

COLLEGE *of* CHARLESTON

Assessment Guide

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.

Revised 2014, 2013, 2011



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Assessment at the College of Charleston

Assessment is an ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well goals 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 E.

Assessment is mandated by federal and state government systems as well as regional and professional accrediting agencies. See Appendix A for an overview of Federal Requirements from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Core requirement (C.R.) 2.5 and comprehensive standard (C.S.) 3.3.1 from SACSCOC address the need to assess student learning outcomes¹.

- ***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, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)***
- ***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;
- that results of specific assessment initiatives are used to improve student learning.

¹ Southern Association of Colleges and Schools Commission on Colleges, *The Principles of Accreditation: Foundations for Quality Enhancement*, ed. College Delegate Assembly (Decatur: Southern Association of Colleges and Schools Commission on Colleges, 2012 Edition), 18, 27.

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College of Charleston program assessment plans include learning outcomes and/or program goals and the assessment strategies used to measure achievement of student learning and program goals. 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 or goal. Using the results from multiple methods of assessment leads to action plans for improving the program or learning.

Roles and responsibilities

For academic units, program assessment begins with faculty members in the discipline or field articulating measurable student learning outcomes and program goals that are aligned with College Strategic Initiatives. Each unit then develops performance expectations and finally, analyzes and uses assessment results to improve learning and programs. Staff and administrators in academic support and administrative units follow the same steps in the assessment process. Completed program assessment plans/reports are submitted using [Compliance Assist!](#) (an online system), which is accessible from the OIEP/Assessment website. The *Program Improvement Summary and Impact Report* for each program is shared publicly on the OIEP website [hyperlink when report is posted].

The College has two key committees that collaborate with OIEP in promoting best assessment practices and ensuring the College's compliance with SACSCOC Core Requirement 2.5 and Comprehensive Standard 3.3.1. For academic units, the **Deans' Assessment Committee (DAC)** members are responsible for coordinating the submission of assessment plans/reports to the academic dean. For administrative units, the **Administrative Assessment Committee (AAC)** members serve as assessment liaisons among the administrative programs within their division.

Other responsibilities of the Assessment liaisons include:

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

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- working with other campus entities to include accessible data in direct or indirect measures of learning.
- coordinating and collaborating with other campus programs to encourage student learning, rubric development, or faculty development.
- ensuring that new faculty and staff orientation includes information about assessment.

Feedback should be provided by assessment liaisons and by administrative unit heads and/or Deans, as appropriate. It is important that all academic and administrative programs close the loop, showing alignment with College mission and strategic initiatives.

The Assessment Cycle at College of Charleston

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

ACTIVITY	DEADLINE
▶ Academic Assessment Plans due	September 30
▶ Administrative Assessment Plans due	October 31
▶ Assessment Reports due	May 15
▶ Dean/Administrative Unit Reports due	June 15
▶ Provost/ EVP review	July
▶ President review	August

Steps in the Program Assessment Process

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

- Prepare a brief paragraph describing the purpose of the program. A mission statement should tell the reader what the organizational unit is about and why the unit exists. If your program already has a mission statement, confirm that it is in alignment with the College's mission.

Examples (not CofC):

B.S. Business Administration

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.A. in English

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.

Student Affairs (CofC)

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.

2. Identify goals for the program.

- For institutional assessment purposes, goals are statements about the key work of the program. Goals are typically more broad and general than learning outcomes and focus on activities in which program faculty, staff, and administrators engage.
- While no *upper limit* is set on the number of program goals and student learning outcomes required, **ALL program goals and student learning outcomes should be assessed within a single five-year assessment cycle.** Therefore, as a general guideline, three to five outcomes and/or program goals are usually adequate for showing program improvement, and **all programs should be assessing at least one goal/outcome every year.**

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- Student learning outcomes focus on what students will know and be able to do when they successfully complete their particular academic programs at CofC. 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 university students.

Examples:

Students who successfully complete the ___ program explain ___ about ___.

Students differentiate among ___ and construct ___.

Benjamin Bloom created a taxonomy that is used for categorizing learning outcomes in educational settings. The three categories in his schema are cognitive, affective, and psychomotor. The cognitive category shows development of lower-level skills through higher-level skills.

