The College of Charleston Assessment Guide was developed under the auspices of the College’s Office for Institutional Effectiveness and Strategic Planning (OIEP) and is intended to provide current and accurate information regarding assessment reporting. OIEP works collaboratively with faculty, staff, students, and other stakeholders, and welcomes feedback and suggestions.

Contents

Assessment at the College of Charleston ................................................................. 2
Roles and Responsibilities....................................................................................... 3
College of Charleston Assessment Feedback Process ......................................... 5
The Assessment Cycle at College of Charleston .................................................. 6
Steps in Building an Assessment Report (Plans and Results) .............................. 6
  1. Begin with a brief statement of the program/unit mission and document how the program/unit mission supports the College of Charleston Institutional Mission. .................................................................................................................... 6
  2. Describe the assessment process .................................................................. 7
  3. Identify outcomes for the program or unit .................................................. 10
  4. Map outcomes for a program/unit ............................................................... 13
  5. Identify useful and feasible methods of measurement with performance targets ................................................................. 14
  6. Analyze and report assessment results. ....................................................... 16
  7. Use assessment results for continuous improvement ............................... 17
Appendix A ............................................................................................................. 19
Appendix B ............................................................................................................ 22
Appendix C ............................................................................................................. 23
Appendix D ............................................................................................................ 25
Appendix E ............................................................................................................. 27
Appendix F ............................................................................................................. 29
Appendix G ............................................................................................................. 30
Appendix H ............................................................................................................. 31
Appendix I ............................................................................................................. 32
Glossary of Terms ................................................................................................. 35
Assessment at the College of Charleston

Assessment is an ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well outcomes are being achieved and expectations are being met. The resulting information is used to enhance the learning environment, improve learning outcomes, and renew learning procedures. Academic, administrative, and educational support services are all integral to the assessment process and aligned with the mission. The College of Charleston Mission Statement and the Strategic Plan’s Purpose, Values, Goals and Strategic Initiatives are found in Appendix A.

The College of Charleston IE Assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs, stand-alone minors, certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service focus.

The primary function of assessment is to improve educational programs and practices. Assessment feedback is essential to helping faculty and staff identify what is and is not working and what changes, if any, are warranted (Suskie, 2009)\(^1\). Assessment is also mandated by federal and state government systems as well as regional and professional accrediting agencies. Core requirement (C.R.) 2.5 and comprehensive standard (C.S.) 3.3.1 from SACSCOC address the need to assess student learning outcomes\(^2\).

- **C.R. 2.5:** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, outcomes, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

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• **C.S. 3.3.1:** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Higher education institutions accredited by SACSCOC must demonstrate:

- that specific assessment initiatives are implemented to measure designated student learning outcomes;
- that assessment results are shared with appropriate persons; and
- that results of specific assessment initiatives are used to improve student learning.

College of Charleston program assessment plans include learning outcomes and/or program outcomes and the assessment strategies used to measure achievement of student learning and program outcomes. A description of assessment strategies might include methods, instrumentation, rubrics, targeted performance levels, locus of responsibility, timing of the assessment, and data analysis among others. A multiple method assessment is considered best practice and often involves the use of both direct and indirect assessment methods to measure a single learning outcome. Using the results from multiple methods of assessment leads to action plans for improving the program or learning.

**Roles and Responsibilities**

The College of Charleston’s Institutional Effectiveness (IE) assessment model engages broad-based participation and encompasses several key faculty, staff, and administrator roles. The IE assessment model is an ongoing, broad-based process and involves collaborations between assessment coordinators, the Deans’ Assessment Committees (DACs) members at the school level, the Administrative Assessment Committees (AACs) members at the division level, the chairs of the DACs and AACs who comprise the Institutional Assessment Committee (IAC), the Provost or Executive Vice Presidents, and the President.

Assessment coordinators (faculty and staff members) work collaboratively with colleagues in their programs or units to develop an assessment plan and report and coordinate their program’s or unit’s ongoing assessment process.

The DACs are school level assessment committees that exist for each school or college (School of Sciences and Mathematics; School of Professional Studies; School of the Arts; School of Humanities and Social Sciences; Honors College; School of Languages,
Cultures and World Affairs; Graduate School; School of Education, Health, and Human Performance; School of Business) and the General Education Program. The DACs consist of faculty across the varying disciplines. These committee members serve as mentors and work collaboratively with their programs to assist the assessment coordinators in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria provided in the Institutional Assessment Rubrics. The rubrics replaced reviewer rating scales that were in effect from 2011-12 to 2014-15. The DAC members use rubrics to focus discussion on the rubric indicators for increasing quality of assessment plans and results. The chair of each DAC serves on the IAC.

The AACs are division level assessment committees that exists for each of the 6 divisions (Academic Affairs, Business Affairs, Institutional Advancement, Marketing and Communications, the President’s Division, and Student Affairs) and consist of staff members and administrators from the respective divisions. These committee members serve as mentors and work collaboratively with their units to assist the assessment coordinators in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria provided in the Institutional Assessment Rubrics. The chair of each AAC also serves on the IAC.

The IAC is an institutional-level committee that consists of the DAC and AAC chairs, which ensures the quality of the reviews conducted by the DACs and AACs through its oversight of the review process.

The IAC supports the process of continual self-evaluation and improvement across all academic programs and administrative units. Annually, each member of the IAC presents a DAC or AAC report to IAC about the quality of the results and plans. The presentations contain examples of use of results to make improvements in student learning, services and operations. This quality assurance model is also followed for distance education and off-campus locations.

Additional responsibilities of the IAC include:

- Helping to create and maintain a culture of assessment at the College of Charleston.
- Ensuring the use of assessment results to make improvements.
- Motivating faculty and staff participation in all steps of the assessment process.
- Providing feedback on assessments to promote continuous improvement.
- Involving students by promoting awareness of institutional measures.
- Coordinating assessment efforts.
• Generating ways to involve external stakeholders in meaningful assessment activities.
• Working with other campus entities to incorporate institutional data.
• Coordinating and collaborating to provide faculty/professional development.
• Ensuring that new faculty and staff receive information about assessment.

The Office for Institutional Effectiveness and Strategic Planning (OIEP) serves as a support office for assessment coordinators, the AAC members, the DAC members, the IAC members, the Executive Vice Presidents and the President.

**College of Charleston Assessment Feedback Process**

**Figure 1. Assessment Feedback Process**

The Executive Vice President (EVP) and the President review a random sample of completed rubrics for programs and administrative units and provide additional feedback, if necessary.
To nurture a culture of assessment and highlight assessment successes, the IAC and the OIEP staff organize the College’s annual Education Innovation (EI) Day, a celebration of the assessment work of faculty and staff members and an opportunity to highlight programs and units that clearly demonstrate “closing of the loop” on assessment. The Provost and the President honor faculty and staff for their work in assessment. Additionally, the Associate Vice President of OIEP presents a brief summary of the state of assessment to the President and campus community summarizing the IE process.

The Assessment Cycle at College of Charleston

The College follows an annual assessment cycle with plans due in early fall and results reports due at the end of the spring term.

Annual Assessment Cycle with Deadlines

- **September 1**: Data entry for assessment reports and plans completed by all academic programs and administrative units to ComplianceAssist! and submission of self-completed rubrics for the plans and results reports. For example, on September 1, 2017 assessment results reports for the 2016-17 and assessment plans for 2017-18 are due.

