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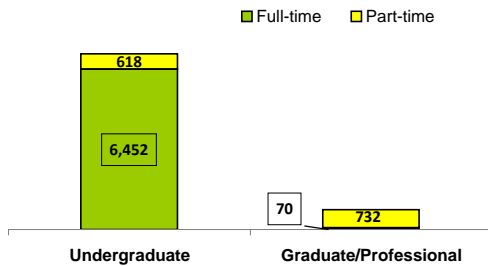
<http://www.coastal.edu>

Coastal Carolina University is a dynamic, public, comprehensive liberal arts institution located in Conway, just minutes from Myrtle Beach, S.C. The University offers baccalaureate programs to nearly 8,000 students in 40 fields of study including acclaimed programs in marine science, resort tourism and professional golf management. Graduate programs include an MBA as well as master's degrees in education and coastal marine and wetland studies. The combined expertise of faculty ranges from emerging market economics to global positioning systems, bottle-nosed dolphins and the history of rock 'n' roll. There are more than 300 full-time faculty members, 82 percent of whom have doctoral or terminal degrees. Named for the quick-thinking rooster from Chaucer's Canterbury Tales, the Coastal Carolina University mascot is the Chanticleer. The Chanticleer characterizes the spirited manner with which our students tackle their studies and their lives. Come see for yourself how Coastal Carolina University can become your university.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS 7,872

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 7,070

Gender

Women	3,734	53%
Men	3,336	47%

Race/Ethnicity

African American / Black	824	12%
American Indian / Alaskan Native	34	0%
Asian / Pacific Islander	93	1%
Hispanic	115	2%
International	92	1%
White	5,828	82%
Race/Ethnicity Unknown	84	1%

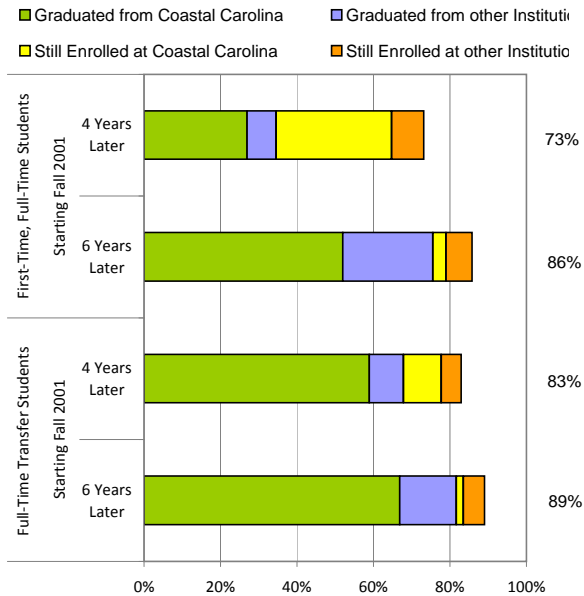
Geographic Distribution (Degree-Seeking)

South Carolina	51%
Other US States & Territories	48%
Other Countries	1%

Age (Degree-Seeking)

Average Age	21
Percent of Undergraduates Age 25 or Older	8%

Undergraduate Success and Progress Rate [More](#)



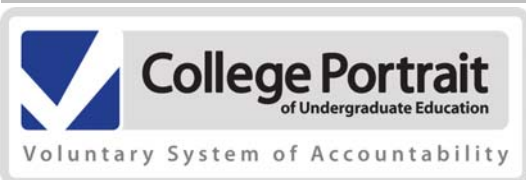
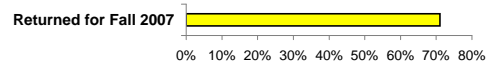
A 73% four-year success and progress rate means that 73% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 931 First-Time, Full-Time Students
- 454 Full-Time Transfer Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