Cognitive (knowing, awareness, insights)	Possible verbs to use
<i>Knowledge</i> (Recalling information)	define repeat memorize list recall name state relate label select
<i>Comprehension</i> (Explaining information)	restate discuss describe identify locate report explain express recognize interpret
<i>Application</i> (Solving closed-ended problems)	translate apply practice illustrate operate discover predict change compute demonstrate
<i>Analysis</i> (Solving open-ended problems)	identify analyze criticize compare differentiate contrast examine test infer distinguish
<i>Synthesis</i> (Creating “unique” answers to problems)	design compose plan create formulate manage construct revise rewrite explain
<i>Evaluation</i> (Making critical judgments based on a sound knowledge base)	judge evaluate value compute assess appraise conclude critique discriminate support
Affective (attitudes, appreciations, relationships)	claim cooperate defend join share avoid assist help select attempt
Psychomotor (action)	create design compose place align follow display move show reproduce

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

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

3. Map the student learning outcomes through the curriculum.

- The 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.

Example of a curriculum map:

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Course # 101	I			I	
Course # 201	R		I	R	
Course # 230		I	R		
Course # 310		R		R	
Course # 360	D	D			R
Course # 401				D	D
Course # 480			D		D
Internship		D		D	

*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.*

4. Identify useful and feasible methods of measurement.

- Each program should use multiple measures, one of which is a direct measure.
- Each learning outcome should have at least one measurement.
- To inform improvement efforts, select measures that will identify relative strengths and weaknesses among students' (aggregate) achievement of the learning outcome. For 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.
- Consider using rubrics to score subjective assessments. Rubrics provide detailed descriptions of what is being learned and students' collective strengths and weaknesses. A rubric bank may be found on the OIEP/Assessment website.
<http://oiep.cofc.edu/assessment/rubrics-repository.php>
- One assessment activity may be used to assess multiple learning outcomes. For example, a thesis defense could assess both content knowledge and oral communication skills. 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.

Examples of direct and indirect measures:

Direct Measures

Specific course assignments

Oral presentations

Embedded test items

Capstone projects

Portfolios

Pre/Post testing

Research projects or papers

Manuscript submissions

Comprehensive exams

Thesis/dissertation

Licensure/Certification exams

National/standardized exams

Indirect Measures

Surveys (student satisfaction, employer, etc.)

Interviews

Focus groups

Case Studies

- Programs should have an assessment criterion for each 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

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students pass with a score of 8 or higher on a 10-point rubric; 85% of students are satisfied or very satisfied.

- Criteria should be both ambitious and attainable. It is okay if all criteria are not met; the point of assessment is to improve the program and student learning. **Unreached goals often provide direction for program change and renewal.**

Examples:

Criterion 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.

Criterion 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.

Criterion 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.

Criterion for a course evaluation: At least 90% of our 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.

5. Communicate the assessment plan via the College’s assessment template.

- Program coordinator/committee or designees will complete the assessment template, including mission, measurable goals and/or student learning outcomes, assessment method(s), level of performance, and contact information.
- Program coordinators or their designees enter plans into [ComplianceAssist!](#) for review by their unit director/college dean, OIEP, the Provost and the President. Program personnel will receive feedback regarding goal alignment and measurability from their deans/institutional directors, and Institutional Effectiveness as appropriate. **The process is repeated annually.**

6. Develop and implement the method of 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 coordinators are responsible for providing their deans or unit directors with the implementation details.

Examples (not CofC):

Career Services will develop a list of employers to survey based on student exit interviews. Employers will be interviewed by Career Services one year after the student begins work. Career Services will collect, aggregate, and analyze the data and prepare a report. A written report of employer interviews will be presented to the director of the program every summer, and shared with faculty at the annual program retreat in August.

Capstone instructors will collect all student portfolios at the end of the semester. The Capstone instructors will evaluate each portfolio using an established rubric. The Capstone Coordinator will compile and analyze the data. The results will be presented to the department chair late fall, and then presented to faculty during at the department's end-of-the-year meeting in May.

7. Tabulate, analyze, and report assessment results.

- After assessment data are collected, scored, and analyzed, the tabulated 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.

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 on 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 reports are summarized and used for institutional planning.