- **September 1-15**: Independent reviews conducted and rubrics completed by the respective Deans Assessment Committees (DACs)/Administrative Assessment Committees (AACs) and returned to the respective assessment coordinator(s).

- **September 30**: Final edits to plans and reports as well as final rubrics uploaded to ComplianceAssist!

Steps in Building an Assessment Report (Plans and Results)

1. **Begin with a brief statement of the program/unit mission and document how the program/unit mission supports the College of Charleston Institutional Mission.**

   - Prepare a brief paragraph describing the purpose of the program/unit. A mission statement should tell the reader what the academic program or administrative unit is about and why the program/unit exists. If the program or unit already has a mission statement, confirm that it is in alignment with the College’s mission. See **Appendix F** for more information on writing mission statements.
Academic Mission Statement Examples

The business administration major prepares students for careers in today’s challenging world of business by delivering a comprehensive program of academics, technology, and leadership. A diverse business core and a variety of electives constitute an accredited curriculum that is based on the liberal arts and sciences foundation for which the College is so well known. (B.S. Business Administration)

The English department is dedicated to the teaching and study of literatures through attentive reading, critical thinking, effective speaking, and skillful writing. English is an excellent liberal arts major, in that it provides a basis for those beginning careers in teaching, law, medicine, journalism, government, and business, as well as for those pursuing graduate study in literature or creative writing. (B.A. in English)

Administrative Mission Statement Examples

The Division of Student Affairs at the College of Charleston is dedicated to facilitating the cultural, social, emotional, physical, ethical and intellectual development of all students so that they may become responsible and effective individuals. (Student Affairs)

The mission of the Office of Institutional Research, Planning, and Information Management (IRPIM) is to advance the understanding, planning, operation, evaluation, and improvement of the College of Charleston through the stewardship of College data, accurate and timely reporting, and the provision of clear, consistent, and insightful data analyses for administration, faculty, staff, students, parents and the external community. (Institutional Research, Planning, and Information Management)

2. Describe the assessment process.

- Detailing the assessment implementation process involves answering the following basic questions: Who will be involved in each aspect of the assessment? When will specific tasks be completed? Program/unit coordinators are responsible for providing deans or unit directors with the implementation details.
• Program/unit coordinators or their designees enter plans into ComplianceAssist! for review by the unit director/college dean, OIEP, the Provost and the President. Program personnel will receive feedback regarding outcome alignment and measurability from the deans/institutional directors, and OIEP as appropriate. The process is repeated annually.

**Academic Example**

**Who is conducting assessment? What are they doing?**

All three AT Program faculty are included in the IE assessment process. There are direct and indirect measures for each outcome and each faculty member is responsible to understand, carry-out, and measure their assigned outcomes or measures. Information is gathered year-round. The months when the measurement occurs are included in each measure.

**What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?**

The AT Program assessment plan attempts to meet the requirements of two groups; the Commission on Accreditation of Athletic Training Education (CAATE), and the Institutional Effectiveness (IE). CAATE requires that the AT Program assesses all aspects of program quality. The assessments must include, but are not limited to; assessments of faculty, clinical sites, clinical preceptors and student learning. The assessment of student learning is included in the Institutional Effectiveness plan outlined here. The assessment of faculty, clinical sites and clinical preceptors is articulated in a separate document.

The largest indicator of student learning is the assessment of the 8 content areas set forth by the 5th Edition Athletic Training Education Competencies. All students must be rated as competent in the specific knowledge, skills and abilities (KSAs) and proficient with the Clinical Integration Proficiencies (CIPs) or they do not proceed through the program. Because the AT Program uses a “mastery learning” curriculum, students may repeat the KSA and/or CIP with their preceptor until they are judged competent/proficient.
How will you review and analyze the data?

To make the assessment plan more informative to the AT Program and the IE community, we have additional measures that examine how many students repeat practical examinations (KSA content) and how many students do not matriculate through the program because they are not meeting the benchmarks. We also included outcomes related to communication and critical thinking.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

At the conclusion of the results from the prior year, the faculty meet to discuss changes that should occur for the subsequent cycle and design/revise instruments as needed. In addition, the AT Program also completes an Annual Report for the CAATE. This report is usually due electronically by October.

Administrative Example

Who is conducting assessment? What are they doing?

The assessment process is conducted by department staff. In particular the Office of the Dean of Students’ operations assessment is conducted by Dean's Office Staff in the areas of student concerns, sexual misconduct, and student support services. Staff collect and share data with internal staff in Student Affairs, and the Title IX Coordinator. Additionally, other institutional sources and outside institutions may provide data.

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

The primary areas of assessment (outcomes) are: student complaints, Sexual Assault Committee and Committee on Student Concerns. These areas are assessed through a variety of strategies and tools. Student complaints are measured through an electronic application. Other tools and strategies include surveys, focus groups, and intake forms.

How will you review and analyze the data?

Data is reviewed and analyzed by administrators and staff in each of the respective areas. Reports are provided to the Assessment Coordinators who
perform additional analysis and review to then synthesize the plans/results reports.

**How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?**

With the completion of each cycle assessment coordinators will analyze results/plans to identify potential items for change/improvement. These items will then be shared with area leaders and Dean’s Office administrators to further identify opportunities for improvement and to decide which (if any) changes should be made.

3. **Identify outcomes for the program or unit.**

**Academic Programs**

For academic programs, student learning outcomes focus on what students will know and be able to do when they successfully complete their particular academic programs at the College. Habits, attitudes, and dispositions students demonstrate may also be measured. The list of outcomes may include those that distinguish one program’s graduates from other students.

**Student learning outcomes (SLOs):**

- Help students learn more effectively.
- Make clear what students should expect from their educational experience.
- Encourage students to be intentional learners who direct and monitor their own learning.
- Help faculty design courses, curriculum, and programs.
- Make graduates’ skills and knowledge clear to employers, accrediting agencies, etc.

**Questions that student learning outcomes address:**

- What knowledge, skills, abilities, and values should the ideal student graduating from our program demonstrate?
- How well does our program prepare students for careers, graduate school, professional study, and/or lifelong learning?
• What evidence can be used to demonstrate growth in students’ knowledge, skills, abilities, and values as they progress through our program?

Program student learning outcomes:
• Describe what students will learn, rather than what faculty will do.
• Are framed in terms of the program and not individual courses.
• Are observable and/or measurable.
• Align with school and institutional mission.
• Rely on verbs that specify definite, observable behaviors (Appendix G).
• Focus on the central abilities of the discipline. Incorporate or adapt professional organizations’ outcome statements when they exist.
• Are collaboratively authored and collectively accepted.

Student Learning Outcome Examples

Students analyze the grammar of music in varying historical eras and styles and demonstrate fluency in analytical practices. (Music BA)

Students communicate effectively in writing using APA (American Psychological Association) style, the accepted publication style of the discipline. (Psychology BS)

Students recognize and explain the major theoretical perspectives and key issues of debate in the academic study of religion. (Religious Studies BA)

Students design and conduct a research project relevant to Urban Studies. (Urban Studies BA)

Administrative Units

For administrative units, operational outcomes focus on critical functions, services, and processes that impact the unit. Level of satisfaction may also be measured. The list of outcomes may include those related to timeliness, accuracy, efficiency, effectiveness, responsiveness, etc.

