Strategic Plan Assessment
2013 - 2014

Office of Institutional Research, Assessment & Analysis

September 2, 2014
STRATEGY ONE: Meeting the Educational Needs of Students and Community

1.1.1: Increase student enrollment in study abroad programs by 3% per year by Fall 2018

Progress toward meeting objective:

Study Abroad Student Enrollment
- During the 2013-14 academic year 300 students were enrolled in study abroad programs. This enrollment represents a 37.6% increase over 2012-13 when 218 students were enrolled in study abroad programs.

1.1.2: Increase international student enrollment to 3% of total student enrollment by Fall 2018

Progress toward meeting objective:

International Student Enrollment
- A total of 162 international students were enrolled in Fall 2013, representing a 1.9% increase over the Fall 2012 enrollment (159).

1.1.3: Increase the number of undergraduate and graduate degrees awarded by 1.5% for each college by Fall 2018

Progress toward meeting objective:

Undergraduate and Graduate Degrees Awarded
- A total of 1,553 students were awarded undergraduate degrees for the academic year 2013-2014. The total undergraduate degrees awarded represent a 2.9% increase over the 2012-2013 degrees awarded (1,510).
- A total of 231 students were awarded graduate degrees for the academic year 2013-2014. The total degrees awarded represent a 16.1% increase over the 2012-2013 degrees awarded (199).
- Three colleges increased the number of undergraduate degrees awarded and four colleges increased the number of graduate degrees awarded from 2012-13 to 2013-14.

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate % Enrollment Change</th>
<th>Progress toward meeting objective</th>
<th>Graduate % Enrollment Change</th>
<th>Progress toward meeting objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
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1.1.4: Develop and implement three new graduate and two undergraduate programs

**New Graduate Programs**
- Beginning in Fall 2014 the University began offering three new graduate programs; the Ph.D. in Marine Science: Coastal and Marine Systems Science, Educational Specialist in Educational Leadership and the Master of Arts in Liberal studies.

**New Undergraduate Program**
- Beginning in Fall 2014 the University began offering the Bachelor of Science in Information Technology degree program.

**STRATEGY 2: ENSURING STUDENT SUCCESS**

1.2.1: Increase one-year retention rates of first-time, full-time freshmen to 72% by Fall 2018

**Retention Rates**
- The one-year retention rate for the 2012 first-time full-time freshmen was 62.6%, an increase over the 2011 cohort (59.9%).

1.2.2: Increase six-year graduation rates of entering freshman cohorts to 56% by Fall 2018

**Six-Year Graduation Rates**
- The six-year graduation rate for the Fall 2007 cohort was 45.8%, a slight decrease over the Fall 2006 cohort (47.3%).

1.2.5: Increase internship opportunities and placement rates by 2% per year

**Internship Placement Rates**
- During the 2013-14 academic year there were 1,479 student interns engaged in developing professional work skills necessary for their career success. This figure represents a 1.7% increase over the number of students participating in internships (1,455) during the 2012-13 academic year.
STRATEGY 3: ENSURING FACULTY AND STAFF SUCCESS

1.3.1: Assess the Faculty/Staff New Hire Orientation

Progress toward meeting objective:

New Faculty Orientation Assessment
- The Center for Teaching Excellence to Advance Learning (CeTEAL) offered a two-day orientation prior to the beginning of the Fall 2013 semester for 50 new faculty. As part of this orientation 42 offices and organizations across campus participated in an information sharing Expo. A follow-up survey indicated 60.9% of participants indicated they were “very satisfied” with the orientation.

New Staff Orientation Assessment
- Between July 2013 and June 2014, twenty-three orientation sessions were attended by 264 new staff members. Evaluations were provided to orientation attendees and the response was overwhelmingly positive as many new hires found the orientation to be “valuable, essential for new staff to succeed, and demonstrating remarkable university pride.”

1.3.2: Maintain commitment to faculty and staff salary compression issues based on budget adoption/availability of funding

Progress toward meeting objective:

Faculty and Staff Compression Activities
- Under the direction of the President a compression salary study for faculty and staff was conducted Summer 2013. As a result of these studies 525 eligible employees (182 faculty and 343 staff) received compression pay effective October 1, 2013. The total dollar amounts disbursed was $994,884 ($503,607 to faculty and $491,277 to staff). In addition, 129 faculty members received merit increases totaling $217,046. If the retention rate of the Fall 2013 cohort reaches or exceeds 64%, the second round of compression will be disbursed to eligible employees.

