

Annual
Institutional
Effectiveness
Report

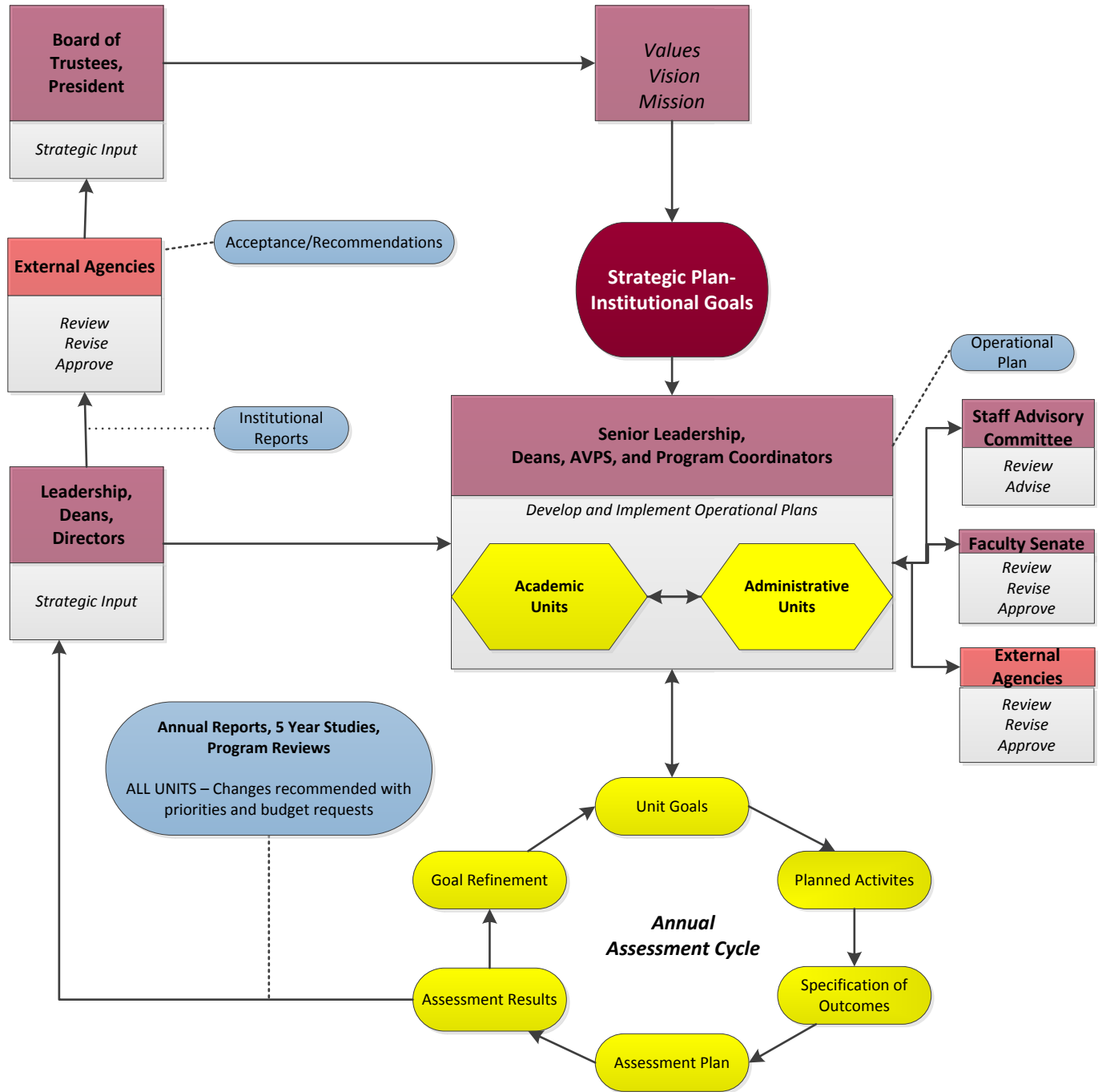
2012-2013

Report prepared by the Office for Institutional Effectiveness and
Strategic Planning