While no upper limit is set on the number of operational outcomes and student learning outcomes required, all programs and units should be assessing at least three outcomes with two measures every year.
Administrative outcomes:

- Lead to improvements in what the unit is doing.
- Focus on critical functions, services, and processes that impact the unit.
- Define as statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit.
- Rely on verbs that specify definite, observable behaviors and are observable/measurable (Appendix G).
- Define level of satisfaction clients have with services offered.
- Contributes to the development and growth of students.

Questions that administrative assessment address:

- Is the outcome related to the unit mission?
- Does the outcome lead to improved services? Do the results potentially provide data the unit can use to improve services and/or what aspects of services need improvement?
- Is the outcome worded in terms of what the unit will accomplish or clients think, know, and do following the use of services?
- What and how does an administrative unit contribute to the development and growth of students?

Operational Outcome Examples

The Campus Recreation Services office through the George Street Fitness Center will provide a safe and accessible facility to the campus community to participate in fitness training during one’s leisure time and will conduct 12+ group fitness classes and related programming during a weekly operating schedule of 80 or more hours.

Business and Auxiliary Services units will provide exceptional customer service through accurate and timely services.

Institutional Advancement will develop programs that inform and engage alumni in the life of the College in order to increase their participation through volunteerism and philanthropy.

The Office for Institutional Effectiveness and Strategic Planning will work with the campus community to effectively integrate assessment into all aspects of college operations to improve student learning and operations.
The Office of Admissions will use expanded support and staff to increase the visibility of College of Charleston in international communities and expand enrollment of international students in India.

Marketing and Communication will implement a print and digital marketing campaign (developed in spring 2016) to enhance the College’s image and reputation among prospective students (traditional, nontraditional, transfer, graduate and international) and parents to increase the enrollment of a more diverse and higher quality student population.

4. Map outcomes for a program/unit.

Mapping of curriculum/functional areas is an exercise that identifies outcomes properly assessing the program/unit's mission. This exercise should be conducted collaboratively with faculty/staff to identify possible gaps in assessment.

**Academic Programs - Curriculum Map**

The curriculum map identifies *where* in the curriculum the students obtain the knowledge and skills associated with the learning outcome. This can include specific classes as well as any extra-curricular opportunities that provide students with the opportunity to gain knowledge or skill in the outcome area. See Appendix H for more information on curriculum maps.

**Table 1. Sample Curriculum Map**

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course # 101</td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Course # 201</td>
<td>R</td>
<td>I</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>Course # 230</td>
<td></td>
<td>I</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>Course # 310</td>
<td></td>
<td>R</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>Course # 360</td>
<td></td>
<td>D</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>Course # 401</td>
<td></td>
<td></td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Course # 480</td>
<td></td>
<td>D</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note:  I, R, and D describe the students’ experiences with the learning outcome. I = Student Introduction to the learning to occur; R = Student Reinforcement of the learning; D = Student...*
Demonstration that learning has occurred. Every course should contribute to at least one learning outcome.

Administrative Units - Functional Map

The functional map identifies which of the unit’s functional areas are being assessed against the operational outcomes.

Table 2. Sample Functional Map

<table>
<thead>
<tr>
<th>Functional Area 1</th>
<th>Functional Area 2</th>
<th>Functional Area 3</th>
<th>Functional Area 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Outcome 2</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Outcome 3</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Outcome 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Identify useful and feasible methods of measurement with performance targets.

- Each outcome must have at least two measures, one of which is a direct measure.
- To inform improvement efforts, select measures that will identify relative strengths and weaknesses among students’ (aggregate) achievement of the learning outcome, or a unit’s achievement of an operational outcome. For an academic example, by using oral presentations as a measure of students’ communication skills, faculty may learn that collectively, students’ skills are weaker in the areas of delivery and organization, and stronger in content and adaptation to audience. For an administrative example, surveys may measure students’ satisfaction with support services to indicate to staff areas for improvement.
- Use rubrics to score subjective assessments. For programs, rubrics provide detailed descriptions of what is being learned and students’ collective strengths and weaknesses. For units, rubrics provide granular evidence of strengths and weaknesses of the services. A rubric bank is available on the OIEP/Assessment website.
- One assessment activity may be used to assess multiple outcomes. For a program example, a thesis defense could assess both content knowledge and oral communication skills. For a unit example, a survey could assess both awareness as well as satisfaction with the service. If using a single measure to assess multiple outcomes, it is best to use a rubric that evaluates the outcomes independently.
• **Remember:** course grades are poor measures of program learning outcomes because they do not reflect the students’ strengths and weaknesses in specific areas.

**Table 3.** Sample Direct and Indirect Measures for Student Learning Outcomes

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>standardized exams</td>
<td>exit and other interviews</td>
</tr>
<tr>
<td>locally developed exams</td>
<td>focus groups</td>
</tr>
<tr>
<td>embedded questions</td>
<td>student records</td>
</tr>
<tr>
<td>external examiners/judges</td>
<td>written surveys and questionnaires:</td>
</tr>
<tr>
<td>oral exams</td>
<td>student perception</td>
</tr>
<tr>
<td>minute papers</td>
<td>alumni perception</td>
</tr>
<tr>
<td>portfolios (with rubrics)</td>
<td>employer perception</td>
</tr>
<tr>
<td>behavioral observations</td>
<td></td>
</tr>
<tr>
<td>videotape</td>
<td></td>
</tr>
<tr>
<td>simulations</td>
<td></td>
</tr>
<tr>
<td>project evaluations</td>
<td></td>
</tr>
<tr>
<td>performance appraisals</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.** Sample Direct and Indirect Measures for Operational Outcomes

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff time</td>
<td>written surveys and questionnaires:</td>
</tr>
<tr>
<td>cost</td>
<td>stakeholder perception</td>
</tr>
<tr>
<td>materials</td>
<td>students</td>
</tr>
<tr>
<td>equipment</td>
<td>staff/faculty</td>
</tr>
<tr>
<td>other resources</td>
<td>interviews</td>
</tr>
<tr>
<td>cost per unit output</td>
<td>focus groups</td>
</tr>
<tr>
<td>reliability</td>
<td></td>
</tr>
<tr>
<td>accuracy</td>
<td></td>
</tr>
<tr>
<td>courtesy</td>
<td></td>
</tr>
<tr>
<td>competence</td>
<td></td>
</tr>
<tr>
<td>reduction in errors</td>
<td></td>
</tr>
<tr>
<td>audit, external evaluator</td>
<td></td>
</tr>
</tbody>
</table>

• Each outcome must set a performance target for each associated assessment measure; acceptable levels of performance need to be established for aggregate performance for each measure (not for individual student performance, but for students as a group). Examples: 80% of students will score 8 or higher on a 10-point rubric; 85% of students are satisfied or very satisfied.

• Targets should be both ambitious and attainable. It is okay if all targets are not met; the point of assessment is to improve the program and student learning.
Unreached outcomes often provide direction for program change and renewal.

Performance Target Examples

**Target for a comprehensive exam**: At least 90% of students earn a 7 or better (on a 10-point scale) on each of the following dimensions of the comprehensive exam: basic knowledge of general______; basic knowledge of ____; application of knowledge to a given problem.

