The Assessment Process

The College of Charleston follows an annual assessment model for the systematic submission and review of academic program and administrative unit assessment reports (plans and results). Key elements of this model include articulated student learning/operational outcomes, multiple assessment measures, performance targets, peer mentoring and review, and broad-based participation. Academic programs and administrative units use the assessment template to guide the required structure of the assessment reports that are housed in Compliance Assist (an assessment planning and management system).

The College of Charleston Institutional Effectiveness (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, and centers and institutes.

Assessment Calendar with Deadlines

**Academic Programs**

- **September 1:** Data entry for assessment reports (plans and results) completed by all academic programs and administrative units to Compliance Assist. and submission of self-completed rubrics for the plans and results. For example, on September 1, 2019 assessment results for 2018-19 and assessment plans for 2019-20 are due.
- **September 1-15:** Independent reviews conducted and rubrics completed by the respective Deans Assessment Committees (DACs) and returned to the respective assessment coordinator(s).
- **September 30:** Final edits to plans and results as well as final rubrics uploaded to Compliance Assist.

**Administrative Units**

- **June 30:** Data entry for assessment reports (plans and results) completed by all administrative units to Compliance Assist and submission of self-completed rubrics for the plans and results. For example, on June 30, 2019 assessment results for 2018-19 and assessment plans for 2019-20 are due.
- **July 1-15:** Independent reviews conducted and rubrics completed by the respective Administrative Assessment Committees (AACs) and returned to the respective assessment coordinator(s).
- **July 30:** Final edits to plans and results as well as final rubrics uploaded to Compliance Assist.

Roles and Responsibilities

The College of Charleston 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, the President, the Office for Institutional Effectiveness and Strategic Planning (OIEP).

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

The Deans Assessment Committees (DACs) are school level assessment committees that exist for each school or college and the General Education Program. The DACs consists of faculty across the varying disciplines. The Administrative Assessment Committees (AACs) are division level assessment committees that exists for each of
the nine divisions and consist of staff members and administrators from the respective divisions. These committees serve as mentors and work collaboratively with their programs/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 committees use the IE rubrics to focus discussions on the rubric indicators, so as to increase the quality of assessment reports. The chair of each DAC and AAC serves on the Institutional Assessment Committee (IAC).

The Institutional Assessment Committee (IAC) is an institutional-level committee that consists of the chairs from each of the DACs and AACs. It oversees the implementation of the IE assessment process, facilitates campus discussion and reflection on use of results to make improvements in student learning and operations. The IAC also ensures the quality of the reviews conducted by the DACs and AACs through its oversight of the review process. Annually, each member of the IAC presents a DAC or AAC report to IAC about the quality of the results and plans. Committee rosters and meeting minutes are archived at the OIEP website.

Additional responsibilities of the IAC include:

- helping to create and maintain a culture of 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, and
- ensuring that new faculty and staff receive information about assessment.

The Executive Vice Presidents (EVPs) and the President review a random sample of completed rubrics for programs and units and provide additional feedback, if necessary.

OIEP serves as a support office for assessment coordinators, the DACs, the AACs, the IAC, the EVPs, and the President.

**Summary of Completion Rates in the Assessment Cycle**

As a part of the assessment process, assessment coordinators (faculty and staff members) from each program or unit work collaboratively with their colleagues to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment report, planning and results. Assessment coordinators: 1) report results from the previous year's assessment plan based on data analysis and use results to make changes in curriculum, pedagogy, or operations; and provide necessary changes in the use of results and assessment summary sections in Compliance Assist; and 2) develop an assessment plan for the current year, which includes measurement of the effect of changes implemented based on the results of the previous year. The assessment plan includes a mission statement, assessment process, outcomes, measures and a curriculum or a functional map.