OIEP.COFC.EDU

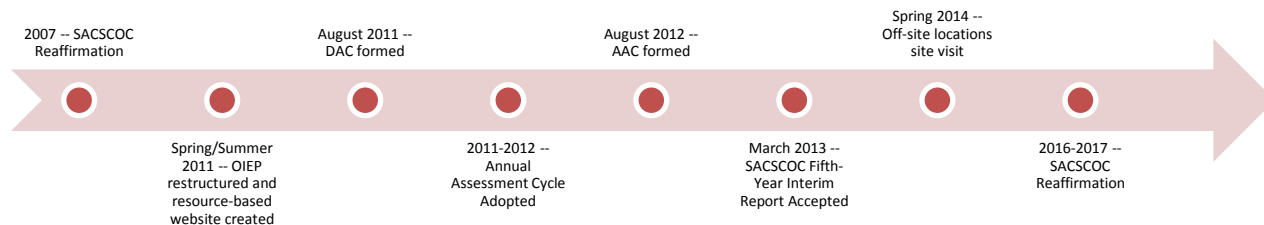
Annual Institutional Effectiveness Report

The Planning Cycle at the College of Charleston



Annual Institutional Effectiveness Report

Assessment Timeline and Key Milestones



The Assessment Cycle at the College of Charleston

Each year, program personnel select at least one outcome to measure and provide evidence that results are being used for continuous improvement.

ACTIVITY	DEADLINE
▶ Academic Assessment Plans due	September 30
▶ Administrative Assessment Plans due	October 31
▶ Assessment Reports due	May 15
▶ Deans'/Unit Administrators' Report	June 15
▶ EVP review	July
▶ President review	August

Beginning in the 2011-2012 academic year, an annual assessment cycle was developed for the systematic submission and review of program assessment plans that include outcome statements and performance expectations. Plans are reviewed by the Deans' offices/AVPs and submitted to the Office for Institutional Effectiveness and Strategic Planning (OIEP) in the fall. In the spring semester, reports that include assessments, use of results, and impact on budget are submitted to the Deans' office/AVPs for initial review. Reports are then submitted to the EVP for review and response. The President's Office is given the final review. For the Graduate School, the assessment process also includes program review.

Roles and Responsibilities

For academic units, program assessment begins with faculty members in the discipline or field articulating measurable student learning outcomes and program goals that are aligned with College Strategic Initiatives. Each unit then develops and implements assessment initiatives designed to measure those learning outcomes and goals, and finally, analyzes and uses assessment results to improve learning and programs. In the same way, staff and administrators in academic support and administrative units are responsible for developing program goals and learning outcomes aligned with College Strategic Initiatives, designing and implementing assessment strategies to measure attainment of those goals and outcomes, and documenting how assessment results are used to improve programs and learning.

The College has two key committees that collaborate with OIEP in promoting best assessment practices and ensuring the College's compliance with SACSCOC Core Requirement 2.5 and Comprehensive Standard 3.3.1. For academic units, the Deans' Assessment Committee (DAC) members are responsible for coordinating the submission of assessment plans/reports to the academic dean. In 2013, representation from the Provost's and the President's office were added in an ex-officio capacity. The Administrative Assessment Committee (AAC) was formed in Fall 2012, and members serve as assessment liaisons among the administrative programs within their division.

Annual Institutional Effectiveness Report

Other responsibilities of the Assessment Liaisons include:

- helping to create and maintain a culture of assessment in each school/major/program at the College of Charleston;
- motivating faculty and staff participation in all steps of the assessment process;
- involving students in the assessment process to ensure their awareness of major/program goals and their important role in the process;
- working with the program directors to coordinate assessment efforts; and
- generating ways to involve external stakeholders in meaningful assessment activities.

