

2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

South Carolina Degree Granting Authority

The College of Charleston (hereafter, “the College”) is a state-supported public university and has degree-granting authority as given to the College by the South Carolina General Assembly. The College was originally created by an Act of the South Carolina Legislature that received final, formal approval on [March 19, 1785](#). Pursuant to this Act, the College was authorized to grant degrees in the liberal arts and sciences as are usually granted in colleges in Europe and America.

The original enabling statutes were updated numerous times, most notably on [December 20, 1791](#), and most recently pursuant to [Section 59-101-10](#) of the Code of Laws of South Carolina, as amended, which designates the College as one of South Carolina’s state colleges and universities.







In addition, authority is granted pursuant to [Section 59-101-80](#) of the Code of Laws of South Carolina, as amended, authorizing degree conferral after a student successfully completes the required course of study.

Further enabling legislation is also detailed within [Section 59-103-35](#) of the Code of Laws of South Carolina, as amended, on new and existing programs of study and pursuant to [Section 59-130-30](#) of the Code of Laws of South Carolina, as amended, which details the powers of the College of Charleston Board of Trustees (hereafter “the College Board”), and specifically provides within [sub-section 9](#), that the Board has the power to “confer degrees upon students and other persons as the College Board considers qualified.” Finally, [Regulation 62-4](#) of the South Carolina Code of Regulations regarding the South Carolina Commission on Higher Education (hereafter, “CHE”) authorizes, pursuant to certain requirements being met, that a license shall be issued to institutions of higher learning authorizing certificates, diplomas and degrees to be awarded. The degrees offered by the College are noted in the [CHE Degree Inventory](#).

Closing Statement

The College is in compliance with Core Requirement 2.1. The College has been given degree-granting authority by the South Carolina Legislature and the South Carolina Commission on Higher Education.

Sources

-  [CHE Inventory Report](#)
-  [Regulation 62-4 SC Code of Regulations \(Page 2\)](#)
-  [Section 59-101-10 Code of Laws \(Page 2\)](#)
-  [Section 59-101-80 Code of Laws \(Page 3\)](#)
-  [Section 59-103-35 Code of Laws \(Page 6\)](#)
-  [Section 59-130-30 Code of Laws \(Page 3\)](#)

 Statute at Large of South Carolina 1274

 Statute at Large of South Carolina 1537

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston Board of Trustees (hereafter, "College Board") has 20 members ([Table 1](#)) who are selected either by the Governor or the South Carolina Legislature. To provide a sound educational program, the College Board is responsible for annual review and adoption of the budget and tuition and for the approval of certain institutional policies, consistent with the [Campus Wide Policy Formation Procedures](#). Evidence of the College Board's actions in setting budgets and tuition is provided in the [June 15, 2015 Board Meeting minutes](#) when the annual budgets and tuition were finalized for the upcoming fiscal year.

On an annual basis, each Trustee is required to complete and sign a South Carolina statement of economic interests form. As a result, the Trustees must confirm that they remain free of any contractual, employment, or personal or familial financial interest in the College of Charleston, (hereafter, "the College"). Also, annually at the August Board Meeting the [College Board Governance Guidelines and Self-Assessment](#) are distributed. This document also includes direction regarding conflict of interest.

The final authority and responsibility for the governance of the College is vested in the College Board. The College Board may make bylaws for the management of its affairs, fix tuition and fees, confer degrees, and appoint committees in connection with operation of the College, in accordance with the statutes of the [State of South Carolina 59-130-30](#).

The powers and responsibilities of the College Board are delineated in [its bylaws](#) and in the South Carolina Code of Laws at [59-101-185](#) and [59-130-30](#).

The 20 members of the College Board members are charged with, among other tasks, appointing the president of the College "to serve for such terms and on such conditions as appropriate" ([Section I sub-section 2](#)); setting tuition, fees and other charges; conferring degrees; and establishing "committees of its own members and/or of the administrative officers and faculty of the College, as it deems necessary or advisable for the best discharge of its responsibilities in supervising the operations of the College" ([Section G](#)).

The current College Board is made up of 20 individuals from a variety of backgrounds including: four

attorneys, one retired educator, six businessmen, three physicians or individuals working in the medical field, two educators, one homemaker, and two bankers. Seventeen College Board members are elected by congressional district or at-large by the South Carolina Legislature. Three College Board Members are selected by the governor, including one of those who is recommended to the Governor by the Alumni Association. Biographies for the current members of the College Board may be found on the [College Board's website](#).

College Board members are required to complete an annual statement of economic interests form to acknowledge that they are free from undue influence. As an example of the governing board being free from undue influence, Henrietta Golding recused herself from voting for an issue that she considered a possible conflict of interest at the August 2013 College Board meeting.

Table 1. College of Charleston Board of Trustees (Effective July 1, 2016)

Name of Board Member	Employment	Contractual, Employment, or Personal or Familial Financial Interest in the Institution	Year Term Expires
Donald H. Belk (Don) Isle of Palms, SC	Retired Business Owner Charter Realty of York County (retired)	None	Term expir
John H. Busch Chapin, SC	Businessman Blue Heron International, LLC	None	Term expir
Demetria Noisette Clemons Columbia, SC	Educator S. C. Virtual Charter School (part-time) Richland School District I (part-time)	None	Term expir
L. Cherry Daniel Charleston, SC	Head of School S.C. Virtual Charter School	None	Term expir
Frank M. Gadsden Clover, SC	Banker Executive VP/Chief Information Officer Clover Community Bank	None	Term expir
Henrietta U. Golding Myrtle Beach, SC	Attorney/Partner McNair Law Firm	None	Term expir
David M. Hay Charleston, SC	Business Owner Hay Tire Company	None	Term expir
Randolph R. Lowell (Randy) Columbia, SC	Attorney/Partner Willoughby and Hoefler, P.A.	None	Term expir 2018
Annaliza O.Moorhead Anderson, SC	Homemaker	None	Term expir
Gregory D. Padgett (Greg) Chairman North Charleston, SC	Business Owner/Partner Fennell Holdings, Inc.	None	Term expir
Toya D. Pound Mt. Pleasant, SC	Physician East Cooper OB/GYN	None	Term expir coterminou the Govern
Renee B. Romberger Spartanburg, SC	Medical Profession VP, Community Health Policy and Strategy Spartanburg Reg. Healthcare System	None	Term expir
Penelope S. Rosner (Penny) Myrtle Beach, SC	Retired Adjunct Professor Coastal Carolina University	None	Term expir 2020
Jeffrey M. Schilz (Jeff) Columbia, SC	Attorney/Business and Government Consultant Lucas Group, Inc.	None	Term expir Cotermino the Govern
Brian J. Stern Columbia, SC	Business Owner Stern and Stern Commercial Developers	None	Term expir
Edward L. Thomas, Jr. (Eddie) Anderson, SC	Dentist Thomas Cosmetic & Family Dentistry	None	Term expir
Joseph F. Thompson, Jr. (Joe) Charleston, SC	Medical Profession/Education Asst. Dean for Finance and Administration College of Dental Medicine Medical University of S.C.	None	Term expir
M. Todd Warrick	Physician	None	Term expir

Sumter, SC	Sumter Pain and Spine, LLC Tuomey Pain Treatment Center		
Ricci L. Welch Manning, SC	Attorney/Partner Land, Parker and Welch Law Firm	None	Term expir
John B. Wood, Jr. Greenville, SC	Banker Senior Vice President GrandSouth Bank	None	Term expir

A quorum constitutes fourteen members and is required for the board to conduct business. A majority of the Board members present is required to pass a motion and/or resolution.

“When the Board adopts a change to the tuition or fees imposed on students, the vote is made in public with the number of trustees voting for and against the change being counted and recorded. A majority vote is required to implement any change to the tuition or fees ([Section E sub-section 3](#)).”

The College Board is responsible for the President’s performance review, as evidenced by the minutes from [August 2015](#) and [October 2013](#). Evidence of Board Members actively focusing on policy issues includes minutes from [August 2015](#). Evidence of Board Members focusing on the institution’s mission includes minutes from [August 2014](#).

The College Board is not controlled by a minority of the College Board members nor by organizations or interest separate from it. Neither the Chair of the College Board nor a majority of other voting members of the College Board have contractual, employment, or personal or familial financial interest in the institution ([College of Charleston Ethics Policy](#), and [Statement of Economic Interests Form](#)). The evidence is the Statement of Economic Interests form that all board members are required to complete and sign annually.

Both of the Trustees appointed by the Governor serve terms coterminous with the Governor but may continue to serve after the term of the appointing governor until a successor is appointed and qualified ([Section B sub-section Trustee Terms 1](#)). A third trustee appointed by the governor upon recommendation of the College of Charleston Alumni Association shall serve four year terms as do trustees elected by the general assembly in seats filled according to the congressional district or at large ([Section B sub-section Trustee Terms 2](#)) ([Section B sub-section Trustee Terms 3-4](#)). “Notwithstanding the manner by which a Trustee is elected or appointed to the Board, each member of the Board shall owe a duty of faithful service to the College and shall act at all times in the best interest of the College” ([Section C](#)).

“There shall be at least four regular meetings of the Board each year, scheduled as the business of the College may require. These meetings, if possible, shall be scheduled quarterly. All meetings of the Board and its committees shall be conducted in full compliance with the [South Carolina Freedom of Information Act](#). Any meeting may be continued by adjournment from day to day or there may be an adjournment sine die. At regular meetings any business relating to the College may be discussed and transacted” ([Section H](#)).

Evidence of the College Board meeting at least four times a year can be seen on the January 2016 [Meeting Schedule](#). Evidence of an inclusive and appropriate agenda can be seen in the agenda from the full College Board meeting in [January 2016](#) which includes committee reports from the 11 standing committees, a President’s report, new and unfinished business agenda items, as well as executive session.

“In addition to the regular meetings, the Chair shall have power to assemble the Board at any time in special meetings, or upon the written request of three members of the Board or the written request of the President of the College. The Chair or the Board Secretary shall cause to be delivered to each Trustee, by regular mail, electronic mail, or otherwise, notice of such special meetings along with a clear statement of purpose, at least twenty-four hours in advance. At a special meeting, the Board may deal with only that business which was stated in the call for the meeting.” ([Section H](#)).

“At the October meeting of the Board of Trustees in even-numbered years, the first order of business shall be for the Board to elect its Officers. The Officers of the Board of Trustees shall consist of a Chair, a Vice Chair, and a Secretary. Officers are elected to serve a two-year term and shall serve in that capacity until their replacements are qualified and elected by the Board or until their prior removal or resignation” ([Section D sub-section 6](#)).







“Duties of the Chair shall be to convene Board meetings, preside at all meetings of the Board and the Executive Committee, appoint committee members and committee chairs, serve as an ex officio member of all other Standing committees of the Board, and serve as the primary spokesperson for the Board.” (Section D sub-section 2). This bylaws section confirms that it is the Chair of the College Board that is the presiding officer of the board and who speaks for the board.

“A Board Member may serve as an Officer in the same position for no more than three consecutive terms.” (Section D sub-section 6). This Bylaws section confirms that only Board members may serve as Officers of the College Board.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.2. The College has a 20-member governing board. College Board written policy and practice demonstrate that the Board is an active policy making body and that it has a significant role in ensuring financial resources. Protections exist to prevent minority control of the College Board or a conflict of financial interest.

Sources

-  [59-101-185 SC Code of Laws \(Page 5\)](#)
-  [59-130-10 SC Code of Laws](#)
-  [59-130-30 SC Code of Laws \(Page 3\)](#)
-  [Board Meeting Agenda Items](#)
-  [Board of Trustees Meeting Schedule](#)
-  [BOT Website Trustee Membership](#)
-  [Bylaws \(Page 2\)](#)
-  [Bylaws \(Page 3\)](#)
-  [Bylaws \(Page 4\)](#)
-  [Bylaws \(Page 8\)](#)
-  [Campus Wide Policy Procedures](#)
-  [Ethics Policy 9.1.9](#)
-  [Governance Guidelines](#)
-  [January 2016 Meeting Agenda](#)
-  [January 2016 Meeting Minutes](#)
-  [June 15 Board Meeting \(Page 2\)](#)
-  [Minutes August 2014 \(Page 2\)](#)
-  [Minutes August 2015 \(Page 17\)](#)
-  [Minutes October 2013](#)
-  [President's Organizational Chart](#)
-  [Schedule Board of Trustees Meeting January 28-29 2016](#)
-  [South Carolina Freedom of Information Act](#)



2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.”) (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification.)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The president, appointed by the College of Charleston Board of Trustees (hereafter, "College Board"), is the chief executive officer of the College of Charleston (hereafter "College"). The President may not be an officer of the Board of Trustees (*Faculty/Administration Manual (FAM)*, [section II sub-section B](#)). The officers, as defined by the [bylaws](#) of the Board of Trustees, are the Chair, Vice Chair, and the Secretary.

As noted in the bylaws, the “duties of the Chair shall be to convene Board meetings, preside at all meetings of the Board and the Executive Committee, appoint committee members and committee chairs, serve as an ex officio member of all other Standing committees of the Board, and serve as the primary spokesperson for the Board.” ([section D sub-section 2](#)). This bylaws section confirms that it is the Chair of the College Board who is the presiding officer of the board and who speaks for the board.

The president's primary and full-time responsibility is to the College of Charleston, as expressly indicated in the [contract of the current president](#).

Glenn F. McConnell became president of the College on July 1, 2014. President McConnell’s [biography](#) can be found on the College’s website.

President McConnell is the chief executive officer for the College and is responsible for the operation and administration of the College as defined in state laws [59-130-30] and the [bylaws](#) of the College Board. “The President is appointed by the Trustees to serve for such terms and on such conditions as they consider appropriate. All other officers of the College are appointed by the President and serve at the pleasure of the President for such terms and upon such conditions as he may deem appropriate” ([section I sub-section 2](#)).

The President is the Chief Executive Officer of the College and Chair of the Faculty. While he is vested to act for the Trustees in administering the College, he is also responsible for achieving the stated purposes of the College and for its ongoing operations. ([section I subsection 3](#)):

The President shall serve as the official medium of communications between the Board of Trustees, on the one hand, and the College faculty, administrative officers, individual members of the staff, college organizations, student organizations and students on the other. ([section I subsection 4](#)).

The President shall represent the College in its relationships with related associations, other institutions, the news media, government agencies, alumni and the general public. He organizes and directs administrative officers in the performance of their assigned duties. He is a member of the [Faculty](#) and, when present (can), preside at its formal meetings. He reports regularly to the Trustees on the condition of the College and proposed programs and courses of action requiring Trustee approval. ([section I sub-section 5](#)).

The President, along with the applicable executive officers of the College, shares with the Faculty the responsibility for proposing educational programs and policies as well as for the orderly implementation of educational programs and policies. ([section I sub-section 6](#)).

The President is directly responsible for the orderly day to day management of fiscal and personnel affairs and the auxiliary enterprises of the College, and for the maintenance and development of its financial and physical resources. The President's powers include, but are not limited to, the following:

- a. institute and carry out personnel policies for the employment, compensation, working conditions and discharge of employees, both academic and non-academic except any employment compensation packages valued in excess of \$250,000 each year, which must be approved by the Board;
- b. with respect to entering into employment contracts or extending employment contracts, the President's authority to do such is authorized by the Board; however, during the last six months of the President's tenure as the College President, the President shall obtain Board approval in the following limited circumstances: During the President's last six months of employment, any extensions, renewals or new employment contracts for any position at the College having yearly compensation in excess of \$150,000 shall be contingent upon approval by the Board;
- c. prepare, submit for Board approval and administer annual operating budgets;
- d. administer appropriate funds, the collection and expenditure of student fees and tuition, subject to the specified provisions of respective policy;
- e. solicit and receive funds on behalf of the College and the College of Charleston Foundation. ([section I sub-section 7](#)).

The President is directly responsible for the orderly conduct of the intercollegiate athletic programs of the College. He has the powers necessary to discharge this responsibility as well as to propose new intercollegiate athletic programs or the cessation of intercollegiate athletic programs both of which are subject to Board approval. The President is responsible for the development of policies and programs which will enhance the quality of campus life in its total sense. To this end, the President is authorized to employ administrative officers and staff personnel to conduct social and cultural programs and to make provisions within proposed annual budgets for the support of these programs. ([section I sub-section 9](#)).

Except as specifically herein limited, the President has the power of final approval of all initial appointments, renewals of appointments, promotions in rank, compensation, conferral of tenure and termination of Faculty, staff and administrative personnel members. The appropriate vice president or other officers of the College are responsible for making recommendations to the President in respect to all such matters. ([section I subsection 10](#)).

Closing Statement

The College is in compliance with Core Requirement 2.3. The College has a chief executive officer, President Glenn F. McConnell, who is appointed by the College Board and whose primary responsibility is carrying out the mission of the College and ensuring its long-term success.

Sources

-  [About the President](#)
-  [Bylaws \(Page 10\)](#)
-  [Bylaws \(Page 2\)](#)
-  [Bylaws \(Page 8\)](#)
-  [Bylaws \(Page 9\)](#)
-  [FAM 2016-17 \(Page 46\)](#)

-  [President's Contract](#)
-  [President's Organizational Chart](#)
-  [President's Position Description](#)
-  [President's Report from August BOT Meeting](#)
-  [President's Report from October BOT Meeting](#)
-  [Prospectus](#)
-  [SC Code of Laws Statute 59-130-30 \(Page 3\)](#)

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The comprehensive College of Charleston [mission statement](#) is published on the College of Charleston Board of Trustees (hereafter, "College Board") [website](#) and included as part of the College Board's [bylaws](#).

The Mission Statement clearly outlines the educational objectives of the institution:

The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business. The faculty is an important source of knowledge and expertise for the community, state and nation.

Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior undergraduate program is central to the mission of the College of Charleston. As a prominent component of the state's higher education system, the College encourages and supports research.

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

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

The College's mission statement recognizes the College's heritage and roots as a liberal arts and sciences institution. Teaching and learning are addressed by the commitment to undergraduate education, graduate education, and continuing education. The College's research program is recognized, as is the College's public service, in providing cultural activities to the Lowcountry of South Carolina.









The College's mission statement is routinely reviewed and updated. The mission statement (also called the Statement of Institutional Purpose) was revised, approved, or reaffirmed by the (now-defunct) State College Board of Trustees or the College of Charleston Board of Trustees on January 16, 1974; March 12, 1986; January 16, 1991; February 15, 1994; July 13, 2006; July 23, 2014; and August 25, 2014.

The mission statement is communicated to College constituencies on the [College Board's website](#); on the Division of Marketing and Communications' [website](#); and through a number of College publications, including the 2016-2017 *Undergraduate Catalog*, the 2016-2017 *Graduate Catalog*, and the *Faculty/Administration Manual*.

Closing Statement

The College is in compliance with Core Requirement 2.4. The College has a clearly defined mission statement that reflects the institution's dedication to teaching and learning, research, and public service.

Sources

-  [Board of Trustees Website](#)
-  [Bylaws](#)
-  [College of Charleston Mission](#)
-  [FAM 2016-17 \(Page 44\)](#)
-  [Graduate Catalog 2016-2017 \(Page 14\)](#)
-  [Mission Statement](#)
-  [Mission Statement Marketing and Communications](#)
-  [Undergraduate Catalog 2016-2017 \(Page 18\)](#)

2.5

Institutional Effectiveness

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.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, “the College”) engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes to guide decision-making toward fulfilling the mission. All planning is measured against the [College's mission](#) to deliver “a high quality education in the arts and sciences, education and business.” Further, the College “strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast.”

The College also emphasizes a commitment to continuous improvement to ensure the achievement of its [College's core purpose](#), “to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society,” and the corresponding [core 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
- **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

This narrative for CR 2.5 provides the Institutional Effectiveness processes and its impact on continuous improvement in the following sections:

- Ongoing, Integrated, Research-Based Planning and Evaluation Processes
 - Integration of Planning and Evaluation Processes
 - Strategic Planning
 - Enrollment Planning
 - Campus Master Plan and Capitol Project Planning
 - Academic Program and Administrative Unit Assessment
- Commitment of Resources in Support of Institutional Effectiveness
 - College Budget Planning
- Evidence-Based Continuous Improvement and Demonstration that the Institution is Accomplishing its Mission
 - Strategic Planning as Measured by Student Learning/Operational Outcomes
 - Specialized Accreditation
 - Academic Program Review
 - Results from Scorecards
 - College of Charleston State Accountability Report
 - Institutional Measures

Ongoing, Integrated, Research-Based Planning and Evaluation Processes

The College has an integrated framework for planning and evaluation, including annual assessment of strategic planning and budgeting processes. These processes provide information to support decision-making and resource allocation for all units at all levels of the institution to monitor and foster continuous improvement and steady progress toward institutional goals and strategic initiatives.

Integration of Planning and Evaluation Processes

The components that comprise integrated planning and evaluation processes include: regular review of mission through strategic planning initiatives, academic program and administrative unit assessments, campus master planning, and the budget allocation process. These components are correlated and interdependent, yet function independently at each level to assess the College’s mission. See Figure 1 for an illustration of the College’s evaluation and planning processes with timeline.

Figure 1. Integrated Planning and Evaluation Processes



Systematic, ongoing, integrated, and data-based reviews of institution-wide effectiveness permeate multiple processes within the College. This multi-layered approach is appropriate given the breadth and depth of the College’s strategic plan goals. These integrated processes support decision-making across the College as part of continuous and cyclical reviews. These assessment processes include the following fifteen elements on three different cycles: every 5-10 years, annually, and multiple times per year.

Every 5-10 Years:

- Strategic Planning: the current College Strategic Plan was approved by the Board of Trustees in October 2009 with revisions approved in February 2013. Other institution-level strategic planning processes include strategic plans for institutional diversity and information technology.
- Unit-level Strategic Planning: includes strategic planning for the nine schools, and the seven administrative divisions on campus that guide planning for the units/divisions/school and are aligned to the College’s Strategic Plan.
- Campus Master Plan and Capitol Project Planning: a 10-year planning process for the physical space to ensure appropriate learning environments (current plan finalized in 2012).
- Specialized Accreditation: eight discipline-specific accrediting agencies have reviewed programs at the College.
- Program Review: seven-year cycle for graduate and undergraduate program review to identify programmatic innovations and opportunities for improvement.

Annually:

- Annual Progress Review of Unit-level Strategic Plans: annual reporting to demonstrate measurable achievement towards strategic goals.
- Academic Affairs Annual Report: annual reporting to assess school's progress on strategic initiatives and tie results to the allocation of resources in support of initiatives and enhancements.
- Budget Process and Enrollment Planning: annual budgeting process linked to planning and evaluation processes; enrollment planning process that provides estimated enrollments in program areas for strategic prioritization of resources.
- New Degree Planning: Faculty-driven planning process to ensure that all programs and changes are rigorous, well-designed, and consistent with the College's mission.
- Institutional Effectiveness Summative Assessment Process: 222 academic program and administrative units actively engaged in assessment and submit an Assessment Report annually. In addition, once a year, the executive vice presidents (EVPs) and the president review a random sample of completed rubrics for programs and administrative units and provide additional feedback, if necessary.
- Institutional Measures: examples include National Survey of Student Engagement (NSSE), Enterprise-level Senior Exit Survey, and Enterprise-level Alumni Surveys.

Multiple Times per Year:

- Formative Processes for New Degree Program Planning: Collaborative review process of multiple faculty committees to ensure program growth that is rigorous and consistent with the College's Strategic Plan and Mission.
- IE Assessment Reports (plans and results): plans submitted in the fall and results submitted in the spring.
- IE Formative Assessment Processes (plans and results rubrics): continuous quality improvement coordinated by the institutional assessment committees and unit assessment committees.
- Institutional Assessment Committees: Institutional Assessment Committee (IAC), Deans Assessment Committees (DACs), and Administrative Assessment Committees (AACs) meet multiple times per year to review the health of assessment at the institution and share best practices.

Planning and evaluation systems are central to the success of the College, and are designed to meet both college needs and state regulations; thus, planning takes place at the state, college, and program/unit levels. The College has an ongoing strategic planning process to guide the institution in meeting its mission. Academic programs and administrative units assess their mission by outcomes and measures with performance targets as part of the assessment process. These activities provide a strong foundation for budget decisions, resource allocation, and institutional improvement.

The planning and evaluation processes summarized in Figure 1 follow the steps outlined in Figure 2 to ensure that ongoing, integrated, and institution-wide research-based planning and evaluation result in continuous improvement in institutional quality and demonstrates that the institution is effectively accomplishing its mission. The ongoing planning and evaluation cycle begins with the development of broad steps to implement the mission, setting outcomes and measures with targets; followed by determining the processes and timeline for achievement of those outcomes. Resources are aligned and allocated to outcomes for implementation; and data collection is reviewed and acted upon to ensure continuous improvement.

Figure 2. Assessing the Planning and Evaluation Processes at the College of Charleston



Internally, the principal planning teams are the [president's executive team](#) and the [academic council](#). The president's executive team consists of the following members: the provost/executive vice president for academic affairs, the executive vice president for business affairs, the executive vice president for student affairs, the executive vice president for institutional advancement, the vice president for administration and planning, the executive director of marketing and communication, the senior executive administrator for the president, and the general counsel. The executive team meets weekly to consider strategic, operational, and informational issues. Key members of the College community are invited to attend as needed, such as the SACSCOC liaison, the athletic director, chief information officer, and the chief of police and director of public safety. The Provost's Academic Council consists of the provost, deans of the six academic schools, the dean of the School of Professional Studies, the dean of the Graduate School, the dean of the Honors College, the dean of the libraries, three associate provosts, the associate vice president for the Academic Experience, the registrar, the assistant vice president of Undergraduate Admissions and Financial Aid, and other academic leaders as appropriate to the topic (e.g., director of summer schools). The Academic Council [meets monthly](#) during the academic year to discuss strategic items such as new program development, recruitment-and-retention programs, off-site locations for offering academic programs, and new undergraduate and graduate program development. Key members of the College community are frequently invited to present topical findings or operational proposals to advance the interests of the Academic Affairs division.

Strategic Planning

The College of Charleston has a long history of using strategic planning as a framework to assess its mission and goals. In 2007-2008, former President P. George Benson developed strategic goals for the College in collaboration with the College of Charleston Board of Trustees as part of the strategic planning process. The goals are operationalized by the executive team. Former President Benson commissioned the current strategic plan, "Gateways to Greatness," which was approved in October 2009 by the Board of Trustees following the completion of the Fourth Century Initiative, the previous strategic plan of the College developed under the leadership of former President Lee Higdon.

The narrative that follows outlines the College's current Strategic Plan, as well as other institution-level

planning processes. The section then outlines the process and procedures for unit-level strategic planning and highlights how those processes are integrated with and demonstrate achievement of the College Strategic Plan.

College Strategic Plan. The all-inclusive process of developing the current [strategic plan](#) was developed by a Strategic Planning Committee composed of 18 members from academic affairs, student affairs, business affairs, institutional advancement, and the Student Government Association president under the leadership of former President Benson. Developing the plan was a detailed year-long process that included work from [six representative subcommittees](#): assessment; competitive analysis; environmental analysis; focus groups; strengths, weaknesses, opportunities, and threats; and Dixie Plantation. The College conducted over a year of preparatory work that included more than 30 focus group with key constituents, a competitive analysis which compared the College with 80 other institutions on 80 quantifiable dimensions of interest to prospective students and faculty as well as to internal constituents, an environmental scan and trend analysis, and a SWOT analysis conducted by every unit of the College.

The College's current [core purpose and strategic core values](#) were developed as part of the current strategic plan to closely align and support the institution's mission and to provide guidance to the strategic planning process. The College's [strategic plan](#) presents an [envisioned future](#) with overarching goals of where the College wants to be in 2020:

In the year 2020, the College of Charleston combines the student focus of a small teaching institution with the breadth of opportunities characteristic of a research university, all in the spectacular setting of South Carolina's Lowcountry. In 2020, the disciplines that make up the strong undergraduate liberal arts and sciences core at the College of Charleston provide the foundation for exemplary graduate and professional programs and are integral to the interdisciplinary approaches and global focus that infuse the entire curriculum.

The most recent version of the [strategic plan](#) was updated and approved in February 2013. The strategic plan contains the following five goals:

- Goal 1: Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning
- Goal 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
- Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific, and political issues of the 21st century
- Goal 4: Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular activities
- Goal 5: Achieve financial security by creating a new financial model for the College of Charleston

The earliest version of the current strategic plan was approved by the Board of Trustees in October 2009.

The strategic plan has [10 strategies and 94 tactics](#) to assess the implementation of the five goals. Each tactic guides the development of one or more specific, measurable actions, which are incorporated in the College's annual fiscal plans. The tactics are ranked in order of their importance for achieving the plan's goals and thus, the College's envisioned future.

In addition to the College's strategic plan, the institutional diversity plan initiatives further support the College in achieving its mission. Also, an active enrollment planning process also assists the institution in achieving optimum student access, retention, and success by providing guidance with regards to estimated enrollments in program areas to consider strategic prioritization of resources.

Institutional Diversity Plan. The College of Charleston Board of Trustees Executive Committee approved the [diversity strategic plan](#) on March 30, 2012. The plan was drafted by the Commission on Diversity, Access, Equity, and Inclusion, appointed by former President Benson. The College's mission for diversity is "to support the College of Charleston's pursuit of inclusive institutional excellence." The Office of Institutional Diversity is responsible for implementation and measurement of the diversity strategic initiatives. The institutional diversity

strategic plan has seven goals, including faculty staff recruitment, infusing diversity into the curriculum, increased funding for diversity initiatives, and a supportive campus environment.

The [five-year diversity strategic plan progress report](#) documents, for each of the seven goals and corresponding tactics, accomplishments to date and the impact of those accomplishments. See an excerpt of the full report in Table 1.

Table 1. Five-Year Diversity Strategic Plan Progress Report Highlights

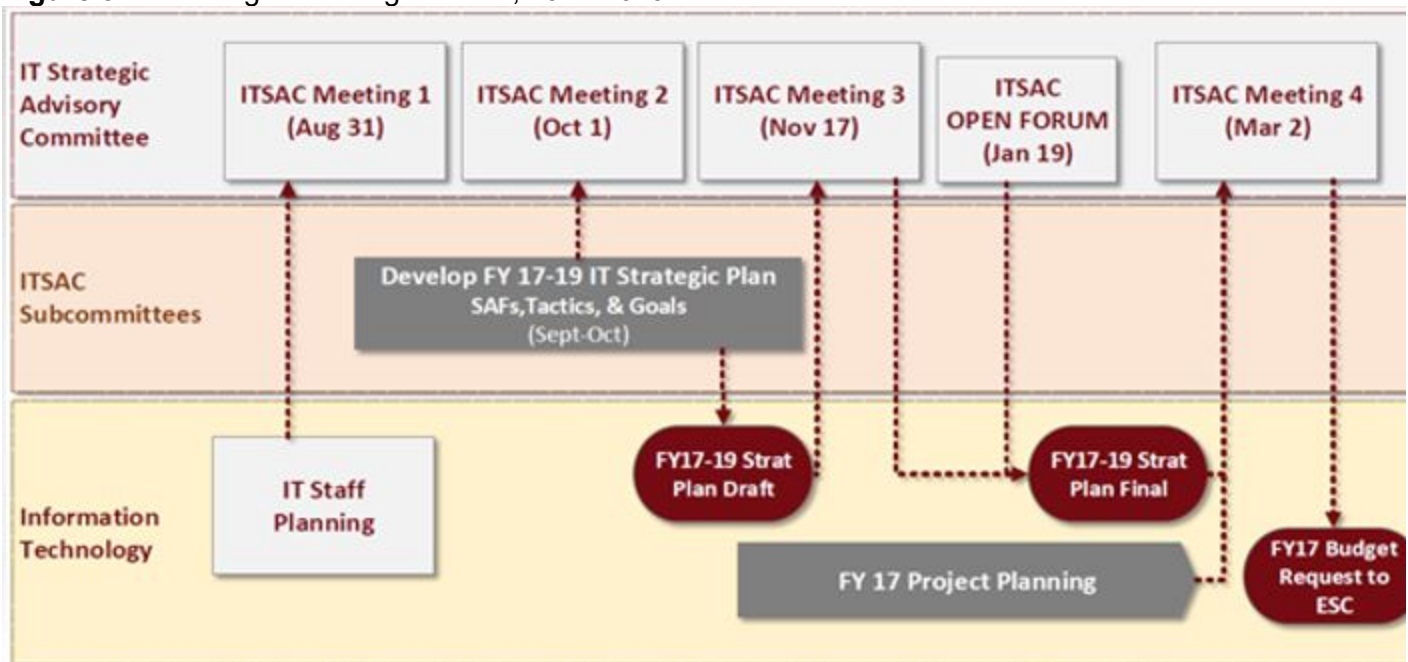
Goal/Tactic	Intended Outcome/Success Indicators	Accomplishments to Date (2012-2013 to 2015-2016)
<p>GOAL 1: Recruit, retain, and graduate greater numbers of qualified minority, first-generation and international students</p> <p>Tactic 1: Fund scholarships in support of recruiting and retaining a more diverse student body</p>	<ul style="list-style-type: none"> • 10 full-tuition abatements for minority students, repeated over four years, for a total of 40 	<ul style="list-style-type: none"> • Private scholarship support increased over the span of the campaign – from \$2.0M in FY2011 to a budgeted \$3.5M in FY2016 • \$24,900 grant, America’s Warrior Partnership, to hire a Veteran Student Services Coordinator for recruitment and retention of minority and underserved populations
<p>GOAL 2: Recruit and retain greater numbers of women and minorities into faculty, staff, and administrative positions</p> <p>Tactic 1: Expand the faculty for the African American studies program</p>	<ul style="list-style-type: none"> • Increased minority representation in the faculty/curriculum • Increase in the numbers of courses supporting the College’s academic diversity goals 	<ul style="list-style-type: none"> • Two African American faculty appointed to full-time faculty positions in the College’s African American studies (AAST) program (2014)
<p>GOAL 3: Create a supportive environment that is diverse, inclusive, and welcoming to all</p> <p>Tactic 5: Work with the existing student task force to develop a plan for a gender equity resource center</p>	<ul style="list-style-type: none"> • Completed plan for review and approval • Plan presented and approved by EVP team and incorporated into DSP 	<ul style="list-style-type: none"> • Center formally created and staffed by professor of political science/women’s and gender studies (2014-2015 AY) • Lactation spaces created on campus • Mini-grants provided for student projects
<p>GOAL 4: Infuse diversity into the curriculum</p> <p>Tactic 2: Establish a major in African American studies.</p>	<ul style="list-style-type: none"> • AAST major established • Students enrolled in major • Major established 	<ul style="list-style-type: none"> • The AAST major began in 2014-2015 academic year and graduated its first eight majors (and two minors) in May 2015. As of January 20, 2016, there are 10 majors and 20 minors.

Unit-Level Strategic Planning. In addition to participation in the development of the college level plan,

administrative units (including academic schools) engage in systematic planning processes that are aligned and focused in a coordinated effort to monitor the progress of the institution as it looks to its future. [Unit strategic plans](#) include five basic components: 1) mission, 2) goals and outcomes, 3) strategies, 4) measures or key performance indicators (metrics) with targets, and 5) budget requests needed to achieve outcomes. Annually, findings are reviewed to determine accomplishments and future needs. Based on the findings, the executive vice presidents (EVPs) request additional resources to achieve strategic goals and/or outcomes, if required. The school, division, and unit plans are revised and updated annually to incorporate budgetary and strategic changes. The College uses Compliance Assist planning software to collect evidence of participation and achievement. The [process](#) for systematically presenting and reporting on unit-level strategic planning was updated in 2016. Prior to that, strategic planning endeavors were unique to the division. The Division of Academic Affairs used their annual reporting process to track progress on strategic planning; the Division Business Affairs used strategic performance indicators (scorecard), and the Division Student Affairs coordinated their strategic initiatives through [annual reports](#) directed by the [student affairs leadership team](#) (SALT).

An example of unit-level strategic planning can be seen in the Division of Information Technology (IT). Based on a recommendation of the [Huron Report](#) completed in October 2012, an Information Technology Planning Committee was formed in January 2013 to prioritize IT’s fiscal year operational goals, which was then used to develop the 2013-2014 IT budget request. The IT Planning Committee was later reconstituted as the IT Strategic Planning Committee (ITSAC), with the ultimate purpose of creating a viable, functional strategic plan for the next three fiscal years, and to set in place the means of annually updating the plan on a rolling basis (see Figure 3) ([Planning, Budget, Work Cycle](#)). The goals include aligning investment of IT resources and talent to best support the College’s strategic plan, engaging constituents and College leadership in articulating the campus’ most important requirements and expectations for availability and utilization of technology, and creating annually an IT budget request that aligns with the first two goals.

Figure 3. IT Strategic Planning Process, 2017-2019



The ITSAC strategic plan for FY 2017-2019 identified 13 IT goals to meet the needs of five [strategic areas of focus](#), including providing technology solutions; enhancing existing technology systems, infrastructure, and services; stewardship of IT resources; institutional data security; and effective communication with campus constituents.

IT ensured broad-based participation of the IT planning and budgeting process through ITSAC briefings and a new ITSAC planning schedule that aligned with the budgeting cycle. IT promoted faculty, staff, and student participation in the IT decision making process through a regular college-wide open forum. IT has focused and prioritized work plans for IT products and services on behalf of its clients. Specific work plan initiatives resulting

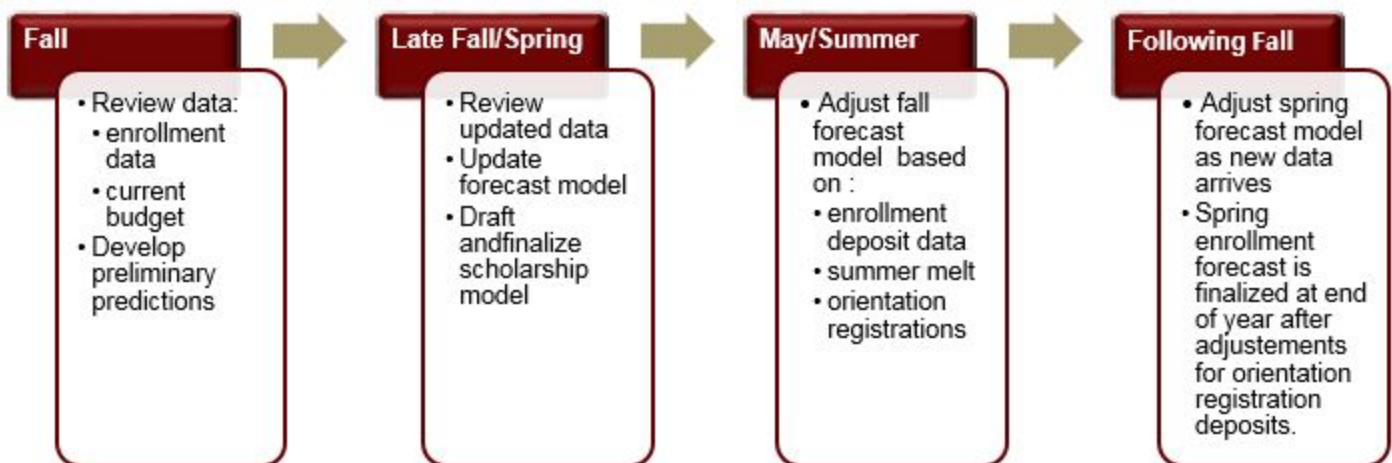
from ITSAC deliberations are summarized in Table 2.

Table 2. ITSAC Initiatives in Support of the Information Technology Strategic Plan

ITSAC Initiatives	Implementation Date
Negotiated institutional license agreements SAS Institute JMP, which allowed math, science, business, and research students to use the software for free versus each student having to buy individual copies.	7/1/11
Negotiated a new enterprise license agreement with Adobe to reduce overall cost of their products to faculty and staff.	5/29/15
Negotiated institutional license agreements with IBM SPSS.	6/30/15
Negotiated institutional license agreement with MiniTab.	7/1/15
Implemented Office 365 to increase services and provide a shadow benefit of business continuity.	Spring 2016
Implemented a service management tool to increase the efficiencies and effectiveness of the IT organization and the delivery of IT services.	RFP phase, Spring 2016

Enrollment Planning. The institutional enrollment-planning process (summarized in Figure 4) is designed to assist the institution in achieving optimum student access, retention, and success by providing guidance with regards to estimated enrollments in program areas to consider strategic prioritization of resources. The Enrollment Revenue Committee is composed of eight members representing key leadership from academic affairs and business affairs. Chaired by the provost, the committee includes the following: the executive vice president for business affairs, vice president for administration and planning, vice president for fiscal services, associate vice President for budgeting and payroll services, assistant vice president for admissions and financial aid, director of financial aid, and associate vice president for institutional research. On an annual basis (see Figure 4), the committee begins the [process of enrollment planning](#) in the prior fall, comparing recent fall enrollment data against the forecast/model and assumptions used to develop the [current year's revenue estimate and budget](#). Based on this data, in context with [historical data and trends](#), planned programmatic changes, and new initiatives or evolving strategies for [admissions and financial aid](#) and the impact on future enrollment, the College develops a preliminary prediction of enrollments. This prediction includes shifts in the resident/nonresident mix and transfer/freshman mix and projects consequential revenue and expense increases/decreases that might occur for the upcoming fiscal year. The [preliminary forecast model](#) is updated periodically and becomes final when the fall applicant data is uploaded into the model and then tested for affordability. For example, in 2015-2016, the model was changed several times from November through February until the actual fall 2016 scholarship eligible-applicant data was tested in the model. It was found to be viable, and the model was finalized by the committee. The enrollment-planning process helps to ensure continuing improvement and that the College is accomplishing its mission by ensuring an enrollment mix that supports the personalized liberal arts values of the College mission and creating a funding stream that helps to support College strategic priorities.

Figure 4. Annual Enrollment-Planning Process



The College has a long history of facilities planning, with the first master plan being developed in 1969. In February 2011, the College underwent a campus- and community-wide planning process to update the [2003 campus master plan](#) and align it with the goals of the College's 10-year strategic plan. The result of that broad-based participation was the [2012 campus master plan](#) for the College of Charleston. In keeping with the College's holistic approach to education, the plan called for the addition of modern residence halls, fitness and recreational facilities, and spacious study areas to address current deficits in space needs. The College has a challenge addressing this deficit primarily due to its location in a land-locked, densely-developed, historic urban area where demolition and new construction are highly regulated (height, lot coverage, design, and use restrictions). The master plan addresses these [space needs](#) with four phases of development: property acquisition (purchase and lease), renovation of existing facilities, selective demolition, and new construction. Table 3 below highlights several projects that specifically address space needs.

Table 3. College of Charleston Projects Addressing Space Needs

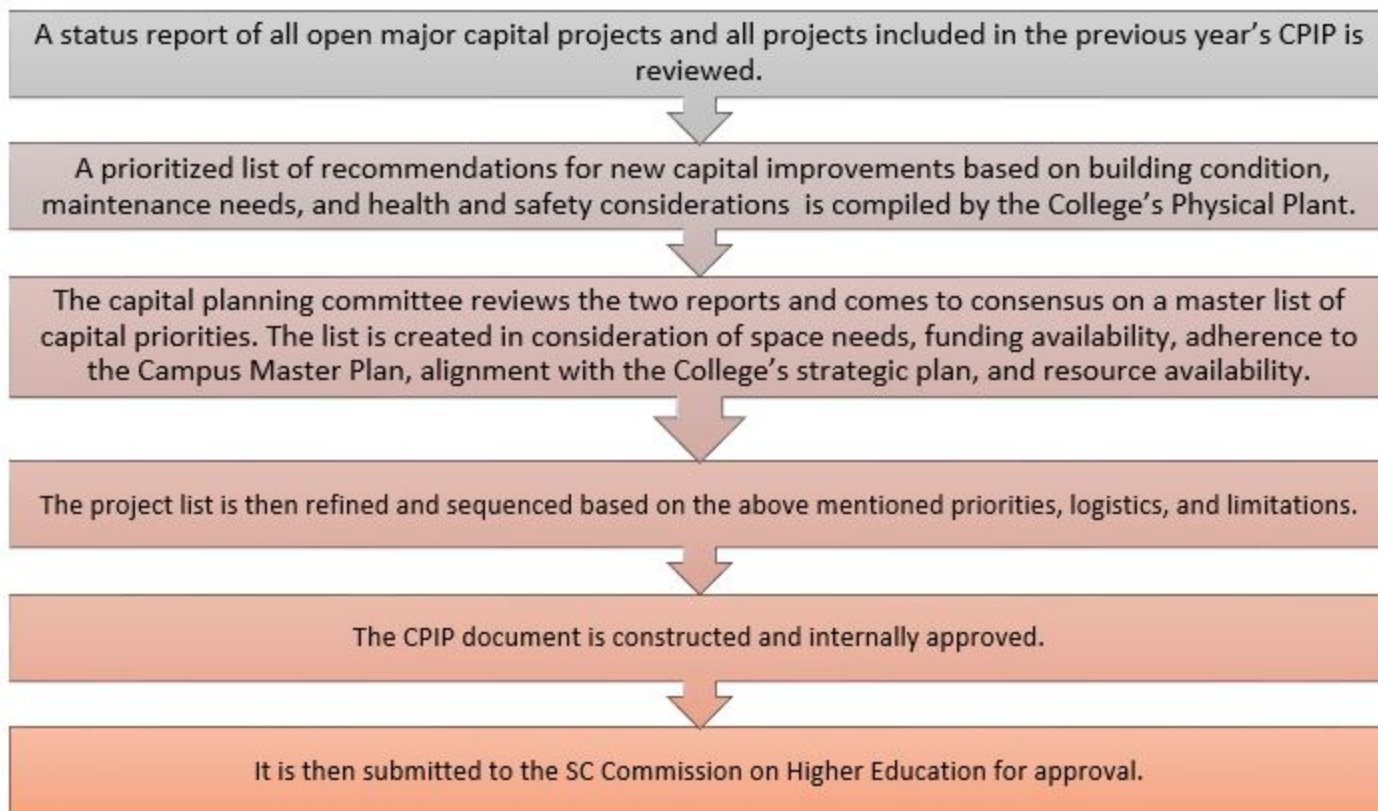
Completed Projects	In Progress	Future Projects
Addition to the Sylvia Vlosky Yaschik Jewish Studies Center (15,000 square feet)	Simons Center for the Arts (under design)	The Lightsey Center (renovating inactive/conversion space)
George Street Fitness Center (18,000 square feet)	Learning Technology Center(feasibility study)	Robert Scott Small Library building (renovating inactive/conversion space)
New science center build out (21,000 square feet),	Rita Hollings Science Center (renovation under way)	Stern Student Center (renovating inactive/conversion space)
Private residence hall adjacent to the campus (420 beds), Sterling Campus Center Apartments	Proposals for additional parking options are under evaluation	North side of Calhoun Street between Coming and King streets property acquisitions

Capital Project Planning

The comprehensive permanent improvement plan (CPIP) informs capital planning discussions and serves as a working document for the campus master plan. The five-year [CPIP](#) is charted out annually and serves as a prioritized road map of the College's major capital improvements. A major capital improvement is defined as any renovation, repair, alteration, equipment installation, or demolition of an existing facility in which the total cost exceeds \$1 million; any new construction in which the total cost exceeds \$500,000; any capital lease purchases exceeding \$1 million; or any acquisition of real property. The CPIP document contains

- All major capital improvements the College intends to initiate within a five-year time period
- Detailed information of projects that will be initiated within the first two years of the plan including institutional needs, scope of work, cost estimations, and funding sources
- A summary listing of intended projects for years 3-5 of the plan

Figure 5. CPIP Annual Review Process



The CPIP is reviewed and updated annually by a capital planning committee, as illustrated in Figure 5.