In order to demonstrate compliance with both the appropriate accrediting standards related to assessment and the College of Charleston’s assessment procedures, OIEP staff conduct an audit of the completion status of all
assessment reports, presenting the planning and the results phases separately. The data from this audit uses the following criterion as its primary indicators of completion: complete, partial, and missing. A rating of "complete" is determined as 100% of the required fields within the IE template containing content (text). A "partial" rating is determined as some percentage less than 100% of the required fields with content, but more than 0%. A rating of "missing" is determined as 0% of the required fields with content. The required fields included within the planning phase of the audit are program information, mission statement, assessment process, functional map, outcomes, assessment measures, research & service, and the relating of outcomes to strategic initiatives. The required fields included within the results phase of the audit are assessment results, meet targets, use of assessment results, impact on budget, and the assessment summary report.

**Note:** The data presented throughout this report were collected from Compliance Assist within two weeks after the institutional deadlines, so these data may not reflect the current completion status of any given program/school or unit/division.

Tables 1-3 show the completion rates for academic programs and schools and Table 4-6 show completion rates for administrative units and divisions.

**Table 1. Completion Rates for 2018-2019 Academic Assessment Reports**

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Programs</th>
<th>Plans**</th>
<th>Results***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td>Partial</td>
</tr>
<tr>
<td>SOTA</td>
<td>8</td>
<td>0%</td>
<td>38%</td>
</tr>
<tr>
<td>SB</td>
<td>14</td>
<td>71%</td>
<td>7%</td>
</tr>
<tr>
<td>EHHP</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>HSS</td>
<td>17</td>
<td>71%</td>
<td>6%</td>
</tr>
<tr>
<td>LCWA</td>
<td>25</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>SSM</td>
<td>22</td>
<td>50%</td>
<td>14%</td>
</tr>
<tr>
<td>SPS</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Interdisciplinary Minors</td>
<td>4</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Gen Ed*</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>HONS</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>UCSC</td>
<td>33</td>
<td>9%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>40%</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

*General Education has 7 distribution areas; however, is counted as 1 program for the assessment audit.

**In 2018-2019, 25 programs were not included within the Plans as they were given a deadline extension. As such, the percentages of the completion rate calculations only include 119 programs, while being divided by 144.

**Due to a vacancy of the Director of Academic Assessment position, Results were not tracked for 2018-2019.

**Table 2. Comparison of Completion Rates for Academic Programs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Programs</th>
<th>Plans</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td>Partial</td>
</tr>
<tr>
<td>2015-2016</td>
<td>140</td>
<td>91%</td>
<td>8%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>144</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>144</td>
<td>53%</td>
<td>42%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>144</td>
<td>40%*</td>
<td>15%*</td>
</tr>
</tbody>
</table>
In 2018-2019, 25 programs were not included within the Plans as they were given a deadline extension. As such, the percentages of the completion rate calculations only include 119 programs, while being divided by 144.

**Due to a vacancy of the Director of Academic Assessment position, Results were not tracked for 2018-2019.

**Table 3. Comparison of Complete Academic Assessment Reports**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOTA</td>
<td>88%</td>
<td>38%</td>
<td>0%</td>
<td>63%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>SB</td>
<td>100%</td>
<td>64%</td>
<td>71%</td>
<td>77%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>EHHP</td>
<td>87%</td>
<td>20%</td>
<td>0%</td>
<td>53%</td>
<td>100%**</td>
<td></td>
</tr>
<tr>
<td>HSS</td>
<td>82%</td>
<td>82%</td>
<td>71%</td>
<td>77%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>LCWA</td>
<td>96%</td>
<td>46%</td>
<td>76%</td>
<td>25%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>SSM</td>
<td>92%</td>
<td>78%</td>
<td>50%</td>
<td>57%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>SPS</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Minors</td>
<td>100%</td>
<td>100%</td>
<td>25%</td>
<td>100%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Gen Ed*</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>HONS</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>UCSC</td>
<td>90%</td>
<td>33%</td>
<td>9%</td>
<td>33%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92%</strong></td>
<td><strong>53%</strong></td>
<td><strong>40%</strong></td>
<td><strong>54%</strong></td>
<td><strong>50%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*General Education has 7 distribution areas; however, is counted as 1 program for the assessment audit.