Assessment Leadership



Summary of Participation Rates in the 2012-2013 Assessment Cycle

As a part of the assessment process, each of the academic schools/divisions reviews programmatic plans and reports continuously within the cycle. The reports for the academic schools may include a synthesis of the academic goals, but they may also assess administrative goals during the same cycle. Each school/division demonstrates connections between assessment activities and strategic goals/initiatives from the College’s Strategic Plan, *Gateways to Greatness*.

	# of Programs Included	Participation Rates*	
		Included	% Participation
School of the Arts**	9		100
School of Business**	8		100
School of Education, Health and Human Performance**	17		94
School of Humanities and Social Sciences**	18		94
School of Languages, Cultures and World Affairs**	7		86
School of Sciences and Mathematics**	24		100
Interdisciplinary Programs**	4		100
Academic Affairs – Administrative Units	25		100
Business Affairs (IT unit only)	1		100
Institutional Advancement (All depts.)	1		100
Marketing and Communications (All depts.)	1		100
Student Affairs (All depts.)	19		90
Total	134		97

* Participation rates reflect programs selected by division heads for assessment.

** See Appendix A for a complete listing of academic programs included.

Annual Institutional Effectiveness Report

Review Process for Assessment Reports

In an effort to provide constructive feedback to program coordinators, a [rubric](#) for assessment plans/reports is used. In the 2011-2012 assessment cycle, the rubric was applied by OIEP staff. To increase the capacity for assessment among faculty and staff, this task was transferred to the members of the Deans' Assessment Committee for application within each academic school for the 2012-2013 assessment cycle (see Appendix B for results by program). In the spring of 2013, workshops were held within schools for assessing alignment and consistency of program assessment reports. These workshops were attended by representatives from each academic school, the graduate school, and the honors college. For administrative areas, AVP/EVPs are responsible for the review process; using the elements presented in the rubric as a guide, they coordinate appropriately with their staff to provide feedback for improvements.

Summary of Review for Continuous Improvement in the 2012-2013 Assessment Cycle

	Mission Statement			Goals/ Learning Outcomes			Assessment Methods/ Performance Expectations			Assessment Results			Use of Results		
School of the Arts (N=8) <i>(Rubric)</i>	75%	25%	0%	38%	62%	0%	62%	38%	0%	25%	75%	0%	62%	25%	13%
School of Business (N=8) <i>(Rubric)</i>	43%	0%	57%	100%	0%	0%	57%	43%	0%	72%	14%	14%	86%	14%	0%
School of Education, Health and Human Performance (N=16) <i>(Rubric)</i>	100%	0%	0%	94%	6%	0%	69%	31%	0%	63%	25%	13%	31%	19%	50%
School of Humanities and Social Sciences (N=16) <i>(no rubrics)</i>	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
School of Languages, Cultures and World Affairs (N=8) <i>(Rubric)</i>	43%	0%	57%	86%	14%	0%	100%	0%	0%	57%	14%	29%	57%	14%	29%
School of Sciences and Mathematics (N=22) <i>(Rubric)</i>	95%	0%	5%	76%	24%	0%	52%	48%	0%	33%	67%	0%	19%	81%	0%
Interdisciplinary Programs (N=3)	100%	0%	0%	100%	0%	0%	25%	75%	0%	100%	0%	0%	100%	0%	0%

Key:	Compliant	Needs work	Missing element
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The table below summarizes the percent compliant within each of the academic schools for the past two assessment cycles based on the review process. OIEP consults with DAC members and offers a series of workshops that reinforce the importance of using results for improvement and how assessment evidence is used in responding to SACSCOC standards.