**Target for a national exam**: The average ____ score of all students who take the national ____ examination, administered twice each year, will equal or exceed the national average for the ____ section.

**Target for an employer survey**: Based on an employer survey, which is administered once every two years, at least 80% of the employers will be satisfied with the knowledge of ethics and conduct of our student interns.

**Target for a course evaluation**: At least 90% of students who complete the ____ course evaluation will report that the course was “beneficial” or “very beneficial” in enhancing understanding of self and others and the ability to work with others.

6. Analyze and report assessment results.

After assessment data are collected, scored, and analyzed, the results need to be summarized, presented to program faculty, staff, and administrators, and discussed in useful ways with findings used to improve policies, procedures, teaching, and learning practices.

Patterns, predictions, problems, and questions should become apparent while summarizing the data.

**Questions to Address in Reviewing Results**

Did students meet defined standards, criteria, and/or expectations?
Why did some students learn X but not Y?
Have students’ knowledge and skills increased over time?
Is the assessment tool (rubric, test) valid and reliable? In other words, did the methods used measure what you intended to measure (validity) and are the
methods likely to yield the same findings each time they are employed (reliability)?

Program assessment results should be reported in the assessment template in Compliance Assist! and available to deans and unit directors. Anticipated changes to an existing program are included as part of these results. The annual assessment reports are summarized and used for institutional planning.

7. **Use assessment results for continuous improvement**

Participants (including students and staff) should discuss the results of the assessment, review original outcomes, and make programmatic decisions based on the findings.

Continuous improvement can also stem from changes to the assessment plan. Changes can include revising the outcomes, the assessment measures, or collecting additional data.

**Table 5. Examples of Closing the Loop at the Program Level**

| Changes to Curricula, Pedagogy, or Programming | • Revise course content.  
|                                               | • Revise course objectives.  
|                                               | • Revise course sequence.  
|                                               | • Modify program offerings. |

| Changes to Processes                           | • Modify frequency or schedule of course/program offerings.  
|                                               | • Revise advising processes.  
|                                               | • Create co-curricular activities.  
|                                               | • Implement training or workshops. |

**Table 6. Examples of Closing the Loop at the Administrative Level**

| Changes to Services                           | • Alter scheduling or frequency of services.  
|                                               | • Add new programs.  
|                                               | • Revise content area of services or programs. |

| Changes to Processes                          | • Revise training/workshop content.  
|                                               | • Modify manual procedures toward automated systems.  
|                                               | • Alter staff scheduling or availability. |

**Quality Assurance Process**
To demonstrate quality assurance and provide a feedback process, DACs and AACs members use rubrics to review assessment plans and results to improve student learning and operations. Two institutional assessment rubrics are used that have five progressively advanced levels of development: establishing, emerging, developing, proficient, and exemplary.

The assessment plan rubric has 9 indicators used in determining the level of development:

1. clear, concise mission statement;
2. an assessment process that summarized the strategies to assess the outcomes, a plan for using data to improve student learning and/or operations, and the process by which data is shared;
3. a minimum of three outcomes;
4. two appropriate, quantitative measures with performance targets defined;
5. alignment of outcomes to the School/Division/College Strategic Plan;
6. relevant assessment instruments included;
7. clearly defined curriculum or functional map included;
8. formative assessment measures included; and
9. closing the loop by linking new strategies to previous assessment results.

The assessment results rubric has 8 indicators used in determining the level of development:

1. complete, aggregated, and relevant data are provided for each measure;
2. data reporting is complete, concise, and well reported;
3. results specify whether performance targets were met;
4. results provide evidence that findings informed discussion and improvements;
5. results included at least one applied and/or planned change based on the data;
6. relevant assessment instruments are included;
7. closing the loop is demonstrated by assessing the impact of applied changes; and
8. impact of closing the loop with an improvement is demonstrated.

DAC or AAC chairs and members use the rubric to support efforts of programs and units whose IE Assessment work is rated at an early developmental stage and to increase the use of results to improve student learning and operations. Based on DAC or AAC feedback, assessment coordinators improve their results and plans and resubmit to the DAC or AAC members. The results and plans go through this iterative review process, until the DAC or AAC chair accepts the results and plans.
Assessment Support

Table 7 represents the online resources that have been developed, disseminated, and posted by OIEP to encourage understanding of the IE assessment process.

Table 7. OIEP Online Resources

<table>
<thead>
<tr>
<th>Steps in the Assessment Process</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop program mission that aligns to the College’s Mission.</td>
<td>How to Write a Mission Statement</td>
</tr>
<tr>
<td>2. Describe the assessment process.</td>
<td>Examples of Assessment Process</td>
</tr>
<tr>
<td>3. Identify outcomes for the program.</td>
<td>Writing Student Learning Outcomes Writing Administrative Outcomes Bloom’s Taxonomy for Categorizing Outcomes</td>
</tr>
<tr>
<td>4. Map the outcomes through the program (may not apply to all administrative units)</td>
<td>Mapping Student Learning Outcomes Through The Curriculum Direct vs. Indirect Assessment Measures Guide Recommended Assessment Sample Sizes Developing a Survey Designing and Conducting Focus Groups</td>
</tr>
<tr>
<td>5. Identify useful and feasible methods of measurement.</td>
<td></td>
</tr>
<tr>
<td>6. Tabulate, analyze, and report assessment results.</td>
<td>Rubrics Repository</td>
</tr>
<tr>
<td>7. Use assessment results for continuous improvement.</td>
<td>Ways to Close the Loop</td>
</tr>
</tbody>
</table>

OIEP plans, coordinates, administers, and publishes results from several national and enterprise level surveys conducted at the College of Charleston. For example, the Annual Enterprise-level Senior Exit Survey provides assessment measures related to senior students’ future plans (employment, graduate school, and seeking employment) and satisfaction with academic experience (instruction in major, preparation for continuing education, preparation for professional development, etc.). Results from the Annual Institutional Alumni Surveys, CIRP Surveys from the University of California Los Angeles (The Freshman Survey, Your First College Year, College Senior Survey), National Survey of Student Engagement (NSSE), and the Annual Enterprise-level Senior Exit Survey are communicated via emails and presentations, and previous and current survey reports are published on the OIEP website.

Appendix A

College of Charleston Mission Statement
The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business. The faculty is an important source of knowledge and expertise for the community, state, and nation. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior undergraduate program is central to the mission of the College of Charleston. As a prominent component of the state’s higher education system, the College encourages and supports research.

In addition to offering a broad range of baccalaureate degree programs, the College incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992, which serves as a research institution where the graduate and research programs associated with the College are housed. UCSC provides master’s degree programs and anticipates offering a limited number of doctoral degrees should location and need warrant. The College also provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographic area and also attracts students from national and international communities. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

The Mission Statement (also called the Statement of Purpose) has been approved or revised by the State College Board of Trustees or the College of Charleston Board of Trustees on January 16, 1974; March 12, 1986; January 16, 1991; February 15, 1994; July 13, 2006; July 23, 2014; and August 25, 2014.

The College of Charleston Strategic Plan:
Purpose, Values, Goals, and Strategic Initiatives
In order to achieve its envisioned future the College has identified the following goals that will enable it to combine the personalized, student focus of a small teaching institution with the breadth of curricular, co-curricular and extracurricular opportunities of a research university.