**Due to a vacancy of the Director of Academic Assessment position, Results were not tracked for 2018-2019.

**Table 4. Completion Rates for 2018-2019 Administrative Assessment Reports**

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Units</th>
<th>Plans* Complete</th>
<th>Plans* Partial</th>
<th>Plans* Missing</th>
<th>Results Complete</th>
<th>Results Partial</th>
<th>Results Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>20</td>
<td>10%</td>
<td>80%</td>
<td>0%</td>
<td>20%</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>6</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Enrollment Planning</td>
<td>4</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>7</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>1</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Marketing and Communication</td>
<td>1</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Presidents Division</td>
<td>11</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>64%</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>14</td>
<td>7%</td>
<td>93%</td>
<td>0%</td>
<td>14%</td>
<td>64%</td>
<td>21%</td>
</tr>
<tr>
<td>Centers and Institutes</td>
<td>26</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
<td>19%</td>
<td>58%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
<td><strong>3%</strong></td>
<td><strong>67%</strong></td>
<td><strong>0%</strong></td>
<td><strong>12%</strong></td>
<td><strong>55%</strong></td>
<td><strong>34%</strong></td>
</tr>
</tbody>
</table>
Table 5. Comparison of Completion Rates for Administrative Units

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Units</th>
<th>Plans</th>
<th></th>
<th>Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td>Partial</td>
<td>Missing</td>
<td>Complete</td>
</tr>
<tr>
<td>2015-2016</td>
<td>85</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
<td>49%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>85</td>
<td>66%</td>
<td>34%</td>
<td>0%</td>
<td>27%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>85</td>
<td>11%</td>
<td>89%</td>
<td>0%</td>
<td>16%**</td>
</tr>
<tr>
<td>2018-2019</td>
<td>95</td>
<td>3%*</td>
<td>67%*</td>
<td>0%*</td>
<td>12%</td>
</tr>
</tbody>
</table>

*In 2018-2019, 28 units were not included within the Plans as they were given a deadline extension. As such, the totals of the completion rate calculations only include 67 units, while being divided by 95.

**In 2017-2018, 13 units were not included within the Results as they were given a deadline extension. As such, the totals completion rate calculations only include 72 units, while being divided by 85.

Table 6. Comparison of Complete Administrative Assessment Reports

<table>
<thead>
<tr>
<th>Division</th>
<th>Plans</th>
<th></th>
<th>Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>53%</td>
<td>6%</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>42%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Enrollment Planning</td>
<td>***</td>
<td>0%</td>
<td>0%</td>
<td>***</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>***</td>
<td>0%</td>
<td>0%</td>
<td>***</td>
</tr>
<tr>
<td>Information Technology</td>
<td>***</td>
<td>0%</td>
<td>0%</td>
<td>***</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Marketing and Communication</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Presidents Division</td>
<td>82%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>73%</td>
<td>0%</td>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>Centers and Institutes</td>
<td>73%</td>
<td>23%</td>
<td>0%</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>66%</td>
<td>11%</td>
<td>3%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*In 2018-2019, 28 units were not included within the Plans as they were given a deadline extension. As such, the totals of the completion rate calculations only include 67 units, while being divided by 95.

**In 2017-2018, 13 units were not included within the Results as they were given a deadline extension. As such, the totals completion rate calculations only include 72 units, while being divided by 85.

*** Enrollment Planning, Facilities Management, and Information Technology were not formal divisions prior to 2017-2018, thus were not reported as such for assessment.