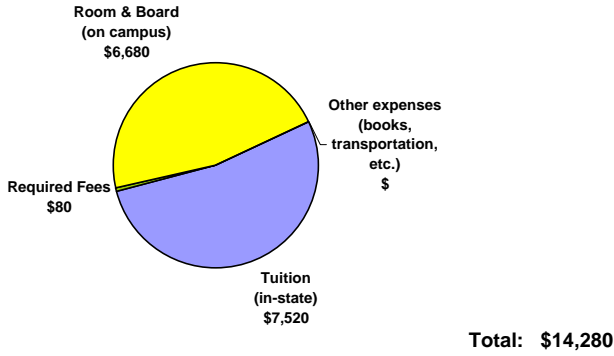
Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid [More](#)

Typical Undergraduate Costs per Year Without Financial Aid (Full-Time, In-State Students)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
 To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates

Overall Financial Aid

• 83% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

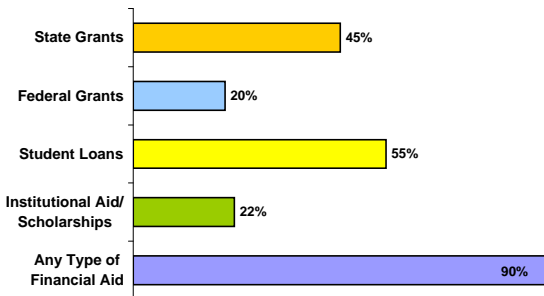
Annual Need-Based Scholarships & Grants

• 24% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,533.

Annual Need-Based Loans

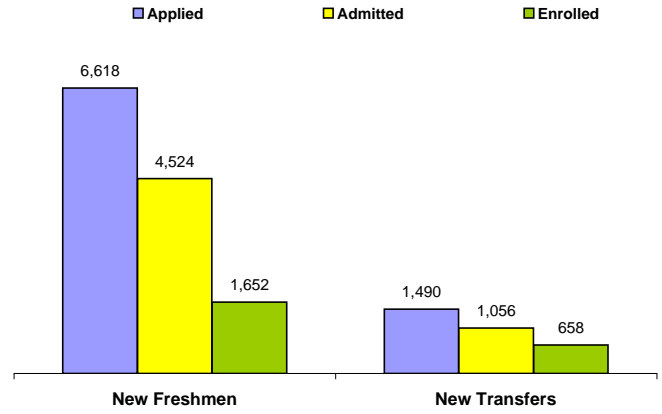
• 50% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$7,055.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Undergraduate Admissions [More](#)



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT &/or ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	20-22	
Math	18-23	480-570
English	19-22	
Critical Reading		470-550

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	36%
Percent in top 50% of High School Graduating Class	75%
Average High School GPA (4-point scale)	3.32

Degrees and Areas of Study [More](#)

Degrees Awarded at Coastal Carolina in 2006-07

Bachelor's	1,004
Master's	75
Total	1,079

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business/Marketing	33%
Biological/life sciences	12%
Education	10%
Social Sciences	8%
Psychology	8%
All other degree areas	29%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Community

Coastal Carolina University students enjoy a nationally competitive NCAA I athletic program that includes football, an inspiring cultural calendar, and a tradition of community interaction fueled by more than 130 student clubs and organizations. The Chanticleers have made 65 NCAA Championship appearances including a trip to the NCAA 2008 Super Regional in baseball in June, and have won 76 conference championships since 1989. The nationally recognized Osher Lifelong Learning Institute offers an array of non-credit courses at locations throughout the community. The University comprises 53 main buildings on 307 acres as well as Waties Island, 1,105 acres of pristine barrier island on the Atlantic coast that provide a natural laboratory for extensive study in marine science and wetland biology. Students enrolled in the University's Professional Golf Management program staff Quail Creek Golf Club at Coastal Carolina University, a public 18-hole golf facility located adjacent to the campus. Students have plentiful internship, recreational and employment opportunities in nearby Myrtle Beach. Come visit us and you'll see why Coastal Carolina University offers premier education in a perfect location.