New Degree Program Planning. The Academic Affairs Division, the Office of the Registrar, and the Office of Institutional Effectiveness and Strategic Planning work closely with the Faculty Curriculum Committee (for undergraduate curriculum) and the Faculty Committee on Graduate Education, Continuing Education, and Special Programs (for graduate curriculum) to evaluate each proposed change to the College curriculum ([MFA proposal](#), [faculty senate minutes](#)). The College ensures that all programs and changes are rigorous, well designed, and consistent with the College's overall mission. The introduction of the African American studies in the fall 2014 was in direct response to the [College's strategic plan \(Strategy 2\)](#) and the [College's diversity strategic plan \(Goal 4\)](#).

Academic Program and Administrative Unit Assessment

For the three years prior to the reaffirmation in 2007, the College followed an assessment process that allowed departments a year of planning, a year of data collection, and a year for reporting of assessment activities. Following reaffirmation in 2007, the College discontinued this model and implemented an annual assessment model. Beginning in the 2011-2012 academic year, an annual assessment cycle was developed for the systematic submission and review of program assessment plans for collecting information across the institution (academic and administrative) that included outcome statements and performance expectations. A [timeline of institutional effectiveness](#) illustrates the assessment timeline and key milestones.

The College of Charleston institutional effectiveness assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs, minors, certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service focus. Regardless of the campus location (North Campus, Lowcountry Graduate Center, Grice Marine Laboratory, 701 East Bay Street, or the main campus), all programs are overseen by the main campus.

Key Roles and Responsibilities. The College of Charleston's institutional effectiveness (IE) assessment model engages broad-based participation and encompasses several key faculty, staff, and administrator roles.

The IE model is an ongoing, broad-based process and involves collaborations between assessment coordinators, the [Deans Assessment Committee](#) (DAC) members at the school level, the [Administrative Assessment Committee](#) (AAC) members at the division level, the chairs of the DAC and AAC who comprise the [Institutional Assessment Committee](#) (IAC), the provost or executive vice presidents, and the president. Assessment coordinators are staff and faculty members who work collaboratively with their colleagues in their programs/units to develop an assessment plan and report. Assessment coordinators serve as the primary contact for their program's/unit's assessment and coordinate their program's/unit's ongoing assessment process.

The [DACs](#) are school-level assessment committees that exist for each school or college ([School of Sciences and Mathematics](#); [School of Professional Studies](#); [School of the Arts](#); [School of Humanities and Social Sciences](#); [Honors College](#); [School of Languages, Cultures, and World Affairs](#); [Graduate School](#); [School of Education, Health, and Human Performance](#); [School of Business](#)) and the [General Education Program](#). The DAC consists of faculty across the varying disciplines, who serve as mentors and provide a review of the quality of the assessment reports based on established criteria provided in the [institutional assessment rubrics](#). The rubrics replaced the [reviewer rating scales](#) that were in effect from 2011-2012 to 2014-2015.

The [AACs](#) are division-level assessment committees that exist for each of the six divisions ([Academic Affairs](#), [Business Affairs](#), [Institutional Advancement](#), [Marketing and Communications](#), the [President's Division](#), and [Student Affairs](#)) and consist of staff members and administrators from the respective divisions. These committee members serve as mentors and provide a review of the quality of the assessment reports based on established criteria provided in the [Institutional Assessment Rubrics](#).

The [IAC](#) is an institutional-level committee that consists of the DAC and AAC chairs. The IAC ensures the quality of the reviews conducted by the DAC and AAC through its oversight of the review process. Annually, each member of the IAC presents a DAC or AAC report about the quality of the results and plans. It contains program or unit examples of use of results to make improvements. [Committee rosters and meeting minutes](#) and the [IAC Charge](#) are archived on the Office for Institutional Effectiveness and Strategic Planning (OIEP) website.

The OIEP provides [customized consultations](#) and conducts [workshops](#) for faculty, staff, assessment coordinators, and DAC, AAC, and IAC members to support the annual IE assessment process. In addition, OIEP provides [online resources](#) to encourage understanding of the IE assessment process. OIEP maintains [Compliance Assist](#), the centralized knowledge-management system for accreditation, strategic planning, and assessment plans and reports. OIEP also plans, coordinates, administers, and publishes results from several national and institutional surveys conducted at the College of Charleston. Results from the [Annual Enterprise-level Alumni Surveys](#), [CIRP Surveys from the University of California Los Angeles](#) ([The Freshman Survey](#), [Your First College Year](#), [College Senior Survey](#)), [National Survey of Student Engagement](#) (NSSE), and the [Annual Enterprise-level Senior Exit Survey](#) are communicated via emails and presentations, and previous and current survey reports are published on the [OIEP website](#).

Components of the Assessment Report. The College follows an [annual assessment cycle](#) with plans due in early fall, and results due at the end of the spring term. Academic programs and administrative units use the [assessment template](#) to guide the required structure of the assessment plans and results that are housed in Compliance Assist, a centralized knowledge management system. Compliance Assist allows assessment coordinators to store assessment artifacts, demonstrate [alignment of unit outcomes](#) to the College's strategic plan, and access program's/unit's assessment plans and results online 24 hours a day, seven days a week. The [Compliance Assist Quick Reference Guide](#) provides technical instructions for putting the plans and reports into the online assessment software system.

Broad-Based Participation and Quality Assurance Process. [Broad-based participation](#) is the foundation of the College's IE assessment model, as it involves faculty, staff members, and administrators from all levels within the institution. The model is characterized by active involvement and contributions of program/unit directors, serving as assessment coordinators; and associate deans/vice presidents, who are organized into assessment committees ([DAC/AAC/IAC](#)). Deans, associate vice presidents, or provost/executive vice presidents (EVPs) provide oversight to the IE assessment process in their schools/divisions. The president provides institution-wide leadership to the IE assessment process and gives the [charge](#) to the IAC.

The [assessment plans and report review process](#) begins with feedback from DAC and AAC committees, allowing assessment coordinators (faculty and staff members) the opportunity to revise and improve the quality of plans and results. The provost/EVP and the president review a random sample of [completed rubrics](#) for programs and administrative units and provide additional feedback, if necessary.

The IAC supports the process of continual self-evaluation and improvement across all academic programs and administrative units. Annually, each member of the [IAC presents a DAC or AAC](#) report to IAC about the quality of the results and plans. The presentations contain examples of use of results to make improvements in student learning, services and operations. This quality-assurance model is also followed for distance education and off-campus locations. Online and off-campus programs are identified in the school sections under [CS 3.3.1.1](#).

To nurture a culture of assessment and highlight assessment successes, the IAC and [OIEP](#) staff organize the College's annual [Education Innovation Day](#), a celebration of the assessment work of faculty and staff members and an opportunity to [highlight programs and units](#) that clearly demonstrate "closing of the loop" on assessment. The provost and the president [honor faculty and staff](#) for their work in assessment. Additionally, the associate vice president of the OIEP presents a [brief summary](#) of the state of assessment to the president and campus community.

Commitment of Resources in Support of Institutional Effectiveness

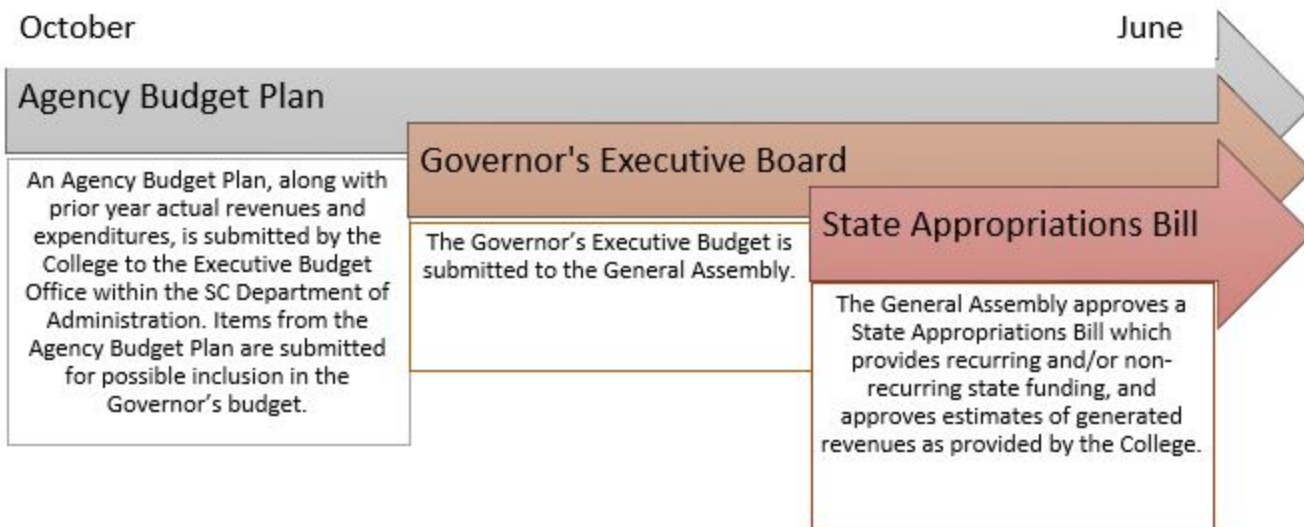
The College maintains a clearly demonstrable planning-evaluation budget cycle focused on the achievement of planning goals. The strategic plan closely aligns with the annual budget planning process, which affords the College the ability to reinforce and manage investment-based budgeting that targets specific strategies, tactics, or objectives directly tied to the mission and vision of the College. This process is imperative for the College to maintain its viability and excellent academic standard.

College Budget Planning

Annually, a budget is developed by the College with estimates of revenues and expenditures. The budgetary process encompasses all operating budgets of the College, including educational and general activities, the operations of auxiliary enterprises and all sponsored program activities. The operating budget is funded by state appropriations, student fees, other generated revenue, and restricted grant and contracts. Executive management, academic officials, and department heads contribute to the development of a programmatic budget presented to the Board of Trustees for approval. Any subsequent adjustments or revisions to the approved revenue and/or expense budget are presented to and approved by the Board of Trustees on a quarterly basis.

State Funding Process. The process for developing the annual budget begins one year prior to the start of the fiscal year under a calendar of activities set forth by the State of South Carolina (see Figure 6). Through the State Appropriations Bill, the state provides recurring and non-recurring funding.

Figure 6. South Carolina's Annual Budget Development Process



Internal Development of the Operating Budget. Because of the decentralization of budgeting at the College of Charleston, each of the EVPs approach the budgeting process differently, but all requests represent issues that support the strategic goals and initiatives of the College as well as the ongoing operational needs of the division (Annual Progress Tracking [Spreadsheet](#)). Based on the enrollment-management process, the College begins to develop preliminary predictions of enrollments, including shifts in the in-state/out-of-state mix, to project consequential revenue and expense increases/decreases that might occur for the upcoming fiscal year. Budget requests are prepared within the individual functional divisions of the College.

As an example, the process for developing the 2015-16 budget for the Division of Academic Affairs was presented by the [Faculty Budget Committee](#). Figure 7 describes the academic affairs process included three phases:

Figure 7. Development of the 2015-2016 Academic Affairs Budget



Annual Action Plans. Following a review of the College of Charleston strategic plan and budget submissions made to the president by the divisions (Academic Affairs, Business Affairs, Institutional Advancement, Marketing and Communications, and Student Affairs), the executive team produces an annual action plan during the spring semester. The [Annual Action Plan](#) is summarized in four sections: mandated new spending; recurring inflationary required spending, recurring strategic action items, and non-recurring strategic action items.

Table 4 below lists recurring budget items requested on the annual action plans for [2012-2013](#), [2013-2014](#), and [2014-2015](#) that were recommended for funding and aligned to the strategic initiatives (e.g., [3.1 refers to Strategy 3, Tactic 1](#)). In 2013-2014, the College reviewed a total of \$4,200,000 (figure not shown in Table 4) in requests for information technology improvements (see [Annual Action Plan for 2013-2014](#)), but the final

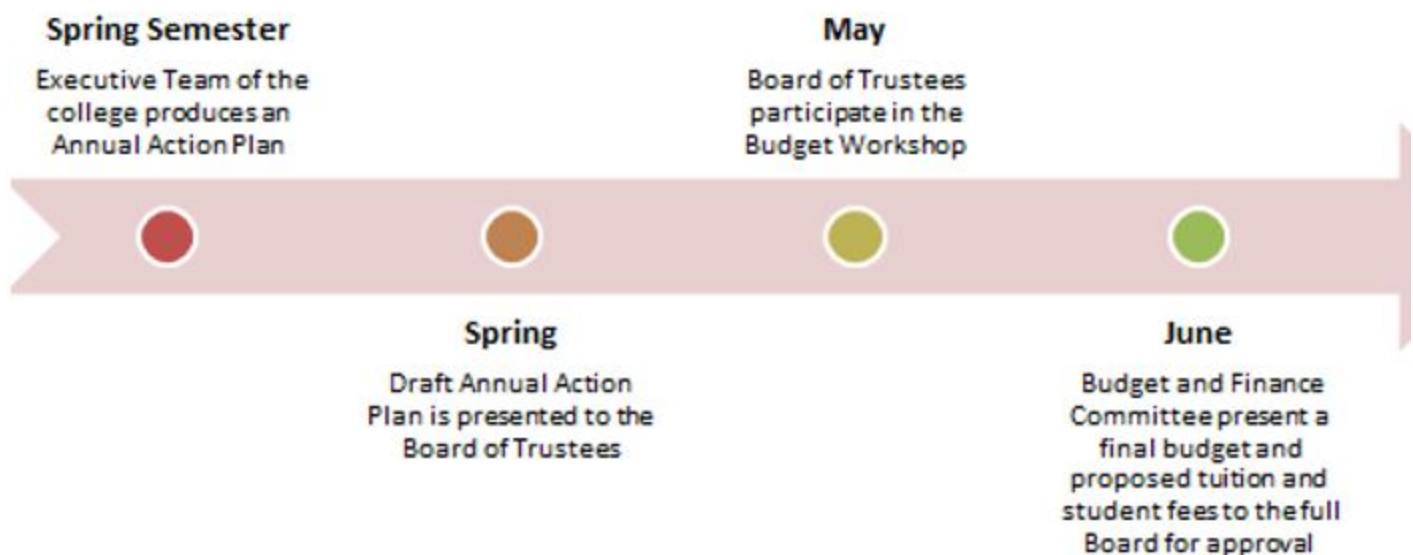
approved amount was \$1,600,000. In 2014-2015, the College allocated \$100,000 in recurring funds to provide salary increases for adjunct faculty in support of [Strategy 3, Tactic 1](#), “improve salaries for faculty and staff to nationally competitive levels.”

Table 4. Strategic Action Items for 2012-2013 to 2014-2015 (Recurring funds)

	2012-2013	2013-2014	2014-2015	
Action Items (with related tactics from the Strategic Plan)	Expense (request)	Expense (request)	Expense (request)	Budget Review by Board of Trustees
Provide salary increases for adjunct faculty , consistent with predictions for inflation and based on trends for national and regional adjunct compensation (3.1)	--	--	\$100,000 (recurring)	Approved
Improve the student experience (e.g., Career Center) (1.1, 5.4, 5.7, 6.2, 6.5, 7.13, 8.2)	--	--	\$66,000 (recurring)	Approved
Create faculty and staff positions devoted to divisional program needs (3.2, 3.8, 3.9)	\$672,000 (recurring)	\$1,520,000 (recurring)	\$315,000 (recurring)	Approved
Provide new support consistent with the Diversity Strategic Plan (3.9, 4.5, 6.2)	\$331,000 (recurring)	\$125,000 (recurring)	\$105,000 (recurring)	Approved
Make recurring information technology investments in personnel (3.2, 7.2, 7.14)	\$2,950,000 (recurring)	\$1,600,000 (recurring)	\$117,000 (recurring)	Approved
Make targeted increases in operating budgets (1.15, 3.6, 4.8, 10.2, 10.6, 10.9)	\$1,400,000 (recurring)	--	\$203,000 (recurring)	Approved
Recurring Total	\$5,353,000	\$3,245,000	\$906,000	

The budget approval process includes the submission of the annual action plan to the Board of Trustees in spring, with the invitation to participate in a [budget workshop](#) to review the upcoming year’s revenue and expense budget in May. This process allows time for questions or requests for additional information prior to a formal meeting of the Budget and Finance Committee in which a [resolution to approve a final budget](#) and proposed [tuition and student fees](#) schedule is approved and then presented for approval to the full Board of Trustees in June. Figure 8 below illustrates the budget development timeline for the College.

Figure 8. College of Charleston’s Budget Development Timeline



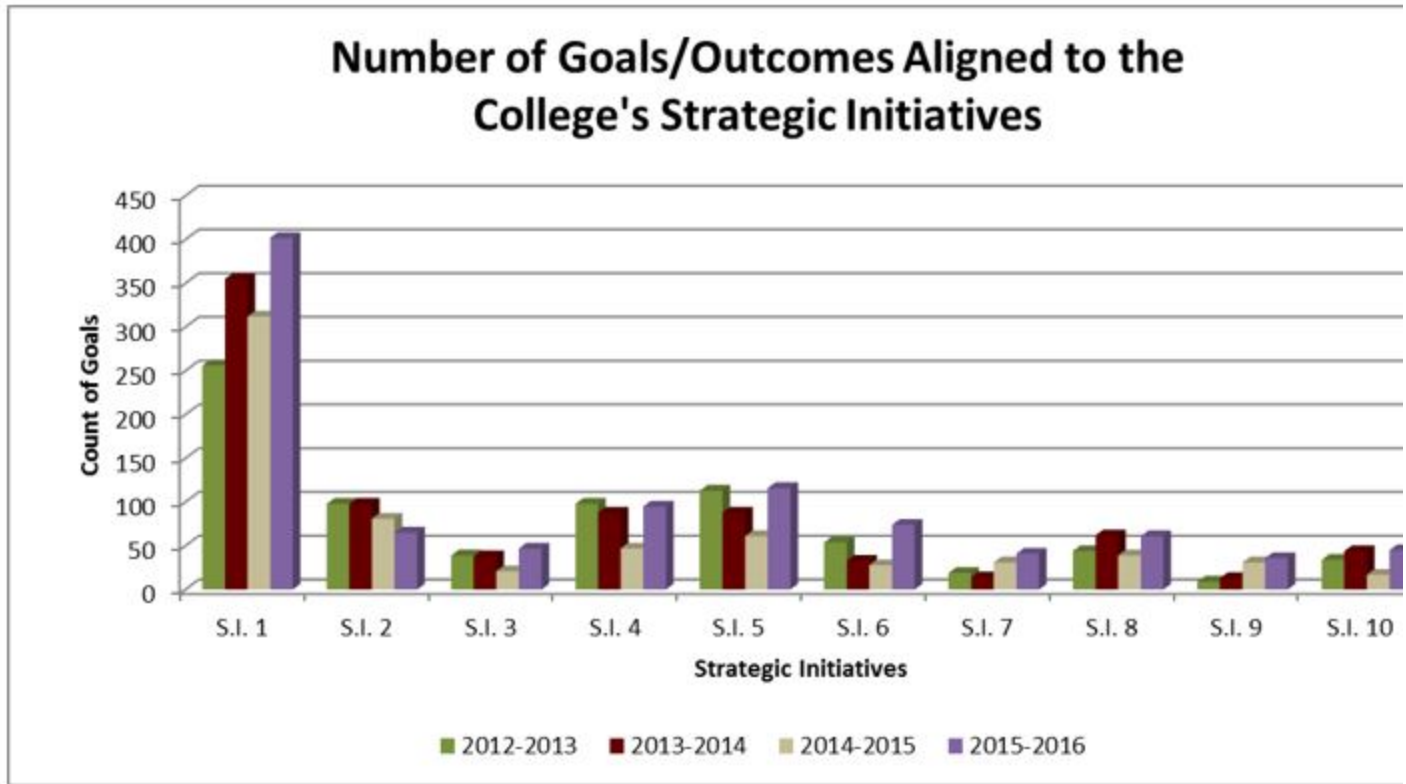
Evidence-Based Continuous Improvement and Demonstration That the Institution is Accomplishing its Mission

The College utilizes systematic, ongoing, integrated, and data-based reviews of institution-wide effectiveness which permeates multiple processes throughout the College. This multi-layered approach is appropriate given the breadth and depth of the College’s strategic plan goals. These integrated processes support decision-making across the College as part of continuous and cyclical reviews. The section that follows provides evidence of these processes, including college-level and unit-level strategic planning, specialized accreditation, academic program review, and institutional measures.

Strategic Planning Initiatives as Measured by Student Learning/Operational Outcomes

As a component of the Institutional Effectiveness process, academic and administrative units align their unit level planning to demonstrate how student learning or operations outcomes assess achievement of the strategic plan and college mission. Figure 9 below shows the distribution of outcomes that support each of the College’s 10 strategic initiatives. Because the College is a public liberal arts and sciences university, it is not surprising to see a large number of outcomes aligned to S.I. 1, enhance the undergraduate academic core.

Figure 9. Demonstration of Assessment Outcomes that Support the College’s Strategic Initiatives



Unit/program goals are aligned with the College’s strategic plan by demonstrating the strategic initiative(s) that they support. The table below summarizes the number of outcomes supporting each strategic initiative for the last two academic years (see Table 5).

Table 5. Strategic Initiatives Supported by Academic and Administrative Units’ Assessment Reports

Strategic Initiative	2013-2014		2014-2015		2015-2016	
	Acad	Admin	Acad	Admin	Acad	Admin
1: Enhance the undergraduate academic core	333	22	289	23	343	59
2: Develop nationally recognized academic programs at the graduate level	89	9	74	7	52	13
3: Develop and support a highly qualified, diverse and stable base of faculty and staff	18	20	4	17	6	41
4: Identify, attract, recruit, enroll and retain academically distinguished, well-prepared, diverse students	33	55	12	35	20	75
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	26	62	17	44	22	94
6: Align all aspects of the administrative and academic policies, procedures and practices to support the College's purpose and achieve its envisioned future	1	31	1	27	3	71
7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students	0	14	2	29	0	41
8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina	42	20	33	6	22	39
9: Establish campus wide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility and self-sufficiency	0	13	29	2	1	35
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 levels	30	14	8	9	17	28

Source: ComplianceAssist

Results from Unit-Level Strategic Planning Initiatives

The Division of Academic Affairs annual reports assess school's progress on strategic initiatives and tie results to the allocation of resources in support of initiatives and enhancements. The reports provide a robust process to regularly analyze the performance of departments and academic programs; to determine strengths, weaknesses, opportunities, and challenges; and to develop and implement plans for strengthening departments, faculty, curriculum, and programs. Continual review and monitoring allows for the Division of Academic Affairs to track achievement of strategies, identify gaps, and prioritize resource allocation for continued success. Complete summaries for each school for 2011-2012 to 2014-2015 are provided in Table 6 and highlights are provided here:

- School of the Arts: In 2014-2015, students completed internships with 21 different Charleston-area arts/cultural organizations ([College Strategic Plan Goal 1](#)).
- School of Business: The development of the supply chain management degree was introduced in 2012-2013, and the program was implemented in the fall of 2015 ([College Strategic Plan Goal 2](#)).
- School of Education, Health, and Human Performance: A \$2.5 million grant from the U.S. Department of Education was awarded for the project, Talent Development Academies: Project Talentum Academe, to create talent development academies in economically disadvantaged schools ([College Strategic Plan, Strategy 3, Tactic 5](#)).
- School of Humanities and Social Sciences: A total of 9.3% percent (223) majors studied abroad. Of the total College of Charleston students studying abroad (671), an average 33.2 percent were from HSS ([College Strategic Plan Goal 2](#)).
- School of Languages, Cultures, and World Affairs: In April 2015, the school established the Wells Fargo International Scholarship for Study Abroad for low-income South Carolina students ([College Strategic Plan Goal 3](#)).
- School of Sciences and Mathematics: During the 2012-2013 academic year, two new faculty lines were filled in areas of interest to Boeing and essential for growth in the environmental studies programs (water and air quality). Boeing provided four scholarships to students interested in pursuing careers in

- the aerospace industry. ([College Strategic Plan, Strategy 1, tactic 3](#)).
- School of Professional Studies: The school added a project management concentration to meet students' needs ([College Strategic Plan, Strategy 1, tactic 3](#)).
- Honors College: Over the last three years, 50 percent of Honors College graduates report having studied abroad during college. For the past three years, the Honor College has offered at least one study abroad course. The International Scholars Program, in collaboration with the School of Languages, Culture, and World Affairs, sent the first class of 11 international scholars to Cuba during Maymester 2015 ([College Strategic Plan Goal 3](#)).
- The Graduate School: The creation of the MFA, approved in 2015-2016 to be implemented in 2016-2017, is evidence of the graduate school's strategy to develop and promote graduate programs in key academic areas that take advantage of our history, culture, and location and/or that provide specialized knowledge and training for professionals ([College Strategic Plan Goal 2](#)).

Table 6. Summaries from Annual Reports (2011-2012 to 2014-2015)

Academic School	Academic School
School of the Arts	School of Business
School of Education, Health, and Human Performance	School of Humanities and Social Sciences
School of Languages, Cultures, and World Affairs	School of Sciences and Mathematics
School of Professional Studies	Honors College
Graduate School	

The Division of Business Affairs uses [formal strategic performance indicators](#) to report the process and findings of their assessments and these indicators are reported to the EVP for business affairs. The process employs a scorecard methodology begun in 2012 and modeled after a similar operations process employed by The Boeing Company. Mary Armstrong, a retired Boeing executive, provided consulting and onsite training to department heads in April 2013 leading to the implementation of the process.

The indicators consist of customized performance goals and measures developed by each department in business affairs, which contributes to the overall business affairs assessments. In 2015, this process matured with all departmental units in business affairs recording assessment plans in Compliance Assist, in addition to the performance indicator process. Business affairs contributes to the College's Gateways to Greatness Strategic Plan through the assessment process.

Examples of continuous improvements to user-focused services resulting from the scorecard methodology employing performance indicators are provided below.

- [Environmental health and safety](#) assessed the use of chemicals and hazardous materials by departments and developed an inventory-management system that effectively allows the School of Science and Mathematics to minimize waste, oversee purchases, and monitor usage through a dynamic inventory system.
- [Managed Print Services Project](#) assessed the sustainability, visibility, and savings of college print services and determined that printing was decentralized and lacked standardization, which increased costs. A managed print solution was implemented to save money, create a single point of contact for print services, and reduce solid waste and greenhouse gases. This project resulted in savings of over \$30,000 in the first year.

Specialized Accreditation

Specialized accreditation presents another opportunity for self-study, evaluation, and improvement. The College of Charleston is accredited by federally recognized (USDE) agencies as well as nationally recognized accrediting agencies, who review the programs for coherence and quality. Those reports require that the programs demonstrate appropriate sequencing and integration of content. At the College of Charleston, 30 undergraduate programs and 13 graduate programs hold specialized accreditation; of those, 16 baccalaureate programs and 10 master's programs are accredited by USDE recognized accreditors. The full list of specialized accreditors is provided in Table 7. The College has not been subject to any negative action, no program at the College of Charleston has been terminated for accreditation by any of the agencies, and no

program has voluntarily withdrawn from accreditation through any of the agencies.

Table 7. Specialized Accreditation of Academic Programs

Accrediting Body and Degree Program	Fully Accredited Program	Last Accreditation	Next Accreditation
Accreditation Board for Engineering and Technology (ABET)			
Baccalaureate program in Computer Science	X	2014-2015	2018-2019
American Chemical Society (ACS)			
Baccalaureate program in Chemistry Baccalaureate program in Biochemistry	X	2011-12	2017-18
Association to Advance Collegiate Schools of Business (AACSB)			
Baccalaureate programs in Business Accounting, Business Administration, Economics, Finance, Hospitality and Tourism Management, International Business, Marketing, Supply Chain Management Master's programs in Business Accountancy, Business Administration	X	2014-15	2019-20
Commission on Accreditation of Athletic Training Education (CAATE)			
Baccalaureate program in Athletic Training	X	2014-15	2022-23
Council for Accreditation of Educator Preparation (NCATE/CAEP)			
Baccalaureate programs for the preparation of teachers for elementary, middle, and secondary schools. Early Childhood, Elementary Education, Special Education, Middle Grades Education, Physical Education Teacher Education, Foreign Language Education (French & Francophone Studies, Classics, German, Spanish), Secondary Education Cognate (Biology, Chemistry, English, Mathematics, Physics, Political Science, Sociology) Master's programs for the preparation of teachers for elementary, middle, and secondary schools. Early Childhood, Elementary Education, Special Education, Middle Grades Education, Performing Arts, Language, Teaching, Learning and Advocacy, Science and Mathematics for Teachers	X	2012-13	2019-20
National Association of Schools of Music (NASM)			
Baccalaureate program in Music Performing Arts (Choral Music) MAT	X	2010-11	2020-21
National Association of Schools of Theatre (NAST)			
Baccalaureate program in Theatre Performing Arts (Theatre) MAT	X	2013-2014	2023-24
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)			
Master's in Public Administration	X	2014-15	2021-22

Academic Program Review

The periodic program review is a summative, in-depth review designed to improve the quality and effectiveness of the programs, including, as appropriate, student learning outcomes, research, public service, and operations, by systematically examining mission, goals, objectives, resources, activities, processes, and outcomes of programs and services. Results of annual assessment reports inform the periodic program review

self-study. Thus, the periodic program review serves to “close the loop” on institutional assessment activities by utilizing the results to set a unit’s three- to five-year strategic agenda as depicted in the program review implementation plan. In turn, this strategic agenda forms the basis for future annual assessment plans.

Program review is designed to result in a continuous improvement of the College as a strong academic institution of higher education, while maintaining a sound and balanced array of programs consistent with its mission, goals, vision, and strategic plan. Program reviews allow for the identification of weaknesses and areas for growth with a determination of overall program quality and specific recommendations for improvement. Reviews are also used as a basis for a more effective allocation of resources by using the program quality metrics as indicated by the review.

At the College, all academic programs participate in the review process, although it is recognized that some programs hold accreditation reviews that include a review of both undergraduate and graduate programs. In these instances, the specialized accreditation self-study substitutes for the required self-study of the Unit Academic Program Review.

Undergraduate Program Review. As dictated in the [institutional procedures](#), all 70 undergraduate programs undergo a peer review process every [seven years](#), unless the interval required by the accrediting body is shorter. The undergraduate program review process is conducted by the [Faculty Senate's Committee on Assessment of Institutional Effectiveness](#), which has nine standing faculty members. The purpose of these reviews is provide a time for program faculty to analyze the quality of their programs as a whole, to affirm ways that the program is working well, and to implement improvements based on the feedback from the Institutional Effectiveness Committee. Information from these reviews is utilized by the department to identify programs that should be considered for expansion, redesign, consolidation, elimination, or additional resources, as well as, to provide data to be considered in budget allocation. The undergraduate program review replaced external reviews formerly conducted and funded by the South Carolina Commission on Higher Education, which were de-funded in 2004-2005. The College of Charleston used annual reports for eight years to look at program effectiveness. The undergraduate program review [process](#) was revived in 2015-2016 and coordinated by the Faculty Senate's Committee on Assessment of Institutional Effectiveness.

Programs complete a research-based self-study that is reviewed using a [rubric](#) that examines 14 quality indicators, including a mission statement aligned to the College’s strategic plan, program goals and learning outcomes with corresponding assessment evidence, active and engaged faculty scholars, evidence of faculty service, high impact practices, enrollment strategies, appropriate reliance on adjunct faculty, and a diverse student and faculty body. As part of the self-study, chairs or program directors are asked to submit annual reports, assessment reports, evidence addressing each of the 14 quality indicators, program of study maps, statements of program goals, program strengths and weaknesses, and resource limitations. In the 2015-2016 year, four departments were reviewed internally, in addition to those undergoing specialized accreditation. Those programs are communication BA, French and Francophone BA, geology BA/BS, and studio art BA.

The [communication BA](#) underwent program review in 2015-2016, and the program was rated to have met the rubric criteria in 11 of 14 categories. The program received a rating of partially met in three categories: “produces alumni who use their degree to launch a successful career, to further their education, or to contribute to society”; “has sufficient resources to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluations”; “attracts diverse students and faculty.” The committee recommended the following:

- A detailed list of graduates and their successes provided in future annual reports or assessment reports
- Ensure that adjunct evaluation process is implemented
- Increase, where possible, racial/ethnic diversity of the faculty

The [French and Francophone studies BA](#) underwent program review in 2015-2016, and the program was rated to have met the rubric criteria in 13 of 14 categories. The program received a rating of partially met for one category: “has sufficient resources to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluation.” The committee recommended the following:

- Adjunct dependence appears high from data provided; it is recommended that this be addressed in future adjunct reports, including details of which courses are taught by adjuncts

The department of geology submitted self-studies for the [geology BA](#) and the [geology BS](#) programs. The geology programs were rated to have met 12 of 14 of the rubric criteria. The programs received a rating of partially met for one category: “has implemented curricular change to better meet program goals and learning outcomes.” The programs also received a rating of “does not meet” for one category: “has sufficient resources to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluation.” The committee made the following recommendations:

- Increase consistency in efforts and annual reporting to document how curricular changes have been implemented to better meet program goals and learning outcomes.
- An unfilled faculty line and recent increases in enrollment have left the department with an increased adjunct dependence
- No process for evaluating adjuncts is reported, and the resource limitations leading to increased adjunct dependence have increased the need to articulate and implement such a process

The studio art department submitted self-studies for the [studio art BA](#) program. The studio art program was rated to have met 7 of 14 criteria. The program received a rating of partially met for five categories: “uses assessment tools to evaluate the effectiveness of learning outcomes”; “implemented curricular change to better meet program goals and learning outcomes”; “provides high impact experiences for students”; “sufficient resources to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluation”; “attracts diverse students and faculty.” The program received a rating of “does not meet” for two criteria: “contributes to the broader educational development of students by participation in programs or initiatives”; “has an enrollment strategy to maintain student interest in the discipline in a way that enhances program quality.” The committee made the following recommendations:

- In regard to assessment, it is recommended that the department provide better documentation of assessment procedures and the assessment rubric
- In regard to curricular changes, it is recommended to more thoroughly address such activities in each annual report
- Limited contributions to the broader educational development of students by participating programs were noted, the department should either more clearly report such activities in annual reports or that the department make further efforts in this direction
- Beyond limited “hands-on” courses and small enrollment courses, much of what was reported in the self-study is in the planning phase, so the department is encouraged to follow through on those plans
- It is recommended that the department formulate an explicit enrollment strategy, stated, for example, in annual reports
- The nature of this department means that its heavy use of working artists as adjuncts is appropriate; however, it also means that it is important to articulate and implement a process for adjunct evaluation, and to address this in annual reports
- The small regular faculty is reasonably diverse in gender, but not at all in ethnicity. Student diversity has been below average, but shows an improving trend; the department is encouraged to keep working on improving diversity in both its faculty and students

Graduate Program Review. All [21 graduate programs](#) and [ten graduate certificates](#) undergo a rigorous external review every [seven years](#) unless the interval required by the accrediting body is shorter. A total of [47 graduate programs and graduate certificates](#) have undergone external reviews since the external review process was implemented in fall 2003. The graduate program review process is updated regularly and linked to the faculty section of the [program review process and procedures](#), which are distributed to new program directors, and attached to emails sent to program directors when the program is scheduled for review in the coming academic year. This includes a review schedule for all programs.

The [Graduate Program Review Process Guideline](#) includes detailed information on the four stages of an external review process: self study, peer review and report, response to peer review findings, and one-year follow-up report. The process includes a review schedule for all programs. The steps are as follows:

1. Faculty members complete self-studies of the programs and submit to two external reviewers. Each self-study must include information about program purpose, goals, and objectives; an organizational chart; the size of the supporting unit(s); program faculty profiles and involvement; a summary of campus and public service; lists of current faculty research; graduate student profiles, admissions information,

student achievements, and financial support; program structure and degree requirements; programmatic climate; adequacy of facilities and equipment; assessment information. For joint programs, both institutions contribute to the report and the external reviewers visit both campuses, interviewing students, faculty, and staff. External reviewers, with expertise in the field, are [invited](#) to campus for two days and provided the opportunity to meet with administrators, program directors and faculty, and program students. The external review examines a wide-range of program performance data. The four stages of an external review cycle are the self-study, the peer review and report, response to peer review report (action plan with timetable), and one-year follow-up report.

2. The final report is submitted within a month.
3. Programs review the recommendations of the external evaluators with program faculty and address them in the annual report.

External reviews have resulted in identifying significant areas of strength and opportunities to shape the direction of the program and the Graduate School in coming years. The programs that have most recently undergone review are the M.S. in marine biology and the M.A. in history.

The [M.S. in marine biology program](#) underwent its seven-year comprehensive review in 2013-2014. The report categorized the M.S. in marine biology program as an excellent program and identified several programmatic strengths: high student quality due to successful recruitment and mentoring; diverse, qualified, and helpful faculty; competent and helpful support staff; and superior facilities. There were also a few recommendations for improvements. The reviewers saw a need for more flexibility in the curriculum and suggested moving from a comprehensive oral exam format to a thesis prospectus defense format. The program reviewed the report when the faculty reassembled for the fall semester, and the [response to the report](#) was submitted to the Graduate School office in November 2014. In subsequent meetings of the Marine Biology Council, the program director asked the program curriculum committee to consider the reviewers' recommendations, and they surveyed recent alumni for their perspective. The alumni strongly supported maintaining the current oral exam format, but agreed that there should be more flexibility in the curriculum and more choice of electives. The committee consequently initiated a review of the core and elective courses, including sending instructors a "curriculum assessment" questionnaire. The result was creation of a hybrid course in "marine algal and microbial biology" in fall 2014 and the conversion of two special topics courses in genomics and comparative genomics to courses in 2015.

The [M.A. in history program](#) had its external review during the academic year 2012-2013. The [results of the review](#) recommended hiring a specialist in the field of public history; doing so would not only make the graduate program stronger but also help the program recruit more and better students. As a result of this recommendation, the history department made the hiring of a specialist in public history their number one hiring priority, and the dean of School of Humanities and Social Sciences and the Office of the Provost chose to approve this faculty hire. The new hire, Rachel Donaldson, is currently working with the history department's graduate director, chair, and faculty to design a curriculum in public history and to begin planning for the creation of a concentration and certificate program in this field within the history master's program. The [2013-2014 annual report](#) (pp. 1-3, 56, 13, 16-17, 19-20) makes the case for hiring a public historian on the basis of the 2012 self-study, and the [2014-2015 annual report](#) (pp. 1-2, 7-8, 12) reports the program's successful hire in this area.

Institutional Measures

College of Charleston uses a variety of [data](#) to assess its student learning, student engagement, student success, operational effectiveness, strategic planning, and overall achievement. Figure 10 below provides a snapshot of the measures used to assess the effectiveness of the institution and its programs and units.

The OIEP plans, coordinates, administers, and publishes results from several national and institutional surveys conducted at the College of Charleston. Results from the annual institutional alumni surveys, CIRP surveys from the University of California Los Angeles (The Freshman Survey, Your First College Year, College Senior Survey), National Survey of Student Engagement, and the Annual Institutional Senior Exit Survey are communicated via emails and presentations, and previous and current survey reports are published on the OIEP public website. The results of these enterprise-level surveys are used as some of the metrics for the college strategic plan and specific planning strategies are directed at targeting improvements in areas of weakness identified by these surveys.

Figure 10. Overview of Institutional Effectiveness Measures

External Measures	Departmental Strategies	College Strategies
<ul style="list-style-type: none"> • Graduate Admission Tests (GRE, LSAT) • The Survey of Earned Doctorates (SED) • Scores/Pass Rates on Licensure and Certification Exams • ETS Major Field Test 	<ul style="list-style-type: none"> • Capstone Courses • Focus Groups • Exit Interviews/Surveys • Oral/Written Examinations 	<ul style="list-style-type: none"> • NSSE • Alumni Surveys • Senior Exit Survey • Employer Survey • ETS Proficiency Profile (Freshmen and Seniors)

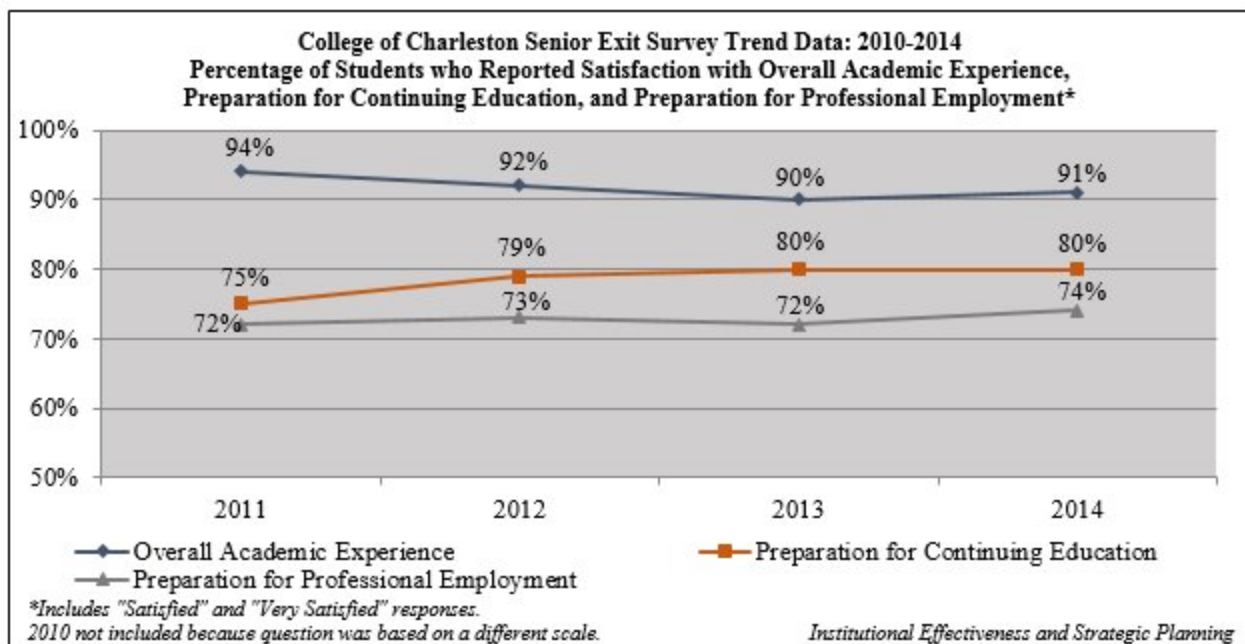
National Survey of Student Engagement. The [National Survey of Student Engagement \(NSSE\)](#) collects information about student participation in programs and activities related to learning and personal development. NSSE provides information regarding undergraduate cohorts and is used to facilitate conversations between faculty, students, and administrators about activities and environments conducive to student learning. One measure for examining Goal 1 of the College’s strategic plan, “provide students a highly personalized education...enhanced by opportunities for experiential learning,” are the efforts of faculty to engage with students outside of the classroom. Table 8 highlights students self-report of their interactions with faculty from the 2013 NSSE survey.

Table 8. 2013 NSSE Engagement Indicator: Student-Faculty Interaction

National Survey of Student Engagement (NSSE) Selected NSSE 2013 Engagement Indicators – Experiences with Faculty College of Charleston				
Student-Faculty Interaction	First-Year Students		Seniors	
Percentage of students who responded that they “Very often” or “Often”	CofC	Southeast Public	CofC	Southeast Public
Talked about career plans with a faculty member	42%	31%	53%	43%
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22%	18%	29%	27%
Discussed course topics, ideas, or concepts with a faculty member outside of class	26%	24%	43%	34%
Discussed your academic performance with a faculty member	32%	28%	41%	35%

Senior Exit Survey. Graduating seniors who participate in graduation rehearsal are asked to complete a paper survey to inquire about future plans and conduct a brief assessment of satisfaction with their academic experience. Figure 11 below demonstrates how the institution used data from this survey to measure student satisfaction with overall academic experience, preparation for continuing education, and preparation for professional employment.

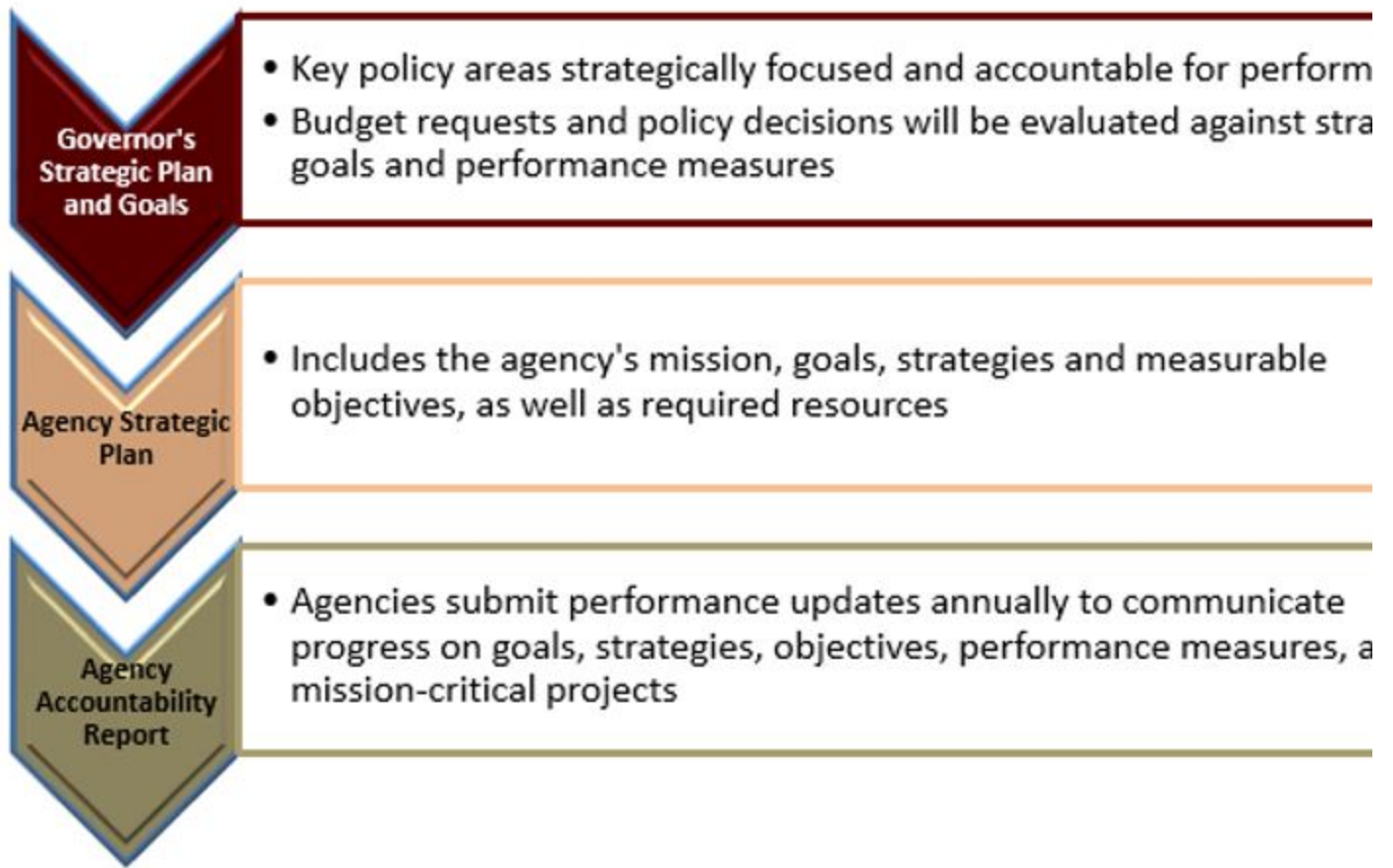
Figure 11. Senior Exit Survey Results: Satisfaction with Overall Academic Experience, Preparation for Continuing Education, and Preparation for Professional Employment



College of Charleston State Accountability Report

All South Carolina state agencies are required to submit an accountability report annually to communicate progress on goals, strategies, objectives, performance measures, and mission-critical projects. The data is provided to the South Carolina Department of Administration, Executive Budget Office to inform institutional planning and budgeting at the state level. Figure 12 below demonstrates the framework utilized for the accountability report.