Quality Assurance Process

The assessment coordinators submit the assessment reports (plans and results) for review to the assigned DAC or AAC committee. The assigned DAC or AAC chair and/or mentor in each school or division review the quality of the assessment reports (plan and results) based on established criteria defined in the IE assessment rubrics: the Assessment Plan Rubric and the Assessment Results Rubric. These rubrics are a tool for providing specific feedback to improve the quality and increase the rigor of the assessment reports (plans and results) by setting
expectations and promoting discussion. The Assessment Plan Rubric and the Assessment Results Rubric enhance the collaborative process to deepen the culture of assessment. Based on feedback from DACs and AACs, assessment coordinators have the opportunity to revise and improve the quality of plans and reports unit. Table 8 demonstrates the aggregated data of the plan rubric ratings for the programs and units and Table 9 for results rubric ratings. Table 7 provides the coding scheme for the rubrics. See Appendix A for plan and results rubric ratings by individual programs and units. Table 10 shows the average rubric rating for both academic programs and administrative units.

<table>
<thead>
<tr>
<th>Table 7. Codes for Assessment Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Codes for Assessment Rubrics</strong></td>
</tr>
<tr>
<td>Establishing (1)</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Plans</td>
</tr>
<tr>
<td>0-3 indicators met</td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>0-3 indicators met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 8. 2018-2019 Summary of Plans Assessment Rubric Ratings*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School/Program</strong></td>
</tr>
<tr>
<td><strong>Rubric Rating (Plans)</strong></td>
</tr>
<tr>
<td>Establishing (1)</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Arts (N=8, n=0)</td>
</tr>
<tr>
<td>Business (N=14, n=13)</td>
</tr>
<tr>
<td>Education, Health and Human Performance (N=15, n=12)</td>
</tr>
<tr>
<td>Humanities and Social Sciences (N=17, n=17)</td>
</tr>
<tr>
<td>Languages, Cultures and World Affairs (N=25, n=23)</td>
</tr>
<tr>
<td>Sciences and Mathematics (N=22, n=19)</td>
</tr>
<tr>
<td>Professional Studies (N=4, n=0)</td>
</tr>
<tr>
<td>Interdisciplinary Programs (N=4, n=4)</td>
</tr>
<tr>
<td>Graduate School (N=33, n=11)</td>
</tr>
<tr>
<td>Honors College (N=1, n=1)</td>
</tr>
<tr>
<td>General Education (N=1, n=1)</td>
</tr>
<tr>
<td>TOTAL (N=144, n=101)</td>
</tr>
</tbody>
</table>

<p>| <strong>Division/Unit</strong>                                             |
| <strong>Rubric Rating (Plans)</strong>                                      |</p>
<table>
<thead>
<tr>
<th>Establishing (1)</th>
<th>Emerging (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs (N=20, n=8)</td>
<td>13%</td>
<td>0%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Business Affairs (N=6, n=0)</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Enrollment Management (N=4, n=1)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Facilities Management (N=5, n=0)</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Information Technology (N=7, n=0)</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
</tbody>
</table>
Table 9. 2018-2019 Summary of Results Assessment Rubric Ratings*

<table>
<thead>
<tr>
<th>School/Area</th>
<th>Establishing (1)</th>
<th>Emerging (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (N=8, n=0)</td>
<td>Missing</td>
<td>Missing</td>
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<td>Missing</td>
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</tr>
<tr>
<td>Business (N=14, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
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</tr>
<tr>
<td>Education, Health and Human Performance (N=15, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
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</tr>
<tr>
<td>Humanities and Social Sciences (N=17, n=2)</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Languages, Cultures and World Affairs (N=25, n=20)</td>
<td>0%</td>
<td>25%</td>
<td>30%</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Sciences and Mathematics (N=22, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
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<td>Professional Studies (N=4, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
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<tr>
<td>Interdisciplinary Programs (N=4, n=2)</td>
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<td>Graduate School (N=33, n=4)</td>
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<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
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<tr>
<td>Honors College (N=1, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
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<td>General Education (N=1, n=0)</td>
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<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>TOTAL (N=144, n=28)</td>
<td>4%</td>
<td>13%</td>
<td>18%</td>
<td>27%</td>
<td>38%</td>
</tr>
</tbody>
</table>

*Percentages based on those programs/units that completed rubrics.
Evidence of Continuous Improvement

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, and ultimately, enhance student learning and/or advance operational effectiveness. Programs and units collect 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.