**Core Purpose**

To pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society

**Values**

*Academic excellence* that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences

*Student-focused community* that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution

*The history, traditions, culture and environment of Charleston and the Lowcountry* that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world.

**Goals**

1. Provide students a highly personalized education based on liberal arts and sciences core and enhanced by opportunities for experiential learning.
2. Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.
3. Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
4. Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
5. Achieve financial security by creating a new financial model for the College of Charleston.

**Strategic Initiatives**

1. Enhance the undergraduate academic core.
2. Develop nationally recognized graduate programs.
3. Develop and retain a highly qualified and diverse faculty and staff.
4. Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.
5. Enhance co-curricular and extracurricular programs for the holistic education of students.
6. Align administrative and academic policies and procedures to support the College’s purpose and achieve its envisioned future.
7. Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.
8. Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.
9. Establish campus wide policies and practices to generate new resources and foster greater self-sufficiency.
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.

*This statement was approved by the State College Board of Trustees in October, 2009 and revised in the strategic plan in February, 2013.*

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**Appendix B**

ComplianceAssist! Assessment Quick Reference Guide

Entering Assessment Plans
ComplianceAssist! is a web-based tool for documenting, tracking and reporting unit assessment efforts. The following is a brief step-by-step summary with video tutorials for entering/updating assessment plans.

**Steps for Completing an Assessment Plan**

**STEP 1: Accessing Compliance Assist**
1. Use the link on OIEP’s website: [https://cofc.compliance-assist.com](https://cofc.compliance-assist.com) (Google Chrome is preferred)
2. Login with CoF C Username and Password
3. Select Planning
4. Select My Dashboard
5. Select Assessment Plans tab
6. Select program name using organizational chart on left (to expand chart, select the plus button)
7. Select Edit Filter to change the year, if needed
   ➢ Click here for a brief video tutorial on STEP 1

**STEP 2: Entering and Updating Program Information and Assessment Process** (Assessment Plans tab)
1. To enter new program information, select New Item and Program Information and Assessment process
2. To update program information, select the underlined program name and select Edit tab
3. To enter/update Program Assessment Coordinator and/or Administrative Unit Director, enter information in the appropriate fields
4. To enter/update mission statements, select Edit, enter the information, and select Update
5. To enter/update assessment process, select Edit, enter the information, and select Update
6. To add supporting documentation, expand Comments and Attachments, and select Upload File(s), Select your file, select Upload File
7. Select Save
   ➢ Click here for a brief video tutorial on STEP 2

**STEP 3: Entering and Updating Outcomes** (Assessment Plans tab)
1. To enter a new outcome, select New Item and Outcome
2. To update an existing outcome, select the underlined outcome name and select Edit tab
3. To enter/update an outcome, select Edit, enter/update outcome and select Update
4. To enter/update assessment methods, select Edit, enter/update assessment methods and select Update
5. To add supporting documentation, expand Comments and Attachments, and select Upload File(s), Select your file, select Upload File
6. Select the Progress status from the drop-down list at the bottom of the page
7. Select Save to continue working in this box to relate outcomes in Step 4
   ➢ Click here for a brief video tutorial on STEP 3

**STEP 4: Relating Outcomes to Program Information and College of Charleston Strategic Plan**
1. Select Related tab at top within program outcome
2. Select Add
3. Select the checkbox for the program name
4. Select College of Charleston from the organizational chart on the left
5. Select the checkbox(es) for the appropriate Strategic Initiatives
6. Select Add
7. Select Close
8. Complete these steps for each outcome
   Note: School of Business and Student Affairs must also relate to division goal
   ➢ Click here for a brief video tutorial on STEP 4

**Compliance Assist Symbol Legend**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Bubble</td>
<td>Provides Instruction/Descriptions</td>
</tr>
<tr>
<td>Star</td>
<td>Program Information and Assessment Process</td>
</tr>
<tr>
<td>Yellow Circle</td>
<td>Outcome</td>
</tr>
<tr>
<td>Lightbulb</td>
<td>Assessment Report Summary</td>
</tr>
</tbody>
</table>

**Appendix C**

**ComplianceAssist! Assessment Quick Reference Guide**

**Entering Assessment Results**
Steps for Entering an Assessment Results

STEP 5: Entering Assessment Results and Use of Results (Assessment Plans tab)
1. Select the underlined outcome name and select Edit tab
2. To enter/update Assessment Results, select Edit, enter the information, and select Update
3. From the drop-down lists, select if the targets were met and if the results demonstrated improvement from previous assessments
4. To enter/update description of selections for each measure, select Edit, enter the information, and select Update
5. To enter/update Use of Assessment Results, select Edit, enter the information, and select Update
6. To enter/update Budget Changes, select Edit, enter the information, and select Update
7. To add supporting documentation, expand Comments and Attachments and select Upload File(s), Select your file, select Upload File.
8. Select the Progress status from the drop-down list at the bottom of the page
9. Select Save and Close after all fields have been entered or updated
10. Complete these steps for each outcome

➢ Click here for a brief video tutorial on STEP 5

STEP 6: Assessment Report Summary (Assessment Plans tab)
1. To enter assessment report summary, select New Item, and Assessment Report Summary
2. Enter Assessment Report Summary title
3. To enter/update Summary of Assessment Results, select Edit, enter the information and select Update
4. Enter Assigned Assessment Committee Member Review and Date, DAC/AAC Review and Date, Dean/AVP/EVP Approval and Date
5. Select the Progress status from the drop-down list at the bottom of the page
6. To enter/update Responsible Roles, select Manage, search by name in User Name field, and select the checkbox next to the name in Available Roles
7. From the Add Roles drop-down list on the right, choose Selected and then select Add Roles
8. Select Save and Close

➢ Click here for a brief video tutorial on STEP 6

STEP 7: Viewing an Assessment Report
1. Select Reports at top of page
2. Select program name using organizational chart on left (to expand chart, select the plus button)
3. Select Generate under Actions column for the Program(s) Assessment Report
4. In the Generate Report Request window, select PDF, Word, or Excel from the drop-down
   Note: PDF is the recommended format for printing and saving
5. Select Generate Report
6. Select Download to view generated reports
   Note: The system will send an email when the report is ready to be viewed

➢ Click here for a brief video tutorial on STEP 7

Compliance Assist Symbol Legend

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📩 i Bubble</td>
<td>Provides Instruction/Descriptions</td>
</tr>
<tr>
<td>🌟 Star</td>
<td>Program Information and Assessment Process</td>
</tr>
<tr>
<td>🎈 Yellow Circle</td>
<td>Outcome</td>
</tr>
<tr>
<td>📡 Lightbulb</td>
<td>Assessment Report Summary</td>
</tr>
</tbody>
</table>
### College of Charleston Institutional Effectiveness Assessment Plan Rubric

**Academic/Administrative Unit:** ________________  
**Academic Year:** ________________  
**Rating:** ________________  

**Rubric Completed By:** ________________  
**Date Completed:** ________________  
**Reviewed with Assessment Coordinator (Initial/Date):** ________________