Figure 12. Performance Management and Strategic Planning Framework



For the [2014-2015 accountability report](#), College of Charleston performance measures were used to demonstrate achievement of the strategic priorities and initiatives. Table 9 highlights examples of achievement of strategic initiatives. For example, the College's sponsored research dollars in 2013 were \$8.5 million, and the target value for 2014-2015 was \$8.7 million; the College exceeded the target with an end value of \$9.8 million dollars in sponsored research.

Table 9. Excerpt from 2014-2015 S.C. State Accountability Report

<u>CofC Performance Measure</u>	<u>Last Value (2013)</u>	<u>Current Value (2014)</u>	<u>Target Value (2014-15)</u>	<u>Associated Objective(s) from Strategic Plan</u>
Student credit hours (SCH) in online courses for academic year	7145	10975	7717	1.1.1
Rank of average faculty salary in group of 20 peers used for salary comparison purposes	14 th of 21	10 th of 21	12 th of 21	1.2.1
Faculty supported through recently initiated faculty development initiatives like writing and grant proposal workshops	368	497	450	1.2.3
Financial aid and scholarship funding accepted	\$17.0 million	\$17.8 million	\$20M by FY20	1.3.1
Overall student retention from fall to fall for all degree-seeking graduate students	90.7%	89.2%	85%	1.3.2
Undergraduate enrollment at the North Campus	560	584	570	1.3.3
Percentage of student body who report minority status	15.3%	16.7%	16.3%	2.1.1
Diversity training for faculty	130	151	135	2.1.2
Internet bandwidth	1.1 Gbps	1.6 Gbps	1.5 Gbps	2.2.3
Storage capacity	95TB+40TB backup	110TB+45TB backup	110 TB+ 45TB backup	2.2.3
Amount raised in fundraising campaign	\$107.6M	\$122.3M	\$125M by 6/30/16	3.1.3
Study abroad opportunities	83	86	85	3.2.1
Sponsored research dollars	\$8,529,006	\$9,810,589	\$8,700,000	3.2.2


































Closing Statement




































The College of Charleston is in compliance with Core Requirement 2.5. All academic programs and administrative units have defined plans for authentic assessment of student learning and operations driven by the mission statement and aligned to the strategic plan. These assessment plans and results, which demonstrate the use of results for continuous quality improvement, are housed in a knowledge management system called Compliance Assist. Compliance Assist aids the College in tracking and reporting results toward accomplishment of the institutional mission, which are monitored on an annual basis. The specific purposes of the process are to:
















1. Effectively demonstrate accomplishment of mission,
2. Encourage and facilitate development of student learning and operations,
3. Tie program/unit priorities to the budgeting process; and
4. Maintain an integrated planning and evaluation process that is aligned to resource allocation.

Through integrated strategic, academic, financial, master, and space planning, the College engages in ongoing and institution-wide research-based planning and evaluation processes. As documented in this narrative, these processes (1) incorporate a systematic review of the mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate that College of Charleston is effectively accomplishing its mission.













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-  [College Strategic Plan](#)
-  [College Strategic Plan \(Page 11\)](#)
-  [College Strategic Plan \(Page 12\)](#)
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-  NSSE
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-  Provosts Academic Council
-  Residence Life strategic plan
-  response to the report
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-  School of Humanities and Social Sciences

-  School of Languages, Cultures, and World Affairs
-  School of Professional Studies
-  School of Sciences and Mathematics
-  School of the Arts
-  Screenshot of Compliance Assist Dashboard
-  seven years (GR PR Schedule 2015)
-  six representative subcommittees
-  SMART guidelines
-  SOTA DAC 17
-  SPS DAC 17
-  SSM DAC 17
-  Strategic Planning and Execution Process
-  Student Affairs AAC 17
-  Student Affairs Annual Reports 2014 2015
-  Student Affairs Leadership Team
-  Studio Art B.A. Program Review 2016-05-12
-  Surveys - College of Charleston
-  The process of enrollment planning
-  Timeline of Institutional Effectiveness Model
-  Tuition and Student Fees (2015-2016)
-  UCSC DAC 17
-  Undergraduate Program Review Rubric
-  Undergraduate Program Review Schedule 2016-2022
-  Your First College Year

2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter “the College”) is in continuous operation and has students enrolled in all degree programs. [Founded in 1770](#) and [chartered in 1785](#), the College is the oldest institution of higher education in the state of South Carolina and the [thirteenth oldest](#) in the United States. The College was incorporated into the South Carolina State College System in 1970.

The College's student body in Fall 2015 enrolled 10,468 undergraduate students and 1,063 graduate students (Table 1). In Fall 2015, 62% of the student body were South Carolina residents ([Summary of Geographic Distribution of All Students](#)), with students coming from [48 states](#) and [62 countries](#).

Table 1. Enrollment by Class

Enrollment by Class - Fall 2006 to Fall 2015										
Class	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Freshmen	2,390	2,489	2,415	2,545	2,462	2,854	2,679	2,588	2,637	2,720
Sophomore	2,279	2,291	2,251	2,269	2,396	2,265	2,471	2,418	2,178	2,277
Junior	2,312	2,223	2,298	2,318	2,292	2,363	2,379	2,495	2,498	2,261
Senior	2,442	2,496	2,451	2,604	2,621	2,650	2,677	2,649	2,756	2,775
Unclassified UG	397	424	369	411	350	329	300	338	371	435
Total Undergraduate	9,820	9,923	9,784	10,147	10,121	10,461	10,506	10,488	10,440	10,468
Graduates	527	481	498	525	567	585	529	516	491	496
Unclassified Graduates	871	912	1,085	1,100	844	603	688	615	525	567
Total Graduates	1,398	1,393	1,583	1,625	1,411	1,188	1,217	1,131	1,016	1,063
College Total	11,218	11,316	11,367	11,772	11,532	11,649	11,723	11,619	11,456	11,531

The College's undergraduate and graduate students are enrolled in its [degree programs](#).

Closing Statement

The College is currently in operation and, as such, is in compliance with Core Requirement 2.6.

Sources

 [2016 Fact Book \(Page 49\)](#)

 [2016 Fact Book \(Page 55\)](#)

 [2016 Fact Book \(Page 56\)](#)

 [A History of the College - J.H. Easterby \(Page 2\)](#)

 [CHE Letter](#)

 [Colonial Academic Alliance Website](#)

 [Planning and Reference Guide](#)

 [The Statutes at Large of South Carolina \(Page 677\)](#)

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston awards baccalaureate and master's degrees. Requirements for the academic programs associated with each degree are fully articulated in the [Undergraduate Catalog and Graduate Catalog](#). Program and degree requirements are also made visible to students on Program of Study Worksheets and in Degree Works, the College's online degree audit tool. The College of Charleston uses credit hours for calculating minimum credit hours required for all degrees. Unless an exception is approved by the appropriate faculty and administrative processes, with a suitable academic justification, all baccalaureate degrees awarded by the College of Charleston require completion of a minimum of 122 credit hours. Unless an exception is approved by the appropriate faculty and administrative processes, with a suitable academic justification, graduate degrees require completion of a minimum of 30 credit hours.

Nearly all of the College's baccalaureate degrees can be finished with the minimum of 122 credit hours. A few programs in education require students to earn more than 122 credit hours, including the B.S. degree programs in teacher education (132), middle grades education (124), elementary education (127), and early childhood education (127). The College's master's degree programs range from the usual minimum of 30 graduate credit hours (accounting) to 60 graduate credit hours (historic preservation).

Faculty are responsible for the curriculum at the institution; the College-wide curriculum development, review, and approval processes, overseen by the College Curriculum Committee (undergraduate) or the Committee on Graduate Education, Continuing Education, and Special Programs (graduate), ensure that program length is appropriate for every program offered. Program length for each College of Charleston academic program remains the same, without regard to mode of delivery or program location.

Baccalaureate Level

The College of Charleston confers the Artium Baccalaureatus, the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Professional Studies degrees. The College currently has 60 undergraduate degree programs, 21 graduate degree programs, and 10 graduate certificates. Degree requirements, including a minimum of 122 credit hours for completion of all undergraduate degrees, are found in the [Undergraduate Catalog](#). Each academic program articulates the requirements specifying all courses (including prerequisites and/or co-requisites) and listing courses required by the major but offered by another department (cognate courses) and identifying courses that could be used to fulfill a general education requirement. The Office of the Registrar hosts a [Program of Study Resources](#) website on which students can access Program of Study Worksheets, Major Roadmaps, and Approved Course List for General Education. [Undergraduate](#) and [Graduate](#) students can display a complete program of study and all degree requirements in Degree Works.

A College of Charleston student may earn more than one baccalaureate degree (i.e., B.A., A.B., B.S.) concurrently at the College of Charleston, if he or she meets the following requirements ([Second](#)

Baccalaureate Degree Requirements):

- Earns a minimum of 153 credit hours*, including a minimum of 63 credit hours in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- Meets all degree requirements for both degree programs.
- Meets all prerequisite and course requirements in two different major fields
**In the case of multiple majors in different degree programs, typically the student may choose the degree to be earned and posted on the diploma if the student has not satisfied the requirements to be awarded more than one degree (earned fewer than 153 credit hours).*

A student who has previously earned a bachelor's degree from the College of Charleston and wishes to earn a second degree if it is different from the first (i.e., a B.A. if the first degree was a B.S. and vice versa) must apply for re-admission for the second degree, and then:

- Must earn a minimum of 31 additional credit hours (beyond the 122 currently required for degree) in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- Meet all degree requirements for the second degree program in the catalog under which he or she enters, or in a subsequent catalog.
- Meet all prerequisite and course requirements in the major field(s) for the second degree.

A student may not earn a B.A. and a B.S. in the same subject, even with the additional 31 credit hours for another degree. Students earning an A.B degree will earn that degree in place of the B.A. or B.S. normally earned with the major.

Post-Baccalaureate, Graduate, or Professional Level

All College of Charleston graduate degree programs (Master of Arts, Master of Sciences, Master of Business Administration, Master of Education, Master of Arts in Teaching, and Master of Public Administration) require at least 30 semester credit hours for completion. Degree requirements, including a minimum of 30 credit hours for completion, are found in the [Graduate Catalog](#). Students admitted to the Master of Business Administration at the College of Charleston and also admitted to the J.D. program at the Charleston School of Law may be eligible for the dual M.B.A.-J.D. program under [an agreement](#) between institutions.

All program curriculum originates with the faculty. Following [published guidelines](#), the Committee on Graduate Education, Continuing Education, and Special Programs reviews proposals and recommends action to the Graduate Council and to the Faculty Senate. The South Carolina Commission on Higher Education (CHE) reviews new programs and substantial program modifications. Documentation from the institution proposing or modifying an educational program must include a comparison to similar programs in the state. The length for all College of Charleston Master's degree and certificate programs remains the same regardless of mode of delivery or program location.

Two programs, the Master of Public Administration (M.P.A.) and the Master of Science in Environmental Sciences (M.E.S.), may be completed concurrently by students enrolled in both graduate programs. This institutional arrangement was developed in response to the expressed need of students and external stakeholders for more rigorous and closely linked training in the science of environmental studies and in the administrative, managerial, and leadership disciplines of public and nonprofit administration. The [M.E.S.-M.P.A. concurrent program](#) prepares students to lead and manage environmental programs and organizations and contribute to the development and implementation of policies advancing environmental health. The concurrent program allows students to earn the two graduate degrees with the completion of a minimum of 56 graduate credit hours. A detailed justification is provided below.

The College offers two accelerated master's programs: a five-year [B.S./M.S. in Mathematics](#) and a 5-year [B.S./M.S. in Computer and Information Systems](#). Students accepted into these programs may elect to apply up to 12 credit hours of graduate coursework to the B.S. in Mathematics or the B.S. in Computer Science respectively. Upon the award of the B.S., the student may elect to apply up to 12 credit hours of graduate coursework completed as an undergraduate to the M.S. in Mathematics or the M.S. in Computer and

Information Systems respectively. A detailed justification is provided below.

Semester Credit Hours

Following College Policy ([12.1.5 Assignment of Credit Hours](#)) the institution uses semester credit hours in calculating the minimum requirements for all programs and degrees. The College follows the SACSCOC program length guidelines of at least 120 credit hours at the baccalaureate level and at least 30 semester hours at the master's level.

Institutional Policies and Procedures

Faculty have primary responsibility for the curriculum at the institution. All degree and program requirements are published in the undergraduate and graduate academic catalogs. For example, program length (referred to below as "size") was the subject of faculty attention and Faculty Senate action in 2012. The Academic Planning Committee brought the issue before the Faculty Senate. The actions were designed to bring consistency to the method in which academic programs calculate program length. Ultimately, the faculty determined that a minimum credit hour requirement must be reported for each program. The minimum value is calculated to "exclude courses that can be waived by placement and should reflect courses available within the major requirements that minimize credit hours, but must otherwise include all courses and prerequisites, even those offered by another department (cognates) and those that could be counted towards the general education requirement." ([Senate minutes, January 17, 2012](#)).

Courses in the major may in some cases be used to satisfy other degree requirements; therefore, they may impact the program length. Because of that, a minimum course requirement may not reflect all of the options a student might exercise. A "+" was added to the number and the following statement added: "Courses within this major may also satisfy general education requirements. Please consult the Liberal Arts and Sciences General Education Requirements for more information." Thus, the length of every academic major is calculated consistently, with the minimum credit hours required for each major program listed in the [Undergraduate Catalog](#). See an example [here](#). Programs verify the accuracy each year during the catalog review process. Each year, department chairs and program directors, in response to a request by the Office of the Registrar, review the accuracy of the catalog description of their programs, including any changes to requirements. Given below is an example of the catalog review process and tracking:

- [Request by the Office of the Registrar](#)
- [Catalog Review Tracking Spreadsheet](#)

Faculty continue to monitor program length through the curriculum review and approval process ([Guidelines for Reporting Major Program Credit Requirements](#)). The faculty adopted the following guidelines for the curriculum process as it pertains to program length:

- All proposals for new undergraduate majors and changes of majors are expected to include a demonstration that a student can meet the requirements for graduation in four years.
- All proposals for new majors and change of majors that affect the minimum number of credit hours must include the minimum and should justify their size.

Program length for all College of Charleston academic programs remains the same, without regard to the mode of delivery or program location.

Completion of all Degree Requirements

Evidence of compliance with this standard is also found in the degree audits of recent graduates. Upon completion of all requirements, a student applies for graduation. The Office of the Registrar reviews the degree audit to ensure that the student has satisfied all degree requirements, including the completion of a minimum of 122 credit hours for all undergraduate degrees and the completion of a minimum of 30 credit hours for all master's degrees.

Table 1. Examples of A.B., B.A., B.S. Degree Audit — Completion of All Requirements

School	Example Degree Audit
School of the Arts	Art History, B.A.
School of Business	Accounting, B.S.
School of Education, Health and Human Performance	Early Childhood Education, B.S.
School of Humanities and Social Sciences	Anthropology, B.S.
School of Languages, Cultures, and World Affairs	African American Studies, B.A.
School of Science and Mathematics	Biology, B.S.

Table 1a. Examples of B.P.S. Degree Audits — Completion of All Requirements

School	Example Degree Audit
School of Professional Studies	B.P.S., Organizational Leadership and Management Concentration
	B.P.S., Applied Communication Concentration
	B.P.S., Communication and Information Systems Concentration

Table 2. Examples of M.A., M.S. Degree Audits — Completion of All Requirements

School	Example of Degree Audit
School of Business	M.S. Accountancy
School of Humanities and Social Sciences	M.A. Communication

Program Length for M.E.S.- M.P.A. Concurrent Program

The College offers a [concurrent program](#) for graduate students who wish to earn both the Master of Science in Environmental Studies and the Master of Public Administration. The Master of Science in Environmental Studies requires a minimum of 37 graduate credits for degree completion. The Master of Public Administration requires a minimum of 39 graduate credits for degree completion. If the two degrees are completed in the concurrent program, a minimum of 56 graduate credits must be earned. The concurrent program was approved using the College's regular curriculum approval process, which includes approval by the Committee on Graduate Education, Continuing Education, and Special Program and the [Faculty Senate](#).

Admission to the M.E.S.- M.P.A Concurrent Program

Admission to the concurrent program requires a baccalaureate degree from an accredited institution. Applicants from any undergraduate discipline are encouraged to apply. Minimum requirements include:

- Overall undergraduate GPA of 3.000 (on a scale of 4.000)
- Official scores from GRE test with a minimum composite score of 305 and 4.0 analytical writings.
- Must have undergraduate coursework in biology (two courses with labs), chemistry (two courses with labs), statistics (one course) and American government (one course). One year of another physical or natural science may be substituted for either biology or chemistry
- Three letters of recommendation that specifically address the prospective student's academic qualifications and career potential in environmental studies and public administration.
- A statement of personal career goals to be achieved by the student applicant during his/her time in the program.

Admission decisions are made by the admissions committees in both programs. When decisions are mixed or an applicant appeals, both program directors must agree to admit the applicant to the concurrent program. Students currently enrolled in either the MES or MPA program are eligible to apply to the concurrent program.

Academic Justification

The quality and integrity of the public administration and environmental studies graduate degrees is preserved in the concurrent programs, and the graduate programs are undiluted. The concurrent program requires the

completion of 41 graduate credit hours encompassing all the required coursework for the separate graduate programs. The student then completes a minimum of five elective courses from either of the separate master's degree programs. Students are not allowed to waive any requirements of the individual programs. The [student learning outcomes](#) and mission for the concurrent program align with the student learning outcomes and mission for the individual programs. Students in the concurrent programs must have committee members for the thesis or academic internship committee who represent both individual programs. This structure requires the student to frame his or her thesis or graduate internship proposal so that the disciplinary expectations of both programs are met.

Because of the synergistic relationship between environmental studies and administrative and managerial sciences and the value added by that synergy, the large required core of 41 graduate credit hours, in combination with a minimum of 15 elective graduate credit hours, was determined by the faculty to be sufficient to meet the appropriate student learning outcomes for the concurrent graduate program. The program faculty could propose adding four additional graduate credit hours to the concurrent program if necessary, to create a 60-graduate-hour total for the concurrent program, but the program faculty did not believe the four additional hours were necessary to meet the student learning outcomes that have been identified.

Program's Consistency with College Academic Policies

Students admitted to the M.E.S.-M.P.A. concurrent program are subject to all College academic regulations covering graduate programs, faculty, and curriculum.

Program Length for 4+1 Programs

The College offers two accelerated master's degree programs in the 4+1 pattern: a five-year [B.S./M.S. in Mathematics](#) and a five-year [B.S./M.S. in Computer and Information Sciences](#). Both accelerated master's programs were approved using the regular curriculum approval process, which includes approval by the Committee on Graduate Education, Continuing Education and Special Programs ([MATH, CSIS](#)), the Faculty Senate ([MATH, CSIS](#)), the Board of Trustees ([MATH, CSIS](#)), the South Carolina Commission on Higher Education ([MATH, CSIS](#)), and SACSCOC ([MATH, CSIS](#)).

Each program's admission requirements are described on academic department websites ([MATH, CSIS](#)). Upon admission to either program, students may choose to enroll in a limited number of graduate courses as undergraduates. The accelerated master's programs in mathematics and computer and information sciences were developed by faculty to meet the needs of a select number of advanced undergraduates by providing more rigorous coursework in the junior and senior year. Students admitted to either program must complete all of the degree requirements for the B.S., including all of the major program requirements.

The faculty in mathematics have determined graduate [course substitutions](#) for 12 advanced undergraduate courses. The faculty in computer science have determined graduate [course substitutions](#) for five advanced undergraduate courses. When completed by undergraduates admitted to the program, these graduate courses provide a more rigorous and demanding academic experience that better prepares the student for post-baccalaureate education (master's and doctoral programs). Syllabi for [MATH 402 Advanced Linear Algebra](#) (undergraduate) and [MATH 502 Advanced Linear Algebra](#) (graduate) are provided as evidence of the curricular appropriateness of the graduate substitution for the undergraduate coursework and the more advanced rigor of the graduate courses, as indicated by the differences in student learning outcomes and in assignments.

Undergraduate students admitted into the five-year B.S./M.S. programs and enrolling in graduate courses must satisfy all of the graduate course requirements, including course prerequisites; complete all of the assignments and assessments; and satisfy the student learning outcomes. The educational experience is that of a graduate student; the quality and the rigor of the graduate course experience is not diluted by the presence of a small number of advanced undergraduates selected for the 4+1 program.

Admission to the Five-Year B.S./M.S. in Mathematics

Admission to the accelerated master's program in mathematics is restricted to exceptional students. Applicants

must:

- have declared a major in mathematics with a minimum of 75 credit hours completed;
- present a 3.500 grade point average in mathematics coursework (a GPA expectation considerably higher than the GPA for applicants to the M.S. program);
- have completed a series of five undergraduate courses;
- submit two letters of recommendation from mathematics faculty; and
- apply one calendar year prior to completing the baccalaureate degree.

Admission to the Five-Year B.S./M.S. in Computer and Information Sciences

Admission to the accelerated master's program in computer and information sciences is restricted to exceptional students. Applicants must:

- have declared a major in computer science with a minimum of 60 credit hours completed;
- present a 3.500 grade point average in computer science coursework and a 3.000 GPA in all coursework at the College (a GPA expectation considerably higher than the GPA for applicants to the M.S. program);
- have completed a series of four undergraduate courses (including all prerequisites); and
- submit two letters of recommendation from computer science faculty.

Status and Procedures once Admitted

Applications to each five-year program are reviewed by a faculty committee composed of graduate program faculty. Upon acceptance to the accelerated program, a student holds provisional acceptance to the respective graduate program; his/her status is probationary but all academic regulations as published in the [Graduate Catalog](#) apply. Each student is assigned a faculty advisor from the graduate program (in addition to maintaining a faculty advisor from the undergraduate program), and together, they devise a program of study.

Completion of Graduate Coursework as an Undergraduate

Undergraduate students admitted to the five-year B.S./M.S. in mathematics or computer and information sciences may elect to complete up to 12 credit hours of graduate coursework selected from a list of graduate courses approved by program faculty. Undergraduate students in a 4+1 program must seek approval to register for each graduate course by completing and filing an [approval form](#) with the Graduate School ("Permission for an Undergraduate to take a Graduate Course"). Approval indicates that the graduate course will satisfy an undergraduate requirement and be applied to the completion of B.S. degree requirements. In order to register for a graduate course, students must satisfy all prerequisite requirements.

Post-Baccalaureate Admission to Graduate Program

Upon the completion of the B.S., students in the program may be officially admitted into the M.S. in mathematics or the M.S. in computer and information sciences. After admission, up to 12 credit hours from the designated graduate course equivalencies in which the student earns a B or better may be applied to the requirements of the respective M.S. degree. Once a student is admitted to the graduate program, the student must satisfy all degree requirements for the M.S., including all program requirements. The graduate coursework with a grade of B or better may be applied to the M.S. program and thus will have satisfied both undergraduate program requirements and graduate program requirements.

Academic Justification

Consistent with the stated purpose of both accelerated master's programs, exceptional students benefit as undergraduates from access to the advanced curriculum of the graduate program and from interaction with advanced students and professionals in the respective graduate programs. Designated curricular substitutions ensure that no essential content or skills are missed in completing the undergraduate degree. The coherence of the undergraduate degree programs is preserved, consistent with the student learning outcomes for the programs. All course prerequisite requirements are met.

Enrolling the very best advanced undergraduates in graduate courses and subsequently full-time in the graduate degree program improves the quality of the M.S. experience for all students, as undergraduate students who already are prepared to perform at the graduate level and contribute to the class projects and dialogue characterizing graduate class meetings are not prevented from doing so. The five-year B.S./M.S. in mathematics specifically integrates these undergraduates in graduate-level research to provide B.S./M.S. students an outstanding preparation for a doctoral program in mathematics or a related field. The curricular substitution approach adopted by both B.S./M.S. accelerated master's degrees guarantees that undergraduates have not missed essential course content. Because all graduate degree requirements are met, the coherence of the graduate degree programs also is preserved and is not diluted. The student learning outcomes for the undergraduate and graduate programs were met.

Program's Consistency with College Academic Policies

Students admitted to the five-year B.S./M.S. program in mathematics or computer and information sciences are subject to all academic regulations governing undergraduates prior to completing the B.S.; upon admission to the M.S. program, students are subject to all academic regulations governing graduate students. College academic regulations govern the B.S. and M.S. programs, faculty, and curriculum.

Variation in Program Length for B.S./M.S. Programs

The structure of the program, as described above, allows for the possibility that a student will earn the B.S. and M.S. with fewer than 150 credits, due to a student's ability to apply up to 12 credit hours to both the B.S. and the M.S. The minimum number of hours required to earn the B.S./M.S. in mathematics is 140; the minimum number of hours for the B.S./M.S. in computer science is 143. The academic leadership and faculty of both programs take seriously their responsibility for guaranteeing the integrity of both degrees, as evidenced by the careful vetting students undergo in the application process and the care faculty have taken in identifying a limited number of curricular substitutions so that the coherence of each academic program is maintained.

Of the seven students who thus far have completed the accelerated M.S. programs in mathematics and computer and information sciences (Tables 3 and 4), only one (mathematics student D below) earned the B.S. and M.S. with fewer than 150 credits (146 credits) (see Table 3). This student completed the undergraduate degree in three years (six semesters and two summers), earning 125 credits and graduating *magna cum laude*.

Table 3. B.S./M.S. Mathematics

Student B.S./M.S. Mathematics	UG Earned Credit Hours (B.S.)	Graduate credit/courses completed as UG	Graduate credit/courses applied to M.S.	Minimum credit required for completion of M.S. (30 credits)	Minimum Total Credits (Predicted)
A	151	12 credits MATH 541,555, 589, 550	12 credits MATH 541,555, 589, 550	18 credits	169 credits
B	137	6 credits MATH 515, 545	6 credits MATH 515, 545	24 credits	161 credits
C	145	12 credits MATH 530, 551, 545, 552	12 credits MATH 530, 551, 545, 552	18 credits	169 credits
D	125	9 credits MATH 551, 515, 552	9 credits MATH 551, 515, 552	21 credits	146 credits

Table 4. B.S./M.S. Computer and Information Sciences

Student B.S./M.S. Computer and Information Systems	UG Earned Credit Hours (B.S.)	Graduate credit/courses completed as UG	Graduate credit/courses applied to CSCI major	Minimum credit required for completion of MS (33 credits)	Minimum Total Credits (Predicted)
E	133	15 credits CSIS 602, 602, 656, 658, 690	6 credits CSIS 602,603	18 credits	151 credits
F	164	3 credits CSIS 612	3 credits CSIS 612	30 credits	194 credits
G	179	3 credits CSIS 612	3 credits CSIS 612	30 credits	209 credits






The B.S./M.S. in computer and information sciences is slightly different than the B.S./M.S. in mathematics in that undergraduates are permitted to complete up to 15 credit hours of graduate coursework as undergraduates. They are permitted to apply up to 12 credit hours of graduate coursework to their undergraduate major in computer science. Student E, for example, completed 15 credit hours of graduate work (all 15 are applied toward the M.S.), but applied six credits toward the undergraduate major in computer science (see Table 4). Taking into account the “double-counting” of 6 credits, the student completes both degrees with a minimum of 151. Because none of these students have completed the M.S., this calculation is the hypothetical minimum, and the total credits completed could be greater (but not less) than estimated.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.7.1. The College awards baccalaureate and master’s degrees, and uses semester credit hours for calculating requirements for all degrees. Regarding the minimum number of credit hours identified for the completion of baccalaureate and master’s degree programs, the College identifies an academic justification for its three programs leading to fewer than the required number of semester credit hours.

Sources

-  [2010 - 2011 Graduate Curriculum Minutes BS MS Math](#)
-  [2013 - 2014 Graduate Curriculum Minutes BS MS CSIS](#)
-  [2016-17 UG Catalog Review](#)
-  [4+1 Math WebPage](#)
-  [Assignment of Credit Hours Policy 12.1.5 8.30.16](#)
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-  [BSMS Course Equivalencies](#)
-  [Catalog Review Tracking \(UG Grad 16-17\)](#)
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-  [Computer Science 4+1 Programs](#)
-  [Course Equivalency Maps MATH CSIS](#)

-  [CSIS BS MS Board Meeting Minutes January 31, 2014](#)
-  [CSIS Faculty Senate Approval December 3, 2013](#)
-  [Degree_Audit_EHHP_Redacted](#)
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-  [Degree_Audit_LCWA_Redacted](#)
-  [Degree_Audit_SB_Redacted](#)
-  [Degree_Audit_SoA_Redacted](#)
-  [Degree_Audit_SSM_Redacted](#)
-  [Department of Mathematics](#)
-  [Graduate Catalog 2016-2017](#)
-  [Graduate Catalog 2016-2017 \(Page 125\)](#)
-  [Graduate Catalog 2016-2017 \(Page 31\)](#)
-  [Graduate Catalog 2016-2017 \(Page 65\)](#)
-  [Guidelines for Major Program Credit Hour Calculations](#)
-  [JD_MBA_MOU signed 2012](#)
-  [M.A. Communication graduate degree audit_Redacted](#)
-  [M.S. Accountancy graduate degree audit_Redacted](#)
-  [Math 402 Sample Syllabus](#)
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-  [Math BS MS Approval April 5, 2011](#)
-  [Math BS MS Board Meeting Minutes August 26, 2011](#)
-  [MES MPA Faculty Committee Proposal](#)
-  [MES MPA SLOs](#)
-  [Program Length Academic Planning resolution Senate Minutes 1-17-12 Final \(Page 3\)](#)
-  [Program Length Archaeology, B.A](#)
-  [SACSCOC Approval BS MS Math](#)
-  [SACSCOC BS MS Comp Science](#)
-  [Undergrad Permission Form](#)
-  [Undergraduate Catalog 2016-2017](#)
-  [Undergraduate Catalog 2016-2017 \(Page 39\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 41\)](#)

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston offers baccalaureate and master's degrees and programs that embody a coherent course of study and that are compatible with the College's stated public liberal arts and sciences mission emphasizing the arts, sciences, education and business. The [South Carolina Commission on Higher Education](#) (hereafter, "CHE"), together with faculty and academic administrators, engage in curriculum development, evaluation, and review ensuring that the College's educational programs are appropriate to the degrees awarded (see [New Academic Program Approval Process](#)). In some cases, curriculum is separately evaluated by [specialized accreditation bodies](#) to ensure that the content is appropriate to the degree or certificate awarded.

A Coherent Course of Study

The College of Charleston offers degree programs that embody a coherent course of study that is compatible with its stated mission. Curricular coherence is evident in [programmatic requirements](#) and in course sequencing within programs and in the connections between the primary academic degree components: general education, academic major requirements, elective coursework, and co-curricular activities that integrate academic learning and application to real-world problems. The [Liberal Arts and Sciences General Education Requirement](#), as described in the *Undergraduate Catalog*, "serves all students, regardless of major, and ensures that students are exposed to a breadth of intellectual inquiry distributed across seven areas of the curriculum: history, humanities, mathematics and logic, foreign language, natural science, social science, and writing." General education courses provide students with a foundation for further study as well as allow for intellectual exploration in the liberal arts and sciences, consistent with the College's mission.

Curricular coherence is evident in programmatic requirements and in course sequencing within all programs. Faculty developing or revising academic programs are guided by [general principles and questions to consider](#) adopted by the Faculty Curriculum Committee, such as "How are the goals and intended outcomes of the program made clear to students?" and "How do the beginning, middle and end of the curriculum develop the goals, objectives, and intended outcomes of the program?" Both the College and CHE encourage programs to include experiential and high-impact learning opportunities. The CHE states in the [Policies and Procedures for New Academic Programs](#): "The Commission recommends that institutions include, wherever appropriate, research experience, internships, cooperative education, service learning, and other work experiences in undergraduate programs." An example of the College offering similar guidance can be found in the [guidelines](#) for interdisciplinary programs hosted by the Faculty Curriculum Committee: "All interdisciplinary programs should have a required introductory course, capstone, or experiential-learning course that pulls together the various interdisciplinary threads." A [survey of program chairs](#) found that a majority of programs offered students experiential and culminating experiences to enhance the academic curriculum.

This commitment to coherent program design also applies to graduate programs, which deliberately build on student achievement on the undergraduate level and carry them to the degree of expertise commonly regarded in higher education as appropriate to the advanced degrees they are seeking. The [Faculty/Administration Manual](#) (hereafter, "FAM") assigns the [Committee on Graduate Education, Continuing Education and Special Programs](#) the duty to "receive or initiate recommendations and suggestions concerning

graduate education” and to “review and make recommendations concerning proposals for termination of programs brought to the committee by the Provost.”

The [Committee on Graduate Education, Continuing Education, and Special Programs](#) makes recommendations to the [Graduate Council](#) and reports to the Faculty Senate: “The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College” (FAM). An example of a master’s program recently proposed, reviewed, and approved by the faculty and the administration is the [M.S. Child Life](#) (effective Fall 2014).

Compatible with Mission

According to the College’s [mission statement](#), the institution provides “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 ... provides master’s degree programs ... and 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.”

Academic programs are developed by faculty and are housed within one of six academic schools ([School of the Arts](#); [School of Business](#); [School of Education, Health and Human Performance](#); [School of Humanities and Social Sciences](#); [School of Languages, Cultures, and World Affairs](#); [School of Science and Mathematics](#)) In addition to six academic schools, the College has the [School of Professional Studies](#), the [Graduate School](#), and the [Honors College](#). These academic units have deans appointed to lead them, but tenure-eligible faculty are only appointed to the academic schools and the library. Each academic school is led by a dean whose responsibility it is to ensure that academic programs developed in the school are compatible with the institutional mission. Consistent with the College mission, academic programs in the arts and sciences are found in the schools of the arts, humanities and social sciences, languages, cultures and world affairs, and science and mathematics. Academic programs in business are found in the School of Business. Academic programs in education are found in the School of Education, Health, and Human Performance. Responsibility for graduate programs resides in the Graduate School of the University of Charleston, South Carolina at the College of Charleston. As stated in the [College’s mission](#), the College incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992, which houses the graduate and research components of the College.

Curriculum Approval Promotes Coherence and Ensures Compatibility with Mission

Assurance of program coherence and appropriateness of programs to higher education begins with program approval. All new undergraduate and graduate programs undergo extensive program review that originates at the faculty level and involves the CHE, SACSCOC, and professional accreditation bodies (where appropriate).

Ensuring an appropriate and coherent course of study is at the heart of the curricular approval process. All curricular proposals undergo a similar [process of review](#) regardless of the kind of change that is proposed.

1. The proposal is evaluated at the department level by a departmental curriculum committee, the department chair, and/or the department as a whole.
2. The proposal goes to the dean of the appropriate school. In some cases (including the School of the Arts, the School of Business, and the School of Sciences and Mathematics), a school-level committee of department chairs reviews it as well, allowing them to allocate school resources, assess impact on other departments/majors, and prevent duplication; at the graduate level, the [Graduate Council performs a similar function](#) as described in the [Faculty/Administration Manual](#). Once the dean has approved the proposal, the College-wide process begins.
3. The Provost reviews proposals.
4. [Several faculty committees review](#) and make recommendations to the Faculty Senate: These include the Faculty Curriculum Committee, the Academic Planning Committee, the Budget Committee, and, where relevant, the General Education Committee, Honors Committee, and the Advisory Committee on

the First-Year Experience. Graduate curriculum proposals are reviewed by the Committee on Graduate Education, Continuing Education, and Special Programs.

5. The Faculty Senate reviews all curriculum changes and new programs (see sample [agenda](#), [minutes](#)).
6. New programs and program terminations are approved by the Board of Trustees.
7. New programs, significant program modifications, and program terminations are reviewed by the CHE. [CHE specifically reviews](#) the “program’s compatibility with mission, role, and scope of the institution” as well as the program objectives and resources required to mount a “program of high quality.”
8. New programs and substantive changes are submitted to SACSCOC for review consistent with the College of Charleston [Substantive Change Policy 7.6.8](#).

The Office of Institutional Effectiveness and Strategic Planning tracks substantive and significant curriculum changes to [undergraduate](#) and [graduate](#) programs.

Accreditation by Professional Associations

The College of Charleston currently has 30 baccalaureate degree programs and 13 master’s programs that are [accredited by specialized accrediting agencies](#). These accrediting agencies have systems in place to ensure coherent and consistent curriculum and program review. Review by these accrediting agencies also ensures that program curriculum conforms to commonly accepted standards and practices and learning outcomes are appropriate, relevant, and current.

Academic Program Review

A cycle of program review and ongoing assessment ensure that the curriculum remains appropriate and related to the mission of the institution. The undergraduate program review process is conducted by the Faculty Senate Committee on Assessment of Institutional Effectiveness and guided by [Institutional Procedures](#).

The graduate program review process is conducted by the Graduate School. Information from these reviews is utilized by the department to identify programs that should be considered for expansion, redesign, consolidation, elimination, or additional resources, as well as, to provide data to be considered in budget allocation. For example, the master’s in Historic Preservation produced a comprehensive [self-study](#) that was followed by an extensive [external review report](#). Following the recommendations of the reviewers, the program redesigned the curriculum. The changes are evident in comparing the [2011-2012 catalog program description](#) to the [2016-17 catalog program description](#). Note that the credit hours increased to 60 credits, as the reviewers recommended and there is a new emphasis on advanced skill development and application of skills evidence in the progression of core semester, implementation semester, intervention semester, and culminating in the thesis semester—all supported by a more robust list of elective coursework.

Appropriateness to Higher Education









The South Carolina Commission on Higher Education oversees the approval of college and university programs at all public institutions of higher education in the state. Policies governing the appropriateness of degrees to higher education are at the heart of the [CHE approval process](#). As part of the program approval process, the assignment of the most suitable Classification of Instructional Programs (CIP) code in the U.S. Department of Education’s National Center for Education Statistics’ system is selected. The CHE organizes and publishes all South Carolina State Institution System degree programs by CIP defined discipline in the [Academic Program Inventory](#), which is a searchable database found on the CHE website.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.7.2. The College offers baccalaureate and master’s degrees and programs that embody a coherent course of study and that are compatible with the College’s stated public liberal arts and sciences mission emphasizing the arts, sciences, education, and business.

Sources

-  [Accrediting Body and Degree Program](#)
-  [Approval Process New Academic Program July 15, 2016](#)
-  [CHE Academic Programs Inventory](#)
-  [CHE Considers Compatibility with Mission](#)
-  [CHE Guidelines for New Program Approval \(Page 3\)](#)
-  [College Mission](#)
-  [College of Charleston Substantive Change Policy 7.6.8](#)
-  [Faculty Committees Relevant To Curricular Review and Approval](#)
-  [Faculty Senate Agenda April 5, 2016](#)
-  [Faculty Senate Minutes April 5, 2016](#)
-  [FAM 2016-17 \(Page 11\)](#)
-  [FAM 2016-17 \(Page 23\)](#)
-  [FAM 2016-17 \(Page 55\)](#)
-  [FAM Graduate Council role in Curriculum](#)
-  [General Principles and Guiding Questions](#)
-  [Graduate Catalog 2016-2017 \(Page 21\)](#)
-  [Graduate Catalog 2016-2017 \(Page 67\)](#)
-  [Graduate Council page](#)
-  [Graduate Curriculum and Proposal Forms page](#)
-  [Graduate Tracking](#)
-  [Graduate_Catalog_2011-2012.Historic Preservation](#)
-  [Guidelines for Interdisciplinary Programs](#)
-  [Hile Dept Survey Results](#)
-  [Historic Preservation M.S. 2016](#)
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-  [Institutional Procedures \(UG PR\)](#)
-  [MS child life program](#)
-  [Professional Studies, Healthcare and Medical Services Management Concentration, B.P.S](#)
-  [Professional Studies, Organizational Leadership and Management Concentration, B.P.S](#)
-  [Steps involved in making a change to the curriculum](#)
-  [Undergraduate Catalog 2016-2017 \(Page 100\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 107\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 115\)](#)

-  [Undergraduate Catalog 2016-2017 \(Page 123\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 135\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 194\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 55\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 82\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 85\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 91\)](#)
-  [Undergraduate Tracking Chart](#)

2.7.3

General Education

In each undergraduate program, the institution requires the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The successful completion of general education in the liberal arts and sciences is an essential part of each undergraduate degree program and student experience at the College of Charleston. As stated in the College of Charleston's [mission statement](#), "consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum." The general education requirement at the College of Charleston is a substantial component of each undergraduate degree. It is designed to ensure breadth of knowledge, and it is based on a coherent rationale. All students, regardless of major, fulfill general education requirements that include at least one course in writing, foreign language, humanities, mathematics/logic, natural science, social science, and history. Students receive information about general education in the liberal arts and sciences during freshman orientation, through mandatory academic advising in the [Academic Advising and Planning Center](#) for all first-year students, and through advising in the majors once declared. Information about general education requirements and [degree requirements](#) are included in the undergraduate catalog and are available to all students in Degree Works (the College of Charleston's online advising and degree audit system). By accessing their degree audit, a student can track their progress in meeting general education requirements, as well as major and institutional requirements. Upon a student's submission of an application to graduate, the Office of the Registrar reviews the degree audit and verifies that all requirements have been fulfilled before sending each student a [Graduation Status Notification](#) by email. The Bachelor of Professional Studies (B.P.S.) is a degree-completion program designed to meet the needs of working adults from a wide variety of academic backgrounds. Students in the B.P.S. complete a general education distribution requirement that includes coursework exceeding 30 credit hours in oral and written communication, humanities and fine arts, mathematics, natural science, and social/behavioral sciences.

Substantial Component

The College of Charleston requires all A.B., B.A., and B.S. undergraduate students, regardless of major, to complete the collegiate-level liberal arts and sciences general education requirement as a substantial component of each degree. Students must earn a minimum of 122 credit hours in order to graduate with an Artium Baccalaureates (A.B.), a Bachelor of Arts (B.A.), or a Bachelor of Science (B.S.) degree.

Coursework fulfilling the [general education requirement](#) comprises roughly 44 percent (54 of 122 credit hours) (see Table 1) of the total credit hours required for the A.B., B.A., or B.S. degrees. The College does not award academic credit for remedial or developmental courses. Students transferring to the College of Charleston to

earn an A.B., B.A., or B.S. degree complete the same general education requirement and complete a minimum of 122 credit hours.

Table 1. A.B., B.A., B.S. General Education Distribution Area and Credit Hour Requirements

Curriculum Requirement	Required Credit Hours
First Year Writing	4 credit hours
Foreign Languages, Classical or Modern	12 credit hours*
History	6 credit hours
Humanities	12 credit hours
Social Science	6 credit hours
Mathematics / Logic	6 credit hours*
Natural Science (with lab)	8 credit hours
Total	54 credit hours

*The requirement in foreign languages is completion at the 202 level (or its equivalency) or demonstrated proficiency at that level of an approved course satisfying the foreign language general education requirement. Native speakers of languages other than English who demonstrate a high level of literacy in their first language may be exempt from the general education foreign language requirement; however, no credit is awarded in this case. The College policy [12.5.2.4 Alternative Courses for Core Requirements](#), implemented by the Center for Disability Services, provides for a [foreign language alternative](#) and [alternatives to the math/logic requirement](#), for students with documented learning disabilities.

The first Bachelor of Professional Studies (B.P.S.) degree was awarded in December 2014. Students pursuing the B.P.S. (the College of Charleston's degree completion program) must complete the B.P.S. general education distribution requirement (GEDR) as described in Table 2a. The B.P.S. program was created by faculty to meet a community need, and the GEDR was intentionally designed to facilitate ease of [transfer for adult students](#) who have completed college-level credit, but who have not earned a degree. In identifying the areas of coursework to include in the GEDR, the College's faculty were guided by SACSCOC compliance, evidence of general education requirements from [South Carolina two-year institutions](#), and evidence from the experiences of students with transient transcript histories due to military service or work assignments. The GEDR for the B.P.S. is in compliance with this standard in that it constitutes a substantial component of the B.P.S. degree (a minimum 35 credits of the minimum 122 credits to earn the degree). Degree-completion students GEDR reflects the breadth of knowledge embodied in the liberal arts and sciences in two ways: First, the GEDR requires three courses in the humanities and fine arts, two courses in mathematics, 2 courses in natural science, and 2 courses in the social/behavioral sciences. Courses approved for transfer or completion at the College (using the process described above) are general in nature and do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession. Second, all B.P.S. students complete four liberal arts seminars: "[Ethics of 21st Century Living](#)," "[Science, Technology, and Society](#)," "[Diversity in the Workplace](#)," and "[Understanding Global Issues](#)." These seminars were designed by faculty and constitute a second common core for BPS students, emphasizing the contemporary relevance and applications of the liberal arts and sciences.