8. Use assessment results to improve all programs.

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

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Examples of Closing the Loop at the Program Level	
Changes to Assessment Plan	<ul style="list-style-type: none">• <i>Revise intended outcomes</i>• <i>Collect additional data to support and align with institutional outcomes</i>
Changes to Curricula and/or Pedagogy	<ul style="list-style-type: none">• <i>Revise course content</i>• <i>Revise course objectives</i>• <i>Revise course sequence</i>
Changes to Processes	<ul style="list-style-type: none">• <i>Modify frequency or schedule of course offerings</i>• <i>Revise advising processes</i>• <i>Create co-curricular activities</i>• <i>Implement training or workshops</i>

Appendix A

Southern Association of Colleges and Schools Commission on Colleges *The Principles of Accreditation: Foundations for Quality Enhancement* Section Four: Federal Requirements²

The U.S. Secretary of Education recognizes accreditation by SACSCOC in establishing the eligibility of higher education institutions to participate in programs authorized under Title IV of the *Higher Education Act*, as amended, and other federal programs. Through its periodic review of institutions of higher education, the Commission assures the public that it is a reliable authority on the quality of education provided by its member institutions.

The federal statute includes mandates that the Commission review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria and the Commission is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

4.4 Program length is appropriate for each of the institution's educational programs. **(Program length)**

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(See Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")* **(Student complaints)**

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

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4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

4.8 An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

4.9 The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

(See Commission policy “Credit Hours.”) **(Definition of credit hours)**

²Southern Association of Colleges and Schools Commission on Colleges, *The Principles of Accreditation: Foundations for Quality Enhancement*, ed. College Delegate Assembly (Decatur: Southern Association of Colleges and Schools Commission on Colleges, 2012), 39,40.

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Appendix B
College of Charleston Assessment Template
 (Copy completed form into ComplianceAssist!)

Program Information
Program Name and Type (Undergraduate degree, Graduate degree, Academic Support, Administrative, Other): Program Assessment Coordinator: Coordinator's Email: Coordinator's Phone: Coordinator's Office address: Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates:
Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? <input type="checkbox"/> Yes <input type="checkbox"/> No Name of the accrediting organization _____ Date of last program review for the accrediting organization _____ Date of next program review for reaccreditation _____
Program/Department Mission Statement:
Unit or School Mission:
Assessment Plan (Fall) – Complete Items 1 and 2
1. Program Goal or SLO <i>What will students know and be able to do when they complete the program?(Attach Curriculum Map).</i>
2. Assessment Method/Performance Expected <i>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? (Attach Rubric).</i>
Assessment Report (Spring) – Complete Items 3 through 7
3. Assessment Results <i>What does the data show?</i>
4. Use of Results <i>Who reviewed the findings? What changes were made after reviewing the results?</i>
5. Budget Changes <i>Describe ways in which results/changes effect budget.</i>
6. Comments and Attachments <i>Additional comments may be added here and supporting documents uploaded using the file library.</i>
Program Improvement Summary and Impact Report
7. Summary of assessment results with focus in program improvement (to be shared publicly) <i>Statements must be supported by evidence from the annual assessment report(s).</i>

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Appendix C ComplianceAssist! Assessment Quick Reference Guide

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

Steps for Completing an Assessment Plan

STEP 1: Accessing Compliance Assist

1. Use the link on OIEP's webpage: <https://cofc.compliance-assist.com>
2. Login with CofC Username and Password
3. Select Planning
4. Select My Dashboard
5. Select Assessment Plans tab
6. Select program or certificate 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

1. If program information has not yet been entered, select New Item and Program Information
2. Enter program information in the fields
3. If program information exists, select program name
4. Select Edit tab
5. Review and Edit (or enter) program details
6. To update (or enter) Program Assessment Coordinator and Administrative Unit Director, select Manage, search by name in User Name field, and add name to Selected Roles by selecting the checkbox next to the name in Available Roles
7. Select the Add drop-down on the right and Selected (to add the name to the Selected Roles) and select Add Roles
8. View and edit (or enter) mission statements. Select Update
9. Use Upload File(s) feature to add supporting documentation
10. Select Save

➤ [Click here for a brief video tutorial on STEP 2](#)

STEP 3: Entering and Updating Goals (Assessment Plans Page)