**Instructions:** Please review the assessment plan and check which indicators are met as well as provide necessary comments. Based on the number of indicators met, please identify the rating (Level) of the assessment plan and indicate above.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing</td>
<td>Three or fewer indicators from the Developing category are met.</td>
<td></td>
</tr>
<tr>
<td>(Level 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Five or fewer indicators from the Developing category are met.</td>
<td></td>
</tr>
<tr>
<td>(Level 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>☐ 1. Program/Unit's mission statement concisely defines the purpose, functions, and key constituents.</td>
<td>[The Program/Unit’s mission is aligned to the School/Division/College Strategic Plan.]</td>
</tr>
<tr>
<td>(Level 3)</td>
<td>☐ 2. The assessment process describes:</td>
<td>[The assessment process describes how evidence-based decision making leads to improvement for the Program/Unit and how the plan evolves over time. The assessment process description should present a clear understanding of how the Program/Unit utilizes assessment data for continuous quality improvement.]</td>
</tr>
<tr>
<td></td>
<td>• Strategies to assess the outcomes. A strategy is a plan of action intended to accomplish a specific outcome/measure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A plan to use the data for improving student learning and/or operations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How the data will be shared within the Program/Unit and the College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 3. Number of outcomes:</td>
<td>[The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.]</td>
</tr>
<tr>
<td></td>
<td>• Administrative Units - minimum of three outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Academic Programs (undergraduate, graduate, stand-alone minors, certificates) - minimum of three student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 4. Measures and Performance Targets: a minimum of two appropriate, quantitative measures, with at least one being a direct measure, per outcome. Measures for the outcomes define specific performance targets and strategies to achieve the targets.</td>
<td>[The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. The performance target is meaningful; based on existing benchmarks, previous results, and existing standards. Grades and/or GPA should not be used as measures.]</td>
</tr>
<tr>
<td></td>
<td>☐ 5. The assessment plan directly links outcomes to the School/Division/College Strategic Plan.</td>
<td></td>
</tr>
<tr>
<td>6. Relevant assessment instruments (e.g., rubrics, survey instruments, logs, reports, etc.) are uploaded in ComplianceAssist (e.g., via URL, as attachments, etc., if not proprietary).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[If instrument is proprietary, please state so in the report.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient (Level 4) All of the Developing indicators plus at least one of the Proficient Indicators (#7 &amp; 8) are met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Clearly defined curriculum or functional map is provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Courses/functions are listed and linked to outcomes. Clear levels of learning defined for all outcomes at all levels (Introduce, Enhance, Reinforce).]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The assessment plan promotes continuous quality improvement by having outcomes and measures that are formative in nature. Formative assessments provide ongoing feedback that can be used to improve student learning and operations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[The primary purpose of IE assessment is to collect data to identify gaps in student learning, and operations. This is demonstrated when assessment data presents an opportunity for improvement and a new strategy is implemented to remove the gap. For best practices, when a measure has a performance target of 100%, or is constant for 2-3 assessment cycles, it is advisable to conduct a granular (disaggregate) analysis to identify gaps in learning and/or operations.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary (Level 5) ALL nine indicators are met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The assessment plan “closes the loop” by linking new strategies (changes) to previous assessment results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Program/Unit collects data to evaluate the impact of an implemented change to improve student learning and operations. The use of prior year’s results to improve student learning and operations demonstrates a “closed loop” process.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix E

## College of Charleston Institutional Effectiveness Assessment Results Rubric

<table>
<thead>
<tr>
<th>Levels</th>
<th>Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing</td>
<td>Three or fewer indicators from the Developing category are met.</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Five or fewer indicators from the Developing category are met.</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>☐ 1. Complete, aggregated, and relevant data are provided for each measure. [If there are extenuating circumstances that lead to missing data, an explanation must be provided. Missing data for extenuating circumstances is only permitted for one assessment cycle. If appropriate, data should be disaggregated by distance learning, off-site locations, and mode of delivery.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 2. Data reporting is complete, concise, and well-presented. [Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 3. Results clearly specify whether the performance target (performance expectations) for each measure have been met. [Assessment results are used for comparison of actual vs. expected performance targets. Data provides evidence of performance targets met, partially met, or not met.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 4. Results provide evidence that the assessment findings informed discussion and improvements in the Program/Unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 5. Results include at least one applied and/or planned change(s) based on the assessment data to improve student learning, program quality, or unit operations. If no changes are provided, results should identify an area of improvement for the next cycle. [The discussion of the results should specifically identify any curricular/operational/budget changes as a result of assessment.]</td>
<td></td>
</tr>
<tr>
<td>☐ 6. Relevant assessment instruments (e.g., rubrics, survey instruments, etc.) are uploaded in ComplianceAssist (e.g., via URL, as attachments, etc., if not proprietary).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Proficient (Level 4)
- ALL of the Developing indicators plus indicator #7 are met.

| ☐ 7. The assessment report demonstrates how data analysis “closes the loop” by assessing the impact of applied changes. |
| [Current year’s results are compared to the previous year’s results to evaluate the impact of a previously reported change to demonstrate use of results to improve student learning and operations.] |

### Exemplary (Phase 5)
- ALL eight indicators are met.

| ☐ 8. The impact of “closing the loop” with an improvement is demonstrated by analyzing follow-up data. |
| [Examples of improvement(s) in student learning, program quality, or unit operations are provided and are directly linked to assessment data. The primary purpose of IE assessment is to assess the impact of an implemented change.] |
Appendix F

How to Write a Program Mission Statement

Mission Statement of the Program

The Program Mission Statement is a concise statement of the general values and principles that guide the program, describe the community the program is designed to serve, and define its standards. Accrediting bodies expect program mission statements to be aligned with the mission statements of the institution, school/division, and department.

A Program Mission Statement:

- Is a broad statement of what the program or unit is, what it does, and for whom?
- Is a clear description of the purpose of the program or unit?
- Reflects how the program contributes to the education and careers of students graduating from the program or how the unit supports its stakeholders.
- May reflect how the teaching, research and/or support efforts enhance the student experience.
- Should be distinctive for the program or unit.
- Explicitly promotes the alignment of the program with college, school/division, and department missions.

Structure of a Program Mission Statement

“The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” (Additional clarifying statements)

Note: the order of the mission statement may vary from the above structure.

Sample Program Mission Statement

Program name

The Mission of the Biology B.S. degree program is to prepare students for employment in various biology-related areas and/or for the pursuit of advanced degrees in biology or health-related professional schools by educating them in the fundamental concepts, knowledge, and laboratory/field techniques and skills of the life sciences.

Primary purpose

Stakeholders

Primary functions

Another simple format:

The _______ (organization) will _________ (for) __________ (by) ___________.

This tells who the organization is, what it intends to do, for whom it intends to do it, and by what means (how).
Benjamin Bloom created a taxonomy with three categories for classifying learning outcomes in educational settings: **cognitive, affective, and psychomotor**.

<table>
<thead>
<tr>
<th>Cognitive* (knowing, awareness, insights)</th>
<th>Possible verbs to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (Recalling information)</td>
<td>define repeat memorize list recall name state relate label select</td>
</tr>
<tr>
<td>Comprehension (Explaining information)</td>
<td>restate discuss describe identify locate report explain express recognize interpret</td>
</tr>
<tr>
<td>Application (Solving closed-ended problems)</td>
<td>translate apply practice illustrate operate discover predict change compute demonstrate</td>
</tr>
<tr>
<td>Analysis (Solving open-ended problems)</td>
<td>identify analyze criticize compare differentiate contrast examine test infer distinguish</td>
</tr>
<tr>
<td>Synthesis (Creating “unique” answers to problems)</td>
<td>design compose plan create formulate manage construct revise rewrite explain</td>
</tr>
<tr>
<td>Evaluation (Making critical judgments based on a sound knowledge base)</td>
<td>judge evaluate value compute assess appraise conclude critique discriminate support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affective (attitudes, appreciations, relationships)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>create design compose place align follow display move show reproduce</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychomotor (action)</th>
<th></th>
</tr>
</thead>
</table>

* The cognitive category shows the progression of lower-level skills to higher-level skills.