As specified by indicator(s) 9 on the plan assessment rubric and 7 and 8 on the results assessment rubric (see Appendix B), closing of the loop is essential to an exemplary assessment report. Table 11 provides a summary of the number of programs and units from their respective schools and divisions that received exemplary ratings on their assessment plan and results rubrics, thus, closing the loop.

Table 11. Closing the Loop*

<table>
<thead>
<tr>
<th>School/Area*</th>
<th>Rubric Rating (Exemplary)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>Academic</td>
<td>0%</td>
<td>13%</td>
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<td>Missing</td>
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<tr>
<td></td>
<td>Administrative</td>
<td>8%</td>
<td>15%</td>
<td>38%</td>
<td>33%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0%</td>
<td>13%</td>
<td>Missing</td>
<td>50%</td>
<td>Missing</td>
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<tr>
<td></td>
<td>Result</td>
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<td>100%</td>
<td>100%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>Arts</td>
<td>0%</td>
<td>13%</td>
<td>Missing</td>
<td>50%</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Business</td>
<td>8%</td>
<td>15%</td>
<td>38%</td>
<td>33%</td>
<td>54%</td>
<td>Missing</td>
</tr>
<tr>
<td>Education, Health and Human Performance</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>7%</td>
<td>15%</td>
<td>Missing</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>81%</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>Languages, Cultures and World Affairs</td>
<td>17%</td>
<td>29%</td>
<td>26%</td>
<td>41%</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>Sciences and Mathematics</td>
<td>18%</td>
<td>0%</td>
<td>11%</td>
<td>29%</td>
<td>20%</td>
<td>Missing</td>
</tr>
<tr>
<td>Professional Studies</td>
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<td>0%</td>
<td>Missing</td>
<td>0%</td>
<td>Missing</td>
<td>Missing</td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td>75%</td>
<td>60%</td>
<td>75%</td>
<td>50%</td>
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<td>100%</td>
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<td>Graduate School</td>
<td>8%</td>
<td>11%</td>
<td>36%</td>
<td>11%</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>Honors College</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Institutional Measures: Surveys

The College of Charleston has utilized a variety of survey datasets to assess its student learning, student engagement, and student success. OIEP plans, coordinates, administers, and publishes results from several national and institutional surveys conducted at the College of Charleston. National surveys consist of The CIRP freshman Survey, Your First College Year Survey(YFCY), College Senior Survey(CSS), National Survey of Student Engagement (NSSE), The Beginning College Survey of Student Engagement (BCSSE), and Faculty Survey of Student Engagement(FSSE). In addition, the ETS Proficiency Profile standard test is administered every three years at the College of Charleston. Surveys at the institutional level are Senior Exit Surveys(SES), Post-Graduation Survey (six-months post-graduation, one-year post-graduation, three-years post-graduation and five-years post-graduation). Results from these surveys are communicated via emails and presentations, and previous and current survey analytical reports are published on the OIEP website. The results of these enterprise-level surveys are used to evaluate student learning. In the 2018-2019 academic year, OIEP administered Senior Exit Survey, Post-Graduation Survey (six-months post-graduation, one-year post-graduation, three-years post-graduation and five-years post-graduation), National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE).
Assessing the College's Mission

Academic programs and administrative units aligned their outcomes with strategic initiative(s) from the College’s Strategic Plan to assess the institution’s mission. Table 12 summarizes the number of outcomes supporting each strategic initiative for the past three years, while Figure 1 demonstrates the same comparison over the past six years.

