must comply with requirements of accreditation organizations (SACS, AACSB-International, NCATE, ABET, NASAD), taxing limited resources</li> <li>- University and colleges must continue to gather student feedback on strengths and weaknesses of programs and services, including alumni feedback</li> <li>- Assessment of student learning outcomes continues to be challenging</li> <li>- Popular programs may overshadow "traditional" programs in resource allocation and in importance</li> </ul>	<ul style="list-style-type: none"> <li>- To meet NCATE accreditation standards, the College of Education is implementing LiveText, an online student portfolio program</li> <li>- To assess student learning outcomes in academic programs, the Office of Institutional Research and Assessment is implementing an online assessment reporting program for the colleges</li> <li>- Regularly assess the breadth of program offerings to ensure appropriate balance and support in the academic programs, including development of a new core curriculum that will meet the University's mission and the changing needs of students</li> <li>- Explore the development of master's degree programs in disciplines where strong undergraduate programs exist and where demand and/or local needs exist</li> </ul>

Key Compliance-related Processes, Goals, and Measures	Adverse Impacts of Programs, Offerings, Services, and Operations	Strategies that Address and Anticipate
<p><b>Space Issues:</b></p> <ul style="list-style-type: none"> <li>- Issues of academic and support space continue to be one of the dominant themes of strategic planning</li> <li>- Coastal is actively engaged in a master planning process that addresses both immediate and long-range space needs and identifies needs for acquisition of property in surrounding locations for long-term future growth</li> </ul>	<ul style="list-style-type: none"> <li>- There has been severe pressure for physical space to accommodate the growth in instruction and support programs and services</li> </ul>	<ul style="list-style-type: none"> <li>- Coastal has been using its own resources to lease space for instructional programs</li> <li>- Institution makes use of off-campus locations at Myrtle Beach, Georgetown, and Waccamaw</li> </ul>
<p><b>Resource Priorities:</b></p> <ul style="list-style-type: none"> <li>- High priorities for resource allocation include faculty salaries, especially compression issues, technology equipment and support personnel, increasing the ratio of full-time to part-time faculty, and campus attractiveness and safety</li> <li>- High percentage of tuition revenues are derived from out-of-state students</li> <li>- Campus sustainability program is being developed, with incorporation of sustainability issues into the academic curriculum</li> <li>- University's <i>Strategic Plan</i> linked to resource priorities and to meeting the requirements of Baldrige Accountability Report</li> </ul>	<ul style="list-style-type: none"> <li>- Low funding level from state appropriations</li> <li>- Additional research and faculty development funds are needed</li> <li>- Salaries of professional and support staff continue to be low, impacting the ability to recruit qualified personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to recruit highly qualified out-of-state students while enhancing admissions recruitment efforts for in-state students</li> <li>- Continue to charge out-of-state students the full cost of their education</li> <li>- Continue the faculty development program that enhances research and teaching excellence</li> <li>- Continue to monitor and update the university-wide technology plan</li> <li>- Continue to monitor and update the <i>Campus Master Plan</i></li> <li>- Compare professional and support staff salaries with national averages, using CUPA survey, to ensure equitable salaries</li> <li>- Continue to support the campus sustainability program and to assess its impact on the university community</li> <li>- Continue to support and assess the University's <i>Strategic Plan</i></li> </ul>

**Coastal Carolina University  
Organizational Chart by Function**



8/16/06