In 2001, Anderson and Krathwohl revised the taxonomy to include active verbs that are well suited for outcome-oriented language and workable objectives.

Remember: Arrange Define Describe Identify Label List Match Outline Recognize Recall Repeat Reproduce
Understand: Classify Convert Defend Distinguish Explain Estimate Interpret Infer Paraphrase Summarize Translate
Apply: Apply Change Choose Compute Demonstrate Dramatize Employ Illustrate Manipulate Modify Operate Practice Produce Solve
Analyze: Analyze Appraise Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Question Model
Evaluate: Appraise Argue Assess Conclude Defend Evaluate Judge Justify Support Value
Create: Arrange Assemble Combine Compose Construct Create Design Develop Formulate Generate Plan Synthesize Write
Appendix H

Mapping Student Learning Outcomes through the Curriculum

A curriculum map tells where in the curriculum the students obtain the knowledge and skills associated with the goal or learning outcome. This can include specific classes as well as any extra-curricular opportunities that provide students with the opportunity to gain knowledge or skill in the goal area.

Develop a curriculum map

1. List the program outcomes across the top of table and all required program courses (in the order in which they are generally taken) down the left hand side of the table.
2. As a faculty, examine each outcome in the context of each course to determine if the course addresses the outcome in a meaningful way. There are 3 ways a course might be related to an outcome:
   - I = Student Introduction to the learning to occur;
   - R = Student Reinforcement of the learning;
   - D = Student Demonstration that learning has occurred.
3. In building a map, place an I, R, or D in the table cell for each course that meaningfully assesses something related to the outcome at one of those levels. Simply touching on a topic is not sufficient; the topic related to the outcome should be covered in some depth and assessed (e.g., by a paper, test, presentation) in some way in the class. Every course should contribute to at least one learning outcome.

Sample curriculum map:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course # 101</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course # 201</td>
<td>R</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Course # 230</td>
<td></td>
<td>I</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Course # 310</td>
<td>D</td>
<td>R</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>Course # 401</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course # 480</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

Assess the overall alignment of the curriculum with the learning outcomes

1. Each learning outcome (each column) should be introduced, developed and mastered at least once across multiple courses.
   - If every cell in the column is filled, it suggests the outcome might be over-covered in the curriculum.
   - If few cells are filled or an I, D, or M is missing, it suggests the curriculum might not be covering the outcome as completely as faculty would like.
2. Each course (each row) should support at least one and ideally more than one learning outcome.
   - Meaningfully addressing all learning outcomes in a single course is difficult, unless it is at an introductory level in a survey course.
   - If a required course does not seem related to any program learning outcomes, address whether the course should still be required or whether an important learning outcome has been missed.
Appendix I

Assessment Template

Unit Name

Program/Unit Name:
Program Type:
Start:
End:
Assessment Coordinator:
Coordinator's Email:
Coordinator's Phone:
Coordinator's Office Address:
Assigned AAC or DAC Member(s):
IAC Member(s):
Administrative Unit Head receiving assessment updates:
Program follows specialized accreditation standards: ☐
Name of accrediting organization:
Date of last program review for the accrediting organization:
Date of next program review:

Academic Program/Administrative Unit Mission Statement

[The Program/Unit Mission Statement is a concise statement of the general values and principles that guide the program/unit, describe the community the program/unit is designed to serve, and define its standards. Accrediting bodies expect program/unit mission statements to be aligned with the mission statements of the institution, school/division, and department.]

Unit/School/College Mission

[Provide the mission statement of the next level.]

Assessment Process: The assessment process description should present a clear understanding of how the program/unit utilizes assessment data for continuous quality improvement.

[Who is conducting assessment? What are they doing?

What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)?

How will you review and analyze the data?

How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?]
Comments and Attachments

Rubric Rating (plan): Proficient
Rubric Rating (results): Exemplary
Program Assessment Coordinator:
Related Items
There are no related items.

1: [Outcome]
   1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

   [A specific, measurable statement that describes desired performance. Outcomes should be specific, measurable, agreed upon, realistic, and time framed.]

   2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.

   Measure 1:
   Performance Target:

   Measure 2:
   Performance Target:

   3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

   Measure 1:
   Measure 2:

   Target met for measure 1?: Yes
   Did results for measure 1 demonstrate improvement from previous assessments?: No
   Target met for measure 2?: No
   Did results for measure 2 demonstrate improvement from previous assessments?: Yes
Please describe your selections above for each measure

[Provide information for why the selections above were choose.]

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

Measure 1:

Measure 2:

Implemented Strategies:

Planned Strategies:

5. Budget Changes

Comments and Attachments

Research:

Community/public service:

Related Items

There are no related items.

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Assigned Assessment Committee Member:

Review Date:

DAC/AAC Member:

Review Date:

Dean/AVP/EVP:

Approval Date:

Progress:
Glossary of Terms

The Glossary of Terms contains a number of definitions adapted from assessment resources developed by other institutions and entities. The major resources listed below were used to compile the present glossary. The resources listed below are neither comprehensive nor exhaustive.


**Accreditation** - A certification awarded by an external, recognized organization, that the institution or program meets certain requirements overall, or in a particular discipline. The SACSCOC accreditation process assumes that all programs and services are reviewed as part of the institutional effectiveness process.

**Accrediting Organization** - Decision-making bodies (commissions) made up of administrators and faculty from institutions and programs as well as public members. These commissions may affirm accreditation for new institutions and programs, reaffirm accreditation for ongoing institutions and programs, and deny accreditation to institutions and programs.

**Aggregated Data** - Statistics which relate to broad classes, groups, or categories, so that it is not possible to distinguish the properties of individuals within those classes, groups, or categories. Aggregated data should be collected for program or unit level assessment.

**Assessment** - The ongoing process aimed at understanding and improving student learning and institutional effectiveness; the systematic collection, review and use of information about educational programs and administrative units undertaken for the purpose of improving student learning, development, and institutional effectiveness.
Assessment Plan – The document that presents the program information (coordinator, assessment committee members, mission, and assessment process), student learning or operational outcomes, how those outcomes will be measured, and the performance targets for each outcome.

Assessment Report – The document that presents both the assessment plan and results for a given academic year.

Assessment Results – The document that presents data and discusses how assessment results will be used to change curriculum, pedagogy, programs, services, and/or assessment procedures for the coming year.

Assessment Template – The form that demonstrates how the academic program or administrative unit will assess the upcoming year’s assessment activities. Appendix I

Benchmark – A criterion-referenced objective. Performance data can be utilized to create a baseline of acceptable performance or to create a standard when setting target levels of performance.

Best Practice – Compares your results against the best of your peers.