1.3.3: Establish financial support and training systems that promote excellence for faculty and staff and those in supervisory roles

Progress toward meeting objective:

Strategic Management and Resource Training (S.M.A.R.T.) Program
- This S.M.A.R.T program was designed to engage and challenge participants in identifying and utilizing practical decision-making strategies for informed decision-making in their day-to-day interactions with employees. The strategic intent of the program is to build strong organizational capability by supporting the individual growth and development of employees in key management and supervisory roles.
“Admins in Action” Programs
- Three professional development and leadership training programs were offered during the 2013-14 academic year. These programs, offered for staff members included Administrative Support Network (ASN), Admin Academy, and the Organizational Leadership Program.

CeTEAL Faculty Development Programs
- CeTEAL promotes a culture of excellence in teaching and learning by providing faculty development sessions and resources to improve student learning, to provide sessions to support faculty in scholarship/research, and to provide training on innovative technologies in order to keep faculty updated. During 2013-2014, 546 face-to-face sessions and 15 online sessions were offered.

STRATEGY 4: ENSURING FINANCIAL VIABILITY AND MANAGED GROWTH

1.4.1: Increase undergraduate enrollment by 2% per year – goal 10,000 students

Progress toward meeting objective:

Undergraduate Student Enrollment
- The total Fall 2013 undergraduate enrollment was 8,867, representing a 1.4% increase over Fall 2012 undergraduate enrollment (8,746).

1.4.2: Increase graduate enrollment by 2% per year – goal 675 students

Progress toward meeting objective:

Graduate Student Enrollment
- The total Fall 2013 graduate enrollment was 611 students, representing a 3.7% increase over Fall 2012 graduate enrollment (589).

1.4.3: Increase new transfer enrollment by 2% per year - goal 900 students

Progress toward meeting objective:

Transfer Student Enrollment
- The total Fall 2013 transfer student enrollment was 779 students, representing a 2.7% decrease over Fall 2012 transfer enrollment (801).
Alumni Rate of Giving

- The 2013-14 alumni rate of giving of 9.1% represents a 1% increase over the 2012-13 rate (8.1%).

SUPPORTING STRATEGY 1: IMPROVED COMMUNICATION

Feel the Teal

- During the 2013-2014 academic year the University continued its service excellence initiative, Feel the Teal. This service excellence initiative strives to develop a stronger sense of institutional community among Coastal’s faculty, staff, and students and provide the infrastructure to ensure a productive, supportive, student-centered educational work environment. To date, more than 1,100 employees (primarily staff and student workers) have attended the four training modules offered through Feel the Teal. In conjunction with this initiative, the following new programs and services were offered:

  - Attitude of Service - Fall 2013
  - Civility on Campus - Spring 2014
  - CCU History & Traditions - Spring 2014
  - Creation of Feel the Teal on Facebook
  - Creation of internal focus groups to measure university and customer service satisfaction

CHANT411

- CHANT411 was launched during the Fall 2014 semester. This service is available for all students, faculty, staff, and visitors who encounter a question that cannot be readily answered. The CHANT411 program is one more way that Coastal continues to grow a service culture and delivery. Accomplishments during the first year included:

  - Responses to over 7,000 inquiries from students, families, faculty, staff and community members
  - Assisted with Emergency Management communication and was used as a vehicle to get information out about Winter Weather closures and re-openings. The Office remained open while the university was closed and answered 655 inquiries about the closure over the span of 6 days.
SUPPORTING STRATEGY 2: STRONGER ASSESSMENT AND ACCOUNTABILITY

1.6.1: Develop benchmark dashboard indicators

Benchmark Dashboard Indicators
- During the 2013-14 academic year a total of 42 dashboards were developed representing seven key areas across campus. The dashboard categories created during 2013-2014 provide data on performance measures in the following areas:
  - Admissions
  - Enrollment
  - Financial Aid
  - Graduation and Retention
  - Human Resources
  - Philanthropy
  - University Housing

SUPPORTING STRATEGY 3: INCREASED TECHNOLOGICAL SUPPORT

1.7.1: Conduct a wireless infrastructure audit campus-wide to identify areas where mobile access enhancement is needed

Technology Enhancement Initiative
- The initial phases of the Wi-Fi Technology Enhancement Initiative were launched during the 2013-14 academic year. This project involved the enhancement of the University's wired and wireless infrastructure based on heat map technology. Phase I included an audit and upgrades in the residence halls and was completed by January 2014. Phase II included an audit of select campus buildings and by July 2014 a majority of the project were complete. Phase III includes an audit of outdoor space on campus with an expected completion date of January 2015.