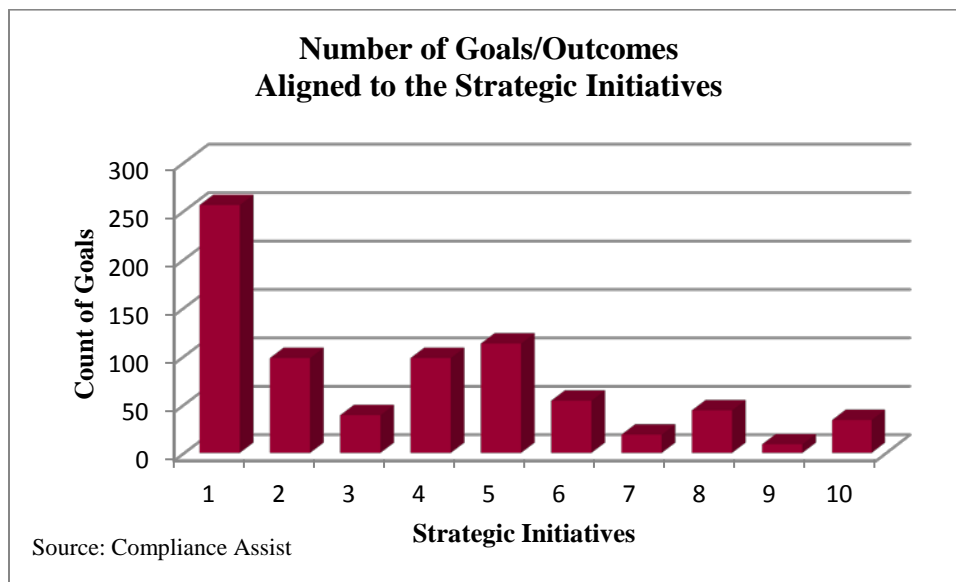
Summary of Review for Continuous Improvement Over Time: 2011-2012 and 2012-2013* (Compliance Rates)

	Mission Statement		Goals/Learning Outcomes		Assessment Methods/Performance Expectations		Assessment Results		Use of Results	
	'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13
School of the Arts (N=8) <i>(Rubric)</i>	100%	75%	50%	38%	38%	62%	50%	25%	50%	62%
School of Business (N=8) <i>(Rubric)</i>	62%	43%	75%	100%	25%	57%	62%	72%	25%	86%
School of Education, Health and Human Performance (N=16) <i>(Rubric)</i>	100%	100%	100%	94%	94%	69%	61%	63%	50%	31%
School of Humanities and Social Sciences (N=16) <i>(Rubric in '11-'12 only)</i>	88%	--	100%	--	88%	--	75%	--	88%	--
School of Languages, Cultures and World Affairs (N=8) <i>(Rubric)</i>	25%	43%	100%	86%	38%	100%	74%	57%	25%	57%
School of Sciences and Mathematics (N=22) <i>(Rubric)</i>	77%	95%	95%	76%	9%	52%	5%	33%	5%	19%
Interdisciplinary Programs (N=3)	100%	100%	100%	100%	25%	25%	75%	100%	25%	100%

Annual Institutional Effectiveness Report

Strategic Initiatives being supported by Academic/Administrative units' Assessment Reports

Strategic Initiative	Academic	Administrative
1: Enhance the undergraduate academic core.	234	22
2: Develop nationally recognized graduate programs.	93	5
3: Develop and retain a highly qualified and diverse faculty and staff.	25	14
4: Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.	43	55
5: Enhance co-curricular and extracurricular programs for the holistic education of students.	45	68
6: Align administrative and academic policies and procedures to support the College's purpose and achieve its envisioned future.	2	52
7: Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.	3	16
8: Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.	30	14
9: Establish campus wide policies and practices to generate new resources and foster greater self-sufficiency.	0	9
10: Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs.	16	18