Bloom’s Taxonomy – Six levels in which cognitively related objects can be categorized by levels of increasing complexity; the revised levels are Remember, Understand, Apply, Analyze, Evaluate, and Create.

Closing the Loop – Using assessment results for academic program or administrative unit change and improvement.

Coherence – A critical component of a program which should demonstrate an appropriate sequencing of courses, so that the student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills.

Cohort – A group whose progress is followed by means of measurements at different points in time. A group of persons sharing a particular statistical or demographic characteristic.

Competency – Level at which performance is acceptable.

ComplianceAssist! – The online-based tool adopted by the College to track and report planning, assessment, and accreditation efforts for the College of Charleston.

Course Assessment – Using direct and indirect measures to determine if the student outcomes at the course level have been met and using this data to enhance student learning.
Course Embedded Assessment – Assessment methods designed to be a part of the curricular structure and take place in the normal operation of the class e.g., tests, portfolios, papers, etc.

Criteria – Describes relevant measures that will be used; states precisely what student or support unit will be doing; explains the conditions under which student learning outcomes and program goals should be accomplished; states an acceptable level of aggregate performance.

Criterion-referenced – A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks. Criterion-referenced assessments report how well academic programs and administrative support units are doing relative to a pre-determined performance level on a specified set of program goals or student learning outcomes.

Curriculum Map – Demonstrates where in the program’s curriculum learning outcomes are being addressed. Mapping program outcomes to course outcomes shows how students develop skills and knowledge in courses that are required for their programs of study.

Direct Assessment Measures – Examination or observation of student knowledge or skills against measurable student learning outcomes.

Effectiveness – How well an approach, a process, or a measure addresses its intended purpose. Extent to which an institution/division/department meets its unique mission.

Focus Group – A carefully planned discussion to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. It is conducted with approximately 7-12 people by a skilled interviewer.

Formative Assessment – An assessment of ongoing program/project activity that provides information to improve the project.

Functional Map - Demonstrates where in the unit’s outcomes are being addressed. Mapping operational outcomes to functional areas shows how unit or students coordinate assessment strategies across the unit or division.

General Education – A collegiate level general education program should 1) be a substantial component of each undergraduate degree, 2) ensure breadth of knowledge, and 3) be based on a coherent rationale. It is essential to understand the general education component of the degree program within the context of the institution’s mission and within the expectations of a college-level institution. Through general education, students encounter the basic content and methodology of the principal areas of knowledge: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics.
**Goal** – Broad statements that define how the institution/division/department expects to fulfill its mission.

**Indirect Assessment Measures** – Assessment methods that involve perceptions of learning rather than actual demonstrations of learning. For example, a student survey about whether a course helped develop a greater sensitivity to diversity or an employer survey asking for feedback on graduate’s skills. Compare with direct measures.

**Institutional Assessment** – Assessment of the institutional mission and goal statements including student services, financial stability, business and industry training, as well as academic programs.

**Institutional Effectiveness** – The systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution. It includes all programs, services, and constituencies and is strongly linked to the decision making process at all levels, including the institution’s budgeting process. According to SACSCOC:

> 2.5 The institution engages in **ongoing, integrated, and institution-wide** research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, outcomes, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. *(Institutional Effectiveness)*

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: *(Institutional Effectiveness)*

> 3.3.1.1 educational programs, to include student learning outcomes

> 3.3.1.2 administrative support services

> 3.3.1.3 educational support services

> 3.3.1.4 research within its mission, if appropriate

> 3.3.1.5 community/public service within its mission, if appropriate

**Integrity** – As it relates to accreditation, integrity functions as the basic contract defining the relationship between the Commission and each of its member and candidate institutions to deal honestly and openly with their constituencies and with one another.

**Longitudinal Assessment** – Assessments that collect data from the same population at different points in time.
Measures – The specific methods by which outcomes are assessed through the planned and systematic collection of data.

Methods – Describes how and when the outcomes will be assessed, and who will conduct the assessment; describes how assessment data will be disseminated to faculty and staff as appropriate.

Mission Statement – The mission statement is usually a short, one paragraph general explanation of what the program is, and why the program exists.

Norm-reference – A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a student or support unit’s relative standing in some known group. A norm-referenced test is designed to highlight achievement differences between and among students or administrative support units to produce a dependable rank order across a continuum of achievement from high achievers to low achievers.

Operational Outcomes - A statement that describes the measurable action or service that units should be able to do, demonstrate, or provide as a result of their processes. Operational outcomes frequently relate to functions, resource allocation, quality, and efficiency, and should be specific, measureable, agreed upon, realistic, and time framed.

Outcome - A specific, measurable statement that describes desired performance.

Performance Target - The expected or predicted success level of an individual, unit, school, or division.

Peer Review – An accreditation review conducted primarily by faculty and administrative peers in the profession. These colleagues review the self-study and serve on visiting teams that review institutions and programs after the self-study is completed. Peers constitute the majority of members of the accrediting commissions or boards that make judgments about accrediting status.

Portfolio – Collections of multiple student work samples usually compiled over time and rated using rubrics. The design of the portfolio is dependent upon how the scoring results are going to be used.

Program Assessment – Program outcomes based on how well courses and other experiences in the curriculum fit together and build on each other throughout the undergraduate years.

Program Review – A cyclical process for evaluating and continuously enhancing the quality and currency of programs.

Qualitative Assessment – Assessment that relies on description rather than numerical scores or ratings. The emphasis is on the measurement of opinions, reflections and/or
judgments. Examples include interview, focus groups, and observations. Compare with quantitative assessment.

**Qualtrics** - The online-based tool adopted by the College for design and implementation of surveys.

**Quantitative Assessment** - Assessment that relies on numerical scores or ratings. The emphasis is on the use of statistics, cumulative numbers, aggregated data, and numerical measurements. Compare with qualitative assessment.

**Random Sample** - A sample drawn from the population such that every member of the population has an equal opportunity to be included in the sample.

**Reliability** - Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials.

**Rigor** - From an accreditation perspective, rigor is the demonstration that post-baccalaureate degree programs are progressively more advanced in academic content than undergraduate programs.

**Rubrics** - A set of categories that define and describe the important components of the work being completed, critiqued, and assessed. It evaluates performance and quality of work in attaining learning outcomes; assists in identifying strengths and weaknesses in performance based on department expectations or standards.

**Self-study** - Institutions and programs prepare a written summary of performance, based on accrediting organizations’ standards.

**Site visit** - Accrediting organizations normally send a visiting team to review an institution or program. The self-study provides the foundation for the team visit.

**Student Learning Outcomes** - A statement that describes the measurable skills, knowledge, and attitudes that students should be able to do or demonstrate as a result of the course or program. Learning outcomes should be specific, measureable, agreed upon, realistic, and time framed.

**Summative Assessment** - An assessment that is done at the conclusion of a course or some larger instructional period (e.g., at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals and learning outcomes. Compare with formative assessment.

**Use of Results** - Explains how specific results from assessment activities will be used for decision-making, strategic planning, program evaluation and improvement; assists in documenting changes and the reasons for the changes.

**Validity** - Degree to which a method or study accurately reflects or assesses the specific outcome that the institution/division/department is attempting to measure.
Value-added (growth or pre-post) - Compares results against student scores when they started or entered the program to the end of the program or course of study.

Variable - Observable characteristics that vary among individual response.