1. Select existing program goal or New Item to add a program goal
2. Select Edit tab
3. Review, edit (or enter) Program Goal or Student Learning Outcome and select Update
4. Review, edit (or enter) Assessment Method and Performance Expected and select Update
5. Use Upload File(s) feature to add supporting documentation
6. Select Save (do not Save and Close to continue working in this box to relate goals in Step 4)

➤ [Click here for a brief video tutorial on STEP 3](#)

STEP 4: Relating Goals to Program Information and College of Charleston Strategic Plan

1. Select Related tab at top within program goal
2. Select Add (left corner)
3. Select the checkbox for the program name
4. Select Add (right corner)
5. Select Add (left corner) to relate goal to the College's Strategic Plan

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6. Select College of Charleston from the organizational chart
7. Select the checkbox(es) for the appropriate Strategic Initiatives
8. Select Add (right corner)
9. Select Close
10. Repeat for each goal

Note: School of Business and Student Affairs must also relate to division goals

➤ [Click here for a brief video tutorial on STEP 4](#)

Steps for Entering an Assessment Report

STEP 5: Entering Assessment Results and Use of Results (Assessment Plans tab)

1. Select program goal
2. Select Edit tab
3. Select Edit in Assessment Results to enter summary of results and select Update
4. Edit Use of Results, Budget Changes, and Comments and Attachments section and select Update
5. Use Upload File(s) feature to add supporting documentation
6. Save and Close
7. Repeat for each goal
8. Save and Close after all results are entered

➤ [Click here for a brief video tutorial on STEP 5](#)

STEP 6: Viewing Assessment Reports

1. Select Reports at top of page
2. If needed, select the program using organizational chart on left (to expand chart, select the plus button)
3. Select PDF, Word, or Excel icon to run report: *Program(s) Assessment Report*
Note: PDF is the recommended format for printing and saving
4. Select the Print or Save button

➤ [Click here for a brief video tutorial on STEP 6](#)

STEP 7: Entering Program Improvement Summary and Impact Report

1. Select Program Improvement Summary FY2014
2. Select Edit tab
3. Select Edit Summary of Assessment Results with Focus on Program Improvement (to be shared publicly)
4. Select Update
5. To update (or enter) Responsible Roles, Select Manage, search by name in User Name field, and add name to Selected Roles by selecting the checkbox next to the name in Available Roles
6. Select the Add drop-down on the right and Selected (to add the name to the Selected Roles) and select Add Roles
7. Select Save and Close

➤ [Click here for a brief video tutorial on STEP 7](#)



Hovering over an “i bubble” provides instructions/descriptions for that element.

For more information: <http://oiep.cofc.edu/complianceassist>

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Appendix D College of Charleston Rubric for Assessment Plan/Report Review

Academic/Administrative Unit: _____ Rubric Completed By: _____ Date Completed: _____

Component	Characteristics to Consider	Sufficient	Consider further development	Not addressed	Suggestions for improvement:
Outcomes (Fall)	Are the outcomes/objectives limited in number?				
	Does each of the outcomes/objectives contain only one concept or service for assessment?				
	Are the outcomes/objectives measurable?				
	Do the outcomes/objectives target improvement?				
	Are the outcomes/objectives linked to, and directly support, the Unit mission statement (and, therefore, linked to the College Mission and Purpose)?				
Methods/Mean of Assessment and Measures/Levels of Expectation (Fall)	Are the method(s) for assessing targeted outcomes/objectives clearly stated?				
	Does the method provide a measure of the desired outcome/objective with performance standards specified?				
	Are the levels of expectations appropriate for the resources and support currently available?				
Assessment Results (Spring)	Did the method collect sufficient evidence to formulate recommendations?				
	Do the data analyses explain achievement levels and strengths and weaknesses?				
Use of Results for Program Improvement (Spring)	Are the recommendations based on assessment results?				
	Does the report show where and when changes will be made in response to assessment results?				
Ways in which changes impact budget (Spring)	Does the report describe how changes based on assessment results could impact the budget?				
Comments:					

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Appendix E College of Charleston Mission Statement

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. 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 Low country and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.

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 geographical area and 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.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters' degree programs, which are compatible with the community and the state. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Low country of South Carolina.

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

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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.

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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.

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.