Table 12. Strategic Initiatives being supported by Assessment Reports

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Enhance the undergraduate academic core.</td>
<td>333</td>
<td>79</td>
<td>329</td>
</tr>
<tr>
<td>2: Develop nationally recognized academic programs at the graduate level.</td>
<td>76</td>
<td>23</td>
<td>80</td>
</tr>
<tr>
<td>3: Develop and support a highly qualified, diverse and stable base of faculty and staff.</td>
<td>1</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>4: Identify, attract, recruit, enroll and retain academically distinguished, well-prepared, diverse students.</td>
<td>38</td>
<td>95</td>
<td>34</td>
</tr>
<tr>
<td>5: Enhance and support co-curricular and extracurricular programs and facilities to promote and sustain an integrated, campus-wide approach to holistic education of students.</td>
<td>7</td>
<td>94</td>
<td>5</td>
</tr>
<tr>
<td>6: Align all aspects of the administrative and academic policies, procedures and practices to support the College’s purpose and achieve its envisioned future.</td>
<td>4</td>
<td>66</td>
<td>1</td>
</tr>
<tr>
<td>7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students.</td>
<td>0</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina.</td>
<td>22</td>
<td>68</td>
<td>24</td>
</tr>
<tr>
<td>9: Establish campus wide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility and self-sufficiency.</td>
<td>0</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>10: Brand the College of Charleston so that it is nationally and internationally recognized for a personalized liberal arts education with specific areas of distinction at the undergraduate and graduate level.</td>
<td>26</td>
<td>37</td>
<td>0</td>
</tr>
</tbody>
</table>
Institutional Effectiveness Consultations and Workshops

Throughout the fall and spring semesters, OIEP employed numerous strategies (sessions and workshops) to improve the quality of assessment at the College of Charleston. In 2018-2019, there were 42 units/programs that received a customized consultation (15 academic and 27 administrative). This is 18% of the total 239 possible units and programs. Additionally, OIEP offered 4 assessment workshops (3 for rubric application) with only 10 attendees.
Appendix A
Detailed Summary of Plan and Results Rubric Ratings

As part of the annual review process, each academic program's and administrative unit’s assessment report is rated using 2 developmental rubrics for the 2 sections (plans and results) created by OIEP (see Appendix B). The plan rubric has 9 indicators and the results rubric has 8 indicators. As described in Table 13 and on each rubric, based on the number of indicators successfully completed, the program or unit receives a rubric rating. Tables 14-34 provide each program’s and unit’s rubric score.

Table 13. Codes for Assessment Rubrics

<table>
<thead>
<tr>
<th>Codes for Assessment Rubrics</th>
<th>Establishing (1)</th>
<th>Emerging (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans</td>
<td>0-3 indicators met</td>
<td>4-5 indicators met</td>
<td>6 indicators met</td>
<td>ALL Developing indicators + 1-2 of the Proficient indicators</td>
<td>9 indicators met</td>
</tr>
<tr>
<td>Results</td>
<td>0-3 indicators met</td>
<td>4-5 indicators met</td>
<td>6 indicators met</td>
<td>ALL Developing indicators + #7 of the Proficient indicators</td>
<td>8 indicators met</td>
</tr>
</tbody>
</table>

Table 14. School of the Arts Assessment Rubrics

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<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plans</td>
<td>Results</td>
<td>Plans</td>
</tr>
<tr>
<td>School of the Arts</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Art History BA</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Arts Management BA</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Dance BA</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Historic Preservation and Community Planning BA</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music BA</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Studio Arts BA</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Theatre BA</td>
<td>4</td>
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### Table 15. School of Business Assessment Rubrics