Table 1a. B.P.S. General Education Distribution Area and Credit Hour Requirements

Curriculum Requirement	Required Credit Hours	Number of Courses
Oral and Written Communication	6-7 credit hours	2
Humanities and Fine Arts	9 credit hours	3
Mathematics	6-7 credit hours	2
Natural Science	8 credit hours	2 lecture/lab combinations
Social and Behavioral Sciences	6 credit hours	2

Evidence that every graduate has completed the liberal arts and sciences general education requirement for degrees is found in each graduate's degree audit (Tables 2 and 2a). To ensure compliance with Core Requirement 2.7.3, each degree audit shows that each graduate has completed substantially more than 30 credit hours of general education coursework, including at least one course in humanities/fine arts ("humanities"), social and behavior sciences ("social sciences"), and natural sciences/mathematics ("natural

sciences” and “mathematics/logic”) in addition to fulfilling the requirements in writing, foreign language, and history. A course approved for general education credit in the humanities must have as its primary purpose: “the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions” ([approval criteria, humanities](#)). Courses in this area include a wide variety of subject areas, none of which provide specific or technical training specific to a particular occupation or profession. For example, a sample syllabus is provided for [MUSC 131 Music Appreciation](#). Central to the course is an introduction to the fundamentals of music (an expression of human culture) necessary for intelligent listening. All courses in social sciences approved for general education credit must have as their primary purpose: “to provide explanations for human behavior, social interaction, and/or social institutions” ([approval criteria social sciences](#); [PSYC 103 Introduction to Psychology](#)). Similarly, all courses approved to satisfy the mathematics/logic requirement has as their primary purpose: “the modeling of phenomena in mathematical terms.” ([approval criteria Natural Science](#); [GEOG 105 Earth History Lab](#)). Transfer students must satisfy all of the general education requirements appropriate to their degree (A.B., B.A., B.S., or B.P.S.).

Table 2. Examples of A.B., B.A., B.S. Degree Audits—Completion of all requirements

School	Example Degree Audit
School of the Arts	Art History, B.A.
School of Business	Accounting, B.S.
School of Education, Health and Human Performance	Early Childhood Education, B.S.
School of Humanities and Social Sciences	Anthropology, B.S.
School of Languages, Cultures, and World Affairs	African American Studies, B.A.
School of Science and Mathematics	Biology, B.S.

Table 2a. Examples of B.P.S. Degree Audits—Completion of all requirements

School	Example Degree Audit
School of Professional Studies	B.P.S., Organizational Leadership and Management Concentration
	B.P.S., Applied Communication Concentration
	B.P.S., Communication and Information Systems Concentration

Transfer Students and the Liberal Arts and Sciences General Education Requirement

The College of Charleston serves a number of transfer students. The structure of the liberal arts and sciences general education requirement is particularly conducive to maximizing a student’s transfer credit hours. In accordance College policy ([12.1.6 Policy for Applicants for Undergraduate Admission](#)), courses transferred from accredited institutions are first reviewed by the academic program chair and approved based on alignment with the courses at the College of Charleston. If the transfer course is accepted as an existing catalog course approved to meet the liberal arts and sciences general education requirement, it is added to the transfer course inventory. If the course does not have a pre-approved equivalent or the student believes the course completed elsewhere meets the approval criteria for a distribution area and carries the same student learning outcomes, [a petition for exception is completed](#) and forwarded to the faculty coordinator for general education and the General Education Committee.

Breadth of Knowledge

The College of Charleston’s general education curriculum provides for breadth of knowledge in seven core distribution areas: writing, foreign language, humanities, mathematics/logic, natural science, social science, and history. Courses proposed to fulfill the general education requirement undergo rigorous review by the General Education Committee and Faculty Senate to ensure that each college-level course meets the [Approval Criteria](#) and fulfills the learning outcomes associated with the distribution area to which it is assigned.

In 2013, the General Education Committee led the campus in a certification review process for approval to meet the general education requirement. Academic departments were invited to submit [course proposals](#) for

review by the Committee and approval by the Faculty Senate. The review process (based on [approval criteria](#)) replaced a practice of assigning courses to a distribution area based on the perceived “fit” of the discipline as a whole. (For example, all sociology courses could have been used to satisfy the social science requirement.)

Consistent with the College’s [Strategic Plan](#), the certification process [reduced the number of courses](#) satisfying the general education requirement by 70 percent, “aligning those courses with the intellectual skills, areas of knowledge and dispositions central to the College’s core curriculum.” A [course map](#) by distribution area is made available on the Division of [Academic Affairs website](#). The course map links the distribution area and the student learning outcomes, as well as lists all of the approved courses for the entire general education in the liberal arts and sciences program. The majority of courses certified to meet the general education requirement in each distribution area are offered at the 100 and 200 levels, appropriate for and available to all undergraduate students. In the humanities distribution, a wider range of courses (100 through 400 levels) provide students with the opportunity to access intellectually challenging courses, thereby extending general education into the third and fourth years of study. Of the 73 courses approved for general education humanities at the 300 or 400 level, half carry a prerequisite. The prerequisites are typically class standing (junior or senior), a lower level course approved for general education, a single course, or permission of instructor. These prerequisites are important to ensuring that students are prepared to be successful, but they do not exclude students from freely selecting courses in the humanities. Students regularly make use of 200- and 300-level humanities courses in language, literature or culture when studying abroad. Study abroad is heavily emphasized in the College’s [Strategic Plan](#). Each approved course is only included in only one of the seven distribution areas. No single course can satisfy more than one general education requirement.

Each of the seven distribution areas of the general education requirement have 1) [Approval Criteria](#); 2) [common student learning outcomes](#); 3) [common signature assignment criteria](#); and 4) [common assessment rubric](#). Therefore, regardless of which particular course a student selects to meet a distribution requirement, all students are introduced to the defining characteristics of that field of learning and all courses within a distribution area share common learning outcomes. This approach has allowed a [broad representation of academic disciplines](#) and programs (a total of 31) to contribute to general education. The General Education Committee oversees the approval of new courses by applying the approval criteria to ensure alignment and checking for evidence of student learning outcomes on the syllabus. Using the approval criteria as a guide, the General Education Committee insures that courses approved for general education do not narrowly focus on skills, techniques, and procedures specific to an occupation or profession.

The [official list of courses](#) certified to meet the general education requirement is maintained on the Office of the Registrar’s website. All other references to courses certified to meet the general education requirement link back to the official list maintained on the Office of the Registrar’s website. Using Degree Works (the College’s online academic advising and degree audit system) students can track their progress in meeting the general education requirement. The courses reviewed and approved in 2013-14 took effect for students entering under the 2015-2016 academic catalog and remains fixed until 2017-2018, when the General Education Committee will begin the next cycle of course review and approval.

The faculty coordinator for general education is charged with overseeing the integration of the curriculum review/approval process (the assessment of student learning in general education). See [CS 3.5.1](#) for evidence on the extent to which students have achieved specific general education outcomes.

Recent History and Rationale for General Education at the College of Charleston

The general education curriculum has undergone two comprehensive reviews in the past 20 years (1996-1999 and 2005-2008). Proposals for curriculum change have been rejected by faculty at the conclusion of each review in favor of the enhanced distribution model currently in place. In 2011, the faculty undertook a series of actions to ensure that the general education in the liberal arts and sciences program complied with SACSCOC requirements. Specifically, the faculty developed approval criteria for each area of the distribution, identified common student learning outcomes for each area of the distribution, initiated a process of review and recertified every course in the general education program, and initiated an assessment process to measure the extent to which students have attained the learning outcomes:

Table 3. General Education Assessment

Date	Action	Evidence
January 9 and 30, 2012	Faculty Workshops to develop Approval Criteria for each Distribution Area	Approval Criteria
February 7, 2012	Faculty Senate adopted Approval Criteria Student Learning Outcomes developed and approved for each Distribution Area	Faculty Senate Minutes General Education Committee Report 2011-12
November 17, 2012	General Education Assessment Workshop (led by Dr. Mary Allen) to develop Rubrics and Signature Assignments for each Distribution Area	Workshop Invitation Workshop Materials Workshop Product
Spring 2013	Recertification of existing courses using GE Approval Criteria Faculty Coordinator for GE appointed Report to the Faculty Senate	General Education Committee Report 2012-13 Faculty Coordinator for GE position description Comparison of Old/New Table Senate Minutes February 5, 2013
Fall 2013	Creation of faculty Assessment Reading Groups (ARGs)	ARG position description and responsibilities
February 4, 2014	Presentation to Faculty Senate on General Education Assessment: Plan and Progress	Senate Minutes February 4, 2014
May 12-14, 2014; December 17-19, 2014; May 12-14, 2015; January 5-6, 2016 May 9-13, 2016	Assessment Days (ARGs)	OAKS repository of student artifacts, rubrics, results and action plans
August 12, 2014 September 25, 2015	Campus GE Assessment Retreats	Agenda GE Retreat August 2014 GE Report to Provost December 22, 2015 2015 Assessment Retreat Agenda

Coherent Rationale for General Education

The liberal arts and sciences general education requirement serves all students, regardless of major, and assures that students are exposed to a breadth of intellectual inquiry distributed across seven areas of the curriculum: history, humanities, mathematics/logic, foreign language, natural science, social science, and writing. The fields of knowledge reflected in the seven distribution areas constitute a hybrid model: one that draws nearly equally from the mid-20th century “core distribution areas” (humanities, social science, natural science, and later mathematics) and the “traditional liberal arts” originating in the classical curriculum of the colonial colleges (literature, history, philosophy, and foreign languages).

Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum and general education program [College of Charleston Mission Statement](#). The system of distribution requirements provides a measure of structure by specifying *which* fields of learning a student must include, but allows for maximum flexibility since each student is free to choose from within a large body of courses approved for field of learning in the distribution. Student course selection is guided by personal

interest - or in some cases, a student's course selection may be guided by a desire to lay a curricular foundation for his/her chosen field of study. Exploration within the general education framework is encouraged consistent with the value and intent of the liberal arts and sciences.

The College's mission and institutional identity as a public liberal arts and sciences university also informs the rationale for general education. This is expressed in two public statements by the faculty:








- Faculty Senate Action, April 11, 2006: "[This We Believe...](#)" - Excerpt: "As a faculty, we reaffirm our commitment to our identity as a public liberal arts and sciences university. In our context, this is a primary focus on providing high quality undergraduate education, grounded in an extensive and common general education curriculum reflecting the value of inquiry across disciplines, and designed to support a diverse array of major programs ranging from Classics to Discovery Informatics [today known as Data Science]."
- Faculty Senate Action, [September 12, 2006](#): "Statement of Purpose for the Common Requirements of the College of Charleston's Undergraduate Curriculum" - "Graduates of the College of Charleston complete a challenging course of study that will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While the work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, The College's core curriculum will equip each student, regardless of major, with crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place."




































As the [course map](#) and statements by the faculty demonstrate, coherence in the general education curriculum is achieved by the seven areas of inquiry, which together define the liberal arts and sciences at the College. Coherence in student learning across distribution areas is enhanced by multiple outcomes across and within the seven distribution areas emphasizing acquisition of knowledge, communication and languages, analysis, explanation, and problem-solving across and within the seven distribution areas. Courses in each of the seven areas of the distribution reinforce cognitive skills and effective learning opportunities for each student. The structure of the general education requirement directs students to sample broadly from across the intellectual traditions of the liberal arts and sciences, including humanities and fine arts, social/behavioral sciences, and natural science and mathematics/logic. In addition, students are required to engage in sustained study of foreign language, develop effective writing skills, and complete additional credit hours in history.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.7.3. General Education in the College's liberal arts and sciences program is a substantial component of each undergraduate degree, comprising approximately 54 of the minimum 122 credits (44 percent) required to earn a degree. Students complete courses selected from seven distribution areas (writing, foreign language, humanities, mathematics/logic, natural science, social science, and history), which ensures that students gain breadth of knowledge consistent with the aims of a liberal arts education.

Sources

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-  [AGENDA GenEd retreat august 12 2014](#)
-  [Allen Workshop Handout](#)
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-  [BPS Degree Audit Applied Communication Conc](#)
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-  [GE Common Rubrics](#)
-  [GE Common Signature Assignment Criteria](#)
-  [GE Common Signature Assignment Criteria \(Page 2\)](#)
-  [GE Courses Approved in each Distribution Area](#)
-  [GE Student Learning Outcomes Mapping](#)
-  [GE Transfer Credit Request Process and Example](#)
-  [Gen Ed Old New Table](#)
-  [GenEdApplicationFormsWebsite](#)
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-  [General Education Student Learning Outcomes](#)
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-  [Graduation Status Notification](#)
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-  [strategic-plan \(Page 17\)](#)
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-  [this-we-believe](#)
-  [Undergraduate Admission policy 12.1.6](#)
-  [Undergraduate Catalog 2016-2017 \(Page 39\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 42\)](#)
-  [Understanding Global Issues](#)

2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy “Core Requirement 2.7.4: Documenting an Alternative Approach.”) (**Note:** If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, “Core Requirement 2.7.4: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification).

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative





The College of Charleston provides instruction for all coursework required for at least one degree program at each level for which it awards degrees. The College of Charleston controls all aspects of its degree-granting programs. The table below provides an example of a degree audit for a recent graduate of one degree program at each level awarded for which the College of Charleston provides instruction for all coursework required:

Level of Degree Awarded	Evidence of Instruction Provided for all Coursework Required
Baccalaureate	B.A. Communication
Master's	M.A. Communication

Closing Statement

The College of Charleston documents coursework required for all of its degrees in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) and provides instruction for all courses necessary to meet these requirements for at least one program at each degree level.

Sources

-  [BA COMM Graduate 100 percent credit CofC_Redacted](#)
-  [Graduate Catalog 2016-2017 \(Page 31\)](#)
-  [MA Communication DW Audit_Redacted](#)
-  [Undergraduate Catalog 2016-2017 \(Page 39\)](#)

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston employs an adequate number of full-time faculty to support the [mission](#) of the College of Charleston, which states that a “superior quality undergraduate program is central to the mission of the College of Charleston”; the College “provides master’s degree programs”; “the College supports and encourages research”; and “the faculty is an important source of knowledge and expertise for the community, state and nation.”

Faculty Definitions

Full-time Faculty

College of Charleston **full-time faculty** are defined as follows:

- **Roster full-time faculty** fall into several categories. According to the [Faculty/Administration Manual](#), roster faculty are “those individuals holding full-time faculty appointments and assigned to a state-supported line. Roster faculty appointments include those made for tenured faculty, tenure-track faculty, instructors, senior instructors, and visiting faculty.”
 - Each **tenure-track or tenured** faculty member is expected to exhibit “evidence of consistently high professional competence” in the areas of teaching, research and professional development, and service. According to the [Faculty/Administration Manual](#), “Faculty are evaluated in the three categories of Teaching Effectiveness, Research and Professional Development, and Professional Service to the Community. Because teaching is the primary responsibility of any faculty member, evidence of effective teaching is expected for tenure and for promotion. Because research and professional development are essential to the mission of the College, evidence of a sustained research program and a continuing scholarly commitment must be provided for tenure and for promotion. Because faculty should be contributing members of the College community and, where appropriate, the community at large, evidence of service to the community is expected.”
 - **Instructors and Senior Instructors** are non-tenure-track faculty who may lack the terminal degree and who normally teach only lower-division courses. The appointment of a faculty member as an instructor anticipates consideration for promotion to senior instructor in the sixth year, which is awarded to eligible instructors at the College of Charleston for meritorious achievement in the three areas of teaching, professional development, and service.
 - **Visiting faculty** hold temporary, full-time appointments in a state-supported line with benefits. Duties vary with the appointment.
- **Full-time adjunct faculty** are those hired to teach 12 hours per semester at the College of Charleston, and they are offered healthcare and limited other benefits. These faculty do not occupy a state-supported line.
- **Full-time roster faculty at other accredited institutions of higher education** who teach in academic programs structured as joint between the College of Charleston and those institutions are

considered full-time for the program and are reported to IPEDS by the College for student credit hours taught.

In fall 2015, the College of Charleston employed 574 faculty in roster faculty lines who contributed broadly to the institution’s mission. The work of these roster faculty members was supplemented by the work of 91 additional full-time faculty.

Table 1. Full-time State-supported Faculty Lines Offering Benefits (Fall 2015)

Fall Term	Professors	Associate Professors	Assistant Professors	Instructors	Total
2015	153	180	176	65	574

Source: Institutional Research, Planning, and Information Management

Note: The table excludes administrators holding faculty rank, but includes faculty librarians.

The distribution of roster faculty lines by academic unit appears in [Roster Faculty Lines Internal Counts Fall 2015](#). These data, supplemented by the detailed discussion of the distribution of types of faculty in the section titled Adequacy of Faculty: Teaching, show that academic instructional units possess a sufficient number of full-time faculty to: design, develop, assess and review curriculum and student learning outcomes; teach; mentor and advise students; conduct research and creative activity; and perform institutional and professional service.

Part-time Faculty

College of Charleston part-time faculty are defined as those who teach under a part-time adjunct status, as follows:

- **Retired faculty:** former full-time College of Charleston faculty who have retired and continue to teach for the College;
- **Full-time College of Charleston employees:** non-instructional employees who teach a part-time load, including upper-level administrators with faculty status; and
- **Additional part-time adjunct faculty:** credentialed faculty who teach fewer than 12 hours a semester and are contracted per course.

In addition to the 665 full-time faculty employed in fall 2015, 324 individuals (including administrators and other qualified employees, retired faculty, and part-time adjuncts drawn from the community for their professional expertise) provided part-time instruction on an as-needed basis.

Adequacy of Full-time Faculty: Teaching

Percentage of Teaching by Full-time Faculty

Information on full-time versus part-time contributions to instruction are presented in terms of both faculty headcounts and student credit hours (SCH) taught in the reports [Instructional Faculty by Subject Area 2015-16 Academic Year, Duplicated](#) and [Student Credit Hours by Faculty Type \(Fall 2015 & Spring 2016\)](#). The College has captured full-time versus part-time contributions within program content areas by tracking student credit hours for full-time and part-time faculty for each course prefix, which is generally constant for all courses taught in a program content area. Using the same approach (course prefix), the College also presents headcounts of full-time and part-time faculty contributing to each program content area disaggregated by location and mode of delivery.

There is not a perfect alignment between degree program and course prefix. Not every course prefix corresponds to an academic program. Some course prefixes correspond to content areas in which only a few courses are offered, including minors and less commonly taught languages. Some programs, particularly interdisciplinary programs, draw from several program content areas and thus include courses with several prefixes. However, course prefixes and programs align reasonably well and make apparent any academic program with insufficient full-time faculty.

The report [Student Credit Hours by Faculty Type \(Fall 2015 & Spring 2016\)](#) provides information on all SCH

in courses offered in a program content area, as captured by course prefix, at the graduate or undergraduate level and disaggregated by location and mode of delivery. As the data on SCH indicate,

- 80.9% of institutional undergraduate SCH are taught by full-time faculty,
- 77.7% of institutional graduate SCH are taught by full-time faculty, and
- at the main campus (where 96.1% of SCH are offered), 82.4% of undergraduate SCH and 80.2% of graduate SCH are taught by full-time faculty.

Full-time faculty teach over 70% of SCH in most program content areas. Exceptions are highlighted in the data reports. Also, in the [List of Explanations for Program Content Areas with Low Full-time Percentage](#), there is a complete list and detailed description of any course prefix and location for which SCH carried by full-time faculty fell below 70% in AY2015-16. These include:

- a small number of prefixes associated with degree programs that deliberately enhance curricular offerings by employing practitioner faculty from the community to contribute expertise to the curriculum (for instance, Dance, Teacher Education, and Music),
- course prefixes associated with interdisciplinary programs where the prefix reflects only a small portion of a student's degree program,
- course prefixes associated with content areas in which the College offers very few courses, and
- locations at which very limited course offerings in a content area are available.

The report [Instructional Faculty by Subject Area 2015-16 Academic Year, Duplicated](#), provides faculty headcounts (by full-time and part-time faculty types) for instruction within each course prefix - another approach to thinking about full-time contributions to instruction as well as full-time versus part-time contributions. This report raises no additional program content areas of concern that have not been raised and discussed in the [List of Explanations for Program Content Areas with Low Full-time Percentage](#).

Distance Learning and Off-Campus Sites

Distance learning or blended courses are offered in two post-baccalaureate certificate programs and the Bachelor of Professional Studies Program as well as constituting limited offerings in various undergraduate majors. These courses make up a small portion of the overall number of course offerings at the College of Charleston (86, or 1.9%, of 4,612 course sections in [fall 2015 and spring 2016](#) combined). Additional distance education courses are offered in summer terms and constitute a greater proportion of offerings for that time period, at 94, or 21.5%, of 438 [courses taught in summer 2015](#).

In summer terms, distance/online education courses are taught primarily by full-time faculty. For instance, in summer 2015, full-time faculty offered all but five of the 94 distance education courses (manual calculation based on work with the summer school director). While the situation appears slightly different for fall 2015 and spring 2016 (for distance education, 45.6% of undergraduate SCH and 100.0% of graduate SCH by full-time faculty in AY16), the situation is skewed by both the limited offerings and the fact that two early adopters of distance education at the College of Charleston are 1) a music staff member who manages both instruction and equipment for the music program; 2) a retired faculty member in mathematics who continues to teach online for the College (these faculty together provide fully 48% of SCH in distance education in fall 2015).

Two off-campus sites approved for the offering of degrees are Grice Marine Laboratory and the College of Charleston North Campus.

- The Grice Marine Laboratory (55.6% of undergraduate SCH by full-time faculty; 87.6% of graduate SCH by full-time faculty) offers courses in biology and environmental studies. Undergraduate offerings are normally a single course each semester that is occasionally taught by a professional marine biologist as an adjunct.
- The College of Charleston North Campus (42.6% of undergraduate SCH by full-time faculty; 57.1% of graduate SCH by full-time faculty) offers the undergraduate Bachelor of Professional Studies and provides a location for limited offerings in undergraduate and graduate degree programs.

The [List of Explanations for Program Content Areas with Low Full-time Percentage](#) contains a discussion of faculty at both these locations.

Instructional Workload

The College's standard faculty workload practices assist in meeting its mission by supporting faculty in working toward standards of performance. As indicated in the [Faculty/Administration Manual](#), the official teaching workload of the College of Charleston for roster faculty is 12 contact hours, and "faculty whose teaching workload is less than 12 contact hours are expected to engage in significantly more research or to be given significant additional assignments within the department as a direct result of having their normal teaching workload reduced." Thus, faculty on a tenure-track or tenured line teach the equivalent of no more than three, three-credit-hour courses in each of the fall and spring semesters unless the faculty member is tenured and is no longer engaged in an active research program. This allows time to engage in curriculum development, assessment of student learning outcomes, advising, research and professional development, and service. Instructors and senior instructors teach the equivalent of four, three-credit-hour courses each semester unless they have a portion of time reassigned to administrative duties, and they are expected to engage in ongoing professional development and service.

Faculty assignments are made by department chairs and program directors, with oversight by the appropriate dean, while academic unit SCH production by faculty type is monitored at the institutional level through various reports, including participation in the Delaware Study of Instructional Costs and Productivity. The teaching of overloads by faculty requires permission from the department chair and dean and is approved only in limited situations, as detailed in the College's [Faculty Overload Policy](#). No tenure-track untenured faculty member may teach an overload.

Process for Ensuring Sufficient Faculty in each Academic Program

The College regularly considers the distribution of its instructional staff. As detailed in the template for the [Annual Report](#), the Provost's Office has provided data annually to deans, department chairs, and program directors on SCH, enrollments, and courses taught by various types of faculty for their use in discussing program needs in annual reports and in justifying requests to the provost for additional faculty lines in annual planning and budgeting processes. The provost [asks](#) for each dean to provide an [annual recruitment plan](#) for his/her school that links requests to recruit for vacant positions to the school strategic plan; to address workload, adjunct dependence, and the curricular needs of the departments in the school; and to explain any reallocation of lines between departments implemented by the dean.

Internal and external criteria for the approval of new academic programs mandate the sufficiency of full-time faculty. For instance, College criteria for approval of new degree programs ([College of Charleston New Degree Program Guidelines](#)) require that any new program proposal must list individually the faculty who will deliver the curriculum, including faculty rank, and must demonstrate either that faculty resources sufficient to mount the program within existing workload practices are in place or that the financial resources necessary to provide such faculty resources have been identified. As one example, a proposal to establish a Master of Fine Arts in Creative Writing indicated (see [Section 16](#)) a need for a new faculty line, a position that was provided for recruitment during the 2015-16 academic year. New faculty lines associated with a new academic program may be funded institutionally or through reallocations at the school or department level. The South Carolina Commission on Higher Education also requires this information in every new program proposal (see [CHE Guidelines](#)).

[Discipline-specific accrediting bodies](#) accredit many programs within the College of Charleston, each of which monitors full-time faculty allocation for the program accredited. For instance, the Association to Advance Collegiate Schools of Business (AACSB), which accredits the College's business and accounting major programs, requires documentation under [Standard 5](#) that "The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty."

Adequacy of Full-time Faculty: Research

While the instructional mission of the College is primary, the research mission plays an essential role in the recruitment, mentoring, retention and evaluation of faculty. Most research activity at the College of Charleston is conducted by tenure-track or tenured faculty who have responsibility for and expectations within all three

areas of the institutional mission, although some senior instructors with terminal degrees continue to engage in scholarly work as well. In order to ensure both adequacy and capacity, almost all tenure-track or tenured faculty have some effort allocated for research activities, as described in Instructional Workload above.

In the academic year 2015-16, College of Charleston faculty produced 25 scholarly books; 499 journal articles, anthologies, and book chapters; 197 performances/productions/exhibitions; 644 presentations at professional meetings or conferences; and 435 funded or submitted grant proposals (see [Faculty Activity System Report](#)). During the fiscal years 2014-15 and 2015-16, the College received \$9,810,589 and \$5,856,513, respectively, in external research funding.

In order to assist faculty in the procurement of sponsored research, the Office of Research and Grants Administration (ORGA) provides support to faculty by promoting external funding for research, academic projects, and scholarly activities and compliance with applicable regulations and College policies and procedures relating to research activities. ORGA distributes an [Annual Report](#) that includes a detailed analysis of sponsored research activities for each fiscal year. ORGA also coordinates the College's participation in the Federal Demonstration Partnership, a cooperative initiative among 10 federal agencies and 155 institutional recipients of federal funds, as an Emerging Research Institution.

As further indication of research activity, the College supports an active sabbatical leave program for the College's roster faculty described in the [Sabbatical Policy](#), under which leaves are granted "exclusively for the professional development of the faculty so they may improve their knowledge and competence through research, study or artistic development." In any given year, the College provides approximately 4-6% of its faculty with sabbatical leaves.

Several [centers](#) on campus have missions relating to research.

Adequacy of Full-time Faculty: Service

Most service activity at the College of Charleston is conducted by the roster faculty who have responsibility for this aspect of the institutional mission. Faculty reported 377 professional service roles (for instance, serving as an officer of a professional organization or on a national committee, organizing a conference program, etc.) and 275 community service roles for academic year 2015-16. They also engaged in 621 editorial and reviewing/refereeing activities ([Editorial and Review Activities and General Service Report](#)).

Several [centers](#) on campus have missions relating to community service or the provision of professional development, and faculty directors are provided with administrative appointments that generally include release time to direct these centers.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.8. The College employs an adequate number of full-time faculty to ensure the quality and integrity of its academic programs.

Sources

-  [2011-2015 Summary of Distance Education Student Counts](#)
-  [2014-2015 Chemistry Annual Report](#)
-  [AACSB 2013 Business Standards Update](#)
-  [Adjunct DE Summer 2015](#)
-  [Annual Report Template AY2014-15](#)
-  [Centers of Excellence](#)
-  [Centers of Excellence \(2\)](#)

-  CHE 2014 Policies and Procedures for Academic Programs (Page 4)
-  College of Charleston Mission
-  College of Charleston Mission
-  College of Charleston New Degree Program Guidelines
-  Discipline specific accreditation bodies
-  Faculty Research 2015-16
-  Faculty Sabbaticals Awarded and Taken
-  Faculty Service 2015-16
-  FAM 2016-17 (Page 56)
-  FAM 2016-17 (Page 63)
-  FAM 2016-17 (Page 88)
-  FAM 2016-17 (Page 94)
-  FAM 2016-17 (Page 95)
-  HSS 2015-16 Recruitment Plan
-  Instructional Faculty by Subject Area 2015-16 Academic Year Duplicated
-  List of Explanations
-  MFA Creative Writing Program Proposal
-  ORGA Report FY16
-  Overloadpolicy
-  Provost Memo to Deans on Recruitment Plans
-  Research Centers and Institutes at the College of Charleston
-  Roster Faculty Internal Counts Fall 2015
-  Sabbatical Policy 2015-16
-  Service Centers and Institutes at the College of Charleston
-  SSM Annual Report 2014-2015 FINAL
-  Student Credit Hours by Faculty Type (Fall 2015 and Spring 2016)
-  Summary of Online Courses AY2016
-  Summary of Summer Online Courses 2015

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston Libraries offer adequate collections and services to support research and learning at the College of Charleston. Library collections address all areas of study and degree programs offered by the College, and library services are designed around user feedback to meet the needs of both on-campus and distance learners. Through the provision of comprehensive, quality collections and services, the libraries support the mission of the College of Charleston to allow students and faculty to realize their intellectual and personal potential.

Library Facilities

There are four units that comprise the College of Charleston Libraries. The Marlene and Nathan Addlestone Library is the main library. Three, smaller, specialized libraries support the diverse teaching and research needs of the institution: the Avery Research Center for African American History and Culture maintains an archive of primary and secondary source material with a focus on the African and African American experience in the South Carolina Lowcountry; the Marine Resources Library serves the faculty and students at the College's Grice Marine Laboratory; the North Campus and Lowcountry Graduate Center Library. All library locations are open to students, faculty, staff, and the public.

Organizational Structure of the Libraries

The dean of libraries manages all [four library units](#). At the Marlene and Nathan Addlestone Library, the associate dean of public services, technology, and administration; the assistant dean for technical services and collection development; the head of special collections; the head of digital scholarship; and the director of administrative services report to the dean, as do the executive director of the Avery Research Center and the librarian at the North Campus. The librarian at the Marine Resources Library reports to the Associate Dean. In FY15-16, the libraries employed 27 library faculty, four part-time librarians, 28 full-time staff, five part-time staff, 34 student employees, and two grant-funded positions at these four locations (Table 1). In addition, four full-time staff from the Student Computing Support Department, housed in the Marlene and Nathan Addlestone Library, provide students with assistance to their technology questions and four staff members from the South Carolina Historical Society provide reference and research assistance to patrons in Special Collections at the Marlene and Nathan Addlestone Library.

Table 1. Library Employees by Location

	Marlene and Nathan Addlestone Library	Avery Research Center	Marine Resources Library	North Campus and Lowcountry Graduate Center	Total
Faculty Librarians	21	4	1	1	
Full Time Staff	22	4	2		
Part-time staff	5	0			
Part-time librarians	6	0			
Student employees	29	5			
SCHS librarians staffing Special Collections	4				
Grant-Funded employees	2				
Student Computing Support Employees	4				
Total	93	13	3	1	

Collections and Resources

General Collections and Resources

The libraries are committed to building collections that address the needs of the campus community. To fulfill this goal, the libraries use a number of criteria when pursuing new acquisitions, including faculty and student feedback, format accessibility, and uniqueness and relevance of the material.

The College of Charleston Libraries acquire and maintain intellectual records in many formats. Available [peer data from 2014](#) shows the libraries first in volumes held per undergraduate Full-Time Equivalent (FTE) and materials expenditures per FTE. These peers were selected by the Office of Institutional Research, Planning, and Information Management for the purpose of creating benchmarks and goals for the College.

The libraries' [core collections](#) include:

- 696,823 monographic print volumes
- 3,202 print serial titles
- 110,032 electronic serial titles
- 388,290 ebooks
- 13,472 audiovisual titles
- 863,721 microtext units
- 22,996 streaming media titles

Access to Collections and Resources

The College has continually supported the growth of the library collections and resources, with the total materials budget increasing 38 percent over eight years from 2008-2015. The general collection has shifted significantly from print to electronic over the same period, with electronic resource purchases and subscriptions now occupying more than 70 percent of the libraries' total [expenditures](#). The shift to electronic resources is the result of several factors, including the greater accessibility of this material type, the libraries' commitment to supporting distance education and online learners, and faculty and student demand for accessible resources 24 hours a day, seven days a week. The greater investment in electronic resources is also supported by a significant decline in circulation of the library's general print collection over the past five years, with a 40 percent reduction in print circulation between 2010 and 2014. See [Circulation Department 2014-15 Annual Report](#) as evidence.

[Usage data](#) from 2014 for the libraries' electronic resources collection shows significant levels of user

interaction, with 648,939 journal article requests, 1,211,928 database searches, and 282,524 ebook section requests. In response to this demand for electronic resources, the libraries initiated a demand-driven ebook acquisitions program in 2014 in which ebooks are made available through the library catalog but are not purchased until they receive use by a member of the College community.

The libraries also subscribe to a number of highly regarded [databases](#) that support research in various academic disciplines, including Business Source Complete, Early English Books Online, JSTOR, and Web of Science.

Between 2013 and 2015, the libraries have realized significant cost savings by [identifying and eliminating](#) print and electronic duplication among journal subscriptions. In this three-year period, the libraries reduced spending on dual print and online subscriptions from 11.73 percent of the serials budget to 1.47 percent, allowing a greater level of spending on new subscriptions requested by faculty.

In 2015, the libraries allocated \$25,000 to the Access Expansion Project, an initiative created at the request of faculty in the School of Science and Mathematics to remove the embargo periods on critical, highly used science journals ([2015-2016 Materials Budget Report](#)). In the first year of the project, the libraries were able to remove the embargo periods on three journals: *Molecular and Cellular Biology*, *The EMBO Journal*, and *Nature Genetics*. These are examples of continuing efforts to improve library collections in response to the College community's changing needs.

Special Collections and Resources

In addition to a strong and comprehensive general collection, the libraries also have unique special and digital collections. The [Special Collections](#) unit located within the Marlene and Nathan Addlestone Library holds over 600 manuscript collections related to the history and culture of the South Carolina Lowcountry, and more than 40,000 rare books and pamphlets. One notable collection is the [Jewish Heritage Collection](#), which contains oral histories, manuscripts, artifacts, photographs, and other primary sources that document the Jewish experience in South Carolina from colonial times to the present day. In 2014, Special Collections staff accommodated 1,043 research visits and taught 22 individual class sessions. See [Annual Report](#) for details.

South Carolina Historical Society Collections. In 2014, the libraries formed a partnership with the [South Carolina Historical Society](#) (SCHS) in which the Marlene and Nathan Addlestone Library began housing and providing access to much of SCHS's collections. Founded in 1855, the South Carolina Historical Society is the state's oldest private repository of books, letters, maps, journals, drawing, and photographs about South Carolina history. Through this partnership, the College of Charleston Libraries now provide a richer, more extensive collection of primary source and historical materials to researchers and students.

Unique Digital Collections

The [Lowcountry Digital Library](#) (LCDL) at the College of Charleston produces digital collections and projects that support research about the Lowcountry region of South Carolina and historically interconnected sites in the Atlantic World. The LCDL partners with [17 other institutions](#) throughout the South Carolina Lowcountry and the Atlantic World. By digitizing archival collections and making them publically available, the LCDL helps students, scholars, and a wide range of public audiences develop a better understanding of the history and culture of the South Carolina Lowcountry relative to the nation and the world. As a partner of the South Carolina Digital Library (SCDL), the LCDL contributes digitized collections to the statewide digital library. In 2013, the SCDL was one of only six service hubs asked to participate in a project with the [Digital Public Library of America](#) (DPLA). In 2014, the LCDL [recorded](#) 18,879 user sessions among 12,857 users. See [Lowcountry Digital Library Usage Data Report](#).

State and Federal Depository Collections

The College of Charleston Libraries participate in the Federal Depository Library Program, and in 2015, the Marlene and Nathan Addlestone Library selected 1,588 items for [inclusion in the collection](#). The libraries are also one of 11 academic and public libraries in the state of South Carolina to act as a [repository](#) for state materials. Federal and state materials in print format are fully cataloged and integrated into the general library collection.

Statewide Collections

The College of Charleston Libraries participate in the [Partnership Among South Carolina Academic Libraries \(PASCAL\)](#) and the Carolina Consortium. PASCAL is a formal consortium of 55 academic libraries in the state and provides shared access to electronic resources and borrowing services among member libraries. The Carolina Consortium, composed of libraries in North Carolina and South Carolina, provides cost-effective access to electronic resources. Through the [PASCALDelivers program](#), students and faculty from any PASCAL institution may borrow materials from other member libraries and return them to any PASCAL library location. With this service, students and researchers associated with the College of Charleston have access to over 12 million items owned by PASCAL member libraries throughout the state, in addition to more than 235,000 ebooks.

Marine Resource Collections

The Marine Resources Library has long-standing partnerships with the National Oceanic and Atmospheric Administration (NOAA) and the South Carolina Department of Natural Resources (SCDNR) Marine Resources Research Institute (MRRRI). Through these partnerships, the Marine Resources library has received additional funding for library materials and staff positions, and each agency's library collections have been consolidated into one location, administered by Marine Resources Library faculty and staff. This funding has also allowed the Marine Resources Library to provide more library services, such as reference and interlibrary loan, to all agencies and the College of Charleston community. In addition to offering these services, the Marine Resources Library houses a curated collection of print materials to support research in marine sciences and related areas. In 2014, the [Marine Resources Library](#) held 34,829 volumes and circulated 974 materials.

Assessing the Adequacy of the Library Collections and Supporting College's Academic Programs

The adequacy of library collections is assessed through detailed collection analysis informed by local and national collection development resources (e.g. *CHOICE: Current Reviews for Academic Libraries and Magazines for Libraries*), faculty input, and peer comparisons. To promote faculty participation in the development of library collections, the libraries have a dedicated [liaison program](#), in which each librarian is assigned one or more academic discipline. Liaison duties include assisting with collection development, building course and subject specific research guides, and aiding with instruction at faculty request. To maintain comprehensive collections, the librarians engage in ongoing assessments of the collections and regularly conduct detailed collection assessments for various subject areas. Peer comparisons are frequently incorporated into the reports, and library holdings are evaluated against the holdings of current and aspirational peers to identify areas of the collection in need of more thorough coverage. In addition, reviewers may compare the library's holdings to those in OCLC WorldCat, the world's largest network of library content, for a more global view of the comprehensiveness of the collection. The recommendations from these assessments form the basis for planned growth of the collections. When a collection assessment has been completed for a subject area or discipline, that area receives funds in the following fiscal year to address collection weaknesses that were identified during the evaluation.

As the recent [collection assessment](#) of the library's Religious Studies collection concludes, "the circulation statistics for the monograph collection are rather remarkable. 10,350 out of the 13,332 circulating titles have been checked out at least once. That comes to 78 percent of the materials which translates to a very well-used collection....In comparing both monographs and continuing resources, it is clear that we have a thriving collection of electronic books, journals and databases."

[The Committee on the Library](#) is composed of seven faculty members from the College with a variety of academic backgrounds who evaluate library collections and services and make recommendations for improvement. As the [2015 Library Committee Report](#) illustrates, the Faculty Committee for the Library is informed about changes in the library and involved with evaluating the collections and services offered. An additional forum for faculty input on the libraries is the annual library liaison meeting, in which teaching faculty are invited to the library to meet with librarians, learn of new library collections and services, and provide any feedback or suggestions they may have about the library and its operations.

[The Collection Development Committee](#) consists of members of the Collection Development department,

librarians with liaison and material selection responsibilities, and library administrators. The primary responsibility of the committee is to achieve the goals defined in the [Collection Development Policy](#) of acquiring and maintaining access to materials that support teaching and learning at the College. The committee [meets monthly](#) to review faculty requests for new journal and databases and subscribes to new resources based on criteria such as research need, quality, and scope of the material, and whether the resource supplements the existing collection. In addition, the committee is responsible for establishing trials for faculty-requested electronic resources and reviewing user feedback after completion of the trial to make purchasing decisions. The committee also evaluates new resources and services, and works together to create new workflows and solve issues as they arise.

The libraries support the academic departments by contributing to the accreditation process for new programs and by providing a dedicated [budget](#) to newly established majors and minors each year. Evidence of the adequacy of this method of supporting academic programs can be found in the [National Associations of Schools of Theatre \(NAST\) Visitor's Report from 2013](#). In evaluating the Addlestone Library and its collections, the report states, "It appears to be a technology-based, learning-centered environment. It subscribes to numerous online theatre resources and also uses interlibrary loans frequently with numerous other colleges. The visiting team found it to be well described in the library section of the self-study."

In an effort to keep collections current, the library maintains an [approval plan](#), in which quality scholarly books are automatically invoiced and shipped to the library by our primary book vendor. The books shipped on the approval plan are determined by a profile established by the library with the vendor, which details exactly what type of books to send based on criteria such as intended audience, reviewer recommendations, and geographic focus, and in which subject areas the library collects. This profile is evaluated and updated regularly to reflect the changing research needs of the College of Charleston community. See [Summary of Changes Report](#).

In 2013, the libraries recognized the need to involve usage statistics in collection assessment as a method of more thoroughly evaluating the effectiveness of the e-resource collection. To achieve this goal, a position was created for a Manager of Digital Content, who harvests and analyzes usage statistics from the libraries' database and electronic journal collections and provides this data to the Collection Development Committee to assist in material cancellation and retention decisions. In the 2015-2016 fiscal year, the Manager of Digital Content and a group of faculty and staff compiled usage data on the library's journal and database collections, and identified 46 titles with a combination of high subscription cost and low use as potential candidates for cancellation. Library liaisons then communicated with teaching faculty about these titles, and [faculty feedback](#) was submitted to the Collection Development Committee and incorporated into the committee's decision-making process on cancellation of selected titles. Ultimately, the Collection Development Committee cancelled 11 journal and database titles, for an annual savings of \$36,539.00, with minimal negative impact on faculty and student research.

The Marlene and Nathan Addlestone Library engaged in a large weeding project in 2013 with the goal of eliminating outdated materials from the reference collection and removing duplicate items from the general collection that were accessible electronically. The result of this project was the deaccession of 30,422 items in a variety of formats, including print, microfilm, and microfiche. See other [Withdrawal Project Report](#).

Collections and Resources: Peer Comparisons

The most comprehensive peer comparison data came from the NCES Academic Library Survey, the most recent report being released in 2012. A [comparison to six peer institutions](#) demonstrates the strength of the College of Charleston's library collections. The libraries are first in monographic spending per FTE among peers, and second in serial expenditures per FTE. The libraries are first among its peers in total materials held per FTE.

Library Services

Research and Instructional Services

College of Charleston Libraries provides students, faculty, and staff access to both scheduled and point-of-need research and [instructional services](#) for library and other learning/information resources.

Scheduled instruction includes: a one-credit LIBR 105 Resources for Research course; information literacy sessions comprised of embedded librarian partnerships with the First Year Experience and English 110 and single-session information-literacy special lectures throughout the curriculum; library- and computing-orientation sessions; and instructional orientations and tours. In the 2014-2015 fiscal year, the libraries offered six sections of LIBR 105, enrolling 122 students, 278 information-literacy sessions for 5,194 participants, and 294 orientations and tours for 7,780 participants.

[Point-of-need research and instruction](#) services are offered in person, by phone, and via email through service desks and consultations at each location. In addition, all students, faculty, and staff, regardless of location, have chat, text, phone, and email access to research and instruction services through the online Ask Us service. This virtual service point is jointly staffed seven days a week when classes are in session by College of Charleston Libraries and Student Computing Support personnel in Marlene and Nathan Addlestone Library and offers answers and instruction for general research and computing questions. In the 2014-2015 fiscal year, the Libraries and Student Computing Support provided point of need instruction by answering 38,210 desk questions and conducting 1,128 consultations. Patrons may also search the [Ask Us Knowledge Base](#) for answers to frequently asked questions (FAQs). In FY 2014-2015, published FAQs in the system received 17,179 public views.

Online research guides and tutorials provide additional access to instruction 24 hours a day, seven days a week. In FY 2014-2015, the libraries published 379 research guides, which received [87,136 views](#). Each guide leads researchers to the most critical resources in a subject area. Librarians also developed [guides](#) for use in course-specific classes as well as How-To Guides and guides on Special Topics. The libraries also offered numerous [online tutorials](#), available 24 hours a day, seven days a week. Online tutorials received a total of [3,365 views](#) during 2014-2015.

In the 2015 [library user survey](#), 92 percent of users responded to the question, “Is the library staff helpful, knowledgeable and courteous,” with an answer of either “Very” or “Completely.” In the same survey, 87 percent of respondents said that the library offered “Plenty” or “Enough” assistance on how to use its resources and databases.

Borrowing and Interlibrary Loan Services

All of the College of Charleston library facilities are accessible by members of the College of Charleston community and the general public. In addition to faculty, staff, and students, friends of the Libraries, alumni, visiting scholars, and students from other institutions of higher learning in the Lowcountry may be granted borrowing privileges. The libraries also have relationships with some special groups and local high schools through which students may request borrowing privileges from the College of Charleston libraries. The [Library Borrowing Policy](#) outlines access to library collections for each segment of the College community as well as community partners.

The Marlene and Nathan Addlestone Library also has the following devices available for [checkout](#):

- 20 MacBook Air laptops
- 5 iPod Touches
- 4 Kindles
- 3 Digital Cameras
- 2 Projectors
- Calculators (Scientific and Graphing)
- Cell Phone Chargers
- Laptop Chargers
- Network Cables
- DVI Cables

Additionally, faculty have access to 60 iPads through the iPad Classroom Program, in which faculty may reserve iPads for their classes to enhance student learning. In the 2014 fiscal year, faculty [reserved iPads](#) for 12 different classes.

The Interlibrary Loan Department of the Marlene and Nathan Addlestone Library manages resource sharing

for College of Charleston students, faculty, and staff. This includes traditional interlibrary lending and borrowing and consortial lending and borrowing through PASCALDelivers. The libraries are considered a “net lender” in both [PASCAL and traditional interlibrary loan](#), receiving more lending requests from other institutions than borrowing requests from the College of Charleston community. In 2015, the libraries received 3,334 lending requests and 2,277 borrowing requests through PASCALDelivers. Through interlibrary loan, the libraries received a total of 7,531 lending requests and 4,483 borrowing requests. The libraries had a total fill rate of 62 percent among lending requests and 94 percent among borrowing requests for both services.

The specialized nature of the Marine Resources Library’s marine science collection is reflected by its status as a net interlibrary loan lender. In the FY 2015, the [Marine Resources Library](#) lent 279 items (184 articles and 95 monographs) and borrowed 228 items (206 articles and 22 monographs).