1.7.3: Transition from current course management system to Moodle

Transition to Moodle
- During the 2013-14 academic year, the University moved toward the full implementation of Moodle as the campus learning management system of choice. In Fall 2012 a pilot program was introduced, and by Fall 2013, 273 courses were being offered through Moodle. The pilot continued into Spring 2013 with faculty teaching 392 course sections using Moodle. In Fall 2014 the University was using Moodle exclusively for all online and many face to face courses.
### 1.7.4: Establish an Information Technology Council

**University Technology Council**
- During Spring 2014 the University Technology Council, composed of select Deans and Vice Presidents, Chair of Faculty Senate, Director of Athletics, Director of Facilities, Chief Information and Technology Officer, and a member of the local community, was created. The council met two times during the 2013-14 academic year and created a charter and addressed an information technology strategic plan framework.

### 1.7.5: Develop the university’s online program infrastructure, marketing plan, and high quality online curricula for undergraduate and graduate students

**Progress toward meeting objective:**

**Major Distance Learning Milestones**
- Created a new unit, Coastal Office of Online Learning (COOL) to provide strategic leadership for advancing and managing online learning initiatives at Coastal
- Developed and implemented an incentive grant to stimulate production of new online programs
- Developed a funding model via new distance learning fee to make online initiatives sustainable
- Developed and implemented a comprehensive quality management process for all new online courses and programs
- Conducted a comprehensive revision of the institution’s distance learning policy, vetted through all academic units
- Designed two new state-of-the-art Distance Learning studio classrooms
- Initiated the acquisition of an enterprise video conferencing and classroom capture solution for online learning
- Developed a new website (online.coastal.edu) as part of a comprehensive plan to market online courses and programs
- Created various tuition incentives to stimulate online enrollments
- Developed new policies, procedures and application forms to facilitate enrollment of online international students
| 1.1.1: Increase student enrollment in study abroad programs by 3% per year by Fall 2018 | 1.4.1: Increase undergraduate enrollment by 2% per year – goal 10,000 students |
| 1.1.2: Increase international student enrollment to 3% of total student enrollment by Fall 2018 | 1.4.2: Increase graduate enrollment by 2% per year – goal 675 students |
| 1.1.3: Increase the number of undergraduate and graduate degrees awarded by 1.5% for each college by Fall 2018 | 1.4.3: Increase new transfer enrollment by 2% per year - goal 900 students |
| 1.1.4: Develop and implement three new graduate and two undergraduate programs | 1.4.4: Increase alumni rate of giving by 1% per year |
| 1.2.1: Increase one-year retention rates of first-time, full-time freshmen to 72% by Fall 2018 | 1.5.1: Create a University-wide culture of service excellence |
| 1.2.2: Increase six-year graduation rates of entering freshman cohorts to 56% by Fall 2018 | 1.6.1: Develop benchmark dashboard indicators |
| 1.2.5: Increase internship opportunities and placement rates by 2% per year | 1.7.1: Conduct a wireless infrastructure audit campus-wide to identify areas where mobile access enhancement is needed |
| 1.3.1: Assess the Faculty/Staff New Hire Orientation | 1.7.3: Transition from current course management system to Moodle |
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**Programs of Study**

- Doctoral (Ph.D.) 1
- Specialist (Ed.S) 1
- Master’s (MAcc, MAT, MAW, MBA, MEd, MS) 8
- Bachelor’s (BA, BFA, BS) 67

**Students (Fall 2013)**

- Headcount Enrollment 9,478
- FTE 8,870

**Faculty and Staff (Fall 2013) * **

- Faculty Full-time 410
- Faculty Part-time 184
- Staff Full-time 692
- Staff Part-time 296
- Total 1,582

**Land and Buildings**

- Acreage ** 630
- Main Buildings 72

* Staff members are counted only once even if employed in multiple ways (e.g. a full-time staff member who also teaches)

** Includes the General James F. Hackler Golf Course, and all Coastal Carolina University, Coastal Educational Foundation, Horry County Higher Education, and Student Housing Foundation properties.

Excludes Waties Island (1,105 acres)

Prepared by the Office of Institutional Research, Assessment and Analysis