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<td></td>
<td>Plans</td>
<td>Results</td>
<td>Plans</td>
<td>Results</td>
<td>Plans</td>
<td>Results</td>
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<tr>
<td>Accounting BS</td>
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<td>Business Administration BS</td>
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<td>Commercial Real Estate Finance</td>
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<tr>
<td>Economics BS</td>
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<td>5</td>
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<td>Entrepreneurship Minor</td>
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<td>Finance BS</td>
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<td>Global Logistics and Transportation Minor</td>
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<td>Hospitality and Tourism Management BS</td>
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<td>Information Management Minor</td>
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<td>International Business BS</td>
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<td>Leadership, Change, and Social Responsibility Minor</td>
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<td>Marketing BS</td>
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<td>Supply Chain Management BS</td>
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Table 16. School of Education, Health, and Human Performance Assessment Rubrics

<table>
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<tr>
<td></td>
<td>Plans</td>
<td>Results</td>
<td>Plans</td>
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<td>Coaching Minor</td>
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<td>Early Childhood Education BS</td>
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<td>Elementary Education BS</td>
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<td>Exercise Science BS</td>
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<td>Physical Education BS</td>
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<td>2</td>
</tr>
<tr>
<td>Public Health BA</td>
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<td>5</td>
</tr>
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<td>Public Health BS</td>
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</tr>
<tr>
<td>Secondary Education English BS</td>
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<td>2</td>
</tr>
<tr>
<td>Secondary Education Mathematics BS</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Education Science BS</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Education Social Studies BS</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Special Education BS</td>
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## Table 17. School of Humanities and Social Sciences Assessment Rubrics

<table>
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<th>School of Humanities and Social Sciences (N=17 Academic Programs)</th>
<th>2016-2017</th>
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<td>Results</td>
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<td>Anthropology BS</td>
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</tr>
<tr>
<td>Communication BA</td>
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<tr>
<td>Creative Writing Minor</td>
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</tr>
<tr>
<td>Crime, Law, and Society Minor</td>
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<td>5</td>
<td>5</td>
<td>5</td>
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</tr>
<tr>
<td>English BA</td>
<td>5</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>Missing</td>
</tr>
<tr>
<td>Geography Minor</td>
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<td>3</td>
<td>5</td>
<td>Missing</td>
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<td>Missing</td>
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<tr>
<td>History BA</td>
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<td>5</td>
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<tr>
<td>Irish and Irish American Studies Minor</td>
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<td>Philosophy BA</td>
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<td>Political Science BA</td>
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<td>Psychology BA</td>
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<tr>
<td>Psychology BS</td>
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<td>Religious Studies BA</td>
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<td>Sociology BS</td>
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<td>Urban Studies BA</td>
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<tr>
<td>Women's and Gender Studies BA</td>
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<td>4</td>
<td>5</td>
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</table>
### Table 18. School of Languages, Cultures, and World Affairs Assessment Rubrics

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Table 19. School of Sciences and Mathematics Assessment Rubrics

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* No students enrolled.
### Table 20. School of Professional Studies Assessment Rubrics

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### Table 21. Interdisciplinary Programs Assessment Rubrics

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### Table 22. Honors College Assessment Rubrics

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### Table 23. General Education Assessment Rubrics

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Table 25. Division of Academic Affairs Assessment Rubrics

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**Table 26. Division of Business Affairs Assessment Rubrics**

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**Table 27. Division of Enrollment Planning Assessment Rubrics**

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**Table 28. Division of Facilities Management Assessment Rubrics**

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### Table 29. Division of Information Technology Assessment Rubrics

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### Table 30. Division of Institutional Advancement Assessment Rubrics

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<th>Division of Institutional Advancement (N=1 Administrative Unit)</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2018-2019</th>
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<tr>
<td>Plans</td>
<td>Results</td>
<td>Plans</td>
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### Table 31. Division of Marketing and Communications Assessment Rubrics

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<th>2016-2017</th>
<th>2017-2018</th>
<th>2018-2019</th>
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<tr>
<td>Plans</td>
<td>Results</td>
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<td>Plans</td>
<td>Results</td>
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Table 33. Division of Student Affairs Assessment Rubrics

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