Service for Distance/Online Education Students

All of the libraries’ electronic resources may be accessed remotely by individuals with College of Charleston credentials through the use of a proxy server. Increasing investment in electronic resources has expanded access of the libraries’ materials to College of Charleston’s distance/online learners. The libraries began offering remotely accessible streaming media services in 2012 and have continuously expanded streaming media title offerings since then. In 2015, the libraries began subscribing to a streaming media service via a patron-driven acquisitions model in order to meet the needs of a faculty member who was using films as a teaching tool in her courses and wanted to reduce the out-of-pocket costs to distance students. With broad subject representation, this [service](#) has been heavily used across campus, with 2,508 videos played in the first year. The libraries provide the same reference and instruction services to distance learners as on-campus users through use of the Ask Us Knowledge Base and a number of Web-accessible research guides that provide subject-specific information, research strategies, and training on using library resources. Distance education students also have access to the libraries’ physical collections through Interlibrary Loan. See [Serving Distance Education Students Policy](#). Students living outside of Charleston, Dorchester, and Berkley counties are eligible to have items sent to them through Interlibrary Loan with return postage included. Librarians may also be embedded in specific courses in the College of Charleston’s Content Management System to provide research consultations and tutorials through online social collaboration tools such as Skype and Google Hangout.





Services: Peer Comparisons

The College of Charleston libraries recorded more library reference transactions than any of its peers for which data were available in the [2014 academic year](#). The College of Charleston was third among its peers in total circulation, and third in items loaned through interlibrary loan.














Closing Statement

The College of Charleston is in compliance with Core Requirement 2.0. The College of Charleston library collections, services, and other learning/information resources are appropriate to the degrees offered at the institution, and sufficient to support the institution’s educational, research, and public service programs.

Sources

-  [2014-2015 CofC Libraries Instruction Statistics](#)
-  [2015 User Survey](#)
-  [Addlestone Improvement](#)
-  [Approval Plan](#)

-  [Approval Plan Change History](#)
-  [Ask Us Knowledge Base Views](#)
-  [Budget New Encumbrances 2013-2014](#)
-  [Cancellation Survey](#)
-  [Cataloging Annual](#)
-  [Circulation Annual Report Checkouts](#)
-  [Circulation Annual Report ipad](#)
-  [Collection Assessment Example](#)
-  [Collection Development Committee Minutes](#)
-  [Collection Statistics 2014](#)
-  [Committee on the Library Members 2015-16](#)
-  [Distance Education Policy](#)
-  [Electronic Resources Data](#)
-  [Equipment Checkout](#)
-  [Expenditures 2008-2015](#)
-  [Federal Depository Numbers](#)
-  [Format Serial Collections](#)
-  [ILL Excerpt 2014-2015](#)
-  [Information Desk](#)
-  [Jewish Heritage Collection](#)
-  [Key Databases Review](#)
-  [LCDL About](#)
-  [LCDL Contributing Institutions](#)
-  [LCDL Usage Statistics 2014](#)
-  [lcdl_dpla](#)
-  [Liaison Program Overview](#)
-  [Library Borrowing Policy \(#15\)](#)
-  [Library Collection Development Policy](#)
-  [Library Committee Report 2015](#)
-  [Library Committees 2015-16](#)
-  [Library Org Chart](#)
-  [Materials Budget 2015-2016](#)
-  [MRL ILL Stats](#)
-  [MRL Print Holdings](#)
-  [Nast Report 2013](#)

-  [Online Research Guides](#)
-  [Online Research Guides Views](#)
-  [Online Tutorials](#)
-  [Online Tutorials Views](#)
-  [Pascal](#)
-  [Pascal Delivers](#)
-  [PDA Kanopy](#)
-  [Peer Collections Comparisons 2014](#)
-  [Peer Comparisons 2012](#)
-  [Services Peer Comps](#)
-  [Special Collections About](#)
-  [Special Collections Annual](#)
-  [State Depository Library](#)

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") offers a number of student support services to ensure the positive acclimation, transition, and continued matriculation of enrolled students. Co-curricular involvement in campus programs, organizations, and activities allows students to form a strong connection to the College community and further their learning and growth beyond the classroom setting. To promote student learning and enhance the development of all students, support services are provided that promote involvement, career exploration and development, technological expertise, personal health and wellness, mental clarity and emotional stability and, healthy choices, and also ensures the safety of all students. These student support services are critical to the overall well-being of students and consistent with the College's institutional mission, which emphasizes the role of the College in helping students realize "their intellectual and personal potential."

The Division of Student Affairs, under the oversight of the executive vice president, has the primary student support responsibilities. These support units actively seek student input in the creation and development of programs and services. Information about student needs, expectations, satisfaction, and challenges is collected throughout the academic year and helps provide direction in the creation and implementation of programs and services. This information is shared through [annual reporting](#) and [dashboard statistics](#).

Student feedback is also used to enhance the quality of programs and services currently offered. For example, a program survey for the Higdon Student Leadership Center's freshmen leadership program, [Cougar Excursion](#) identified 98% felt more equipped to begin their college career after attending the program.

Additionally, the [National Survey of Student Engagement](#) (NSSE) is conducted periodically. The [data](#) from this survey is reviewed by the various units and used for improvement. For example, [results](#) from NSSE administered by the College in 2013 was shared with Student Affairs Leadership Team members at an annual retreat and shared with Board of Trustee members through regular committee meetings. All units also engage in continuous improvement through strategic planning and [institutional effectiveness assessment](#) processes.

The first section of this narrative focuses on the Division of Student Affairs units. Additionally, there are several units of Academic and Student Athlete Services that complete the full scope of the College's student support services compliance. The second section focuses on those units.

Student Affairs Student Support Services

Departments that Support Student Extracurricular Involvement and Campus Life

Campus Recreation Services. The [mission](#) of Campus Recreation Services is to provide a variety of activities that contribute to the overall health and well-being of the College community. This mission is realized by offering intramural sports in a number of individual and team sports, sports clubs for individuals with an interest in a particular sport, open recreation opportunities through various campus and off-campus facilities, structured and non-structured fitness and instruction opportunities, and student employment opportunities. The [Campus Recreation Services](#) web pages give a thorough overview of the program's offerings.

Campus recreation services uses several methods to ensure student needs and interests are met through active memberships in national and state associations, and strong collaborative relationships with local universities.

Civic Engagement. The Center for Civic Engagement's [mission](#) is to contribute to the holistic development of the College's students and to cultivate in them a passion for positive social change through the use of education, service, and critical reflection. The [center](#) currently host a number of programs to engage students into service through Alternative Breaks, annual volunteer events, or reoccurring service opportunities with one of several community partners. Additionally, the center supports a [Bonner Leader Program](#); a four-year civic leadership and development program highlighted by weekly training and reflection activities in their performance of 300 hours of community service.

Fraternity and Sorority Life. The mission of [Fraternity and Sorority Life](#) is to promote student development by providing opportunities for scholarship, community service, campus involvement, leadership, and fraternal friendship and by ensuring all members a high-quality and safe undergraduate experience. The staff provides advisement and educational initiatives to more than [2,000 students](#) in [27 organizations](#) across three councils. This advisement and training focuses on the areas of academic support, community service, community involvement, leadership development, and fraternal friendship.

Through a formal chapter assessment process, student interests and needs are measured. The [Greek Community Standards](#) Program was developed in 2014 to give staff and students a larger picture about the health of the organizations and the community as a whole.

Higdon Student Leadership Center. The [mission](#) of the Higdon Student Leadership Center is to provide opportunities designed to empower responsible student leadership in order to enrich the community while also promoting positive citizenship and the holistic development of students. The center's vision is that all students will learn that leadership skills are life skills and that leadership is a process, not a position. The mission and vision are demonstrated with student participation in a series of leadership development programs.

The [Higdon Student Leadership Center](#) provides programs that create opportunities for student involvement and learning through individual and group leadership activities. The goal of assisting students in their overall development is an integral part of the leadership efforts implemented within the center.

Student Life. The [Office of Student Life](#) is committed to providing programs, services, resources, and facilities to students, recognized student organizations, the campus community, and off-campus guests. Seven full-time professional staff members facilitate co-curricular learning through graduate assistantships, student employment, and the advisement of student organizations to support the holistic development of the individual student and build community within the campus environment. The Office of Student Life also provides administrative support to recognized student organizations (including all the student media groups called [CisternYard Media](#)) and their faculty/staff advisors. More than 250 recognized [student organizations](#) provide opportunities for engagement and co-curricular learning.

The office coordinates a variety of programs and events throughout the academic year, including [Welcome Week](#), the annual [Student Organizations Summit](#), and [Family Weekend](#) and also collaborates with other campus units to sponsor additional activities, including speakers, concerts, and cultural celebrations.

The Office of Student Life is housed within the Theodore S. [Stern Student Center](#). The facility offers meeting and conference facilities, study lounges, a commuter canteen, a game room, automated teller machines, email stations, and food service options. During the academic year, the Stern Student Center is open 107 hours per week and is available for use beyond regular operating hours for special events by reservation. In addition to the Stern Student Center, the Office of Student Life also manages and reserves five other venues on campus for use by on - and off-campus groups.

Departments for Distinctive Populations

Multicultural Student Programs and Services. The Office of Multicultural Student Programs and Services (MSPS) [mission](#) is to provide a safe haven for students to develop connections with other students. The program exists to help students be successful; provide advocacy, support services, and culturally based

programs that educate about diversity and multiculturalism and to empower them to be agents of social change in an increasingly diverse and global community. MSPS staff work to retain multicultural, first-generation, and historically underrepresented student populations and enhance multicultural awareness of all students.

[Programs and services](#) include providing additional academic and personal counseling, advocacy, peer mentoring, making referrals, offering leadership training, and locating community-service opportunities. The staff also helps students search for internships, scholarships, grants, and other financial assistance that students can study and work, both at home and abroad.

Center for Disability Services. The [Center for Disability Services](#), (CDS-also known as “Students Needing Access Parity,” or “SNAP”) is dedicated to ensuring that all programs and services of the College are accessible. [Reasonable and appropriate accommodations](#) specific to individual needs are provided based on the psychoeducational assessment or medical documentation.

Departments that Support Quality of Campus Life and Student Outreach

Career Center. The [mission](#) of the Career Center is to educate, develop, and assist students in successfully meeting the challenges of the ever-changing work environment for which they are preparing. This mission is accomplished through a centralized and comprehensive career center serving the entire campus, and meeting the career needs of all students - from entering freshmen through alumni. The Career Center's [website](#) contains information regarding services available. [Brochures and guides](#) to academic and career planning, finding employment, creating a LinkedIn profile, along with an extensive career planning guide, are available through the Career Center.

Counseling and Substance Abuse Services. The [mission](#) of the Office of Counseling and Substance Abuse Service (CASAS) is to increase student psychological resilience and personal growth to support persistence and success in school. Staff members offers a variety of skills besides traditional counseling, including art therapy, yoga instruction (now twice a week throughout the school year), and a state-of-the-art testing center for attention and learning difficulties. Three staff members have expertise in assisting students with substance abuse disorders, and they evaluate mandated students sent from the dean of students due to alcohol and other drug violations. Several staff members also teach classes for the Department of Psychology and/or Department of Health and Human Performance. CASAS also has a dynamic volunteer counselor program -[Cougar Counseling Team](#) - where volunteers are screened, trained, and mentored to assist student clients with issues that do not require a degreed mental health professional.

CASAS has 11 professional staff, four Ph.D.'s, five M.A.'s, one psychiatrist (two days a week), and one health educator. Staff provide evidence-based psychotherapeutic treatments, usually through individual therapy, group therapy, and psycho-educational groups offered each semester.

Determining [needs](#) of students is based on their requests when coming in for [counseling](#), data summaries from their intake information, reviews of common issues as presented by staff members and its distribution of the annual survey from the American College Health Association.

Dean of Students. The [dean of students'](#) team advocates for students, assists students in need, recognizes student achievement, and holds students accountable for their actions. Staff, faculty, and students, in collaboration with the dean of students, create, review, disseminate, and enforce the College's rules and policies encompassed in the [Student Handbook](#). These rules and polices uphold and protect student rights and responsibilities. The dean of students is responsible for oversight of the student honor system. The Office of the Dean of Students manages the campus [Behavioral Intervention Team](#) (Students of Concern).

The Office of the Dean of Students joined the Office of Undergraduate Academic Services (UAS) in promoting an on-line reporting system called FAST ([Faculty/Staff Assisting Students in Trouble](#)). The decision to promote FAST was based on conversations within the Students of Concern Committee, reviews of best practices in creating a culture of reporting, and informal feedback from students served by the Office of the Dean of Students. Both offices also analyze data regularly about who reports and for what purposes.

Residence Life. The [mission](#) of the Department of Residence Life is to create engaging, supportive, and

inclusive communities that foster academic achievement, personal development, and student involvement. Residence life supports the mission of the college by providing support staff, resources, events, and avenues for involvement for students in order to enrich their experience inside and outside of the classroom.

The Department of Residence Life is responsible for all live-in staff, programming and educational initiatives in the residence halls, and [residential student rights and responsibilities](#). Residents have the opportunity to participate in a wide variety of residence hall, community service, social, developmental, and educational programs. During the school year, the resident assistants follow a community development-programming model developed by the Residence Life Leadership Team. This model is centered on teaching students the concepts of positive citizenship and the value of involvement. Students acknowledge during the check-in process that they will read and become familiar with the primary guiding document for policies and procedures, the [Guide to Residence Living](#). The [ACHUO-I/EBI survey](#) has been the primary assessment tool to determine student needs and interests.

Student Health Services. The purpose of Student Health Services (SHS) is to provide quality health care to all enrolled students in an ambulatory setting. The SHS [mission](#) is to support wellness and, to provide early diagnosis and treatment of the conditions that students have or develop while in attendance at the College in a supportive, inclusive environment. Additionally, SHS hopes to develop in the students an awareness of the importance of regular health maintenance, and to impart the knowledge of how to utilize available health care in a timely and cost-effective manner. SHS supports the College's mission of a high-quality education through one-on-one encounters with students; each patient encounter is seen as an opportunity for health education.

SHS meets the needs of students enrolled at off-campus sites by preparing them for foreign travel with a comprehensive traveler's [health consultation service](#). Students traveling for a wide variety of reasons such as, overseas study or to participate in service learning projects, benefit from these consultations, which include expert travel advice, immunizations, and preventative medications. The SHS professional staff consists of board-certified physicians, nurse practitioners, physician assistants, and registered nurses.

Additionally, [SHS](#) provides comprehensive information about our services, information on how to access these services and extensive health information that students can utilize for self-care. Additionally, the SHS [website](#) provides information for alternate locations for care when the clinic is closed.

Victim Services. The [Office of Victim Services](#) (OVS) contributes to the mission of the College by supporting/addressing the well-being and safety of any enrolled student who may become the survivor of a serious, violent, or felonious crime - incidents which have the potential to impact the student's quality of life, disrupt the student's academic performance, or derail his/her education altogether. Operating in a framework that is confidential, knowledgeable, sensitive, and victim centered, state -certified victim service providers offer high-quality, comprehensive, confidential services 24 hours a day, seven days a week, 365 days a year, which empowers the survivor to quickly regain his/her autonomy.

In addition to providing comprehensive victim assistance, OVS initiated 1 in 4 and Safe Campus Outreach, Prevention and Education ([S.C.O.P.E.](#)) peer education teams. OVS has an educational component that reaches the student population and improves awareness of sexual misconduct, how to report a crime, confidential victim assistance, and victimization issues affecting college students: risk reduction, primary prevention, and bystander intervention.

Academic Experience Student Support Services

Living and Learning Communities

[Living and learning communities](#) (LLC) bridge in-class student learning opportunities and out-of-class residential environments, which heighten student intellectual and personal growth. They are designed to integrate curricular and co-curricular experiences, which enhance classroom learning. The LLCs emphasize active participation in academic and social programs relevant to each resident in a healthy, holistic, and safe environment.

These independent living environments have a resident assistant within the house who is responsible for on-going academic-and-social themed programming and overall resident safety. The houses have additional

faculty oversight and support from either an academic department or specific school.

Orientation for New Students

[Orientation programs](#) are designed to assist all new and readmitted students and their families through educational programming and services that enhance the overall curricular and co-curricular experience. The new student orientation program supports the mission of the College of Charleston by introducing students to a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom.

All new students attend a two-day [orientation program](#) offered ten times during the summer and once in January. Orientation sessions provide opportunities for students to meet other new students, discuss academic requirements, attend various interest sessions (these sessions include getting involved on campus, living on campus, study abroad, budgeting, Title IX requirements, respecting individual differences, using MyCharleston, etc.), meeting with academic advising, and registering for classes.

Information for students and families about orientation, campus office information, and the services they provide can be accessed from the New Student Guide (powered by [Guidebook](#)). The Guidebook program has options for viewing the information online or through the app for iPhone, Android, and Blackberry.

Summer Preview

[Summer Preview](#) provides a supportive environment for incoming first-year students who want to explore their new learning environment and get a head start on their college experience. Students participate in a variety of experiences within close proximity to the College of Charleston campus with the focus being on learning about Charleston and its surroundings. Peer mentors, who participated in the program in the past, help participants understand how to successfully navigate through their new academic environment and handle the social transition they may encounter upon entering college. A variety of Summer Preview themes are available for students to choose from based on their interests. The Office for the Academic Experience staff, faculty, and student peer mentors support participants during this program.

Veteran and Military Services

The Office of [Veteran and Military Student Services](#) serves veteran and military students while facilitating a successful transition from a military environment to campus life. This is achieved through collaboration with local, state, and national veterans support organizations in conjunction with promoting student connections and a sense of community through peer-to-peer support and veteran-centered events and activities. By providing veterans with [contacts](#) at the College of Charleston, the institution creates a more veteran-friendly environment, which in turn, will have a positive impact on the success of military students.

Additional [resources](#) for veterans are provided through Counseling and Substance Abuse Services. The Office of Financial Assistance and Veterans Affairs provide information regarding [veteran benefits](#). A veterans affairs coordinator is available to help veterans with enrollment certification, determining benefit eligibility, and monitoring academic progress.

Green Zone training, which is modeled on the Safe Zone program, is offered to faculty and staff to enhance their multicultural understanding of the military culture to better serve student veterans on campus.

Programs that Serve and Support Student Athletes

Learning Specialist

The [Learning Specialist](#) role is to assist student-athletes with diagnosed learning disabilities connect with the [Center for Disability Services](#) and to assist in the process of obtaining approved accommodations and using them effectively.

Student Athlete Affairs Program

The [Student-Athlete Affairs](#) program at the College of Charleston provides comprehensive guidance in regards to personal and professional growth for its student-athletes. The customized programming focuses on the areas of career development, personal growth, and community service. In doing so, this student-athlete development program combines the service, career and personal development opportunities of the program with the student-athletes' athletic and academic experiences.

Other Departments Providing Student Support Services

Center for International Education

The [Center for International Education](#) (CIE) serves as the general resource on campus for all international matters that include support services for [international students](#). This office provides new and [current students](#) with access to important [resources](#).

Public Safety

The [Department of Public Safety](#) offers an array of [services](#) to students that promote crime prevention, campus safety, and campus outreach. Several programs, such as [bicycle registration](#), [computer registration](#), and [Operation Identification](#), provide methods for students to keep their property safe. Other programs such as the [Rape Aggression Defense System](#) (R.A.D.), National Campus Safety Awareness Month, [annual security report](#), [crime prevention](#) presentations, [campus escort service](#), and community alert notices provide students resources and tools to enhance their personal safety.

Fire and Emergency Management Services

The [Department of Fire and Emergency Medical Services](#) (EMS) is dedicated to protecting life, property, and the environment through rapid efficient emergency response, proactive code enforcement, fire prevention methods, and public education on fire and life safety issues. A variety of [services](#) are provided, including emergency medical services, CPR, and first aid training, and the office offers the Health Occupations Basic Entrance Test. In 2010, the College of Charleston Fire and EMS became the first volunteer campus EMS organization to be licensed by S.C. DHEC as an EMT first response organization.

Financial Assistance and Veterans Affairs

The Office of Financial Assistance and Veterans Affairs works with all [students](#) on administering scholarships, grants, loans, work study, and Veterans benefits.

Student Computing Support

Information Technology (IT) [Support Services](#), the support division of IT, exists to support everyone at the college who is using technology. IT supports students in a variety of methods. First, helpdesk is the primary point of contact for students to report problems with technology, including college-run systems, such as OAKS, MyCharleston, the College website, wireless network access, and to receive assistance with these systems or with their credentials, which they use to access these systems.

Services are advertised through emails sent to the campus community, the IT website at and the [Student Computing Support](#) (SCS) blog which is presented to students during orientation. The blog is the default homepage for computers located in the Addlestone Library, so this resource is presented repeatedly to students throughout the year.

Parking Services

Students are assigned parking based on the number of cumulative credit hours earned and on file with the Office of the Registrar at the time that assignments are made. Students living on campus who have fewer than 60 cumulative credit hours earned and on file with the Office of the Registrar at the time that assignments are made are not eligible to apply for parking. [Parking Services](#) provides information on alternative parking and accessible parking on their website.

Off-Campus Instructional Sites

The College of Charleston North Campus

Student Support Services. The [North Campus](#) provides a variety of student support services that are consistent with its mission to support student learning, enhance the educational experience, and contribute to the achievement of teaching and learning outcomes for faculty and students.

[School of Professional Studies](#) (SPS) provides student resources and [support services](#) including specialized admissions, transfer credit evaluation, departmental advising, career exploration and development, technological expertise, scholarship and financial aid assistance, and programming to ensure the safety of all students. These services are critical to the overall well-being of students.

SPS Career Center. The mission of the SPS Career Center is to provide career-related services and resources to undergraduate students. This mission is accomplished through centralized career services for adult students. Within the SPS, the Bachelor of Professional Studies (BPS) degree completion program has an online information portal in OAKS. The SPS Career Center uses this information hub to inform students of current job openings, internships/co-op opportunities, and career-related events. [Services](#) are offered through the SPS career advisor.

Center for Disability Services. Information about SNAP services is available from academic advisors. All SPS students have access to these services at the downtown/main campus.

Counseling and Substance Abuse. All SPS students have access to these services at the main campus.

New Student Programs (Orientation). The SPS new student orientation provides programs and services to newly admitted transfer and readmitting undergraduate students to facilitate their transition into the College, prepare them for the institution's educational opportunities, and initiate their integration into the institution's intellectual, cultural, and social climate.

Financial Aid. All SPS students have access to these services via the main campus.

Security. The North Campus has security personnel on site 24 hours a day, seven days a week. This combined with security cameras that monitor the property inside and out and regular patrols and monitoring by the North Charleston Police Department and College of Charleston's Public Safety officers keep the North Campus safe and secure. On-site security is provided by a security firm that works closely with campus police and local fire and police. An officer is on campus Mondays through Fridays from 5 p.m. to 10:00 p.m. and on Saturdays from 7:00 a.m. to 7:00 p.m.

Student Computing Support. The College of Charleston North Campus and the Lowcountry Graduate Center (LGC) employ two technologists to assist students, staff, and faculty as needed. All North Campus students also have access to these services via the main campus.

Grice Marine Laboratory

The [Grice Marine](#) facility offers student support services through many [resources](#) for research, [temporary housing](#), and mechanisms from computers to boats for student exploration.

Lowcountry Graduate Center (LGC)

The Lowcountry Graduate Center (LGC) offers [graduate programs](#) from five major universities with classes held at the North Campus. Many support services are offered with [library services](#), [tutoring](#), and student [meeting and lounge space](#).

Distance Education

[Students completing online coursework](#) can access information on various student support services via multiple communication channels. Department professionals use e-mail, Skype, Facebook, Twitter, [OAKS](#)

[postings](#) and other methods to communicate with students away from campus. Documents are sent in the form of PDFs attached to emails sent from a student's official College of Charleston email address. Several office-related forms are available on-line and can be completed and sent through the College of Charleston secure portal.

Some student support services would generally not be used by students taking only online coursework due to the nature of their service such as living and learning communities, residence life, summer preview, fraternity and sorority life, student health services, campus recreation services, and fire and emergency management services. However, other student support services, such as the Career Center, the Center for Disability Services, the Office of Counseling and Substance Abuse Services, the Center for Civic Engagement, dean of students, the Higdon Student Leadership Center, the Office of Multicultural Student Programs and Services, new student programs, parent services, public safety, student computing support, student life, veterans services, and victim services rely heavily on websites to inform all students of activities and services available.

Examples of student support services for the online student include:

- The Center for Disability Services' website provides information about all application and other procedures, FAQs for faculty and students, and many other resources. Forms are available on the website and may be submitted electronically to the SNAP email address for processing. The Center for Disability Services provides phone appointments for those students who are unable to come to campus and can dialogue via email or other technologies upon request.
- The Career Center has resources accessible via its website, including assessments, student employment information and access to sign up for orientations, job search links, graduate school information, internship information, interview information and a mock interview interactive tool, global travel and career tool, career spot videos, and many others. Additionally, the Career Center inbox allows for communications back and forth between students as well as secure transmission of documents for review and advisement.
- The Office of Fraternity and Sorority Life, in partnership with the Center for Student Learning has an academic enhancement module available for student use through OAKS. The completion of this module is required for all incoming new members of Interfraternity Council organizations.
- The Office of New Student Programs offers information to students in online courses through the orientation website. The website provides information for new students in the quick links section of the site, as well as program descriptions and contact information.



































Closing Statement

The College of Charleston is in compliance with Core Requirement 2.10. The College provides a wide variety of student-support programs and services consistent with its mission. Designed to enrich the living and learning experience of all students, the College's student-support programs, services, and activities help students reach their educational, personal and professional goals and develop leadership skills. Students across all of the College's off-campus instructional sites have access to the variety of support services described.

Sources

-  [Annual Security Report 2015-2016](#)
-  [Athletics Academic Services List](#)
-  [Bike Registration Form](#)
-  [Bonner Leader Program](#)
-  [Campus Recreation Mission Statement](#)
-  [Campus Recreation Services](#)
-  [Campus Safety Escort](#)

-  Career Center
-  Career Center mission
-  Career Center Help Guides
-  Center for Civic Engagement
-  Center for Disability Services SNAP
-  Center for Disability Services Brochure
-  Center for International Education
-  CisternYard Media
-  Clubs and Organizations
-  CofC North Campus Student Services
-  Compliance Assist
-  Computer Registration Form
-  Cougar Counseling Team
-  Cougar Excursion Post-evaluation Results (2015)
-  Counseling and Substance Abuse Services
-  Counseling and Substance Abuse Services Mission
-  Counseling Overview
-  Current International Students Resources
-  Dean of Students
-  Emergency and Alternate Care
-  Family Weekend
-  FAST
-  Financial Aid Students
-  Fire and EMS Mission and Goals
-  Fire EMS Services
-  Fraternity and Sorority Life
-  Greek Community Standards
-  Greek Organizations and Councils
-  Greek Report (Spring 2016)
-  Grice Housing
-  Grice Marine Laboratory
-  Grice Resources
-  Guide to Residence Living 2015-2016
-  HSLC Mission
-  HSLC Programs

-  [IE Assessment page](#)
-  [International Student Resources](#)
-  [International Students](#)
-  [InterviewStream - Practice](#)
-  [Library Information Lowcountry Graduate Center](#)
-  [Living and Learning Communities](#)
-  [Lowcountry Graduate Center facilities and services](#)
-  [Mission Civic Engagement](#)
-  [Mission Statement and Goals MSPS](#)
-  [Multicultural Student Programs and Services](#)
-  [MyCharleston](#)
-  [New Student Programs Guidebook App](#)
-  [New Student Programs Orientation Overview](#)
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-  [New Student Programs Summer Preview](#)
-  [North Campus Services](#)
-  [North Facility Rental](#)
-  [NSSE - College of Charleston](#)
-  [NSSE 2013 Snapshot](#)
-  [OAKS postings](#)
-  [Online Learning](#)
-  [Operational Survey Results](#)
-  [OVS Mission](#)
-  [OVS Scope](#)
-  [Parking Services](#)
-  [Programs Lowcountry Graduate Center](#)
-  [Public Safety](#)
-  [Public Safety Crime Prevention Updates](#)
-  [Public Safety Rape Aggression Defense System](#)
-  [Public Safety Services](#)
-  [Public Safety Crime Prevention Updates](#)
-  [Residence Life Mission](#)
-  [Residential Student Rights and Responsibilities](#)
-  [School of Professional Studies](#)

-  [Statistics NSSE 2013 March 20 2014](#)
-  [Stern Student Center](#)
-  [Student Affairs Dashboard Statistics \(2015 2016\)](#)
-  [Student Affairs Division Annual Reports 14-15](#)
-  [Student Athlete Affairs](#)
-  [Student Computing Support](#)
-  [Student Computing Support Information Technology](#)
-  [Student Handbook 2016-2017](#)
-  [Student Health Services \(SHS\)](#)
-  [Student Health Services Mission](#)
-  [Student Life Mission](#)
-  [Student Organization Summit](#)
-  [Students of Concern](#)
-  [Travel Medicine Clinic](#)
-  [Tutoring Lowcountry Graduate Center](#)
-  [Veteran and Military Student Services](#)
-  [Veteran Benefits](#)
-  [Veteran Campus Resources](#)
-  [Veterans Affairs](#)
-  [Welcome Week](#)

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions."

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Compliance Status

The College of Charleston (hereafter, "College") will comply with this standard once FY16 audited financial statements and the auditor's report are made available in October 2016. The discussion below and submitted documents relate to FY15 data. The audited financial statements and auditor report is included in the Comprehensive Annual Financial Report. The College's FY17 budget was approved by the College of Charleston Board of Trustees on June 13, 2016.

The College maintains a sound financial base and demonstrates financial stability for the support of the mission and scope of its programs and services as evidenced by: an institutional audit and management letter by an independent certified public accounting firm; a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and the creation of an annual budget that is preceded by sound planning, that is subject to sound fiscal procedures, and is approved by the College's Board of Trustees (hereafter, "College Board").

Financial Statements and Audit

The College is under contract with Elliot Davis Decosimo, LLC, certified public accountants, to conduct its annual external financial audit. The contract is approved by the South Carolina State Auditor's Office. Each year the College prepares and publishes a variety of audited financial statements, including the [Comprehensive Annual Financial Report \(CAFR\)](#), a [Statement of Revenues and Expenses of the Intercollegiate Athletic Program](#), and the [Office of Management and Budget \(OMB\) Circular A-133 Report of Federal Programs](#).

The CAFR contains a variety of significant facts, in addition to the basic financial statements and required supplementary information. Included in the College's CAFR are the discretely presented financial statements of two component units: the College of Charleston Foundation and the College of Charleston Cougar Club. An external audit conducted in accordance with auditing standards generally accepted in the United States and

the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States of America, certifies the reliability of the reported information. The Independent Auditors' Report substantiating the fair presentation of the financial position and operating results is contained in the CAFR. The opinion included in the most recent [Independent Auditor's Report, dated June 30, 2015](#), is that the College's financial statements present fairly in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the College, and the respective changes in financial position and, where applicable, cash flows in accordance with generally accepted accounting principles (GAAP). The audit reports for fiscal years 2013 and 2014 also included unmodified opinions in regards to the financial statements. Elliott Davis Decosimo, LLC also provides an [annual report to the College Board](#), which summarizes certain matters required by professional standards to be communicated to the Board. This document serves as a management letter for the College.

All institutions of higher education are required to submit audited financial statements by October 10 of each year for inclusion in the State of South Carolina's CAFR, subjecting them to additional rigorous examination by other independent auditors. To meet the primary objective of accountability of financial reporting, the College prepares its financial statements in conformity with GAAP. Equally important, the financial accounting and reporting system meets the principles of the Governmental Accounting Standards Board (GASB), including applicable pronouncement and complies with standards set by the American Institute of Certified Public Accountants (AICPA). Finally, in the absence of direction from GASB and AICPA, the fiscal staff obtains further guidance and clarification from the National Association of College and University Business Officers (NACUBO). Two examples of guidance used from NACUBO are the calculation of [Scholarship Discounts & Allowances](#), and the [use of functional expense classifications in Note 15 of the CAFR](#).

The Statement of Revenues and Expenses of the Intercollegiate Athletic Program is prepared in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 3.2.4.16. In addition, OMB Circular A-133 Report of compliance with requirements applicable to each major program and internal control (along with the schedule of expenditures of federal award programs) is required by the Single Audit Act of 1984 as amended in 1996.

Statement of Financial Position of Unrestricted Net Assets

Each fiscal year, the Controller's Office (a unit of Fiscal Services within the the Division of Business Affairs) prepares, publishes, and distributes the College of Charleston Comprehensive Annual Financial Report. Unrestricted net assets represent resources derived from student tuition and fees, appropriations, and sales and services of educational departments. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services to student, faculty, and staff. Unrestricted net assets may be expended for any lawful purpose of the institution. Included is a [five-year statement of unrestricted net assets excluding plant assets and plant-related debt](#). Unrestricted net assets increased by \$13.8 million between FY11 and FY13. Unrestricted net assets decreased by \$156.8 million between FY13 and FY15, creating a deficit balance of \$99.8 million. This decrease is mostly attributed to the implementation of GASB Statement 68, Accounting and Financial Reporting for Pensions (An Amendment of GASB Statement No. 27) in FY15. The implementation of the statement required the College to record a beginning net pension liability and the effects on unrestricted net position of contributions made by the College during the measurement period. The College has provided a revised [Statement of Unrestricted Net Position, excluding the effects of GASB Statement 68](#) to show what the underlying results would have been without the implementation of the new accounting standard. While total net position would have increased by \$9.2 million, unrestricted net position would have decreased by \$13.4 million. This is due to a shift between unrestricted net position and the net investment in capital assets. The College purchased a building for \$5.0 million, and completed two major renovation projects during FY15 using unrestricted funds. It is important to note that the College is not legally responsible for funding the net pension liability, but is required to record a proportionate share in its financial statements to be in compliance with GAAP ([Section 9-1-1110. Obligations of employer annuity accumulation fund](#)). The South Carolina Public Employee Benefit Authority administers the state-wide retirement systems in which the College participates.

Budgeting

The College prepares on an annual basis a budget that provides reasonable estimates of revenues and expenditures. The budgetary process encompasses all operating budgets of the College to include educational

and general activities, the operations of auxiliary enterprises, and all sponsored program activities. The operating budget is funded by state appropriations, student tuition and fees, other generated revenue, and restricted grants and contracts. Executive management, academic officials, and department heads contribute to the development of a [programmatically budget](#), which is presented to the College Board for approval. Any subsequent adjustments or revisions to the approved revenue and/or expense budget are presented to and approved by the College Board on a quarterly basis.

External - State Funding Budget Process

The process for developing the annual state budget request begins one year prior to the start of the fiscal year under a calendar of activities set forth by the State of South Carolina. These activities occur between October and June of the prior fiscal year.

- The College submits an Agency Budget Plan to the Executive Budget Office within the South Carolina Department of Administration. This plan includes requests for recurring and non-recurring appropriated funds, as well as capital funds for new construction or renovations. Items from the Agency Budget Plan are submitted for possible inclusion in the governor's budget. In addition to the Agency Budget Plan, the College reports prior year actual revenues and expenditures.
- The governor's executive budget is submitted to the General Assembly.
- The South Carolina Legislature approves a State Appropriations Bill, which provides recurring and/or non-recurring state funding, and approves estimates of generated revenues as provided by the College.

Internal - Development of the College's Operating Budget

By early winter, the Enrollment Revenue Team (comprised of the provost, executive vice president for business affairs, vice president for administration and planning, vice president for fiscal services, associate vice president for budgeting & payroll services, assistant vice president for admissions, director of financial aid, and associate vice president for institutional research) begins meeting. The actual fall enrollment data are compared against the forecast/model and assumptions used to develop the current year revenue estimate and budget. Discussion begins around what is known, in context with historical data and trends, planned programmatic changes, and new initiatives or evolving strategies for admissions and financial aid. Considering how all of this might affect enrollment, the College administration begins to develop preliminary predictions of enrollments, including shifts in the in-state/out-of-state mix, and projects consequential revenue and expense increases/decreases that might occur for the upcoming fiscal year. This early forecast/model is updated periodically and becomes more final when actual spring enrollment is available in late March or early April.

Concurrently, budget requests are prepared within the individual functional divisions of the College. Because of the decentralization of budgeting, each of the executive vice presidents and division heads may approach this process differently. The requests represent issues that support the strategic goals and initiatives of the College as well as the ongoing operational needs of the divisions.

The [process for developing the 2015-16 budgets for the Division of Academic Affairs](#), including the various academic schools, was presented by the Faculty Budget Committee and is included here.

Another example of an in-depth planning and budget process is that of the Division of Information Technology (IT).

As recommended in the Huron Report, completed in October 2012, an Information Technology Planning Committee was formed in January 2013 to begin the process of prioritizing the fiscal year operational goals for IT, which was then used to develop the 2013-14 IT budget request.

Following that effort, the IT Technology Planning Committee was reconstituted as the Information Technology Strategic Planning Committee (ITSAC) with the ultimate purpose of creating a viable, functional strategic plan for the next three fiscal years, and to set in place the means of annually refreshing that plan on a rolling basis. The goal of this new, more strategic approach was as follows:

- To align investment of IT resources and talent to best support the College's Strategic Plan;
- To engage constituents and College leadership in articulating the campus' most important requirements

- and expectations for availability and utilization of technology;
- To create annually an IT budget request that aligns with the first two goals above.

The process being followed is graphically presented in the [FY17-19 IT Strategic Planning Process](#) and the [ITSAC FY17-19 Planning Cycle](#) documents.

Following a review of the College's Strategic Plan, the College's executive team produces an Annual Action Plan during the spring semester. The [Annual Action Plan](#) facilitates the development of the College's annual operating budget for the upcoming fiscal year by identifying areas in which new spending either will be required by state law, necessitated by unavoidable inflationary increases, or recommended from the budget process in support of the College of Charleston's Strategic Plan.

The Annual Action Plan is summarized in four sections: Section One describes new spending that may be mandated by the State of South Carolina for the upcoming fiscal year, based on information available at that time. It is assumed the projected recurring funds will be supplied by generated revenues, rather than by state appropriation (and in lay terms as "unfunded mandates"). Section Two outlines recurring inflationary spending that cannot be avoided by the College. Section Three lists the recurring individual action items that are recommended by College management in support of the Strategic Plan. Section Four lists the non-recurring individual action items that are recommended by College management in support of the Strategic Plan.

The draft Annual Action Plan is presented to the College Board at its April meeting. In May, the Budget and Finance Committee of the College Board participates in a budget workshop to review a preliminary draft of the upcoming year's revenue and expense budget, which is presented by the executive vice president for business affairs. This allows time for questions, or requests for additional information, prior to a formal meeting of the Budget and Finance Committee in which a [resolution to approve a final budget and proposed tuition and student fees schedule](#) is approved and then presented to the full College Board in June for approval.

The timing of the process anticipates that the South Carolina Legislature will have passed the State Budget, and the College incorporates any changes resulting from that action into the final budget.

During the fiscal year, the Budget and Finance Committee of the College Board receives monthly budgetary data. Additionally, the [full College Board receives budget data quarterly](#), including a schedule of budget adjustments, which is presented for its review and approval.

This ensures that the College Board is informed, engaged, and active participants in the fiscal direction and stability of the College.

Further evidence of the College's ability to ensure a stable and sustainable financial position, was the prompt and decisive action taken to address the fiscal effects of the 2015- 2016 enrollment shift. As noted earlier, revenue forecasts for budgetary purposes are based on the projections of enrollments, entering freshmen and persisting students as well as the mix of in-state and out-of-state students. In fall 2015 the fiscal indications of a slight decrease in students, as well as a shift in the in-state/out-of-state mix, began to appear. The College's administration, with the support of, and [approval](#) by, the College Board, took immediate action to revise the revenue budget, as well as expense budgets, to ensure that the College was operating within a more conservative budget framework.

Closing Statement

The College of Charleston has a consistent trend of financial health and stability that supports the College's mission and the scope of its programs and services. Through budget and planning processes, the College prioritizes needs and adequately appropriates resources to meet those needs.

Sources

 [2015-16 Budget - Annual Action Plan - Uses by Strategies and Tactics](#)

 [2015-2016 College Of Charleston Budget \(BOT\)](#)

-  [Auditors' Report to Board of Trustees 2015](#)
-  [Board of Trustees - Meeting Minutes - January 29 2016](#)
-  [Board of Trustees Meeting Minutes - June 15, 2015](#)
-  [Board of Trustees Meeting Minutes - October 23, 2015](#)
-  [cafr-2015 auditor report.pdf note 15 \(Page 72\)](#)
-  [Comprehensive Annual Financial Report 2015](#)
-  [Comprehensive Annual Financial Report 2015 auditor report](#)
-  [Faculty Senate Budget Presentation April 2015](#)
-  [Financial Report 2015](#)
-  [FY17-19 IT Strategic Planning Process](#)
-  [ITSAC FY 17-19 Planning Cycle](#)
-  [NCAA Report 2015](#)
-  [SC Code of Laws - Pension Obligations](#)
-  [Scholarship Discounts and Allowances FY15](#)
-  [Statement of Unrestricted Net Position](#)
-  [Statement of Unrestricted Net Position Exclud GASB 68](#)

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston has the physical resources to support the mission of the institution and the scope of programs and services both on and off the campus. The College maintains a physical campus in support of its mission and the strategic goals of the institution as delineated in the [Strategic Plan](#). Table 1 outlines a summary by primary building use of the facilities inventory and associated gross square footage (GSF).

Table 1. Primary Building Use

Description of Use	Gross Square Footage (GSF)
Instruction	1,302,431
Public Service	67,902
Academic Support	169,335
Student Services	227,010
Institutional Support	166,557
Operation and maintenance of Plant	36,280
Student Housing	1,079,004
Auxiliary Services	634,874
Unoccupied Space (Under or Awaiting Renovation)	162,072
TOTAL	3,845,465

The [2012 Campus Master Plan](#) provides specifics as to how the College operationally supports the goals of the strategic plan through the development of its physical resources. The College engaged in a campus and community-wide planning process to identify the critical physical needs of the campus in support of master plan development. Two campus committees (made up of faculty, staff, and students) and open community forums (soliciting input from neighborhood residents, city leaders, and historic preservation groups) provided data and suggestions relevant to this effort. As a result of this developmental process, the Campus Master Plan emphasizes the need for new and renovated state-of-the-art classrooms, cutting-edge research laboratories, and updated visual and performing arts studios. In keeping with the College's holistic approach to education, the Campus Master Plan calls for the addition of modern residence halls, fitness and recreational facilities, and spacious study areas. The Campus Master Plan also identifies the need for an alumni center that supports the professional development of its graduates and fosters their life-long involvement with the College. Finally, the College has always taken great care to preserve the beauty and charm of its historic campus while striving to provide its constituents with technologically advanced facilities and the latest learning resources. While the Campus Master Plan affirms the College's commitment to maintaining current undergraduate enrollment on its main campus, it also recognizes that its available classroom space and technological infrastructure do not meet current needs.

The quality, condition, and scope of these physical resources are closely monitored. The [State Comprehensive Permanent Improvement Program](#) delineates the capital improvement program for years one through five based on the priorities of the Campus Master Plan and the [Building Conditions Survey](#)). Further, the bi-weekly [Capital Projects Management meetings](#) (which tracks the implementation and progress of the capital improvement program); the bi-monthly Performance [Scorecard](#) review (which charts the progress of the

capital improvement program on a broad level); and the project specific progress meetings held with the College project managers, the design/construction teams, and the end users allow for monitoring of the progress of projects under design and/or construction. These meetings and consultations are used to support the management of specific projects, as well as to refine the general facilities plan and implementation processes.

Quality of Resources

The College's physical inventory includes a mix of architectural styles as a result of it acquiring existing buildings over the past several decades and constructing new facilities starting in the early 1970s and going forward until the present. The current College inventory lists [157 buildings](#) representing 3.8 million square feet of space. The average age of the facilities is 101 years, and 103 of these buildings are more than 50 years; 87 are over 100 years old. The College's older buildings are managed in light of the institution's commitment to preservation, as supported by the goals of its Strategic Plan and its past and present performance in this regard, as well as the City of Charleston's historic zoning ordinance and the [Standards of the South Carolina Department of History and Archives](#). All proposed changes and alterations to any building, regardless of age, must be reviewed and approved by the City's Board of Architectural Review (hereafter, "BAR") and its staff for historic authenticity and compatibility with its context. The design of new facilities must also be approved by the BAR and its staff. These approvals not only include design review, but also review of the quality of materials and construction techniques to be utilized. The review and approval jurisdiction for College construction projects is the Office of the State Engineer. As part of this process, and prior to advertising for construction services, the College has to demonstrate in writing that all city zoning requirements have been met, including BAR approval.

Consistent with the provisions of the master plan, the final demonstration of the institution's commitment to quality is through adherence to the plan's urban design guidelines. These guidelines include building and landscape design standards that are in concert with city and state ordinances and standards. They are also used in the planning for new and renovated buildings. The guidelines include respecting the existing relationship between buildings and streets; building within an appropriate scale; being consistent in the use of building materials, including landscape, hardscape, and site amenities; and strengthening streets and pedestrian ways as urban connectors.

Condition of Resources

The College understands and is committed to good stewardship of historically valuable properties. The condition of each building is tracked through the [Building Condition Survey and Calculation for E&G Building Maintenance Needs](#) and for [non- E&G facilities](#). Additionally, the College's Physical Plant maintains a team of professionals, representing multiple disciplines, who continuously inspect and evaluate the condition of facilities, including the campus infrastructure. See [Physical Plant organizational chart](#). Each major building and groups of smaller buildings are assigned a physical plant liaison to establish responsibility for building inspections. Work orders are generated from these inspections to address the noted deficiencies through the newly acquired AiM work order system. Routine corrective work is done with either in-house trades or by indefinite delivery contracts the College maintains with outside contractors.

Major maintenance/deferred maintenance issues (projects exceeding \$1,000,000 in total cost) are handled through the establishment of a capital project through the State-approval process. They are identified and tracked through the bi-weekly Capital Projects Management system ([Physical Plant Engineering Department Major and Minor Construction and Repair Projects Report](#)). These approvals either can be pursued through the annual State Comprehensive Permanent Improvement Program or on an interim approval cycle throughout the year. Many of these needs have been identified and included in the Campus Master Plan. Funds for these projects include Physical Plant operating funds, state deferred maintenance monies, and capital funds (plant improvement fees or institutional and state bonds).

The College's facilities staff monitors the [general condition](#) of all College facilities. Overall, the condition of those facilities is acceptable.

Scope/Adequacy of Resources

The College has adequate physical resources to meet its institutional mission. Classroom and laboratory space sufficient for instructional needs is available. Office and administrative space for employees engaged in meeting the needs of the institution is adequate to support the needs of institutional constituencies. The College has worked proactively since the issuance of the 2012 Campus Master Plan to increase available square footage or to renovate existing space.

Relative to the available benchmarks (see below), the 2012 Campus Master Plan identifies a deficit of approximately 280,000 square feet for all space, as of 2010. This deficit was based on quantitative needs using benchmarking standards and aspirational and quality-of-life needs, such as improved student life facilities, more residential units, and an alumni center. The College has a challenge addressing this deficit primarily due to its location in a landlocked, densely-developed, historic urban area where demolition and new construction are highly regulated (height, lot coverage, design, and use restrictions).