Annual Institutional Effectiveness Report

Appendix A Academic Programs Submitted for 2012-2013 Academic Year

Degree Program (by Academic School)	2012-2013 Assessment Data	Degree Program (by Academic School)	2012-2013 Assessment Data
School of the Arts			
Undergraduate		Graduate	
Art History	BA	Arts Management	Cert
Arts Management	BA	Historic Preservation	MS
Dance	BA		
Historic Preservation & Community Planning	BA		
Music	BA		
Studio Arts	BA		
Theatre	BA		
School of Business			
Undergraduate		Graduate	
Accounting	BS	Accountancy	MS
Business Administration	BS	Business Administration	MBA
Economics	BS		
Hospitality and Tourism Management	BS		
International Business	BS		
School of Education, Health and Human Performance			
Undergraduate		Graduate	
Athletic Training	BS	Early Childhood	MAT
Early Childhood Education	BS	Elementary Education	MAT
Elementary Education	BS	Middle Grades Education	MAT
Exercise Science	BS	Special Education	MAT
Middle Grades Education	BS	Teaching, Learning, and Advocacy	MEd
Physical Education	BS	English as a Second Language	Cert
Public Health	BS	Gifted and Talented	Cert
Secondary Education Cognate*	BS	Special Education	Cert
Special Education	BS		
School of Humanities and Social Sciences			
Undergraduate		Graduate	
Anthropology	BS	Communication	MA
Communication	BA	English	MA
English	BA	History	MA
History	BA	Public Administration	MPA
Philosophy	BA	Urban Studies	Cert
Political Science	BA		
Psychology	BA, BS		
Public Health	BA		
Religious Studies	BA		
Sociology	BS		
Urban Studies	BA		
Women's and Gender Studies	BA		

Annual Institutional Effectiveness Report

School of Languages, Cultures and World Affairs			
Undergraduate		Graduate	
Classics	BA		
French & Francophone	BA		
German	BA		
International Studies	BA		
Jewish Studies	BA		
Latin American and Caribbean Studies	BA		
Spanish	BA		
School of Sciences and Mathematics			
Undergraduate		Graduate	
Astronomy	BA	Computer and Information Sciences	M.S.
Astrophysics	BS	Marine Biology	MS
Biochemistry	BS	Mathematics	MS
Biology	BA, BS	Operations Research	Cert
Chemistry	BA, BS	Statistics	Cert
Computer Information Systems	BS		
Computer Science	BA, BS		
Computing in the Arts	BA		
Discovery Informatics	BS		
Geology	BA, BS		
Marine Biology	BS		
Mathematics	BA, BS		
Physics	BA, BS		
Interdisciplinary Programs			
Undergraduate		Graduate	
		Environmental Studies	M.S.
		Languages	M.Ed.
		Performing Arts	M.A.T.
		Science and Math for Teachers	M.Ed.

* Assessed by the following subject areas: English, Mathematics, Science, Social Studies

Annual Institutional Effectiveness Report

Appendix B Detailed Summary of Rubric Review for Continuous Improvement in the 2012-2013 Assessment Cycle

	Mission Statement			Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
School of the Arts (N=8)															
Art History BA	x				x			x			x		x		
Arts Management BA	x				x		x				x		x		
Dance BA		x			x		x				x		x		
Historic Preservation MS	x			x			x			x					x
Historic Preservation and Community Planning BA	x				x			x			x			x	
Music BA	x			x			x			x			x		
Studio Arts BA	x			x				x			x		x		
Theatre BA		x			x		x				x			x	
Summary	75%	25%		37.5%	62.5%		62.5%	37.5%		25%	75%		62.5%	25%	12.5%
School of Business (N=7)															
Accountancy MS			x	x			x			x			x		
Accounting BS			x	x			x			x			x		
Business Administration MBA			x	x			x			x			x		
Business Administration BS	x			x				x				x	x		
Economics BS	x			x				x		x			x		
Hospitality and Tourism Management BS	x			x				x		x			x		
International Business BS			x	x			x				x			x	
Summary	42.8%		57.2%	100%			57.2%	42.8%		71.4%	14.2%	14.2%	85.8%	14.2%	