Study at Coastal Carolina [More](#)

Classroom Environment

Students per Faculty	18 to 1
Undergraduate classes with fewer than 30 students	69%
Undergraduate classes with fewer than 50 students	95%

Full-Time Instructional Faculty

Total Faculty	262
% Women	38%
% from Minority Groups	10%
% with Highest Degree in Field	82%

Carnegie Classification of Institutional Characteristics [More](#)

Basic Type

Baccalaureate Colleges--Arts & Sciences

Size and Setting

Medium four-year, primarily residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program

Single postbaccalaureate (education)

Student Housing [More](#)

78% of new freshmen live on campus
32% of all undergraduates live on campus

Campus Safety [More](#)

Safety on the university campus is a natural source of concern for parents, students and University employees. Education - the business of Coastal Carolina University can take place only in an environment in which each student and employee feels safe and secure. CCU recognizes this and employs a number of security measures to protect the members of its community. Although the area, with its small-town feel and neighborly attitude, is perceived to have a relatively low crime rate, no campus is totally isolated from crime. Consequently, crime prevention remains a high priority.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

[CLICK HERE](#) for information on survey administration, sample, and response rate.



Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how Coastal Carolina evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2004 College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the CSS survey.

<p>Group Learning Experiences</p> <ul style="list-style-type: none"> 68% of seniors have discussed course content with students outside of class 98% of seniors have studied with other students 12% of seniors spent at least 6 hours per week in student clubs/groups <p>Active Learning Experiences</p> <ul style="list-style-type: none"> 61% of seniors spent at least 6 hours per week studying and doing homework 27% of seniors reported they had an opportunity to work on a research project 26% of seniors reported they had an opportunity to apply classroom learning to "real life" issues 12% of seniors participated in a study abroad program 52% of seniors worked on an independent study program 33% of seniors participated in an internship program <p>Student Interaction with Campus Faculty and Staff</p> <ul style="list-style-type: none"> 77% of seniors were satisfied with the amount of contact with faculty 68% of seniors reported they had an opportunity to discuss coursework outside of class 72% of seniors were satisfied with their ability to find a faculty or staff mentor 	<p>Institutional Commitment to Student Learning and Success</p> <ul style="list-style-type: none"> 54% of seniors were satisfied with tutoring or other academic assistance 66% of seniors were satisfied with academic advising 46% of seniors were satisfied with career counseling and advising <p>Experiences with Diverse Groups of People and Ideas</p> <ul style="list-style-type: none"> 62% of seniors indicated they socialized with someone of another racial or ethnic group 16% of seniors stated that their knowledge of people from different races or cultures is stronger since entering college 14% of seniors stated that their ability to get along with people of different races or cultures is stronger since entering college <p>Student Satisfaction</p> <ul style="list-style-type: none"> 75% of seniors were satisfied with the overall quality of instruction they received 80% of seniors stated they would choose to enroll at this college again 57% of seniors were satisfied with the overall sense of community among students 82% of seniors were satisfied with their overall college experience
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Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at Coastal Carolina

Student learning is at the heart of Coastal Carolina University's mission, goals, and values and refers to the measureable outcomes of what students should know and are able to do as a result of their course work and educational experiences at our institution. Student learning is measured through multiple measures by our academic colleges, the core curriculum and library services. Faculty in academic majors use a variety of assessments such as a discipline specific Educational Testing Service (ETS) Major Field Tests, internship evaluations, student artifacts, research papers, and others to determine if outcomes have been met. The core curriculum is measured through the ETS Measure of Academic Proficiency and Progress (MAPP) test and administered during the capstone courses of all majors. Faculty also have designed various assessments to measure the student learning outcomes for each of the core goals. Annually faculty use the results to verify student achievement and to identify patterns of weakness; ultimately to improve teaching and learning.

[CLICK HERE](#) for examples of student learning assessment and outcomes at Coastal Carolina

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-07 results from the Measure of Academic Proficiency and Progress (MAPP). The MAPP measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

[CLICK HERE](#) for a description of the MAPP test.

Learning Gains between Freshman Year and Senior Year

Critical Thinking

Value-added results not yet available.

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
Critical Thinking	NA	112
Written Communication	NA	114

Written Communication

Value-added results not yet available.

MAPP Score Range: 100 to 130