The Campus Master Plan delineates how to address these deficits with four phases of development: property acquisition (purchase and lease), renovation of existing facilities, selective demolition, and new construction.

These deficits have been or are being reduced with the implementation of projects identified in the Campus Master Plan as well as opportunistic property acquisitions. Many of the projects in Phase One either have been completed, are under construction, under design or under study. Various projects in the remaining three phases are being addressed. Completed initiatives that have addressed space needs include the Jewish Studies addition (15,000 GSF), a leased fitness center (14,298 assignable square feet [ASF]), the build-out of the science center (25,816 ASF), and a private residence hall adjacent to the campus (420 beds). Other completed projects include the long term lease of Harbor Walk (44,104 GSF), the long-term lease of the North Campus (50,000 GSF), the completion of a multipurpose facility (5,079 GSF) and two field research stations at Dixie Plantation (each 3,500 GSF), the acquisition of the King George Inn (7,500 GSF) to consolidate guest services and make two historic houses for conversion to academic support uses, and the resolution of the Honors College needs by dedicating space in Berry Hall (78,000 GSF was estimated in the Campus Master Plan). The renovation of the Rita Hollings Science Center is underway and will add an additional 10,958 ASF of classrooms and labs in support of the science programs. The renovation of 176 Lockwood Drive is being planned (23,000 GSF); this off-campus facility will house the Controller's Office, Office of Procurement and Supply Services, and the Riley Center, allowing the vacated space on campus to be repurposed for learning spaces. Additionally, 14 Greenway, a former student residence, is being renovated to house the Office of Sustainability (6,018 GSF), and 11 Glebe Street, a former guest house, has been renovated and now houses the School of Languages, Cultures, and World Affairs (3,230 GSF). The renovation of the Simons Center for the Arts is under design, with the goal of making up to an additional 20,000 GSF available. Classroom technology upgrades are continuing to be done annually. Also, proposals for adding additional parking options solicited from the private sector currently are being evaluated. Finally, the acquisition of two properties proximate to the downtown/main campus is being explored.

The standards used by the Campus Master Plan space consultants were the South Carolina Commission on Higher Education Space Standards and Definitions. Other normative standards were adopted and applied, based on the experience of other, similar institutions

Although benchmark standards are useful in identifying institutional needs, other factors are considered in determining need. These include, but are not limited to, an institution's [utilization rates](#) for various categories of space. The College exceeds these standards for both classrooms and laboratories. For example, the standard for average weekly number of hours of instruction is 30 hours/week (at the College: 31 hours), and the station occupancy standard is 60% (the College: 69%). These rates demonstrate a greater use of classrooms and teaching labs than the standards establish. These utilization rates are reported annually to the S.C. Commission on Higher Education. See [Facilities Space Standards and Definitions Report developed in September 2006](#).

Off-Campus Instructional Sites

The College has three main off-campus instructional sites: the College of Charleston North Campus/Lowcountry Graduate Center, Grice Marine Laboratory, 701 East Bay Street (location for joint program with Clemson University). The College of Charleston North Campus/Lowcountry Graduate Center is in a 50,000 GSF, leased facility that was constructed in 2014. The term of the lease is seven years. The facility

contains classrooms, meeting spaces, a library, and ancillary spaces. This also is the location for those classes offered through the Lowcountry Graduate Center. Its building condition code is 100 ([Building Conditions Survey](#)). The College's Grice Marine Laboratory (housing the marine biology program) contains 26,136 GSF of laboratory and classroom space, a library, and office space. It is located on a campus shared by other institutions and related agencies, making possible shared use of some spaces. Its condition code is 76. 701 East Bay Street is leased by Clemson University. Classes in the College of Charleston/Clemson University joint master's program in historic preservation are held at this location.

Another off-campus site (off-campus sites with less than 25- 49% of credits toward a program) used for academic purposes is the College's Dixie Plantation, a facility owned by the College of Charleston Foundation and leased to the College. Dixie Plantation is an 881-acre tract of land 17 miles from the main campus, with diverse ecological and archaeological resources. The College has begun development of the property for primarily academic purposes (e.g., teaching and research support for the sciences and social sciences). The College already has built a 5,079 GSF multipurpose facility used for classes, meetings, and events. The College has also renovated the 1,140 GSF former owner's studio for use as exhibit space. More recently, the College has completed two 3,500 GSF field research stations in support of various academic disciplines.

Closing Statement

The College of Charleston is in compliance with Core Requirement 2.11.2. The College of Charleston's physical facilities and processes serve as a primary resource to support the instructional, research, and public service functions central to the College's mission.

Sources

-  [2012 Campus Master Plan](#)
-  [Aux Building Conditions 2014](#)
-  [Campus Map](#)
-  [CHE SpaceStandards&Definitions](#)
-  [CofC Building Condition Survey 2014](#)
-  [College of Charleston - PA 8-2005](#)
-  [College of Charleston - PA 8-2005 SC Dept of Archives and History](#)
-  [College Strategic Plan](#)
-  [EG and RL Breakdown Major and Minor projects for 20 June 2016](#)
-  [EG and RL Breakdown Major and Minor projects for 20 June 2016 \(3\)](#)
-  [Paulien Study](#)
-  [PP ORG CHART MARCH 2016 SOC](#)
-  [State Comprehensive Permanent Improvement Program](#)
-  [Tier 1 - Facilities Scorecard April 2016](#)

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. **(Note: This requirement is not addressed by the institution in its Compliance Certification.)**

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

3.1.1

Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") has a current and comprehensive [mission statement](#). The current mission statement has been approved by the College's governing board, and the mission statement guides the institution's operations.

The College Mission Statement reads:

The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business. The faculty is an important source of knowledge and expertise for the community, state and nation.

Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior undergraduate program is central to the mission of the College of Charleston. As a prominent component of the state's higher education system, the College encourages and supports research.

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

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

The College's mission statement recognizes the College's heritage and roots as a liberal arts and sciences institution. Teaching and learning are addressed by the commitment to undergraduate education, graduate education, and continuing education. The College's research program is recognized, as is the College's public service in providing cultural activities to the Lowcountry of South Carolina.

The College's mission statement has been reviewed and updated on multiple occasions. The mission statement (also called the Statement of Institutional Purpose) has been approved or revised by the (now-defunct) State College Board of Trustees or the College of Charleston Board of Trustees on January 16, 1974; March 12, 1986; January 16, 1991; February 15, 1994; July 13, 2006; July 23, 2014; and August 25,

2014. The most recent revision of the mission statement was approved by the South Carolina Commission on Higher Education on [September 4, 2014](#), as required by the [South Carolina Code of Laws at 59-103-45\(6\)](#).

















The mission statement guides the College's operations. As noted on [p. 9 of the College's strategic plan](#), the strategies and tactics of the strategic plan are intended to facilitate the greater success of the College's mission, and the [strategic plan values on p. 5](#) expressly recognizes the mission's focus on the Lowcountry of South Carolina. The College's instructions for [unit-level strategic plan](#) development and for assessment require [alignment of unit-level assessment plans](#) with the mission statement, and approved unit-level strategic plans manifest this alignment. The [College's Campus Wide Policy Formation Procedures at Section 8.2\(b\)](#) indicates that no policy proposal may be approved if the policy "is adverse to the College mission."

This mission statement is communicated in numerous places to the College's primary constituencies. It is posted on the [College website](#), as well as appearing on [page 17 of its 2016-2017 Undergraduate Catalog](#); on [page 13 of the 2016-2017 Graduate Catalog](#); on [page 39 of the 2016-2017 College of Charleston Faculty/Administration Manual](#); and on the College of Charleston Board of Trustees (hereafter "College Board") [website](#). Following the final approval the most recent College mission statement, President Glenn F. McConnell distributed the new mission statement to all employees and students of the College of Charleston by [email](#).

Closing Statement

The College is in compliance with Comprehensive Standard 3.1.1. The College has a current and comprehensive mission statement, which guides the institution's operations. The current mission statement has been approved by the College Board and communicated to the campus community. The mission statement is periodically reviewed and updated, with all changes approved by the College Board.

Sources

-  [August 2014 Minutes \(Page 4\)](#)
-  [Board Approved Mission Statement](#)
-  [Board of Trustees Website](#)
-  [campus-policy-procedures](#)
-  [campus-policy-procedures \(Page 3\)](#)
-  [CHE Minutes Approved Sept. 4, 2014](#)
-  [Email from President McConnell Sept. 4, 2015](#)
-  [FAM 2016-17 \(Page 44\)](#)
-  [Graduate Catalog 2016-2017 \(Page 14\)](#)
-  [MarComm.strategy.17](#)
-  [Mission Statement](#)
-  [Mission Statement - BOT webpage](#)
-  [Resolution Revised Mission Statement](#)
-  [S.C. Legislature Code of Laws \(Page 5\)](#)
-  [SACSCOC Letter](#)
-  [South Carolina CHE Meeting Minutes Sept. 4, 2014](#)
-  [SSM Assessment Plan 2015-2016 \(Page 3\)](#)

 [Strategic Plan](#)

 [Strategic Plan \(Page 10\)](#)

 [Strategic Plan \(Page 6\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 18\)](#)

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The Board of Trustees' [bylaws](#) empower the College of Charleston Board of Trustees (hereafter, "College Board") to appoint a president, as is noted under "Administration of the College" ([Section I, subsections 1 and 2](#)):

Vesting of Authority: The authority for the administration of the College is vested by the Board in the office of the President and such subordinate officers as may from time to time be appointed by the President.

Appointment and Terms: The President is appointed by the Board to serve for such terms and on such conditions as appropriate. All other officers of the College are appointed by the President and serve at the pleasure of the President for such terms and upon such conditions as is deemed appropriate.

The [South Carolina Code of Laws at 59-130-30\(18\)](#) gives the College Board the power to "appoint a president. The President shall report to and seek approval of his actions and those of his subordinates from the board."

Presidential Selection Process

A [position description/search prospectus](#) was used for the most recent presidential search. The [Presidential Search Committee](#) was made up of the chair of the College Board, five other College Board members, the alumni board president, the College of Charleston Foundation Board chair, the co-chair of capital campaign, an Athletics Department representative, an academic dean, two members of the faculty, and one student. They began the [search process](#) with their first committee meeting on November 7, 2013, and continued meeting on January 17, 2014; January 24, 2014; and February 7-8, 2014. On October 24, 2013, campus emails were sent to advisory boards, deans and department chairs to solicit their feedback on the considerations to be made in the search for the College's next president. Campus emails and announcements on the College's news [website](#) continued through fall 2013 and spring 2014 and kept the campus informed about the search process. The chair of the College Board, Greg Padgett, appeared before the Faculty Senate to discuss the presidential search process on [March 11, 2014](#). The campus was invited to meet the candidates and participate in town hall meetings with each of the three finalists during the week of March 19, 2014.

After a national search, the College Board selected Glenn F. McConnell, who began his service [July 1, 2014](#).

Presidential Evaluation

The [State of South Carolina Agency Head Salary Commission](#) requires that the president of the College be evaluated annually by the College Board. The [president's evaluation](#) for 2014-2015, along with the [composite score sheet](#) representing the scores from the individual [surveys](#) completed by the College Board members, was submitted to the State of South Carolina Agency Head Salary Commission by the August 15, 2015, due date. The College Board discussed the survey results with the president during executive session at its [August 7, 2015, meeting](#).


















The president's evaluation for 2015-2016 is due by August 15, 2016, and planning documents for 2016-2017 are due by September 15, 2016. The College Board discussed the 2016-2017 [planning document](#) with the president during executive session at its [June 14, 2016, meeting](#).

The president's completed evaluations are on file in the office of the College Board and the Office of Human Resources. Copies are available upon request.

Closing Statement

In conclusion, the College is in compliance with Comprehensive Standard 3.2.1. The College has a chief executive officer, President Glenn F. McConnell, who is appointed and periodically evaluated by the College Board.

Sources

-  [2016-2017 Planning Document](#)
-  [Board of Trustees Meeting Minutes Aug. 7, 2015 \(Page 15\)](#)
-  [Board of Trustees Meeting Minutes Oct. 18, 2013 \(Page 22\)](#)
-  [Bylaws](#)
-  [Bylaws \(Page 2\)](#)
-  [Bylaws \(Page 8\)](#)
-  [College Today Presidential Search](#)
-  [Faculty Senate Minutes - March 11, 2014 \(Page 5\)](#)
-  [Minutes June 13-14 2016 Board Meeting \(Page 10\)](#)
-  [Presidential Announcement/Ad](#)
-  [President's Contract](#)
-  [President's Evaluation](#)
-  [President's Position Description](#)
-  [SC Code of Laws 59-130 \(Page 2\)](#)
-  [State Agency Head Performance Evaluation Scoresheet](#)
-  [State Agency Head Performance Evaluation Survey for Board/Commission](#)
-  [State Agency Head Salary Commission](#)

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 the fiscal stability of the institution; and 3.2.2.3 institutional policy.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston's compliance with the comprehensive standard 3.2.2 is demonstrated in the narratives of the following: [3.2.2.1 institution's mission](#); [3.2.2.2 the fiscal stability of the institution](#); [3.2.2.3 institutional policy](#).

3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The legal authority for the College of Charleston (hereafter "College") and the operating responsibilities for the governing board are clearly defined in the [South Carolina Code of Laws at 59-130-30](#), as explained below.

The South Carolina Legislature has directed that the College of Charleston Board of Trustees (hereafter "College Board") "adopt measures and make regulations as the Board of Trustees considers necessary for the proper operation of the college" at [59-130-30\(13\)](#). The College Board has the legal authority to draft and modify the institution's mission statement, which then is submitted to the South Carolina Commission on Higher Education (hereafter, "CHE") for final approval, as required by the [South Carolina Code of Laws at 59-103-45\(6\)](#).

Further, the bylaws ([section A](#)) of the College Board provide for the following:

The final authority and responsibility for the governance and academic programs of the College is vested in the Board in accordance with the statutes of the State of South Carolina pertaining thereto.

More specifically, the bylaws ([section G\(1\)](#)) specify that any change in the mission statement of the College must be made by vote of the College Board.

The College's mission statement has been periodically reviewed and updated by the College Board. The mission statement (also called the Statement of Institutional Purpose) was revised, approved, or reaffirmed by the College Board (or the predecessor governing body, the State College Board of Trustees) on January 16, 1974; March 12, 1986; January 16, 1991; February 15, 1994; July 13, 2006; July 23, 2014; and [August 25, 2014](#). The College Board approved the College's current mission statement on August, 25, 2014, as noted in the referenced College Board [minutes](#). The College's current mission statement was subsequently approved by the CHE on [September 4, 2014](#), as noted in the referenced CHE meeting minutes. SACSCOC received notice of the updated mission statement on [September 10, 2014](#).







The College community was informed of the College Board's decision by President Glenn F. McConnell in an email on [August 25, 2014](#). The College community was then informed by email of [CHE's action](#) by President McConnell on September 4, 2014.

The minutes of the College Board reflect all changes to the mission statement.

Closing Statement

In closing, the College is in compliance with Comprehensive Standard 3.2.2.1. The College Board has the final authority for the academic mission and governance of the College. The CHE must approve the College's mission statement, consistent with the provisions of the South Carolina Code of Laws.

Sources

-  [August 25, 2014 Meeting Minutes \(Page 4\)](#)
-  [Board of Trustees Website Meeting Minutes](#)
-  [Board of Trustees Website Mission Statement](#)
-  [Bylaws](#)
-  [Bylaws \(Page 5\)](#)
-  [CHE Minutes Approved Sept. 4, 2014](#)
-  [CHE Mission Statement Approval](#)
-  [Email from President McConnell Aug. 25, 2015](#)
-  [Email from President McConnell Sept. 4, 2015](#)
-  [Graduate Catalog 2016-2017 \(Page 14\)](#)
-  [July 13, 2006 Minutes \(Page 9\)](#)
-  [Mission Statement Marketing and Communications](#)
-  [S.C. Code of Laws Statute 59-103 \(Page 8\)](#)
-  [SACSCOC Letter](#)
-  [SC Code of Laws Statute 59-130 \(Page 3\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 18\)](#)

3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.2 fiscal stability of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston Board of Trustees (hereafter "College Board") has the legal authority and operational control for the fiscal stability of the College of Charleston (hereafter "College"), as described in the [South Carolina Code of Laws at 59-130-30](#). Subject to all applicable laws and state regulations, the fiscal authority of Board includes the ability to set tuition and fees, to make contracts, to purchase or lease real estate or personal property, to make bylaws for the College's management, to devise policies and regulations, and to accept, receive, or hold monies for the good of the College.

The College Board has shared or delegated certain fiscal responsibilities to the president, as described in the College Board's bylaws ([Section I, Subsection 7](#); [Section G](#); [Section I, Subsection 5](#)):

The President is directly responsible for the orderly management of fiscal and personnel affairs and the auxiliary enterprises of the College, and for the maintenance and development of its financial and physical resources. The President's powers [include](#), but are not limited to, the following:

- a. institute and carry out personnel policies for the employment, compensation, working conditions and discharge of employees, both academic and non-academic except any employee compensation packages valued in excess of \$250,000 each year must be approved by the Board;
- b. with respect to entering into employment contracts or extending employment contracts the President's authority to do such is authorized by the Board; however, during the last six months of the President's tenure as the College President, the President shall obtain Board approval in the following limited circumstances: During the President's last six months of employment, any extensions, renewals or new employment contracts for any position at the College having yearly compensations in excess of \$150,000 shall be contingent upon Board approval;
- c. prepare, submit for Board approval and administer annual operating budgets;
- d. administer appropriate funds, the collection and expenditure of student fees and tuition, subject to the specified provisions of respective policy; and
- e. solicit and receive funds on behalf of the College and the College of Charleston Foundation.

The College Board is allowed to appoint committees of the Board in connection with the operation of the College, as indicated in the [South Carolina Code of Laws at 59-130-30](#). The College Board has provided for a budget and finance committee and an audit and governance committee, as noted in the [bylaws](#).

Each Standing Committee shall have at least three voting Trustees. All Standing Committee members shall be Trustees. The Chair of the Board can be a member of each Committee. The President of the College shall be an ex-officio, non-voting Member of all Standing Committees except the Audit and Governance Committee. Each Standing Committee shall have an officer of the College or administrative staff member, designated by the President, to assist with its work. A majority of the Committee's voting members shall constitute a quorum.

The Committees shall meet as necessary to discharge their responsibilities but no less than four times each year. The Board shall establish such other committees, of its own members and/or of the

administrative officers and faculty of the College, as it deems necessary or advisable for the best discharge of its responsibilities in supervising the operations of the College.

Two of the College Board's standing committees have responsibility for fiscal matters. Their descriptions are detailed in the bylaws ([Section G, Subsection 5-6](#)):

The purpose of the [Audit and Governance Committee](#) is one of oversight. It serves as the Board's overall guardian of the College's financial integrity. This Committee is responsible for (i) overseeing the external financial audit; (ii) ensuring compliance with legal and regulatory requirements; (iii) monitoring internal controls and risk management systems; (iv) establishing and maintaining standards of Board conduct; (v) recommending officers for Board approval; (vi) ensuring that Board members have adequate orientation and ongoing education; (vii) assessing the performance of the Board and its members; and (viii) periodically reviewing and ensuring compliance with these Bylaws and other Board policies.

The purpose of the [Budget and Finance Committee](#) is to oversee the funding of the College's yearly operation plans and the financing of the College's long term capital needs. It is responsible for (i) monitoring financial performance; (ii) review an annual and long range operating budgets and presenting the budgets to the Board for approval; (iii) reviewing and recommending to the Board requests and plans for borrowing; (iv) ensuring that accurate and complete financial records are maintained; (v) recommending funding options for facility construction/acquisition plans as developed by, and/or in coordination with the Facilities Committee; and (vi) ensuring that timely and accurate financial information is presented to the Board.

The president reports regularly to the College Board on the condition of the College and proposed programs and courses of action requiring Trustee approval.

Also, the [State of South Carolina Code of Laws at 59-153-20](#) (funds and assets held in trust; trustee; investments) provides for the following:

All endowment funds and assets purchased with them are held in trust. The Board of Trustees of each institution of higher learning is the trustee of all endowment funds held in the name of that institution by the State Treasurer. The trustee has the exclusive authority to invest and manage those funds and assets and may invest and reinvest the funds, subject to all the terms, conditions, limitations, and restrictions imposed by Article 7, Chapter 9, Title 11, upon the investment of sinking funds of the State, and, subject to like terms, conditions, limitations, and restrictions, may hold, purchase, sell, assign, transfer, and dispose of any of the securities and investments in which the endowment funds have been invested, plus the proceeds of these investments and any money belonging to these funds. Additionally, the trustee may invest and reinvest its endowment funds in equity securities of a corporation within the United States that is registered on a national securities exchange as provided in the Securities Exchange Act, 1934, or a successor act, or quoted through the National Association of Securities Dealers Automatic Quotations System, or a similar service.

The [minutes](#) of the College Board provide reports regarding the financial stability of the College, tuition costs, fee increases (when appropriate) as well as other financial matters.

The College Board's Budget and Finance Committee members and the College Board chair receive financial reports each month. Cumulative financial reports are prepared and distributed to the full board in advance of each quarterly meeting with supporting details (also included in the College Board booklet). The information is reviewed by the Budget and Finance Committee, where questions are asked and answered, and a motion to accept those reports is made. The Budget and Finance Committee then presents a motion to the full College Board for acceptance of those statements and supporting details. These motions are so noted in the College Board minutes for [January](#), [April](#), [June](#), [August](#), and [October](#) 2015.

In addition, since 2012 the College Board has scheduled a [Budget and Finance Committee workshop](#) and a separate Budget and Finance Committee annual meeting before the College Board's June meeting, where the College's budget, tuition rates, and course and program fees are approved.

Please refer to the College Board [meeting minutes](#), especially those of the June [meetings](#) for the quarterly budget reports by the chair of the Budget and Finance Committee.

Closing Statement

In closing, the College is in compliance with Comprehensive Standard 3.2.2.2. The College Board and the president have legal authority and operating control relevant to the fiscal stability of the institution.

Sources

-  [Agenda Finance Committee Meeting Workshop \(May 19 2016\)](#)
-  [April 2015 Minutes \(Page 12\)](#)
-  [August 2015 Minutes \(Page 8\)](#)
-  [Board Meeting Minutes June 15, 2015](#)
-  [Board of Trustees Website - Meeting Minutes](#)
-  [Bylaws \(Page 4\)](#)
-  [Bylaws \(Page 6\)](#)
-  [Bylaws \(Page 9\)](#)
-  [January 2015 Minutes \(Page 10\)](#)
-  [June 2015 Minutes \(Page 2\)](#)
-  [October 2015 Minutes \(Page 10\)](#)
-  [SC Code of Laws 59-153](#)
-  [SC Code of Laws Statue 59-130-30 \(Page 3\)](#)

3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.3 institutional policy

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

A description of the legal authority and operating control of the institution is provided by the [South Carolina Code of Laws at 59-130-30](#), in which the College of Charleston Board of Trustees (hereafter "College Board") is given the power to "adopt measures and make regulations as the board considers necessary for the proper operation of the College." The same section of the Code of Laws provides for the authority of the College Board to make "bylaws and regulations for the management of its affairs." Further, the establishment of an executive committee of the Board is permitted by law, but the executive committee may not take any action that violates a policy established by the College Board.

The College's [Campus Wide Policy Formation Procedures](#) (hereafter "CPFP") are posted at the College's policy website and describe the College's approach to the development and approval of institutional policies. The proponent of a new policy is expected to demonstrate how the proposal is directly and substantially related to one or more of the critical areas of the College of Charleston (hereafter "College"), as described in the CPFP ([Section A, Subsection 4.0](#)).

The CPFP confirms that certain institutional policies must be confirmed by the College Board:

- all proposed policies or policy-related actions that require, directly or indirectly, College Board approval under relevant law or regulation, court order or other legal process, or existing College policy;
- all proposed policies or policy related actions that could result in the establishment of acquisition of another legal entity by the College;
- all proposed policies or policy-related actions expressly requiring Board approval, as directed by the College's regional accreditor; and
- all proposed policies on the power to make or sign binding contracts, leases, sales of real property, intellectual property, building naming, or grievance procedures.

Institutional policies not requiring approval of the College Board may be approved by the President, consistent with the processes described in the CPFP.

The policy-making process begins by completing and submitting an institutional policy request form. The policy request form must be sponsored and signed by one or more of the following individuals: the president of the college, a senior or executive vice president, the speaker of the faculty, the president of a student government association or organization (SGA, GSA, RHA), the chief executive officer of a college-affiliated organization (e.g., College of Charleston Foundation or Alumni Association), or the general counsel.

Once completed and signed, the proposal is submitted to a designee of the executive team appointed by the president for further study. If the policy relates to an academic matter or the [Faculty/Administration Manual](#) (FAM) it shall be submitted only to the provost and president for further study and possible action.

Next is a preliminary evaluation: The president and the executive team (or provost in the case of a proposed academic policy) shall review the submitted policy request form to determine if the matter is suitable for policy making under the CPFP. If the matter is determined to be suitable, one or more actions may be taken: one for non-academic matters and another for academic matters.

For non-academic matters, proposed policies (or policy revisions) may be (a) approved, (b) disapproved, (c) noted for revision, (d) recommended for approval to the College Board or president, or (e) forwarded to the College Board or president with comments.

For academic matters, proposed policies (or policy revisions) may be (a) approved, (b) disapproved, or (c) noted for revision. In the event that a policy request requires revision, the sponsor will be required to revise or withdraw the proposal. Failure to revise within 60 days, absent consent of the executive team, will be considered a withdrawal. Once revised, a new policy request form marked “revised form” shall be submitted to the appropriate party for consideration and action.

Schools and administrative units are expected to [implement](#) college-wide policies. However, these entities may also promulgate their own internal school or unit policies, provided that those policies are not inconsistent with college-wide policies.

Further detail regarding policy-making procedures may be found on the campus policy [website](#). In addition, a list of all institutional [College policies](#) is provided at that site (e.g., vehicle use policy, credit/debit card policy).











The provisions of the CPFP do not prevent the College Board from exercising its own policy-making authority. For example, the College Board directed at its meeting of [August 2, 2013](#), that a new tobacco-free campus policy be developed by the administration and brought to the College Board for review and possible action. The College Board subsequently amended and approved the policy prepared by the administration at the College Board meeting of [October 18, 2013](#).

Campus wide policies are provided on the College’s policy [website](#). School or other unit policies and procedures, as approved by the relevant executive vice presidents, deans, and other unit supervisors, are published at the relevant websites. For example, the divisional policies, procedures, and practices of the academic affairs division are provided on the academic affairs [website](#).

Closing Statement

The College is in compliance with Comprehensive Standard 3.2.2.3. The legal authority and operating control of the College in the development of institutional policy are clearly defined.

Sources

-  [Academic Affairs Procedures and Practices](#)
-  [BOT Meeting Minutes August 7, 2015 \(2\) \(Page 17\)](#)
-  [BOT Meeting Minutes August 2, 2013 \(Page 24\)](#)
-  [BOT Meeting Minutes October 18, 2013 \(Page 19\)](#)
-  [Campus Policy Procedures](#)
-  [Campus Policy Procedures \(Page 2\)](#)
-  [College of Charleston Policy Website](#)
-  [FAM 2016-17](#)
-  [Policy List](#)
-  [SC Code of Laws Statute 59-130-30 \(Page 3\)](#)

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") and the State of South Carolina have put into place multiple policies and procedures in order to prevent the exercise of inappropriate influence or even the appearance of a conflict of interest for members of the Board of Trustees. These multiple policies and procedures primarily take the form of state regulations, which members of the College of Charleston Board of Trustees (hereafter, "College Board"), the governing board of the institution, must follow.

College Board members and prospective members who stand for election are required by the South Carolina Joint Legislative Screening Committee for State, College, and University Board of Trustees to complete the Joint Legislative Screening Committee's application forms for state, colleges, and universities' board seats. Included in those documents is the [State Ethics Commission Statement of Economic Interests Report](#) (hereafter "SEIR").

The required application forms are the personal data questionnaire (similar to a resume), the personal data sheet (for South Carolina Law Enforcement Division background and driver's license checks), a credit check authorization form, and the SEIR.

To complete the SEIR, the board member or filer must state whether or not their "regulated business associations, real property interests, real or personal property interests, business interests, creditors, lobbyist/lobbyist's principal, government contracts, gifts and travel reimbursement/speaking engagement" should be disclosed. The State Ethics Commission receives the information and provides the agency with any conflict of interest concerns. To date, the College has not received any such report from the State Ethics Commission.

In addition, the College Board candidate is required to obtain a statement from his/her local clerk of court indicating that there are no criminal or civil judgments outstanding as well as a statement of written testimony as to why he/she wishes to serve. Also during the legislative committee screening, senators and representatives often ask candidates about any particular possible conflicts of interest that may be on that individual candidate's SEIR.

At the August 7, 2014, informal lunch, the attorney for the South Carolina Ethics Commission came to campus to deliver a presentation to the College Board regarding ethics laws, the SEIR, and potential conflicts of interest.

The SEIR is consistent with the provisions of the College's [ethics policy](#), which also addresses conflicts of interest and commitment. The College's ethics policy is applicable to the members of the College Board.

At every August meeting, the College Board members' self-evaluations/self-assessments are distributed, along with the College Board's Governance [Guidelines](#), which address and ask for disclosure of conflicts of interest. The self-evaluation includes the following question: "Have you faithfully considered any and all possible conflict of interest issues in regards to your Board service?". These self-evaluations/self-assessments are not collected and recorded due to South Carolina Sunshine Laws or the [Freedom of Information Act](#) (hereinafter, "FOIA"). Anyone including any media outlet could request the documents and therefore make the self-review less effective. The [minutes](#) of the August 2015 board meeting are referenced to show the

distribution of the documents.

In addition, during every new board member's [orientation](#) conflict of interest issues are discussed. Board members will, from time to time, recuse themselves from a vote in order to avoid a conflict of interest, as occurred during a College Board meeting on [August 2, 2013](#).

As public officers of the State of South Carolina, members of the College Board are bound by South Carolina Code of Laws, as outlined in [Section 8-13-700 \(A\) and \(B\)](#):

No public official, public member, or public employee may knowingly use his official office, membership, or employment to obtain an economic interest for himself, a member of his immediate family member, an individual with whom he is associated, or a business with which he is associated. This prohibition does not extend to the incidental use of public materials, personnel, or equipment, subject to or available for a public official's, public member's, or public employee's use which does not result in additional public expense.

No public official, public member, or public employee may make, participate in making, or in any way attempt to use his office, membership, or employment to influence a governmental decision in which he, a member of his immediate family member, an individual with whom he is associated, or a business with which he is associated has an economic interest.

Public officials must also follow the [South Carolina State Ethics Commission Rules of Conduct](#), which state:

No person shall serve on the governing body of a state; county; municipal; or political subdivision, board, or commission and serve in a position of the same governing body which makes decisions affecting his economic interests.

A public official occupying a statewide office, a member of his immediate family, an individual with whom he is associated, or a business with which he is associated may not knowingly represent another person before a governmental entity.

Also, pursuant to [Sections 8-13-710](#) and [8-13-1110](#) of the South Carolina Code of Laws, each member of the College Board is required to report gifts from lobbyists and file the State of South Carolina State Ethics Committee Statement of Economic Interest form with the state to ensure that there are no known external conflicts of interest for these members.

In addition, [Section B of 8-13-705](#) of the South Carolina Code of Laws states:

A public official, public member, or public employee may not, directly or indirectly, knowingly ask, demand, exact, solicit, seek, accept, assign, receive, or agree to receive anything of value for himself or another person in return for being:














- (1) influenced in the discharge of his official responsibilities;
- (2) influenced to commit, aid in committing, collude in, allow fraud, or make an opportunity for the commission of fraud on a governmental entity; or
- (3) induced to perform or fail to perform an act in violation of his official responsibilities.

Further, conflict of interest guidelines are included in the [College Board Governance Guidelines](#), which are derived from documents provided by the Association of Governing Boards and posted to the College Board website and College Board Portal. To date, there have been no complaints of conflicts of interest regarding any members of the College Board.

Closing Statement

In closing, the College is in compliance with Comprehensive Standard 3.2.3. The College follows the State of South Carolina's regulations on conflict of interest and the relevant College of Charleston policy.

Sources

-  [August 2013 Minutes \(Page 17\)](#)
-  [August 2015 Minutes \(Page 8\)](#)
-  [Board Orientation Table of Contents](#)
-  [BOT Website - BOT Guidelines](#)
-  [BOT Website - BOT Guidelines \(Page 5\)](#)
-  [Ethics Policy 9.1.9](#)
-  [SC Code of Laws 8-13-1110 \(Page 26\)](#)
-  [SC Code of Laws 8-13-700 \(Page 15\)](#)
-  [SC Code of Laws 8-13-705 \(Page 15\)](#)
-  [SC Code of Laws 8-13-710 \(Page 16\)](#)
-  [SC State Ethics Commission Rules of Conduct](#)
-  [South Carolina Freedom of Information Act](#)
-  [State of South Carolina Statement of Economic Interests Report](#)

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston Board of Trustees (hereafter, "College Board") is free from undue influence from political, religious, and other external bodies. The structure of the governing board protects the institution from such influence. Further, the diverse composition of College Board members makes likely a wide range of views on subjects that come before the governing board.

The College Board currently is made up of 20 individuals, including four attorneys, one retired educator, seven business professionals, five physicians or other individuals working in the medical field, two current educators, and one homemaker. As described in the South Carolina Code of Laws at [59-130-10](#), seventeen College Board members are elected by congressional district or at-large by the South Carolina Legislature. The requirement that most College Board members are elected by congressional district creates greater geographic diversity among its members and reduces the likelihood of College Board domination by local interests. Three College Board members are [selected](#) by the governor, including one who is recommended by the Alumni Association. The terms of Board members begin and end in different years, which prevents any rapid turnover in Board membership as a result of some political controversy or lobbying.

A quorum of the Board requires the presence of a majority of the voting members, currently 11. There must be a quorum for the transaction of business for meetings of the board or its committees. A majority or supermajority vote of the Board members present at a meeting is required to adopt any main motion, which prevents a small number of Board members from making any long-term and consequential decision for the College of Charleston (hereafter "College").

The [bylaws](#) of the College Board stipulate that "each Trustee owes a duty of faithful and diligent service to the College and shall act at all times in the best interest of the College."

College Board members are required to complete a [Statement of Economic Interests Report](#) (hereafter, "SEIR") which acknowledges that they are free from undue influence. Also, the College Board Governance Guidelines are distributed annually at the August meeting. These include the [board member self-assessments](#) and the following [statement](#), "Serve the institution as a whole rather than any special interest group or constituency. A board member's first obligation is to avoid any preconception of 'representing' anything other than the overall institution's best interests."

The College of Charleston is a public university and has never been affiliated with a religious organization or denomination. No allegation of undue influence of the College Board by a religious body has ever been made.

As a state board, the College Board is subject to the state's open records and open meetings laws. College Board meeting [agendas](#), [minutes](#), actions, committee meetings, and scheduled upcoming meeting [dates](#) and locations are made public. This transparency and the likelihood of public scrutiny reduce the potential for undue influence.






Finally, there is no present knowledge of an occasion where an outside organization has attempted to

influence a decision of the College Board.

Closing Statement

The College is in compliance with Comprehensive Standard 3.2.4. The College Board is free from undue influence because its composition, methods of determining membership, and policies are effective barriers to such influence.

Sources

-  [August 2013 Minutes \(Page 17\)](#)
-  [Board of Trustees Website - Meeting Agendas](#)
-  [Board of Trustees Website - Meeting Minutes](#)
-  [Board of Trustees Website - Meeting Schedule](#)
-  [Bylaws \(Page 2\)](#)
-  [Governance Guidelines \(Page 5\)](#)
-  [Governance Guidelines pg4](#)
-  [LF State of South Carolina Ethics Commission 2015 SEI Report](#)
-  [SC Code of Laws 59-130-10 \(Page 2\)](#)

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, “College”) has a fair process, consistent with the provisions of state law, regarding the dismissal of governing board members. The process allows for members to be impeached by the South Carolina Legislature due to improper conduct and for appropriate reasons only, thus safeguarding board members from being dismissed by arbitrary or impulsive means. To date, no member of the College of Charleston Board of Trustees (hereafter, “College Board”) has ever been dismissed or removed from his or her board seat.

Members of the College Board are elected by the legislature or appointed by the governor. As such, they are considered officers of the State of South Carolina and can only be dismissed in accordance with the relevant provisions of the South Carolina Constitution.

[Article VI, Section 8](#) (Suspension and prosecution of officers accused of crime) of the South Carolina Constitution states:

Any officer of the State or its political subdivisions, except members and officers of the Legislative and Judicial Branches, who has been indicted by a grand jury for a crime involving moral turpitude or who has waived such indictment if permitted by law may be suspended by the Governor until he shall have been acquitted. In case of conviction the office shall be declared vacant and the vacancy filled as may be provided by law.

[Article VI, Section 9](#) (Removal of Officers) of the South Carolina Constitution also provides that:

Officers shall be removed for incapacity, misconduct, or neglect of duty, in such manner as may be provided by law when no mode of trial or removal is provided in this constitution.

In addition, [Article XV, Section 2](#) (Trial of Impeachments; judgement; proceedings no bar to criminal prosecution; impeachment of Governor), and Section 3, of the [Articles of Impeachment](#) of the South Carolina Constitution states:

No person shall be convicted except by a vote of two-thirds of all members elected. Judgement in such case shall be limited to removal from office. Impeachment proceedings, whether or not resulting in conviction, shall not be a bar to criminal prosecution and punishment according to law.

Further, [Article XV, Section 3](#) (Removal of officers by Governor on address of General Assembly), of the South Carolina Constitution states:

For any willful neglect of duty, or other reasonable cause, which shall not be sufficient ground of impeachment, the Governor shall remove any executive or judicial officer on the address of two thirds of each house of the General Assembly. Provided, that the cause or causes for which said removal may be required shall be stated at length in such address, and entered on the Journals of each house; And, provided, further, that the officer intended to be removed shall be notified of such cause or causes, and

shall be admitted to a hearing in his own defense, or by his counsel, or by both, before any vote for such address; and in all cases the vote shall be taken by yeas and nays, and be entered on the Journal of each house respectively.

Finally, the College Board adopted its [Board Member Dismissal Policy](#) at its April 22, 2016 [meeting](#). The formal policy of the College Board is as follows:

In the event the Board of Trustees determines, by a majority vote in public session, that the conduct of any member of the Board of Trustees meets the applicable standard for impeachment set forth in Article XV of the South Carolina Constitution, the Board of Trustees hereby accepts responsibility for (i) requesting the initiation of impeachment proceedings by the South Carolina General Assembly, pursuant to Article XV, Section One of the South Carolina Constitution, or (ii) petitioning the Governor to initiate proceedings for removal pursuant to Article XV, Section Three of the South Carolina Constitution.

Closing Statement

The College is in compliance with Comprehensive Standard 3.2.5. The College follows South Carolina state law regarding the dismissal of a governing board member and has a dismissal policy consistent with applicable state law.

Sources

-  [Board of Trustees Dismissal Policy](#)
-  [BOT April 2016 Meeting Minutes \(Page 7\)](#)
-  [SC Articles of Impeachment](#)
-  [SC Constitution Article VI Section 8 \(Page 29\)](#)
-  [SC Constitution Article VI Section 9 \(Page 29\)](#)
-  [SC Constitution Article XV Section 2 \(Page 55\)](#)
-  [SC Constitution Article XV Section 3 \(Page 55\)](#)

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

There is a clear and appropriate distinction between the policy-making functions of the Board of Trustees and the policy administration and implementation responsibilities of the faculty and administration at the College of Charleston (hereafter, "College"). Articulation of this delineation of responsibilities can be found in the following:

- [Bylaws of the Board of Trustees](#)
- [Board of Trustees Governance Guidelines](#)
- [Faculty/Administration Manual \(FAM\)](#)

Board of Trustees

The [Bylaws of the Board of Trustees](#) state: "The final authority and responsibility for governance of the College and its academic programs is vested in the College of Charleston Board of Trustees in accordance with the law of the State of South Carolina." The [South Carolina Code of Laws at 59-130-10](#) establishes the Board of Trustees of the College (hereafter, "College Board") and delineates its composition and method of selection. The powers of the College Board including presidential selection and termination, amendments to the bylaws, adoption and amendments to the annual budgets, conferral of degrees, selection of recipients for honorary degrees, and naming rights. The Bylaws establish eleven standing committees to facilitate the Board's oversight of the College. The Board's Governance Guidelines outlines "[Ten Basic Board Responsibilities](#)." The College ensures that new Trustees understand their role and responsibilities by providing an [Orientation](#). The Board of Trustees [schedule](#), [agendas](#), and [meeting minutes](#) are published on the College of Charleston website.

President and Administration

The [Organizational Chart](#) of the College of Charleston displays the relationship between the Board of Trustees, the President, and the President's Administrative Organization. The responsibility of the College administration to administer and implement policy is derived from the powers and duties the Board of Trustees has delegated to the President, who serves as the chief executive officer. Administration of the College is "vested by the Board of Trustees in the office of the President and such subordinate officers as may from time to time be appointed by the President" ([Bylaws, Section I](#)). Among the general powers and duties of the president, the following are important expressions of the policy administration and implementation responsibilities:

- The President is the Chief Executive Officer of the College and Chair of the Faculty. While the President is vested to act for the Board in administering the affairs to the College, he or she is also responsible for achieving the stated purposes of the College, adhering to the annual Budget as approved by the Board, following the College's Mission, and attending all Board meetings, as an ex-officio member, unless specifically excused by the Board Chair. (I.3)
- The President, along with the applicable executive officers of the College, shares with the Faculty the responsibility for proposing educational programs and policies as well as for the orderly implementation of educational programs and policies. (I.6)

- The President is directly responsible for the orderly day to day management of fiscal and personnel affairs and the auxiliary enterprises of the College, and for the maintenance and development of its financial and physical resources. (I.7)

Faculty

[The Faculty/Administration Manual](#) (FAM) contains the Faculty Organization and Bylaws, articulation of the Administrative Organization, and policies and procedures covering major topics relevant to the work of the faculty and the administration. The College faculty is an important participant in the creation, management, and implementation of many policies. This work is conducted primarily through the Faculty Senate, the elected body of the faculty, and the faculty committees established in the Faculty Organization and Bylaws. The Faculty Senate is the primary legislative body of the college of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Article IV of the Faculty Organization and Bylaws describes the function of the Faculty Senate as:

- The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees. (Art. IV, Sect. 1(B))

The FAM at Art. IV, Sect. B(1) requires faculty to comply with and implement College policies and procedures.

The responses to [CS 3.4.1](#) (Academic Program Approval) and [3.4.10](#) (Responsibility for Curriculum) provide detailed descriptions of the faculty's very central role and responsibilities in curriculum and academic review processes.






Policies













The College has an established system for adopting and publishing official institutional policies and procedures. This system is outlined in the [Campus Wide Policy Formation Procedures](#) document housed on the [College's policy website](#). Proposals for new policies or amendments to existing policies are first vetted by the President's Executive Team or the Provost and President in the case of academic policy matters. The document identifies the type of policies that require approval of the College Board. Policies adopted and implemented following this procedure are included on the [Policy List](#). The Procedures also allow for the creation and approval, publication and implementation of divisional policies. An example of procedures for the development of divisional policies is provided for the [Academic Affairs](#) Division.

Closing Statement

The College is in compliance with Comprehensive Standard 3.2.6. The College has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. There is a clear and appropriate distinction between the policy-making functions of the College Board and the policy administration and implementation responsibilities of the faculty and administration at the College.

Sources

-  [Board Meeting Agenda Items](#)
-  [BOT Meeting Minutes](#)
-  [BOT Meeting Schedule](#)
-  [BRM Memo to Academic Council Divisional Policy August 2016](#)
-  [Bylaws](#)

-  [Bylaws \(Page 8\)](#)
-  [Bylaws section I #2, pg 8 \(Page 8\)](#)
-  [campus-policy-procedures](#)
-  [FAM 2016-17 \(Page 45\)](#)
-  [FAM 2016-17 \(Page 6\)](#)
-  [Governance Guidelines pg 2 Ten board responsibilites \(Page 2\)](#)
-  [Governance Guidelines pg 3 policy \(Page 3\)](#)
-  [orgchart](#)
-  [Orientation Notebook](#)
-  [Policy List - College of Charleston](#)
-  [Policy Website](#)
-  [SC Code of Laws 59-130-10 \(Page 2\)](#)

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, “the College”) publishes a master [organizational chart](#) that is available to the College community on multiple College websites. Similar organizational charts from various departments, such as the [Division of Academic Affairs](#) and the [Division of Student Affairs](#) are available online in order to maintain transparency regarding the division of their specific responsibilities. These charts are available on the [academic affairs](#) and [student affairs](#) websites, respectively.

The organizational structure of the administration is reviewed and amended as appropriate. For example, the Department of Public Safety reported to the Division of Student Affairs until July 15, 2014, when [President Glenn F. McConnell moved the office](#) to report to the Office of Administration and Planning.

The president of the institution, who reports to the College Board of Trustees (hereinafter “the College Board”), oversees the following:

- Provost/Executive Vice President for Academic Affairs
- Executive Vice President for Business Affairs
- Executive Vice President for Student Affairs
- Executive Vice President for Institutional Advancement
- Vice President for Administration and Planning
- Executive Secretary to the Board of Trustees and Vice President for College Projects
- Executive Director for Marketing and Communications
- General Counsel
- Associate Vice President for Institutional Effectiveness and Strategic Planning
- Senior Executive Administrator
- Athletics Director
- Ombudsperson

The senior administrators listed above are appointed by the president of the College in accordance with the College Board's [bylaws](#). They are responsible for the administrative and policy-making functions for their divisions, departments, or offices, consistent with their position descriptions. For example, see the executive vice president for business affairs position description [here](#).

The president [meets weekly with the executive team](#), which includes the provost and executive vice president for academic affairs, the executive vice president for business affairs, the executive vice president for student affairs, the executive vice president of institutional advancement, the vice president of administration and planning, the executive director of marketing and communications, the president's executive administrator and the general counsel. The president also meets as needed with the individual members of the executive team. The president meets with the athletic director twice a month. The president meets regularly with the College Board's executive secretary, whose office is located inside the president's suite, to discuss issues with the president as they arise. The president meets with the ombudsperson as needed.

The College Board's [bylaws](#) state that the president and the provost share with the faculty the responsibility for proposing educational programs and policies. The president and the provost are also responsible for the

orderly implementation of educational programs and policies.

The College maintains a [policy website](#), which publishes the institutional policies of the College in order to make them more readily available to members of the College community, complete with a listing of the office or individual responsible for the policy. Details on the formation and amendment of institutional policies are described in the [Campus Wide Policy Formation Procedures](#), which are publicly available to the members of the College community and distinguish between academic and non-academic policy making.