- Commission on Colleges of the Southern Association of Colleges and Schools. 2007. *The Principles of Accreditation: Foundations for Quality Enhancement*. Ed. College Delegate Assembly. Decatur: Commission on Colleges of the Southern Association of Colleges and Schools.
- Eaton, Judith S. 2009. *An Overview of U.S. Accreditation*. Washington DC: Council for Higher Education Accreditation.
- Office of Institutional Assessment and Compliance. Assessment Glossary. University of South Carolina, <http://www.ipr.sc.edu/effectiveness/toolbox/glossary.htm>
- Office for Institutional Effectiveness and Strategic Planning. Glossary of Assessment Terms and Links to More Information. College of Charleston, <http://oiep.cofc.edu/>

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 goals/student learning outcomes, how those outcomes will be measured, and the performance expectations for each goal. The two key components of the plan include the Goals and the Assessment Method.

Assessment Report – The document that presents data and discusses how assessment results will be used to change curriculum and/or assessment procedures for the coming year. The two key components of the report include the Results and Use of Results.

Assessment Template – The form that demonstrates how the academic program or administrative unit will assess the upcoming year’s performance. <http://oiep.cofc.edu/assessment/assessment-template.php>.

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/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 Mapping – Curriculum maps demonstrate 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.

Externally-developed Assessment–Commercially available assessment instruments.

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.

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 - Overall outcomes 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:

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 educational mission, if appropriate

3.3.1.5 community/public service within its educational 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.

Internally-developed Assessment – Assessment instruments developed by College of Charleston faculty, staff, and/or administrators. Compare to externally-developed assessment.

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.

Longitudinal Assessment – Assessments that collect data from the same population at different points in time.

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.

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 Objectives – Outcomes or student learning outcomes.

Program Review – Evaluation of the effectiveness of an institution/division/department based primarily on indicators, objectives, and outcomes.

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.

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.

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.

Tracking/Reporting – Quantitative method for evaluating program effectiveness and for systematic direct comparison.

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 responses.

Electronic Resource List

College of Charleston

College of Charleston Office for Institutional Effectiveness & Strategic Planning

<http://oiiep.cofc.edu/>

College of Charleston Mission Statement

<http://trustees.cofc.edu/mission/index.php>

College of Charleston Office of Institutional Research

<http://irp.cofc.edu/>

College of Charleston Institutional Review Board

http://orga.cofc.edu/pub/compliance_irb_index.shtml

Accreditation

American Association for Higher Education and Accreditation

<http://www.aahea.org/>

Commission on Colleges of the Southern Association of Colleges and Schools

<http://www.sacscoc.org/>

Commission on Colleges of the Southern Association of Colleges and Schools PDF document, *The Principles of Accreditation: Foundations for Quality Enhancement*

<http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>

Council for Higher Education Accreditation

<http://www.chea.org/>

Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty

<http://www.sacscoc.org/pdf/FACULTY%20ROSTER%20INSTRUCTIONS.pdf>

South Carolina Commission on Higher Education

<http://www.che.sc.gov/>

Assessment

Association for the Assessment of Learning in Higher Education

<http://aalhe.org/>

Association of American Colleges and Universities

<http://www.aacu.org/index.cfm>

Council of Regional Accrediting Commissions,

Regional Accreditation and Student Learning: A Guide for Institutions and Evaluators

<http://www.anokaramsey.edu/resources/pdf/assessment/assessmentguidecrac.pdf>

ETS Proficiency Profile

<http://www.ets.org/proficiencyprofile/about>

Lumina Foundation

<http://www.luminafoundation.org/>

National Institute for Learning Outcomes Assessment

<http://www.learningoutcomeassessment.org/>

National Survey of Student Engagement

<http://nsse.iub.edu/index.cfm>

Voluntary System of Accountability (VSA)

<http://www.voluntarysystem.org/index.cfm>

Higher Education

Institutional Assessment & Studies at the University of Virginia

<http://www.web.virginia.edu/iaas/assess/assessment.shtm>

NC State University's Internet Resources for Higher Education Outcomes Assessment

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

Teagle Assessment Scholars at the Center of Inquiry in the Liberal Arts

<http://www.liberalarts.wabash.edu/teagle-scholar-readings/>

University College of Winthrop University

<http://www.winthrop.edu/uc/>