Key

=compliant

=needs work

=missing element

Annual Institutional Effectiveness Report

	Mission Statement			Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
School of Education, Health and Human Performance (N=18)															
Health and Human Performance															
Athletic Training BS	x			x			x			x			x		
Exercise Science BS	x			x			x			x			x		
Physical Education BS	x			x				x		x			x		
Public Health BS (no rubric)															
Teacher Education															
Early Childhood Education BS	x			x			x			x					x
Early Childhood Education MAT	x			x			x			x					x
Elementary Education BS	x			x			x				x				x
Elementary Education MAT	x			x				x			x				x
Gifted and Talented Certificate	x			x			x				x				x
Middle Grades Education BS	x			x				x		x			x		
Middle Grades MAT	x			x			x			x					x
Secondary English BS	x			x			x				x			x	
Secondary Mathematics BS	x			x			x			x				x	
Secondary Science BS	x			x			x			x				x	
Secondary Social Studies BS	x				x		x			x			x		
Special Education BS	x			x				x				x			x
Special Education MAT	x			x				x				x			x
Teaching, Learning, and Advocacy MED (no rubric)															
Summary	100%			93.7%	6.3%		68.8%	31.2%		62.5%	25%	12.5%	31.3%	18.8%	50%

Key

=compliant

=needs work

=missing element

Annual Institutional Effectiveness Report

	Mission Statement			Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
School of Humanities and Social Sciences (N=16)															
Communication BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Communication MA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English MA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
History BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
History MA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Philosophy BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Political Science BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Public Administration MPA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Psychology BS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Religious Studies BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Anthropology BS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sociology BS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Urban Studies BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Women's and Gender Studies BA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Summary															
School of Languages, Cultures and World Affairs (N=7)															
Classics BA	x			x			x			x			x		
French and Francophone BA	x			x			x			x			x		
German BA			x	x			x			x			x		
Spanish BA	x			x			x			x			x		
International Studies BA			x		x		x					x			x
Jewish Studies BA			x	x			x				x			x	
Latin American and Caribbean Studies BA			x	x			x					x			x
Summary	42.8%		57.2%	85.8%	14.2%		100%			57.2%	14.2%	28.6%	57.2%	14.2%	28.6%
Key		= compliant			= needs work						=missing				

Annual Institutional Effectiveness Report

	Mission Statement			Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
School of Sciences and Mathematics (N=22)															
Astronomy BA	x			x			x			x			x		
Astrophysics BS	x			x			x			x			x		
Biochemistry BS	x				x			x			x			x	
Biology BA	x			x				x			x			x	
Biology BS	x			x				x			x			x	
Chemistry BA	x				x			x			x			x	
Chemistry BS	x				x			x			x			x	
Computer Information Systems BS	x				x			x			x			x	
Computer and Information Sciences MS	x				x			x			x			x	
Computer Science BA	x			x			x			x				x	
Computer Science BS	x			x			x			x				x	
Computing in the Arts BA	x			x			x				x			x	
Discovery Informatics BS	x			x			x				x			x	
Geology BA	x			x				x			x			x	
Geology BS	x			x				x			x			x	
Marine Biology BS	x			x				x			x			x	
Marine Biology MS			x	x			x			x				x	
Mathematics BS	x			x			x				x			x	
Mathematics MS	x			x			x				x			x	
Physics BA	x			x			x			x			x		
Physics BS	x			x			x			x			x		
Summary	95.2%		4.8%	76.2%	23.8%		52.4%	47.6%		33.3%	66.7%		19.0%	81.0%	
Key		= compliant			= needs work					=missing					

Annual Institutional Effectiveness Report

	Mission Statement			Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Interdisciplinary Programs (N=4)															
Environmental Studies MS (no rubric)															
Languages MED	x			x				x		x			x		
Performing Arts MAT	x			x				x		x			x		
Sciences and Mathematics MED	x			x			x			x			x		
Summary	100%			100%			25%	75%		100%			100%		
Key		= compliant				= needs work				=missing					