Divisional and school policies are published on the relevant websites, as permitted by the Campus Wide Policy Formation Procedures. For example, academic affairs' policies are available [online](#).

Responsibilities for academic policymaking are defined in the College of Charleston *Faculty/Administration Manual* (hereafter "FAM"), [Section II, C](#). and are approved through the faculty governance structure of the Faculty Senate. The FAM contains both the [Faculty Bylaws](#) and many academic administrative policies of enduring significance to the work of the faculty. The Faculty Bylaws describe the roles of the elected [Speaker of the Faculty](#); the [Faculty Senate](#), which is the "primary legislative body" of the faculty; and the various [faculty committees](#) (e.g., Faculty Welfare Committee, Advisory Committee on Tenure, Promotion, and Third-Year Review). In addition to providing descriptions of the policies, the FAM also provides the [duties](#) of each committee, describing their responsibilities for reviewing, revising, and/or administering the relevant policies. An example of a topic being recommended for review by committees of the Faculty Senate is the Dean's List, as shown on page 5 of the [October 7, 2014, Faculty Senate Meeting Minutes](#).











The Faculty Bylaws describe the roles of the Academic Planning Committee, the Budget Committee, the Curriculum Committee, and the Faculty Senate for approving any new undergraduate major or minor program. An example of this can be found in the [February 2009 Faculty Senate Meeting Minutes](#) where the Faculty Senate voted to add archaeology as a minor. Such programs also must be approved by the College Board, as stated in the [Faculty Bylaws](#). A slightly different process exists for approving new graduate programs.

Closing Statement

The College has a clearly defined and published organizational structure that delineates oversight for specific divisions and areas and the individuals responsible for the management of the policies that fall under their supervision. As such, the College is in compliance with this standard.

Sources

-  [Academic Affairs Org Chart](#)
-  [Academic Affairs Procedures and Practices](#)
-  [Academic Affairs Website](#)
-  [Bylaws \(Page 8\)](#)
-  [Bylaws \(Page 9\)](#)
-  [Campus Policy Procedures](#)
-  [College Policy Website](#)
-  [Division of Student Affairs Website](#)
-  [Faculty Senate Meeting Minutes 10-07-14 \(Page 5\)](#)
-  [Faculty Senate Meeting Minutes 2-10-09 \(Page 10\)](#)
-  [FAM 2016-17 \(Page 11\)](#)
-  [FAM 2016-17 \(Page 18\)](#)

-  [FAM 2016-17 \(Page 28\)](#)
-  [FAM 2016-17 \(Page 46\)](#)
-  [FAM 2016-17 \(Page 6\)](#)
-  [FAM 2016-17 \(Page 8\)](#)
-  [FAM 2016-17 \(Page 9\)](#)
-  [PD-Executive Vice President for Business Affairs](#)
-  [President McConnell's Email](#)
-  [President's Meetings with Executive Team](#)
-  [President's Organizational Chart](#)
-  [Student Affairs Org Chart](#)

3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

College of Charleston leadership includes a broad cross-section of individuals with rich and varied backgrounds. Both by experience and education, they are eminently qualified for the positions they hold and are evaluated on a regular basis. [Table 1](#) is a roster of the executive officers, with notes on officers' degrees and prior positions. [Table 2](#) is a roster of the administrative and academic officers, with notes on officers' degrees and prior positions. As evidenced by the qualifications discussed below, the executive, administrative and academic officers of the College have the qualifications, experience, and competencies to lead the institution.

The College's Executive Officers Have the Qualifications, Experience, and Competencies to Lead the Institution

The College of Charleston designates the president and the four executive vice presidents as the "executive officers of the administration" ([Undergraduate Catalog](#); [Graduate Catalog](#)). The executive officers are appointed by the president of the College, consistent with the president's authority as described in the [Board of Trustees Bylaws, Sect. M. 1, p. 5](#), and the [Faculty/Administration Manual, Section II.B.1](#) and [Section II.B.3](#). These executive officers have appropriate undergraduate and graduate degrees. Further, prior to taking their current positions, the executive officers had significant professional experience in higher education administration and/or their specific fields of expertise. The College's executive officers have traditional credentials supporting their appointments to their current positions. These officers report directly to the president. [Table 1](#) includes links to the applicable officers' curriculum vitae and position descriptions.

Table 1. Executive Officers

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Brian McGee, C.V.	Provost and Executive Vice President for Academic Affairs, Position Description	Serves as the chief academic officer with responsibility for the overall academic program. Responsible for academic policies, standards and programs, graduate programs, faculty hiring, the tenure and promotion process, libraries, and the enrollment management areas.	Ph.D., Communication, Ohio State University, 1996 M.S., Speech Communication, Southern Illinois University, 1990 B.S., Speech Communication, Southern Illinois University, 1989	Interim Executive for Academic College 2014-20 Chief of Vice President Executive College 2010-20 Chair of Dept. of College 2004-20 Chair of Professor of Communication Spalding 2001-20
Stephen Osborne, C.V.	Executive Vice President for Business Affairs, Position Description	Responsible for the Division of Business Affairs, which includes budgeting fiscal services, payroll, internal auditing and financial reporting, parking services, dining services, bookstore operations, Cougar Card Services, procurement and supply, human resources, facilities planning, government relations, information technology, physical plant, equal opportunity programs, and environmental health and safety.	M.B.A., University of South Carolina, 1978 M.P.A., Western Kentucky University, 1976 B.A., College of Charleston, 1973	Chief of Carolina Control 2006 Director of Budget and Finance South Carolina and Corporation 1996-20 Director of Human Resources South Carolina and Corporation 1994-19 Assistant of Human Resources South Carolina and Corporation 1989-19 Manager of Relations Human

				South C and Cor 1984-19
Alicia Caudill, C.V.	Executive Vice President for Student Affairs, Position Description	Responsible for the Division of Student Affairs, including campus recreation services, the career center, the absence memo function, civic engagement, counseling and substance abuse services, disability services, the dean of students, Greek life, the Higdon Student Leadership Center, the McNair Scholars Program, multicultural student programs, residence life and housing, student health services, Upward Bound and pre-college programs, and victim services.	Ph.D., Philosophy, University of Georgia, 2007 Post-Graduate Work, Higher Education Administration, University of Memphis, 1999 M.Ed., Student Personnel Services, University of South Carolina, 1997 B.A., Public Relations, Otterbein University, 1995	Assoc. V Student Dean of Universi Georgia Co-Four Facilitate Affairs F Institute Collabor Georgia Person (GCPA) Associat for Stud Dean of Gainesv College/ North G 2013 Director Activities State Co 2006
George Watt, Jr., C.V.	Executive Vice President for Institutional Advancement and Executive Director, College of Charleston Foundation, Position Description	Responsible for the Division of Institutional Advancement and the College of Charleston Foundation.	B.S., U.S. Naval Academy, 1973	Presider Executiv Naval A Assoc. e Academ 2000-20 Senior V First Un Corp./M

				Director, Business Group, ' Principal Group-N Financial 1995
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The College's Other Administrative/Academic Officers Have the Qualifications, Experience, and Competence to Lead the Institution

The administrative/academic officers are appointed by the president of the College, consistent with the president's authority as described in the [Board of Trustees Bylaws, Sect. M. 1, p. 5](#), and the *Faculty/Administration Manual*, [Section II.B.1](#) and [Section II.B.3](#).

The executive secretary of the Board of Trustees is designated a "principal officer" of the College in the [Board of Trustees Bylaws, Sect. E., p. 4](#) and, as a result of this designation, is an administrative officer of the College. In addition, because the director of athletics, general counsel, executive director of marketing and communications, ombudsperson, senior executive assistant to the president, and associate vice president for institutional effectiveness and strategic planning and SACSCOC liaison report to the president, they have been included. Lastly, because the vice president for administration and planning has dotted-line reporting to the president, he has been designated as an administrative officer of the College and is included.

The academic deans are the chief administrative officers of the College of Charleston's academic schools and the libraries. The deans provide leadership in formulating educational policy, including curriculum development and delivery, and serve as their faculty members' agents in the execution of such policy. As detailed in the *Faculty/Administration Manual*, [Section II.C.](#), the academic deans:

- represent the school in relations with other schools of the College;
- ensure that faculty enjoy academic freedom and exercise academic responsibility;
- review departmental and program recommendations for faculty appointment, renewal, promotion, tenure, termination, and dismissal, and forward recommendations to the provost;
- approve appointments to the school of prospective faculty;
- monitor Affirmative Action policy implementation in the departments and programs;
- review the annual evaluation of each faculty member of the school;
- review and evaluate the performances of the Department Chairs;
- allocate the budgets for instruction, supplies and equipment, etc., and monitor the expenditure of all school funds;
- hear faculty grievances that have been pursued beyond the departmental or program level and cooperate in formal grievance procedures;
- monitor faculty workloads and schedules; approve recommendations for sabbatical leaves and leaves of absence;
- establish ad hoc committees of the faculty;
- recommend appointments for Department Chairs and other academic administrators to the Provost in accordance with policies and procedures specified;
- develop fundraising programs and grant proposals for the schools;
- work with appropriate program directors and Department Chairs;
- plan and evaluate graduate programs; work with the Dean of the Graduate School to coordinate graduate admission policies;
- work with the Dean of the Honors College and the School of Professional Studies as appropriate; and
- serve on various committees.

College deans hold faculty rank and engage in the teaching, research, and service functions of faculty (*Faculty/Administration Manual*, [Section II.C.](#)).

The dean of libraries and special collections is the chief administrative officer of the College of Charleston libraries, including the Avery Research Center for African American History and Culture and any branch libraries. This individual is responsible for all activities associated with the acquisition, access, and maintenance of information resources that support the teaching and research requirements of the College. The dean of libraries is an academic dean. The dean holds faculty rank and engages in professional development and service functions (*Faculty/Administration Manual*, [Section II.C.](#)).

The administrative/academic officers have appropriate undergraduate and graduate degrees. Further, prior to taking on their current positions, the administrative/academic officers had significant prior professional experience in higher education administration and/or their specific field of expertise. The College's administrative/academic officers have credentials supporting their appointments to their current positions. For example, the administrative/academic officers with tenured faculty appointments had lengthy faculty careers prior to accepting their current positions. Table 2 includes links to the applicable officers' curriculum vitae.

Table 2. Administrative/Academic Officers

Name	Title	Responsibilities	Educational Qualifications	Professional E
Angela Mulholland, C.V.	General Counsel, Position Description	Responsible for the Office of Legal Affairs.	J.D., University of South Carolina, 1983 B.S., Medical Record Administration, Medical University of South Carolina, 1980	Supervising Attor South Carolina Social Services, Principal Attorne Angela B. Mulho Present Practicing Attorr Partner, Offices McConnell and Mulholland, 198
Elizabeth Kassebaum, C.V.	Executive Secretary of the Board of Trustees and Vice President for College Projects, Position Description	Responsible for the Office of Institutional Resources and manages all aspects of Board of Trustees operations.	B.A., Political Science, University of South Carolina, 1984	Assistant Vice F Executive Admin of Charleston, 1 Special Assistar College of Char Special Assistar Director, U.S. S Commission, 19
Joe Hull, C.V.	Director of Athletics, Position Description	Supervises and develops a competitive, successful Athletics Program consistent with the educational goals and mission of the College.	M.S.A., Sports Administration and Facility Management, Ohio University, 1986 J.D., Campbell University, 1981 B.S., Business Management, North Carolina State University, 1978	Senior Associat and Associate A University of Ma Associate Direc Director of the N State Student A (Wolfpack Club) the Director of A University, 1985
Paul Patrick, C.V.	Vice President of Administration & Planning, Position Description	Performs administrative roles at the direction of the president. Assists with enrollment and budget planning. Responsible for routinely updating the president and Board of Trustees on relevant issues and strategies aimed at increasing the academic and fiscal health of the College.	M.P.P, University of Maryland, 2007 B.A., Communication, College of Charleston, 2004	Director of State Finance, S.C. H Representatives Committee, 200 Budget/Researc House of Repre and Means Con Legislative Advi Director, State c Department of H Hygiene, 2005-2

Vacant	Associate Vice President of the Office of Institutional Diversity and Chief Diversity Officer, Position Description	Responsible for the Office of Institutional Diversity.	Vacant	Vacant
Mark Berry, C.V.	Executive Director of Marketing and Communications, Position Description	Oversees marketing and communication strategies for the College. Advises the President and other College officers in the formulation of marketing and communications policies and programs.	B.A., English, Furman University, 1996	Interim Executive External Relations, Charleston, 2011 Senior Director Publications and Marketing of Charleston Magazine of Charleston, 2008 Director of College and Editor of College of Charleston Magazine, Charleston, 2000 Public Information Officer, College of Charleston Publisher/Manager, Arcadia Publishing
Deni Mitchell, C.V.	Ombudsperson, Position Description	Serves as the ombudsperson for students, staff and faculty.	Coursework completed at Trident Technical College SHRMM Human Resources Certificate, Trident Technical College Certified Continuous Improvement Team Leader, Hill-Rom EEO Professional Certification Program, SC Human Affairs Commission ECOA (Ethics & Compliance Officer Association) Professional Certification ECOA – LPEC (Licensed Practitioner of Ethical Compliance) International Ombuds Training: "IOA's Foundations"	Senior Executive President, College of Charleston, 2007-2010 Director of Human Resources, Minority Affairs, Charleston, 2000 Executive Assistant, President, College of Charleston, 2002-2006 Executive Assistant, Company, 1998 Administrative Services, Trident Technical College Executive Assistant, Barkley, 1995-1998 Human Resources, Hill-Rom Company Corporate Services, Conventions, Hill-Rom, 1987-1991

			Course” “Ombuds & Corporate Responsibility” “Title IX and Ombuds in Higher Education”	
Debbie Hammond, C.V.	Senior Executive Administrator to the President, Position Description	Provides specialized support to the President. Plans, directs and oversees complex business management activities.	Course work completed toward a major in Business Administration, Augusta College, 1976-1978 Dean’s List 1976-1978 News Editor and Managing Editor of Student Newspaper	Chief of Staff, Lt Governor’s Office Governor’s Office 2014 Judiciary Comm Administrative Manager/Assist: Director, Public Committee, S.C 2012 Executive Assis Director/Legisla Office of Regula Administrative A Assistant to Jud Chairman/Presi Tempore and C and Research C Legal Assistant/ Williams & Willie 1979-1984 Legal Secretary Knox & Zacks, A 1979
Divya Bhati, C.V.	Associate Vice President for Institutional Effectiveness and Strategic Planning, SACSCOC Liaison, Assistant Professor Higher Education Administration, Position Description	Collaborates with senior leadership to organize academic and administrative planning, institutional strategic decision-making, assessment of administrative and academic programs, student learning outcomes, and institutional effectiveness.	Ph.D. in Education University of Central Florida, Orlando, Florida, 2007	Director, Office of Excellence and Support, Univer Florida, 2014-20 Associate Direc Operational Exc Assessment Su Central Florida, Assistant Direct Operational Exc Assessment Su Central Florida,
Alan Shao, C.V.	Dean, School of Business	Supervises and provides academic leadership for the School of Business.	Ph.D., Marketing, University of Alabama-Tuscaloosa, 1989 M.B.A., Old Dominion	Associate Dean Global Program Business, Unive Carolina-Charlo

			<p>University, 1983</p> <p>B.S., General Business, Old Dominion University, 1981</p>	<p>North Carolina I Marketing and II Business, Unive Carolina-Charlo</p> <p>Director, Interna Programs, Univ Carolina-Charlo</p> <p>Professor of Ma of North Carolin 2003</p> <p>Associate Profe University of No Charlotte, 1994.</p> <p>Assistant Profes University of No Charlotte, 1990.</p> <p>Asst. Professor Kennesaw State 1990</p>
Frances Welch, C.V.	Dean, School of Education, Health, and Human Performance	Supervises and provides academic leadership for the School of Education, Health, and Human Performance.	<p>Ed. S., Education Administration, The Citadel, 1992</p> <p>Ph.D., Educational Psychology, University of South Carolina, 1978</p> <p>M.A., Experimental Psychology, University of South Carolina, 1971</p> <p>B.A., Psychology, Columbia College, 1969</p>	<p>Interim Dean, S College of Char</p> <p>Professor and C of Foundations, Special Educati Charleston, 199</p> <p>Assistant Dean Development ar Professor, Colle 1993-1995</p> <p>Associate Profe Charleston, 199</p> <p>Assistant Dean, and Associate F of Charleston, 1</p> <p>Director and As College of Char</p>
Michael Auerbach, C.V.	Dean, School of Sciences and Mathematics	Supervises and provides academic leadership for the School of Sciences and Mathematics.	<p>Ph.D., Biological Sciences, Florida State University, 1982</p> <p>M.S., Biological Sciences, Florida State University, 1979</p> <p>B.S., Biology, State</p>	<p>Interim Vice Pre Academic and E Development, C Institute, 2008-2</p> <p>Executive Direc Professor, Divis Ecosystem Scie Research Institu</p>

			University of New York at Stony Brook, 1975	<p>Professor and C of Biology, Colle 1996-2000</p> <p>Program Director Studies, NSF, 1</p> <p>Professor of Bic North Dakota, 1</p> <p>Associate Profe North Dakota, 1</p> <p>Assistant Profes North Dakota, 1</p>
Antonio Tillis, C.V.	Dean, School of Languages, Cultures, and World Affairs	Supervises and provides academic leadership for the School of Languages, Cultures, and World Affairs.	<p>Ph.D., Latin American Literature with Afro-Hispanic Emphasis, University of Missouri at Columbia, 2000</p> <p>M.A., Spanish Literature, Howard University, 1995</p> <p>B.S., Spanish Language, Vanderbilt University, 1987</p>	<p>Graduate Facult Massachusetts : 2015</p> <p>Associate Profe African and African Studies Program College, 2009-2</p> <p>Distinguished In Scholar. Univers Indies, Mona, J</p> <p>Graduate Facult Foreign Language Literatures, Pur 2009-2014</p> <p>Fulbright Schola University of Mir Belo Horizonte,</p> <p>Associate Profe Director: Latin A Latino Studies Program University, 2008</p> <p>Associate Profe of Foreign Lang Literatures, Pur 2006-2009</p> <p>Assistant Profes Foreign Language and African Am Purdue Univers</p>
Valerie Morris, C.V.	Dean, School of the Arts	Supervises and provides academic	M.A., Speech with Theatre Administration	Chair, Department Arts, American I

		leadership for the School of the Arts.	Emphasis, University of Michigan, 1972 B.A., Speech Arts, American University, 1968	1998 Director, Arts M. Program, American University, 1974-1998 Administrative Director for the Performing Arts, American University, 1974 Associate Manager business affairs including house operations, University of Connecticut, 1974-1976 Promotions Director promotional services performing arts press relations, American University, 1972 BOOKS AND MANUSCRIPTS <i>The Arts in a New World</i> <i>Research and Theory</i> edited with David B. Proulx Praeger, 2003 <i>The Future of the Arts: Policy and Practice</i> with David B. Proulx 1990
Jerry Hale, C.V.	Dean, School of Humanities and Social Sciences	Supervises and provides academic leadership for the School of Humanities and Social Sciences.	Ph.D., Communication, Michigan State University, 1984 M.A., Communication, Michigan State University, 1983 B.A., Political Science, University of California, Los Angeles, 1977	Dean, College of Arts and Letters, University of Michigan-Dearborn, 2001-2003 Department Head, Speech Communication, University of Georgia, 2000-2001 Professor of Speech Communication, University of Georgia, 1997-2000 Associate Professor of Communication, University of Georgia, 1991-1997 Associate Professor of Communication, University of Georgia, 1984-1989 Assistant Professor of Communication, University of Hawaii, 1984












<p>Brian McGee, C.V.</p>	<p>Dean, Graduate School</p>	<p>Supervises and provides academic leadership for the Graduate School.</p>	<p>Ph.D., Communication, Ohio State University, 1996</p> <p>M.S., Speech Communication, Southern Illinois University, 1990</p> <p>B.S., Speech Communication, Southern Illinois University, 1989</p>	<p>Provost and Executive President for College of Charleston Present</p> <p>Interim Provost President for College of Charleston</p> <p>Chief of Staff and President for Executive Administration, College of Charleston, 2011</p> <p>Chair and Professor of Communication College of Charleston, 2008</p> <p>Chair and Associate Professor School of Communication Spalding University</p>
<p>Trisha Folds-Bennett, C.V.</p>	<p>Dean, Honors College</p>	<p>Supervises and provides academic leadership for the Honors College.</p>	<p>Ph.D., Developmental Psychology, University of North Carolina-Chapel Hill, 1993</p> <p>M.A., Psychology, Wake Forest University, 1986</p> <p>B.A., Psychology, Wake Forest University, 1984</p>	<p>Undergraduate Creative Activities Director, Honors College of Charleston, 2011</p> <p>Associate Dean of Nationally Recognized Honors College Charleston, 2008</p> <p>Associate Professor College of Charleston</p> <p>Assistant Professor College of Charleston</p> <p>Visiting Instructor College of Charleston</p>
<p>John White, C.V.</p>	<p>Dean of Libraries and Special Collections</p>	<p>Supervises and provides academic leadership for the libraries.</p>	<p>Ph.D., History, University of Florida, 2006</p> <p>M.A., History, College of Charleston, 1999</p> <p>B.S., Political Science, Bridgewater College, 1996</p>	<p>Associate Dean of Special Collections and College of Charleston</p> <p>Interim Dean of Special Collections of Charleston, 2011</p> <p>Director, Lowcountry Library, College of Charleston 2009-2014</p> <p>Director, Program for Lowcountry and Coastal Studies (CLAW), College of Charleston 2010-2014</p>






























				Head of Digital Services, College of Charleston, 2012-2013 Archivist, Special Collections, College of Charleston
Godfrey Gibbison, C.V.	Dean, School of Professional Studies	Supervises and provides academic leadership for the School of Professional Studies.	Ph.D., Economics, Virginia Polytechnic and State University, 1998 M.S., Agricultural Economics, Iowa State University, 1995 B.S., Economics, University of the West Indies, 1992	Director, School of Professional Studies, College of Charleston, 2009 Associate Professor, Georgia Southern University, 2007-2012 Assurance of Learning Coordinator, College of Charleston Administration, 2007-2012 Assistant Professor, Southern University, 2007-2012 Lecturer, University of the West Indies, Mona Campus, 1992-1995 Visiting Assistant Professor, Centre College, 1992-1995

Closing Statement

The executive and administrative/academic officers of the College have the qualifications, experience, and competencies to lead the institution.

Sources

-  [Berry_PD](#)
-  [Board of Trustees By-Laws \(Page 4\)](#)
-  [Board of Trustees By-Laws \(Page 5\)](#)
-  [CV- Angela Mulholland, General Counsel](#)
-  [CV- Frances Welch, Dean, School of Education, Health, and Human Performance](#)
-  [CV_Divya Bhati](#)
-  [CV-Alan Shao, Dean, School of Business](#)
-  [CV-Alicia Caudill, Executive Vice President for Student Affairs](#)
-  [CV-Antonio Tillis, Dean, School of Languages, Culture and World Affairs](#)
-  [CV-Brian McGee, Provost and Executive Vice President for Academic Affairs](#)
-  [CV-D. Hammond](#)

-  CV-Deni Mitchell, Ombudsperson
-  CV-Elizabeth Kassebaum, Executive Secretary of the BOT and VP for College Projects
-  CV-George Watt, Jr., Executive Vice President for Institutional Advancement and Executive Director CofC Foundation
-  CV-Godfrey Gibbison, Dean, CofC North Campus
-  CV-Jerold Hale, Dean, School of Humanities and Social Sciences
-  CV-Joe Hull, Director of Athletics
-  CV-John White, Dean of Libraries
-  CV-Mark Berry, Executive Director of Marketing and Communications
-  CV-Michael Auerbach, Dean School of Sciences and Mathematics
-  CV-Steve Osborne, Executive Vice President for Business Affairs
-  CV-Trisha FoldsBennett, Dean, Honors College
-  CV-Valerie Morris, Dean, School of the Arts
-  FAM 2016-17 (Page 45)
-  FAM 2016-17 (Page 46)
-  Graduate Catalog 2016-2017 (Page 15)
-  Hammond_PD update
-  Paul David Patrick Resume_Aug 2016_SACS
-  PD-Associate Vice President for Institutional Diversity
-  PD-Associate Vice President for Institutional Effectiveness and Strategic Planning
-  PD-Director of Athletics
-  PD-Executive Secretary of the Board of Trustees and Vice President for College Projects
-  PD-Executive Vice President for Business Affairs
-  PD-Executive Vice President for Institutional Advancement and Executive Director of the College of Charleston Foundation
-  PD-Executive Vice President for Student Affairs
-  PD-General Counsel
-  PD-Ombudsperson
-  PD-Provost and Executive Vice President for Academic Affairs
-  PD-Vice President for Administration and Planning
-  Undergraduate Catalog 2016-2017 (Page 19)

3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston publishes policies and procedures regarding search processes, appointments, employment and evaluation in the [Faculty/Administration Manual](#), the [College's policy website](#), and the [Office of Human Resources website](#).

The College advertises, conducts search processes, appoints, employs, and evaluates both faculty and staff in accordance with all applicable College policies and state regulations.

Forms and templates needed to manage the processes associated with personnel appointments and employment are made available on the Office of Human Resources website. College and human resources personnel work with departments throughout the hiring process to ensure that searches comply with all applicable College policies and state regulations.

Personnel Policies

The College's Office of Human Resources publishes policies and procedures pertaining to employment online on the [College's policy website](#) and the [human resources policy website](#).

These employment policies include, but are not limited to:

- [ADA - Reasonable Accommodation and Equal Access](#)
- [Alcohol and Drug Abuse](#)
- [Alcohol and Illicit Drug Testing](#)
- [Background Checks](#)
- [Code of Conduct and Disciplinary Actions](#)
- [E-mail](#)
- [Ethics](#)
- [Modification of Duties for New Faculty Parents](#)
- [Tobacco Free](#)
- [Temporary Employment](#)
- [Compensation – Classified Employees](#)
- [Dual Employment](#)
- [Discrimination and Harassment, Including Sexual Harassment and Abuse \(prohibition of\)](#)
- [Employee Performance Management System \(EPMS\)](#)
- [Family and Medical Leave Act of 1993](#)
- [Staff Grievance](#)
- [Hours of Work](#)
- [Hours of Work - Law Enforcement](#)
- [Reduction in Force](#)

Newly hired employees are notified of these policies and sign a [policy acknowledgement form](#), which is placed in their personnel file, to ensure they know their responsibilities and how to access the policies at any time. Additional personnel policies applicable to [faculty](#) and [academic administrators](#) are published in the [Faculty/Administration Manual](#) and available online on the [College's policy website](#) as well on the [Division of](#)

[Academic Affairs website](#). As reflected by the policy website section concerning personnel policies applicable to faculty and academic administrators, and consistent with the *Faculty/Administration Manual*, the policies include topics such as appointments, terms, and records of faculty; evaluation and termination; conduct of faculty and administrators; faculty discipline, misconduct, and termination; and other administrative policies. Newly hired faculty and academic administrators are notified of these policies in their appointment letter ([faculty appointment letter/academic administrator appointment letter](#)) and as a part of [new faculty orientation](#).

Further, in accordance with the [Campus Wide Policy Formation Procedures](#), College policies are created and revised by submitting the [Institutional Policy Request Form](#). The form must be sponsored and signed by at least one of the following:

- president of the college/university;
- senior or executive vice president;
- speaker of the faculty;
- president of a student government organization (SGA, GSA, or RHA);
- chief executive office of a College-affiliated organization (e.g., College of Charleston Foundation or Alumni Association);
- general counsel.

Once a policy proposal is adopted in final form, it is disseminated in a manner designed to promote timely and accurate notification to all concerned members of the College Community. Notification may take one or more of the following forms:

- Notice on the appropriate College web site;
- Dissemination of printed materials;
- Informational meetings; and/or
- Individual notices to all affected persons.

In accordance with the Procedures, new or updated policies are disseminated to all employees via [policy email notifications](#) immediately upon final approval by the administration in addition to being added to the College's policy website. For example, when the College's Ethics Policy was updated, President McConnell sent a [policy email notification](#) to all employees that the Ethics Policy had been updated which included a direct link to the policy.

All approved policies are maintained on the policy website with a numbering system reasonably calculated to allow for ease in the location of a policy by subject matter, as evidenced by the [Policy Website Index](#). The review schedule for policies is the responsibility of the position designated as the policy manager for that particular policy and should occur approximately every five years.

Appointment and Employment

As detailed below, staff and faculty recruitments each comply with the following process. First, hiring managers must seek approval to post vacant positions by completing the [Request for Employee Posting Hiring Authorization form](#). Second, the open position is posted in writing with a job description and qualifications stated. Third, applicants selected for interview are approved in advance by the Office of Equal Opportunity Programs (formerly the Office of Human Relations and Minority Affairs) to ensure compliance with the College's [Affirmative Action Plan](#) and the policy on [Prohibition of Discrimination and Harassment Including Sexual Harassment and Abuse](#). ([staff email notice](#); [faculty email notice](#), and AA-2 Request for [On-Campus Interview](#)). Lastly, all offers of hire are reviewed by the Office of Equal Opportunity Programs as evidenced by the staff and faculty offer of [hire records](#). The recruitment steps outlined above are set forth in the [Faculty Recruitment Procedure Guide](#) as well as the [Recruiting Guidelines for Staff Positions](#).

Faculty and Academic Administrators Appointment, Employment and Evaluation

The policies and procedures that govern the appointment and employment of academic administrators and full-time, part-time, visiting, and adjunct faculty are defined in the College's *Faculty/Administration Manual, Sections III-V*, which is administered by the Office of Academic Affairs.

All tenure-track faculty appointments are recruited and evaluated by a search and screening committee (see [sample faculty posting](#)). As reflected in the [Faculty Recruitment Procedure Guide](#), the Office of Equal Opportunity Programs is involved in the search, screening, and hiring process. The Office of Equal Opportunity Programs assists the search committee with ensuring that the search complies with both the letter and spirit of the College's affirmative action program as well as the College's policy on the [Prohibition of Discrimination and Harassment, Including Sexual Harassment and Abuse](#). The search committees make a recommendation to the chair regarding appointments, who, in collaboration with the dean and with approval of the provost and Office of Equal Opportunity Programs, offers the position in writing. The [faculty appointment letter](#) provides, in detail, the terms of the appointment, compensation, employment policies, tenure, and probationary period.

The Faculty/Administration Manual, [Section V \(E\)](#), and [Section VI](#), includes policies and procedures regarding evaluation of faculty and academic administrators. The performance of each College dean is reviewed periodically (at least every three years) by the provost with input from the faculty. The evaluation of academic administrators takes place annually. Evaluation processes vary depending on the nature and conditions of the administrative appointment. Faculty who have been granted tenure or have undergone a major review for promotion to Senior Instructor are evaluated at least once every three years, and more often if requested by the faculty member, department chair/program director, or dean. All tenure-track and instructor faculty are evaluated annually. Visiting and adjunct faculty are evaluated annually or at the end of each semester, with the option to request permission to undergo evaluation only once every three years once they have had three consecutive annual evaluations. In that case, as with tenured faculty and senior instructors, the faculty member, chair, or dean can call for an annual evaluation in any year. Redacted examples of completed faculty evaluations are provided below:

- [Sample Faculty Evaluation 1](#)
- [Sample Faculty Evaluation 2](#)
- [Sample Faculty Evaluation 3](#)
- [Sample Faculty Evaluation 4](#)

Staff Appointment, Employment, and Evaluation

The policies and procedures that govern the appointment and employment of staff are published publicly on the College's policy website and the Human Resources website.

Positions are established and filled in accordance with the College's [Compensation Policy](#) and [State Human Resources Regulations](#), Sections [19-702](#), [19-705](#), and [19-706](#). Vacant positions are posted and include job responsibilities and requirements in accordance with State Human Resources Regulations, Section [19-703](#) (see [sample staff posting](#)). Hiring panels are generally used for higher-level positions, which includes pay bands 5-10. As with faculty recruitments, applicants selected for interview are approved in advance by the Office of Equal Opportunity Programs to ensure compliance with the College's [Affirmative Action Plan](#) and the policy on [Prohibition of Discrimination and Harassment, Including Sexual Harassment and Abuse](#). Human resources provides [Recruiting Guidelines for Staff Positions](#) to hiring managers prior to each recruitment to help ensure the process is followed. Additionally, hiring managers must seek approval to post vacant positions by completing the [Request for Employee Posting Hiring Authorization form](#). These processes are conducted electronically through the online PeopleAdmin system. A sample of the [online hiring proposal approval process](#) is included. A [sample staff employment offer letter](#) is also provided.






Staff employees are evaluated on an annual basis according to the guidelines set forth in the College's [Employee Performance Management System \(EPMS\) Policy](#), which is published on the College's policy website and the human resources policy website. This policy was developed in accordance with State Human Resources Regulations, [Section 19-715](#). Employees are evaluated through our online PeopleAdmin evaluation system. Notice of the annual evaluation process is sent to all employees each year. The [annual evaluation memo](#) is provided. Sample completed staff evaluations are provided below:

- [Sample Staff Evaluation 1](#)
- [Sample Staff Evaluation 2](#)
- [Sample Staff Evaluation 3](#)
- [Sample Staff Evaluation 4](#)

Closing Statement

The College has published policies that direct the conditions for appointment, employment, and evaluation of all personnel.

Sources

-  [9.1.6.1 Policy on Alcohol and Drug Testing](#)
-  [9.1.9 Ethics Policy](#)
-  [9.2.1 Background Checks Policy](#)
-  [AA Procedures and Practices page](#)
-  [Academic Administrator Appointment Letter](#)
-  [ADA - Reasonable Accommodation and Equal Access](#)
-  [Affirmative Action Plan](#)
-  [Annual Evaluation Memo](#)
-  [Campus Wide Policy Formation Procedures](#)
-  [Code of Conduct and Disciplinary Actions Policy](#)
-  [College Policy Website \(Page 5\)](#)
-  [Compensation Policy, Classified Employees](#)
-  [Drug and Alcohol Abuse Policy](#)
-  [Dual Employment Policy](#)
-  [Email Policy \(Electronic Communications Usage\)](#)
-  [Employee Performance Management System Policy](#)
-  [Ethics Policy Update Communication from McConnell](#)
-  [Faculty Appointment Letter Sample](#)
-  [Faculty Employee Interview Approval Email](#)
-  [Faculty Employee On-Campus Interview Approval](#)
-  [Faculty Recruitment Procedures \(Page 3\)](#)
-  [FAM 2016-17](#)
-  [FAM 2016-17 \(Page 56\)](#)
-  [FAM 2016-17 \(Page 83\)](#)
-  [FAM 2016-17 \(Page 94\)](#)
-  [FAM Faculty and Academic Administrator Policies](#)
-  [Family and Medical Leave Act Policy](#)
-  [Hours of Work Policy](#)
-  [Hours of Work Policy, Law Enforcement](#)

-  [HR Policies page](#)
-  [Institutional Policy Request Form](#)
-  [Modification of Duties Policy For New Faculty Parents](#)
-  [New Faculty Orientation Notice](#)
-  [Online Hiring Proposal Approval Process Sample](#)
-  [Policy Acknowledgement Form](#)
-  [Policy Email Notifications](#)
-  [Policy Website Index](#)
-  [Prohibition of Discrimination and Harrassment, Including Sexual Harrassment and Abuse Policy](#)
-  [Recruiting Guidelines for Staff Positions](#)
-  [Reduction In Force Policy](#)
-  [Request for Employee Posting Hiring Authorization](#)
-  [Sample Faculty Evaluation 1](#)
-  [Sample Faculty Evaluation 2](#)
-  [Sample Faculty Evaluation 3](#)
-  [Sample Faculty Evaluation 4](#)
-  [Sample Faculty Posting](#)
-  [Sample Staff Evaluation 1](#)
-  [Sample Staff Evaluation 2](#)
-  [Sample Staff Evaluation 3](#)
-  [Sample Staff Evaluation 4](#)
-  [Sample Staff Posting](#)
-  [Staff and Faculty Offer of Hire Approval](#)
-  [Staff Employee Interview Approval Email](#)
-  [Staff Employment Offer Letter Sample](#)
-  [Staff Grievance Policy and Procedure](#)
-  [State Human Resources Regulations](#)
-  [State Human Resources Regulations \(Page 101\)](#)
-  [State Human Resources Regulations \(Page 13\)](#)
-  [State Human Resources Regulations \(Page 17\)](#)
-  [State Human Resources Regulations \(Page 35\)](#)
-  [State Human Resources Regulations \(Page 45\)](#)
-  [Temporary Employment Policy](#)
-  [Tobacco Free Policy](#)

3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

In accordance with [State Human Resources Regulation 19-715](#), the College of Charleston has an [Employee Performance Management System \(EPMS\) policy](#) that guides the evaluation process for staff employees and administrators, excluding the deans. The *Faculty/Administration Manual* provides that each College dean's performance in office is reviewed periodically by the provost, with input from the faculty. (*Faculty/Administration Manual*).

The President is evaluated by the Board of Trustees. [State Human Resources Regulation 19-715.04](#) provides that annual performance evaluations shall be completed by July 1 for agency heads.

Administrators

The evaluation of College of Charleston administrators takes place annually. Administrators are generally defined by the *Faculty/Administration Manual* as including, but not limited to, executive vice presidents, senior vice presidents, vice presidents, and associate vice presidents. The evaluation process is conducted in accordance with the College's [Employee Performance Management System \(EPMS\) policy](#). EPMS policy is a formal, objective program that enables employees to be appraised based upon their job duties, work characteristics, and traits and to plan and develop goals for the future. Administrator evaluations were not completed in 2015 due to transition of administration. Employees are notified of this EPMS policy on [policy acknowledgement forms](#) when they are hired, and the policy is published publicly on the [College's policy website](#). New or updated policies are disseminated to all employees via [policy email notifications](#) immediately upon final approval by the administration in addition to being added to the College's policy website. Email notices and training are provided periodically throughout the year. A sample [email notice](#) for EPMS workshops along with a sample annual [evaluation memo](#) is provided.

The College of Charleston President evaluates the following direct reports ([Organizational Chart](#)):

- Provost and Executive Vice President for Academic Affairs
- Executive Vice President for Student Affairs
- Executive Vice President for Business Affairs
- Executive Vice President for Institutional Advancement
- Athletic Director
- General Counsel
- Associate Vice President for Institutional Effectiveness and Strategic Planning
- Senior Executive Administrator to the President
- Ombudsperson
- Executive Secretary of the Board of Trustees and Vice President for College Projects

The annual assessment of each administrator documents, via the EPMS evaluation form, the accomplishment of goals and achievements during the preceding year. The evaluation assesses the administrator's performance in each job duty. Additionally, the evaluation examines administrators' success as leaders and managers of their respective areas. Further, key institutional values and characteristics, including communication, collaboration, adaptability, judgement, learning, and integrity are evaluated. Face-to-face discussions of performance are conducted by the president and the administrators. As documented on the

attached forms, performance goals and areas of improvement are identified and discussed. Redacted examples of completed administrator evaluations are provided below:

- [Sample Administrator Evaluation 1](#)
- [Sample Administrator Evaluation 2](#)
- [Sample Administrator Evaluation 3](#)
- [Sample Administrator Evaluation 4](#)

Academic Administrators

The performance in office of each college dean is reviewed periodically (not less than every three years) by the provost with input from the faculty. (*Faculty/Administration Manual*). The evaluation is conducted in accordance with the *Faculty/Administration Manual*.

The College of Charleston provost evaluates the following direct reports:

- Dean, School of Sciences and Mathematics
- Dean, Honors College
- Dean, School of Professional Studies
- Dean, School of Humanities and Social Sciences
- Dean, School of the Arts
- Dean, School of Business
- Dean, School of Languages, Cultures, and World Affairs
- Dean, School of Education, Health, and Human Performance
- Dean, Libraries and Special Collections








Deans are assessed on their leadership of the respective school and their service as well as academic contributions to the College. Further, deans' contributions to creating more inclusive and diverse student and faculty bodies is considered. As an example of the evaluation process, when Deans were evaluated in 2014, faculty input was solicited using a [Qualtrics deans survey](#). The Qualtrics deans survey [response report](#) shows the responses received from faculty. A [sample](#) request for input on the dean evaluations from faculty is also provided. The deans received oral or written evaluations from the provost and executive vice president of academic affairs in Spring 2015. An [email notice](#) regarding the 2015 dean evaluations is provided. Redacted examples of dean evaluations are provided below:



















- [Sample Dean Evaluation 1](#)
- [Sample Dean Evaluation 2](#)
- [Sample Dean Evaluation 3](#)
- [Sample Dean Evaluation 4](#)

Closing Statement

The College of Charleston evaluates the effectiveness of its administrators through periodic evaluations.

Sources

 Annual Evaluation Memo
 College Policy Website (Page 6)
 Email Notice of 2015 Dean Evaluations
 Employee Performance Management System (EPMS) Policy
 EPMS Evaluation Form
 EPMS Workshops email notice
 FAM 2016-17 (Page 45)

-  FAM 2016-17 (Page 46)
-  FAM 2016-17 (Page 80)
-  Policy Acknowledgement Forms
-  Policy Email Notification
-  President's Organizational Chart
-  Qualtrics Dean Survey Response Report
-  Qualtrics Deans Survey
-  Requests for Input on Dean Evaluations
-  Sample Administrator Evaluation 1
-  Sample Administrator Evaluation 2
-  Sample Administrator Evaluation 3
-  Sample Administrator Evaluation 4
-  Sample Dean Evaluation 1
-  Sample Dean Evaluation 2
-  Sample Dean Evaluation 3
-  sample dean evaluation.CY2015
-  State Human Resources Regulations (Page 101)
-  State Human Resources Regulations (Page 104)

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The president of the College of Charleston has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. The president is actively involved in the administration and oversight, either directly or through designated representatives, of the intercollegiate athletics program. The president administers College of Charleston's athletics program in accordance with all applicable federal and state laws and the rules of the National Collegiate Athletic Association (NCAA), and the College policies and procedures. The Athletics Director (AD) [reports directly to the president](#) and is responsible for the operations of the athletics program and provides oversight of all coaching and departmental staff.

As the institution's chief executive officer, the president of the College of Charleston is vested with the ultimate responsibility for the intercollegiate athletics program through the College of Charleston's [Board of Trustees' bylaws](#), which state:

The President is directly responsible for the orderly conduct of the intercollegiate athletic program of the College. He has the powers necessary to discharge this responsibility, to propose policies and programs, and to implement them. In the discharge of this responsibility, the President may seek advice and assistance from the faculty and staff and is empowered to delegate to other administrative officers specific powers and duties.

Administrative Control

The institution's president exercises and maintains appropriate administrative control over the institution's intercollegiate athletics program. The College's [organizational chart](#) shows the exercise of this control and the appropriate delegation of specific powers and duties. The [athletics director](#) reports directly to the [president](#). The athletics director then oversees further delegations of responsibilities within the [Department of Athletics](#). The president sets [standing bi-weekly meetings](#), with additional meetings as warranted, with the athletics director to monitor and maintain appropriate [administrative control](#). While the president generally delegates decision-making authority to the athletics director, the president reserves the right to intercede in matters, as he deems necessary. Through the delegation of powers, the president coordinates and directs the involvement of other College units, along with the athletics director, to maintain administrative control over the intercollegiate athletics program, ensuring all matters are handled appropriately.

For example:

- The president maintains [involvement](#) in the hiring and dismissal of employees in the College of Charleston's Department of Athletics (e.g., the hiring of a new head coach and the recent dismissal of a former head coach).
- The president directs the Patriots Point Capital Campaign Project, a [fundraising campaign](#) for the improvement and construction of athletic facilities.
- The president is directly involved with the implementation and maintenance of contracts with vendors at College of Charleston athletic facilities (including Patriots Point Athletics Complex and the TD Arena).
- The president leads [major decisions](#) regarding the addition and/or elimination of specific athletic

- programs at the College of Charleston.
- The president regularly attends the [Board of Trustees' Athletics Committee meetings](#).

Further, the president and the athletics director empower an [assistant director of athletics for compliance](#) to implement and oversee all of the processes and systems necessary to assist the athletics director and president in complying with the rules and regulations of the NCAA and Colonial Athletic Association. The president continues to serve as the point of contact for all compliance reports, official notices, and requests from the NCAA and the CAA office (e.g., the NCAA's recent [APP Subcommittee's review](#) of the College).

The College of Charleston's Board of Trustees has a [committee dedicated to athletics](#). The president provides reports on athletics to this committee on a routine basis, further demonstrating his oversight of athletics at the College of Charleston.

Fiscal Control

The institution's president exercises and maintains appropriate fiscal control over the institution's intercollegiate athletics program. The athletics director reports directly to the president of the College of Charleston and participates in the regular funding process system for operating budget amounts. The [operating budget](#) of the Department of Athletics is a separate budget from that of the Cougar Club.

The fiscal activity of the College of Charleston's Department of Athletics is subject to the same fiscal and administrative policies and procedures that apply to all departments of the College. As with all departments, fiscal documents such as budgets, purchase orders, check requests and expense reimbursements are processed through the College of Charleston's business affairs office. Revenues from the Department of Athletics are subject to internal audits. Athletic fundraising activities often are conducted in association with the Cougar Club. All fiscal records are available for review on site in the Controller's Office or the Cougar Club Office. The Department of Athletics is subject to the same human resources policies and procedures as all other departments at the College.

The College of Charleston's external foundation that supports intercollegiate athletics is the College of Charleston Athletic Fund, known as "The Cougar Club." A board of directors governs the Cougar Club. The Cougar Club's [bylaws](#) grant the president of the College of Charleston the right to "oversee fiscal management and monitor" all matters and/or transactions relating to the College of Charleston, its resources and name." Further, the athletics director remains a permanent, [ex-officio member of the Cougar Club Board of Directors](#).

The budget of the Cougar Club, overseen by the board of directors of the Cougar Club, is also subject to the Cougar Club's [bylaws](#), which endow the president of the College of Charleston with the right to "oversee fiscal management and monitor all matters and/or transactions relating to the College of Charleston, its resources and name."

Closing Statement











The College is in compliance with Comprehensive Standard 3.2.11. The president of the College of Charleston has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. The president delegates authority to the athletics director. Further, the president appropriately monitors the operating budget and fiscal management of the Department of Athletics through direct involvement and appropriate delegation.

Sources

 [AD Job Description](#)

 [Agenda 10/19/15](#)

 [Athletics Organization Chart](#)

-  Boundless Fundraising Campaign
-  Bylaws Board of Trustees (Page 10)
-  Cougar Club Bylaws Article XIII Oversight Section 1 (Page 4)
-  Director of Compliance Job Description
-  Meeting 8/11/16
-  Meeting Agenda 8/11/16
-  MOU Cougar Club
-  NCAA APP Review
-  President's Meetings (Page 19)
-  President's Organizational Chart
-  President's Position Description
-  President's Role in Dismissal of Coaching Personnel
-  Revenues and expenses
-  Statement 11/7/14

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

As the College of Charleston's chief executive officer, the President has ultimate authority over all areas of the institution, including fund-raising activities. This ultimate control is demonstrated by the president's role in ensuring proper fundraising information is reported to the Board of Trustees, advancing relationships with leading donors and prospects, establishing the strategic vision for the College, identifying top funding priorities for the College, confirming all \$1 million or more commitments, and meeting regularly with the executive vice president of institutional advancement.

Oversight and Responsibilities

The president serves as an [ex-officio member](#) of the College of Charleston Board of Trustees, the fiduciary and governance body for the College that monitors and oversees the College's fundraising activities. Annual fundraising progress and activities are reported to the Board of Trustees through both its Development (formerly Institutional Advancement) Committee and the president as part of their quarterly [meetings](#). The [purpose and duties](#) of the Development Committee are outlined in the Development Committee's Charter.

The president's specific duties in fundraising are described in the College of Charleston's Board of Trustees [bylaws](#). The bylaws assign the President/Chief executive officer responsibility over day-to-day management of fiscal and personnel affairs and the auxiliary enterprises of the College, maintenance and development of its financial and physical resources, and soliciting funds on behalf of the College and the College of Charleston Foundation.

The president's [position description](#) stipulates key roles and duties related to fundraising.

Additional fundraising responsibilities of the President are detailed in the [College's Fundraising Statement](#) and [Gift Acceptance Policy](#). These duties are as follows:

- Provide [leadership](#) in shaping the vision and in setting institutional strategy and priorities.
- Articulate publicly and privately the institutional case for support and specific program gift opportunities. See example [here](#).
- Actively participate in the solicitation of leadership gifts and provide executive approval on all gifts and commitments of \$1 million or more. See example [here](#).
- Devote time and attention to the [development](#) of strategies leading to meaningful engagement and cultivation of leadership donors. See example [here](#).
- Ensure the [recognition and stewardship of donors](#) at every level by providing leadership in building [stewardship](#) plans with key donors.

Institutional Advancement

The president has delegated the management of fundraising efforts to the executive vice president of institutional advancement/executive director of the College of Charleston Foundation, who reports directly to the [president](#). They meet regularly to review and confirm campus fundraising strategies, [priorities](#), and [goals](#).

The College's Division of [Institutional Advancement](#) (IA) serves as the central unit to coordinate, manage and

steward philanthropy on behalf of the College. The division comprises a staff of approximately 45 professionals in the following four departments:

- Development
- Alumni Affairs
- Foundation Financial Services and Administration
- Foundation Properties













Fundraising activities are carried out by the [Office of Development](#) within the Division of Institutional Advancement. The Office of Development comprises a staff of approximately 35 professionals, organized into the following six programs:

- Advancement Services
- Annual Giving
- Corporate and Foundation Relations
- Major Gifts
- Planned Giving
- Stewardship and Donor Relations

Closing Statement

The College of Charleston is compliant with Comprehensive Standard 3.2.12. The College's President maintains control of the institution's fundraising activities.

Sources

-  [Board of Trustees Bylaws \(Page 6\)](#)
-  [Board of Trustees Bylaws \(Page 9\)](#)
-  [Board of Trustees Meeting Minutes October 19, 2012 \(Page 3\)](#)
-  [BOUNDLESS Milestone Announcement Feb-2016](#)
-  [Bylaws \(Page 9\)](#)
-  [College of Charleston Fundraising Statement on Fundraising](#)
-  [College of Charleston Gift Acceptance Policy \(Page 10\)](#)
-  [College of Charleston President Position Description](#)
-  [EVP of IA and President Meeting Agenda 11.23.2015](#)
-  [EVP of IA and President Meeting Agenda 3.14.2016](#)
-  [Examples of Gifts Stewarded - Steve Kerrigan](#)
-  [Examples of Gifts Stewarded- Bobby Creech](#)
-  [Examples of Gifts Stewarded-Bishop Robert Smith Society](#)
-  [Examples of Gifts Strategized Learning Technology Center Agenda](#)
-  [Examples of Gifts Strategized The Spaulding-Paolozzi Foundation](#)
-  [Faculty Senate Meeting Minutes \(Page 6\)](#)
-  [Gift Agreement of \\$1 million](#)
-  [Institutional Advancement Org chart](#)

 Office of Development Org Chart

 President's Organizational Chart

3.2.13

Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

There are three separately organized entities at the College of Charleston that support the institution's programs and services and contribute to its overall effectiveness: the College of Charleston Foundation, the College of Charleston Alumni Association and the College of Charleston Cougar Club.

The College of Charleston Foundation works to support the academic and financial goals of the College, while the Cougar Club focuses on garnering fan and scholarship support for the Department of Athletics. The College of Charleston Alumni Association provides scholarship support and encourages active participation in the life of the College. In order to foster communication and cooperation, the president of the Cougar Club and the president of the Alumni Association Board serve as members of the Foundation Board. In addition, a member of the Foundation Board serves as a liaison to the Cougar Club Board and the Alumni Association Board.

Philanthropy in support of the College is directed to two of these 501(c)(3) organizations specifically designed to receive, manage, and distribute private funds to the College (College of Charleston Foundation and Cougar Club). All three of these organizations possess governance and fiduciary responsibilities over their respective funds and oversee management and distribution of philanthropy to the College.

The College of Charleston Foundation

The College of Charleston Foundation, a 501(c)(3) organization, is an eleemosynary corporation that was organized in 1970 to accept, solicit, invest and manage private donations given on behalf of the College of Charleston. Governed by a set of bylaws, the College of Charleston Foundation has a board of directors with duly elected officers, which meets quarterly with full authority and responsibility for all Foundation assets, including all private gifts intended for the support of the College of Charleston. All fiduciary activities and other business transactions are open to public scrutiny as provided by law.

The Foundation's bylaws, [Article II, Section 2.1](#), states that the purpose/mission statement of the organization is to "promote programs of education, research, student development, and faculty development for the exclusive benefit of the College of Charleston." The bylaws also state ([Article X, Section 10.1](#)) that the College's senior advancement officer shall be the Foundation's executive director and shall be responsible for the day-to-day operations of the Foundation as well as the growth and development of the Foundation. The executive vice president of institutional advancement reports directly to the President of the College.

The College of Charleston has a formal [agreement](#) with the institutionally-related College of Charleston Foundation. The agreement accurately details the relationship between the College and the Foundation and describes any liability associated with the relationship. The agreement, in addition to the organizational

structure of the Foundation, assures that the relationship of the College and the Foundation is consistent with the College's mission.

Legal Authority and Operating Control

An [agreement](#) between the Foundation and the College went into effect in January 2006. The Foundation consulted with the Association of Governing Boards and developed this initial MOU with support and consultation from their staff members. The Agreement clearly outlines the relationship between the two organizations. The chair of the Foundation Board is an ex-officio member of the Board of Trustees, and the member of the Board of Trustees who is the co-chair of the joint committee (Institutional Advancement and Fund Raising) is an ex-officio member of the Foundation Board.

The original agreement was amended and [restated](#) in July 2016 clearly authorizing the Foundation as the fundraising entity for the College. The agreement was for a 12-month term beginning July 1, 2016, for a period of five years with automatic annual renewals unless otherwise terminated. The agreement has not been terminated.

The Foundation functions as the legal conduit for the acceptance, investment management and distribution of private gifts given for the funding of activities and programs related directly to the mission, role and scope of the College of Charleston. Such gifts may include cash, property (real and otherwise), securities, life insurance policies, bequests, trusts, life income agreements and gifts-in-kind.

All employees working at the Foundation are College of Charleston employees housed in the Division of Institutional Advancement, under the direction of the executive vice president of institutional advancement.

The Office of Development is a department within the Division of [Institutional Advancement](#) at the College of Charleston. The objectives of the Office of Development are to provide counsel and assistance to the College community, friends and supporters about ways to procure and establish private gift support to help the College supplement state appropriations and other government grant and contracts. Private gift support is encouraged from faculty, staff, students, alumni, parents, friends, corporations and private foundations. In cooperation with the College of Charleston Foundation, fundraising programs supported by the College include unrestricted annual gifts, designated gifts for current operations and capital gifts for endowment, such as planned gifts through wills, trusts and other forms of estate or deferred giving, and these fundraising programs are conducted by the College's Office of Development staff.

By agreement with the Foundation, institutional advancement staff members provide assistance to the Foundation, enabling the Foundation to carry out its routine day-to-day business operations, primarily gift receipting and processing. These consultative, administrative and collaborative activities, which are financially supported jointly by the Foundation and the College, are provided in strict observance of the law, which disallows any control, or commingling of funds. The result has been to bring cohesion and uniformity to the policies and procedures for securing private gifts exclusively for use by and on behalf of the College of Charleston.

Relationship and Liability Addressed

The Foundation exists to accept, solicit, invest and manage private donations given on behalf of the College of Charleston. Any liability associated with the relationship between the College and the Foundation is addressed by the [South Carolina Tort Claims Act](#) as amended, the Agreement [restated](#), and the [Insurance Reserve Fund \(IRF\)](#) provided by the State of South Carolina for state employees. As previously stated, employees carrying out Foundation business are employees of the College of Charleston and, acting in the course and scope of their official duties, are covered by the IRF.

Furthering the College's Mission

The previously cited agreement clearly ensures that the relationship is consistent with the mission of the College. The agreement states that "...the College seeks to enhance its ability to raise funds from non-public sources" and "the College and the Foundation entered into an [Agreement](#) dated December 5, 2005 (as amended...) for the purpose of governing their relationship." The executive director of the Foundation (also the

College's executive vice president of institutional advancement) reports to the president of the College ensuring the day-to-day activities of the Foundation, including fundraising and other similar activities, further the College's mission.

Audited financial statements are prepared annually for the College of Charleston Foundation, and a copy is provided to the College per the agreement. The [report](#) of the independent auditors clearly states that the College of Charleston Foundation was "organized in 1970 to accept, solicit, invest, and manage private donations given on behalf of the College of Charleston."

The College of Charleston Cougar Club

The College of Charleston Cougar Club is a separate 501(c)(3) organization that exists to provide a strong base of financial and fan support for the benefit of student-athlete activities. The Cougar Club is governed by a set of [bylaws](#) and under the direction of a board of directors. The Cougar Club also has a [memorandum of understanding](#) (MOU) with the College of Charleston detailing responsibilities of both parties. The Cougar Club staff reports to the athletics director, who reports to the president of the College of Charleston.

All endowed funds (those held in perpetuity and only the income is spent) raised to support athletics are held in the Foundation, and all annual funds (those spent out each year for scholarships and programs) are held in the Cougar Club's 501(c)(3). The two organizations work together to ensure that the donors are thanked and stewarded properly.

Legal Authority and Operating Control

As stated in the [bylaws](#), "the purpose of the Cougar Club shall be...to unite in an organized effort, the friends and alumni of the College of Charleston who desire to support College of Charleston Athletics through direct donations, attendance at games, and volunteer efforts, to benefit College of Charleston student-athletes."

Relationship and Liability Addressed

The Cougar Club exists to provide a strong base of financial and fan support for the benefit of student-athlete activities at the College of Charleston. Any liability associated with the relationship between the College and the Cougar Club is addressed by the [South Carolina Tort Claims Act](#), the [memorandum of understanding](#) and the [Insurance Reserve Fund](#) (IRF) provided by the State of South Carolina for state employees. Employees carrying out Cougar Club business are employees of the College of Charleston and, acting in the course and scope of their official duties, are covered by the IRF.

Further the College's Mission

The [bylaws](#) ensure that the relationship of the Cougar Club to the College is consistent with the mission of the College by stating in Article II, Section 2: "to uphold the mission and policies of athletics at the College of Charleston and the National Collegiate Athletic Association." The executive director of the Cougar Club reports through the athletics director to the president of the College, ensuring the day-to-day activities of the Cougar Club, including fundraising and other similar activities, further the College's mission.

The College of Charleston Alumni Association

The College of Charleston Alumni Association is a separate 501(c)(3) organization that exists to provide a strong base of support for the alumni of the College of Charleston and to manifest interest in the College by providing student scholarships. The Alumni Association functions with a board of directors and an executive secretary. The staff of the Alumni Association report to the Vice President for Alumni Affairs who, in turn, reports to the executive vice president of the [Division of Institutional Advancement](#) of the College. Staff members are employees of the College of Charleston. The endowed funds of the Alumni Association are managed in the Alumni Association's name within the Foundation's endowed pool.

Legal Authority and Operating Control

The purpose of the Association, as stated in its [bylaws](#), "shall be to manifest an interest in, and to promote the

welfare of, the College of Charleston.” The Alumni Association's board of directors manages and directs the affairs of the Alumni Association. The administrative affairs of the Alumni Association are directed by the executive secretary who receives partial compensation from the College of Charleston.

Relationship and Liability Addressed

The Alumni Association exists to manifest an interest in, and to promote the welfare of, the College of Charleston. Any liability associated with the relationship between the College and the Alumni Association is addressed by the [South Carolina Tort Claims Act](#) as amended and the [Insurance Reserve Fund \(IRF\)](#) provided by the State of South Carolina for state employees. Employees carrying out Alumni Association business are employees of the College of Charleston and, acting in the course and scope of their official duties, are covered by the IRF.

Further the College’s Mission

The [MOU](#) with the Foundation states that the Alumni Association acts “as the relationship cultivation arm for the College of Charleston” and will “engage alumni by providing programs and services that will meet alumni needs and interests.” In addition, the Alumni Association provides annual scholarships to students at the College to encourage academic excellence. The vice president of alumni affairs reports to the executive director of the Foundation/executive vice president of institutional advancement, who, in turn, reports to the president of the College, ensuring the day-to-day activities of the Alumni Association further the College’s mission.

Closing Statement

As evidenced by the narrative and sources provided, all institution-related entities at the College of Charleston have clear legal authority and control established through Agreements and By-Laws. The relationships between the entities and the College are clearly described in a formal, written manner. Fund-raising activities are defined for the College of Charleston Foundation and the College of Charleston Cougar Club. The College of Charleston Alumni Association does not fund-raise for the College. The College of Charleston is in compliance with Comprehensive Standard 3.2.13 - Governance and Administration: Institution-related entities.

Sources

-  [3-MOU CofC Foundation 08.26.16](#)
-  [Alumni Association By-Laws](#)
-  [Boundless, Office of Development](#)
-  [Code of Laws - Title 15 - Chapter 78 - South Carolina Tort Claims Act](#)
-  [CofC Foundation Bylaws Section 10.1](#)
-  [CofC Foundation Bylaws Section 2.1](#)
-  [College of Charleston Foundation 2015 Financial Statements](#)
-  [Cougar Club By-laws 1](#)
-  [Cougar Club By-laws 2](#)
-  [Cougar Club By-laws 3](#)
-  [IA Org chart](#)
-  [IRF-State Fiscal Accountability Authority](#)
-  [MOA with CofC](#)

 MOA with CofC 2

 MOU Cougar Club

 MOU with Alumni Assoc

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Intellectual Property Policies and Procedures

The College of Charleston has a published [Intellectual Property Policy](#), which was approved by the College's Board of Trustees.

The policy covers the ownership, disposition, and use of intellectual property, which includes, but is not limited to, patents and/or inventions, copyrights (including computer software), and trademarks/service marks relating to the College of Charleston (hereafter, "College"); its faculty, staff, and students; and others using College resources.

The College's Intellectual Property Policy addresses, in separate sections, the following: definitions; the establishment and composition of the Intellectual Property Committee (IPC), an advisory body to the Office of Research and Grants Administration and the provost; ownership rights of the College, including traditional and distance-education teaching materials; disclosure requirements and procedures; determination of ownership; commercialization; special cases and unique situations; disputes or appeals; and distribution of revenue.

Informing the College of Charleston Community about Intellectual Property Policies and Procedures

The College employs a variety of means for advising faculty, staff, and students of the *Intellectual Property Policy*, including the [College's Policy Website](#), the [Faculty/Administration Manual \(FAM\)](#), the [Office of Research and Grants Administration \(ORGA\)](#) website, and by email (see the attached [email message](#) from President McConnell announcing new Intellectual Property Policy to all employees and students).

The College also acknowledges its debt to other scholars and artists and its ethical responsibility in the use of copyrighted material. Information and guidance about copyright, as a subset of intellectual property, is also provided by the College of Charleston's [Teaching, Learning, and Technology office](#) within the Department of Information Technology, the College of Charleston Libraries via [Library Guides](#), and by the [Student Handbook](#).




Implementing Intellectual Property Policies and Procedures

Evidence of policy implementation and use can be found by reviewing email correspondence between an [inventor](#), the [Office of Research and Grants Administration](#), and the [submitted disclosure form](#).

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.2.14. The College has clear policies on intellectual property rights that apply to all students, faculty, staff, and others using College resources. The College's Intellectual Property Policy is published or referenced in the *Faculty/Administration Manual*, the Office of Research and Grants Administration website, and the College's policy website.

Sources

-  [Email From Inventor - Draft Disclosure](#)
-  [Email Message From President Announcing IP Policy](#)
-  [Email To Inventor - Feedback On Disclosure](#)
-  [FAM 2016-17 \(Page 182\)](#)
-  [Intellectual Property Policy & Disclosure Form](#)
-  [Library Guide - Copyright](#)
-  [ORGA webpage](#)
-  [Policy Website List](#)
-  [Student Handbook 2016-2017 \(Page 102\)](#)
-  [Submitted Disclosure Form - March 2016 Redacted](#)
-  [Teaching Learning and Technology - Copyright Information](#)

3.3.1

Institutional Effectiveness

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:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston's commitment to quality assurance and continuous improvement is integral to the mission, values, and strategic plan, as stated in the [mission](#), "The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business." The College has an integrated framework for planning and evaluation processes, including annual assessment that supports and aligns to strategic planning and budgeting processes. These processes provide information to support decision-making and resource allocation for all units at all levels of the institution to monitor and foster continuous improvement and steady progress toward institutional goals and strategic initiatives.

College of Charleston has developed a robust annual Institutional Effectiveness (IE) Assessment process that provides a framework for ongoing quality assurance. More details on the current practices are below in the "The Institutional Effectiveness Assessment Model" section. This ongoing quality-assurance process positions the College of Charleston faculty and staff members to meet the standards of SACSCOC as well as other program accreditation agencies. The process for academic program reaccreditation by many agencies entails a self-study and review of student-learning outcomes. Where appropriate, results of certification or licensure exams by students or graduates are used as measures of the extent to which these outcomes are reached when item analyses or sub-scores are available.

To uphold this standard of quality excellence and ensure continuous improvement, faculty, staff and administrators from academic schools and administrative divisions identify expected outcomes, assess how well they achieve these outcomes, and document their use of results to improve student learning, services, and operations.

This narrative for 3.3.1 provides the institutional assessment process and its impact on continuous improvement in the following sections:

- Institutional Effectiveness Assessment Model
 - Key Roles and Responsibilities
 - Assessment Process and Components of Assessment Report
 - Broad-based Participation, Periodic Review, and Quality Assurance Process
 - Assessment Results Leading to Budget Decisions
- Documentation of Quality Assurance Process
- Institutional Support

Institutional Effectiveness Assessment Model

For the three years prior to the reaffirmation in 2007, the College followed an assessment process that

allowed programs and units a year of planning, a year of data collection, and a year for reporting of assessment activities. The areas assessed were tied to departmental goals and were discussed in the reaffirmation report submitted in 2006. Following reaffirmation in 2007, the College discontinued use of this model for assessment and instead developed and implemented an annual assessment model. To evaluate the needs of faculty and staff, an extensive planning process, which included focus groups, began to gather feedback on the assessment process.

Beginning in the 2011-2012 academic year, an annual assessment cycle was developed for the systematic submission and review of program assessment plans using a paper template for collecting information across the institution (academic and administrative) that included outcome statements and performance expectations. Also in 2011, an institutional academic assessment committee, the Deans' Assessment Committee (DAC) was formed as a leadership group for academic assessment. In 2012, based on the effectiveness of the DAC leadership, the Administrative Assessment Committee (AAC) was formed, and the College transitioned to an online assessment system, Compliance Assist. Additional changes in the assessment process included the development of web-based resources, customized workshops, and a formal review/feedback process. The Institutional Assessment Committee (IAC) was formed in 2015 to create a forum for academic programs and administrative units to share best practices in assessment. The [assessment plan rubric](#) and the [assessment results rubric](#) were also revised in 2015, along with the [assessment template](#).

The College of Charleston institutional effectiveness assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs, minors, certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service focus. Regardless of the campus location (College of Charleston North Campus, Lowcountry Graduate Center, Grice Marine Laboratory, 701 East Bay Street or the main campus), all programs are overseen by the main campus.

Key Roles and Responsibilities

The College of Charleston's institutional effectiveness (IE) assessment model engages broad-based participation and encompasses several key faculty, staff, and administrator roles. The IE assessment model is an ongoing, broad-based process and involves collaborations between assessment coordinators, the DAC members at the school level, the AAC members at the division level, the chairs of the DAC and AAC who comprise the [IAC](#), the provost or executive vice presidents and the president.

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

The [DACs](#) are school-level assessment committees that exist for each school or college ([School of Sciences and Mathematics](#); [School of Professional Studies](#); [School of the Arts](#); [School of Humanities and Social Sciences](#); [Honors College](#); [School of Languages, Cultures, and World Affairs](#); [Graduate School](#); [School of Education, Health, and Human Performance](#); [School of Business](#)) and the [General Education Program](#). The DAC consists of faculty across the varying disciplines. These committee members serve as mentors and work collaboratively with their programs to assist the assessment coordinators in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria provided in the [institutional assessment rubrics](#). The rubrics replaced [reviewer-rating scales](#) that were in effect from 2011-2012 to 2014-2015. The DAC members use rubrics to focus discussion on the rubric indicators for increasing quality of assessment plans and results. The chair of each DAC serves on the [IAC](#).

The [AACs](#) are division-level assessment committees that exists for each of the six divisions ([academic affairs](#), [business affairs](#), [institutional advancement](#), [marketing and communications](#), the [president's division](#), and [student affairs](#)) and consist of staff members and administrators from the respective divisions. These committee members serve as mentors and work collaboratively with their units to assist the assessment coordinators in their assessment efforts and to provide a review of the quality of the assessment reports based on established criteria provided in the [institutional assessment rubrics](#). The chair of each AAC also serves on the [IAC](#).

The IAC is an institutional-level committee that consists of the DAC and AAC chairs. The IAC ensures the quality of the reviews conducted by the DAC and AAC through its oversight of the review process. Annually, each member of the IAC presents a DAC or AAC report about the quality of the results and plans. It contains program or unit examples of use of results to make improvements. [Committee rosters and meeting minutes](#) are archived at the Office for Institutional Effectiveness and Strategic Planning (OIEP) website. The executive vice presidents (EVPs) and the president review a random sample of completed rubrics for academic programs and administrative units and provide additional feedback, if necessary.

Additional responsibilities of the IAC include:

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

The [Office for Institutional Effectiveness and Strategic Planning](#) (OIEP) serves as a support office for assessment coordinators, the AAC members, the DAC members, the IAC members, the EVPs, and the president.

Assessment Process and Components of Assessment Results Report

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

Figure 1. Annual Assessment Cycle with Deadlines

Academic Program Assessment Deadlines		Administrative Unit Assessment Deadlines	
Assessment Plan	September 30	Assessment Plan	October 31
Assessment Plan Rubric	October 31	Assessment Plan Rubric	November 30
Assessment Report	May 15	Assessment Report (Unit)	June 15
Assessment Report Rubric	June 30	Assessment Report (Division)	June 30
		Assessment Report Rubric	July 31

Executive Vice President Review

President Review

Assessment coordinators (faculty and staff members in each academic program and administrative unit) for each program or unit work with all program faculty or staff members to develop a plan with outcomes consistent with the mission, select and implement measures, analyze results, and plan for improvements based on the results that are then assessed in the subsequent plan. This process is detailed below and includes the components of the assessment report that is submitted annually.

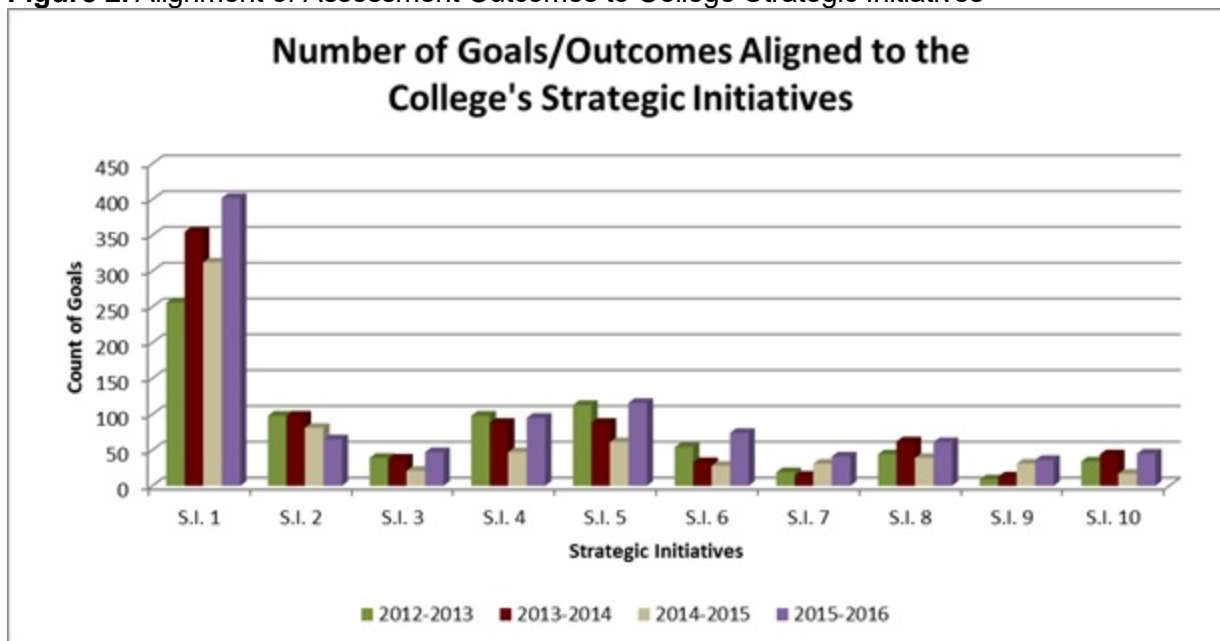
- [Results](#) of the previous year's assessment plan based on the data and analysis
- Use of assessment results section that describes the implications of the findings and use of evidence to

make improvements. Results include at least one applied and/or planned change(s), such as [curriculum changes](#) to improve student learning or [changes to operations to improve services](#)

- [Budget changes](#) section details how program or unit assessment results and changes affect the resource request and/or allocation.
- An [assessment plan](#) for the current year, which includes measurement of the effect of changes implemented using [SMART guidelines](#) and include the following:
 - [Mission statement](#) aligned to the school/division mission
 - [Assessment process](#) describes evidence-based decision making that leads to improvements for student learning and operations, and sharing of results with relevant stakeholders
 - Outcomes (at least three) that are central to the program or unit mission and focus on improvement in student learning and operations
 - Assessment methods that contain two measures, with at least one direct measure per outcome, with performance targets that provide evidence of how well the outcomes are being achieved. Measures are selected and implemented using [MATURE guidelines](#)
 - [Curriculum maps](#) and [functional maps](#) identify significant elements of the programs and units

Academic programs and administrative units use the [assessment template](#) to guide the required structure of the assessment plans and results reports that are housed in [Compliance Assist](#), a centralized knowledge management system. Compliance Assist allows assessment coordinators to enter assessment plans and results reports, demonstrate alignment of unit and program outcomes to [college strategic initiatives](#) that are part of [College's strategic plan](#) (Figure 2), and access program or unit assessment plans and results reports online 24 hours a day, seven days a week. The [Compliance Assist Quick Reference Guide](#) provides technical instructions to enter the plans and results reports into the online assessment system.

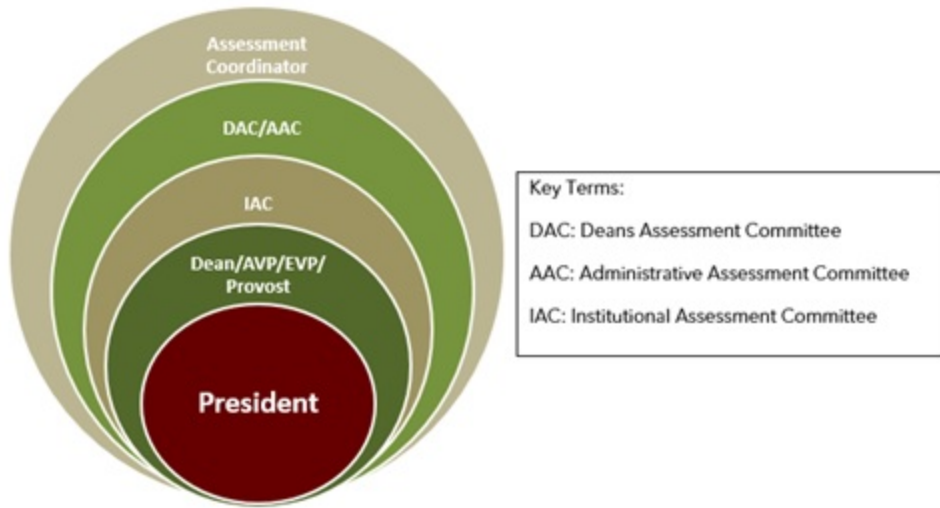
Figure 2. Alignment of Assessment Outcomes to College Strategic Initiatives



Broad-based Participation, Periodic Review, and Quality Assurance Process

As seen in [Figure 3](#), broad-based participation is the foundation of the College's IE assessment model. Broad-based participation is characterized by active involvement and contributions of faculty, staff, and administrators who are organized into DACs or AACs. Each DAC or AAC has a chair who sits on the IAC. The IAC was established by the president to support the process of continual self-evaluation and improvement. 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. Deans, associate vice presidents and executive vice presidents oversee the implementation of assessment plans and results in their respective schools or divisions. The president provides institution-wide leadership to the IE assessment process and gives the [charge](#) to the IAC.

Figure 3. Broad-Based Participation

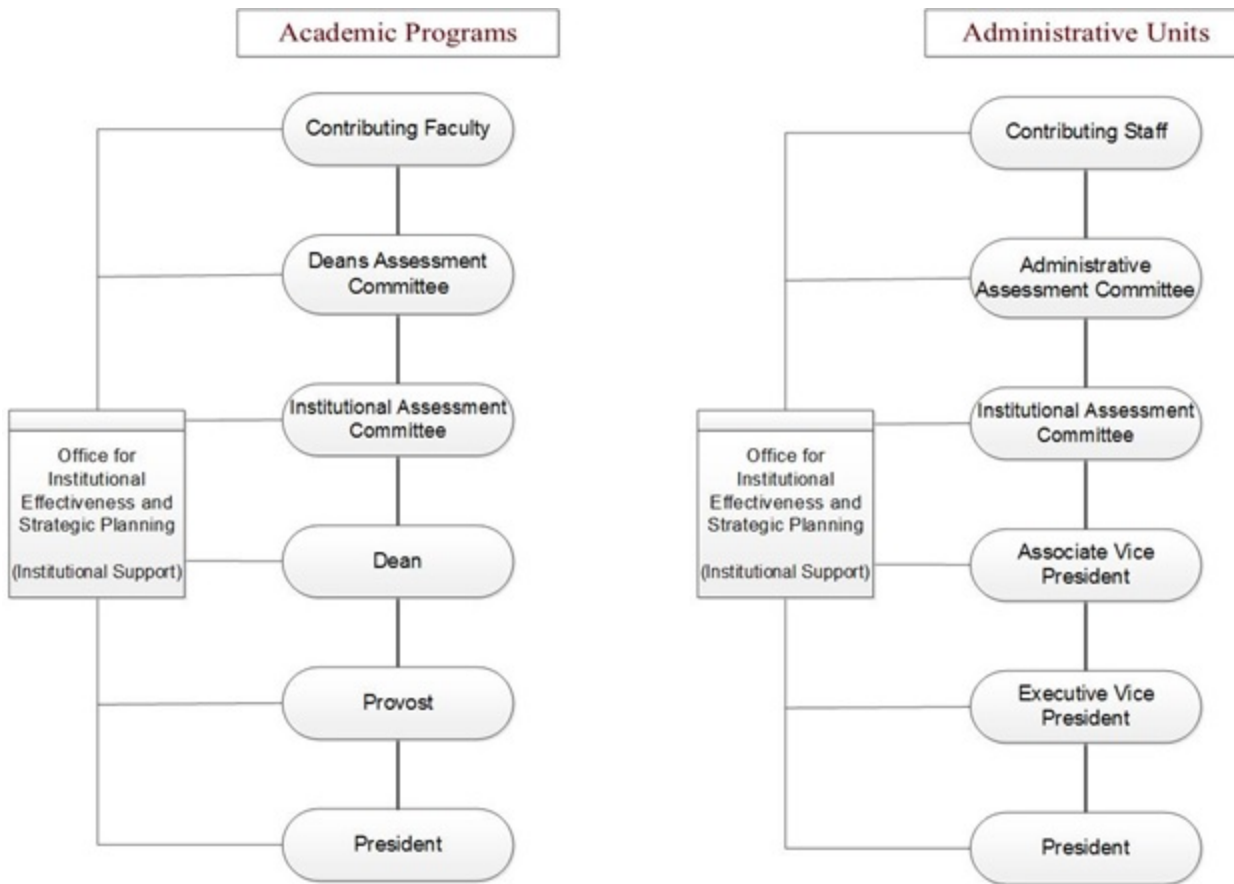


Assessment coordinators (faculty and staff members) from each program or unit work collaboratively with their colleagues to develop the outcomes, select and implement measures, analyze results, and plan for improvements based on the results. There are two phases to this collaborative process that represent the two parts of an assessment report. Assessment coordinators (1) develop a plan with outcomes and measures and (2) analyze results for each measure 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.

The assessment coordinators submit the plans and results for review to the assigned DAC or AAC. The assigned DAC or AAC mentor and DAC or AAC chair in each school or division review the quality of the assessment plan and reports 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 and replaced a previous [feedback instrument](#) to improve the quality and increase the rigor of the assessment plans and reports 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 DAC and AAC, assessment coordinators (faculty and staff members) have the opportunity to revise and improve the quality of plans and reports and resubmit to the assigned committee member and chair, who serves on the IAC. The results and plans go through this iterative review process until the DAC or AAC chair approves the results and plans. The EVPs and the president review a random sample of [completed rubrics](#) for programs and administrative units and provide additional feedback, if necessary. This formal assessment feedback process is demonstrated in Figure 4 given below.

Figure 4. Assessment Feedback Process



The IAC supports the process of continual self-evaluation and improvement across all academic programs and administrative units. Annually, each member of the [IAC presents a DAC or AAC](#) report to IAC about the quality of the results and plans. The presentations contain examples of use of results to make improvements in student learning, services and operations. This quality assurance model is also followed for distance education and off-campus locations. Online and off-campus programs are identified in the school sections under [CS 3.3.1.1](#).

To nurture a culture of assessment and highlight assessment successes, the IAC and the OIEP staff organize the College’s annual [Education Innovation Day](#), a celebration of the assessment work of faculty and staff members and an opportunity to [highlight programs and units](#) that clearly demonstrate “closing of the loop” on assessment. The provost and the president [honor faculty and staff](#) for their work in assessment. Additionally, the associate vice president of the OIEP presents a [brief summary of Institutional Effectiveness Assessment](#) to the president and campus community.

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary decisions for academic programs and administrative units. The assessment coordinator documents how assessment results impact resource allocations. The IE assessment process is designed to inform institutional resource allocation and is aligned to the budgeting process. The assessment plan template has a section that specifically addresses [budgeting considerations](#).

Quality Assurance Process

To demonstrate quality assurance and provide a feedback process, DAC and AAC members use rubrics to review assessment plans and results to improve student learning and operations. Two [institutional assessment rubrics](#) are used and include five progressively advanced levels of development: establishing, emerging, developing, proficient, and exemplary. A summary of the rubrics ratings for schools and administrative divisions was included in the [IAC presentations](#).

The [assessment plan rubric](#) has nine indicators used in determining the level of development:

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

The [assessment results rubric](#) has eight indicators used in determining the level of development:

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

The above rubrics were modified from a [previous feedback](#) instrument to provide richer detail in the expectations for exemplary performance. This feedback tool rated elements of the assessment plan and report as “sufficient,” “consider further development,” or “not addressed.”

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

Institutional Support

The OIEP provides customized consultations and [conducts workshops](#) for faculty, staff, assessment coordinators, and DAC, AAC, and IAC members to support the annual IE assessment process. In 2015-2016, OIEP evaluated the IE assessment model and identified areas for improvement and increased rigor. All academic and administrative assessment plans were audited for quality, and [customized consultation and feedback](#) were held to educate assessment coordinators and identify areas of improvement. OIEP conducts assessment workshops related to assessment plans and results reports in the fall and spring semesters. In addition, [Table 1](#) represents the online resources that have been developed, disseminated, and posted by OIEP to encourage understanding of the IE assessment process.

Table 1. OIEP Online Resources

Steps in the assessment process	Resources
1. Develop program mission that aligns to the College's Mission.	How to Write a Mission Statement
2. Identify outcomes for the program.	Writing Student Learning Outcomes Writing Administrative Outcomes Bloom's Taxonomy for Categorizing Outcomes
3. Map the outcomes through the program (may not apply to all administrative units)	Mapping Student Learning Outcomes Through The Curriculum
4. Identify useful and feasible methods of measurement.	Direct vs. Indirect Assessment Measures Guide
5. Communicate the assessment plan via the College's assessment template.	ComplianceAssist! Quick Reference Guide(Planning) ComplianceAssist! Quick Reference Guide (Reporting)
6. Develop and implement the method of assessment process.	Recommended Assessment Sample Sizes Developing a Survey Designing and Conducting Focus Groups
7. Tabulate, analyze, and report assessment results.	Rubrics Repository
8. Use assessment results for continuous improvement.	Sample Assessment Reports Sample Program Improvement Summaries

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

Closing Statement

The College of Charleston has developed a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among all the diverse reporting units. All academic programs and administrative units use the College of Charleston IE assessment model for assessment plans/reports. The components that encompass the IE process at the College are structured within an established planning process and aligned with the College's mission and strategic plan. The IE process supports accountability, leading to continuous quality improvement.

The College of Charleston is committed to providing effective programs and services, and engages in IE assessment processes to ensure continuing improvement. [Table 2](#) provides a total number of academic programs and administrative units engaged in IE assessment in each of the following areas:



















- 3.3.1.1. educational programs
- 3.3.1.2. administrative support services
- 3.3.1.3. academic and student support services
- 3.3.1.4. research within its mission
- 3.3.1.5. community/public service within its mission

Table 2. Total Number of Programs and Unit

























CS 3.3.1Areas	Academic Programs and Administrative Units
3.3.1.1	All academic programs, including 60 undergraduate and 21 graduate, 29 stand-alone minors, 10 certificate, general education, and the First-Year Experience and the student learning outcomes of the Honors College plans in Compliance Assist.
3.3.1.2	26 Administrative support units including 3 units from Academic Affairs, 12 units from Business Affairs, Institutional Advancement as one unit, Marketing and Communication as one unit, and 12 units from the President's division.
3.3.1.3	16 Academic Support Services and 25 Student Support Services
3.3.1.4	14 Administrative and 39 academic programs that facilitate the infusion of research into faculty, staff, and student experiences.
3.3.1.5	5 administrative units, 7 centers and institutes, 6 academic schools, and the honors college.

The narratives devoted to Comprehensive Standard 3.3.1.1, Educational Programs; 3.3.1.2, Administrative Support Services; 3.3.1.3, Academic and Student Support Services; 3.3.1.4, Research; and 3.3.1.5, Community and Public Service describe, document, and provide evidence of compliance with Institutional Effectiveness across the institution.

Sources

-  [AAC Chairs 2016-17 overview](#)
-  [Academic Affairs AAC 17](#)
-  [Academic Experience IAC presentation March 2016](#)
-  [Annual Institutional Alumni Surveys](#)
-  [AnnualInstitutionalSeniorSuvey](#)
-  [Assessment - College of Charleston](#)
-  [Assessment Consultations 2015-2016](#)
-  [Assessment Plan Rubric for MBA 2016-2017](#)
-  [Assessment Results Rubric IRPIM 2015-2016](#)
-  [Assessment Template](#)
-  [Assessment Workshops](#)
-  [athletics-assessment plan](#)
-  [Blooms Taxonomy for Categorizing Outcome](#)
-  [BUAS_Functional_Map](#)
-  [Busines Affairs AAC 16 updated 8.25.16](#)
-  [CIRP Freshman Survey](#)
-  [CIRP Surveys from UCLA](#)
-  [College of Charleston Strategic Plan](#)
-  [College Strategic Initiatives](#)
-  [CollegeSeniorSurvey](#)
-  [Compliance Assist Quick Reference Guide](#)

-  ComplianceAssist! Quick Reference Guide (Planning)
-  ComplianceAssist! Quick Reference Guide (Reporting)
-  CRS Assessment Report 2016 changes example (Page 3)
-  DAC Chairs 2016-2017
-  Designing and Conducting Focus Groups
-  Developing a Survey
-  Direct vs Indirect Measures
-  Education Innovation Day Gia Q
-  EHHP DAC 17
-  EI Day Final Looping Slides
-  EI invitation
-  feedback instrument
-  General Education Assessment Committee
-  GEOL_BS_Assessment_Results_Rubric_FY16_as_reviewed_by_SSM_
-  Governmental_Relations_Plan_Rubric_2017_6_10_16
-  Honors College DAC 17
-  How to Write a Program Mission Statement
-  HSS DAC
-  IAC Members 2016-17 8.30.16
-  IAC memo
-  IAC presentation agenda2016
-  Institutional Advancement AAC 17
-  Institutional Assessment Committees - College of Charleston
-  Institutional Assessment Committees - College of Charleston
-  Institutional Effectiveness Assessment Remarks
-  Institutional Assessment Rubrics
-  LCWA DAC 17
-  LCWAPresentation2016 4
-  Mapping student learning outcomes through the curriculum
-  MATURE
-  MBA_Curriculum_Map
-  mission
-  Mktg and Comm AAC 17
-  MPA Assessment Process Example Plan 2016-2017 (Page 2)

-  [MS ACCT assessment feedback instrument 2011-2012](#)
-  [NSSE](#)
-  [OIEP homepage](#)
-  [Presidents Division AAC 17](#)
-  [programming changes- German \(Page 4\)](#)
-  [REACH mission statement assessment plan 2016-2017](#)
-  [Recommended Assessment Sample Sizes](#)
-  [Results- Honors College \(Page 3\)](#)
-  [Rubrics Presentation Summary 2014-2015](#)
-  [Rubrics Repository](#)
-  [Sample Assessment Reports](#)
-  [Sample Program Improvement Summaries](#)
-  [SB DAC 17](#)
-  [Screenshot of Compliance Assist Dashboard](#)
-  [SOTA DAC 17](#)
-  [SPS DAC 17](#)
-  [SSM DAC 17](#)
-  [Student Affairs AAC 17](#)
-  [Think SMART](#)
-  [UAS-budget changes \(Page 6\)](#)
-  [UCSC DAC 17](#)
-  [Writing Administrative Outcomes](#)
-  [Writing Student Learning Outcomes](#)
-  [YourFirstCollegeYear](#)

3.3.1.1

Institutional Effectiveness: Educational Programs

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: 3.3.1.1 educational programs, to include student learning outcomes.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

College of Charleston's commitment to quality assurance and continuous improvement is integral to its mission, values and strategic plan. The [mission](#) states, "The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business." The emphasis on excellence and continuous improvement is echoed in the goals and strategies identified in the [College of Charleston Strategic Plan](#):

Goal 1: Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

Goal 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.

Strategy 1: Enhance the undergraduate academic core.

Strategy 2: Develop nationally recognized graduate programs.

To uphold this standard of quality excellence and ensure continuous improvement, assessment coordinators (faculty members) identify expected student-learning outcomes (SLOs), assess how well they achieve these outcomes, and document their use of results to improve student learning.

This narrative for 3.3.1.1 provides evidence of this process for academic programs and its impact on continuous improvement in the following sections:

- Institutional Effectiveness Assessment Model for Academic Programs
- Evidence of Continuous Improvement
 - Undergraduate Academic Programs
 - Graduate Academic Programs
 - General Education Program
 - Off-Campus Locations and Distance Learning
- Assessment Results Leading to Budget Decisions
- Documentation of Continuous Quality Improvement Process
- Effectiveness of Academic Programs
 - Program Review
 - Professional Organizations Accreditation Reviews
 - Institutional Measures

Institutional Effectiveness Assessment Model for Academic Programs

As outlined in detail in [3.3.1](#), the College follows an annual assessment model for the systematic submission and review of program assessment plans and results. Key elements of this model include articulated SLOs and multiple measures, performance targets, peer mentoring and review, and broad-based participation. All academic programs use the [assessment template](#) to guide the required structure of the assessment plans and

reports that are housed in Compliance Assist (an assessment planning and management system), with assessment plans due in the early fall and reports due at the end of the spring term. The [Institutional Assessment Committee \(IAC\)](#) coordinates with the [Deans Assessment Committees \(DACs\)](#) to provide feedback using the [Institutional Effectiveness assessment rubrics](#). The DACs consist of faculty across the varying disciplines. These committee members serve as mentors and work collaboratively with their programs to assist the assessment coordinators in their assessment efforts and to provide a review of the quality of the assessment plans and reports.

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 (with stand-alone minors), certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service and/or research focus. Regardless of the campus location, all programs and units are overseen by the main campus.

Periodic [workshops](#) are conducted for assessment coordinators, DAC members, and DAC chairs to reinforce use of results to improve student learning. Customized one-on-one [sessions](#) are also held to assist those programs that need additional help. The workshops and customized sessions have been conducted by the [Office for Institutional Effectiveness and Strategic Planning \(OIEP\)](#).

Assessment reports for all academic programs for 2013-2014, 2014-2015, 2015-2016 and 2016-2017 (plans only) are presented at the end of this narrative (see [Table 25](#)) and demonstrate that each program [defines measurable SLOs](#) and assesses whether it has achieved those outcomes and whether improvements are made based on assessment results. Results for the IE assessment reports for 2016-2017 are due May 15, 2017, and thus cannot be provided with this narrative.

There are 129 academic program assessment plans, including 70 undergraduate and 21 graduate programs, 29 stand-alone minors, and 9 graduate certificate programs. In addition to the counts above, the College's General Education Program, the First-Year Experience, and the Honors College also assess SLOs. See [Table 25](#) for a complete listing and access to the assessment plans.

Academic programs are housed in seven schools, which include [School of the Arts](#); [School of Business](#); [School of Education, Health, and Human Performance](#); [School of Humanities and Social Sciences](#); [School of Languages, Cultures, and World Affairs](#); [School of Professional Studies](#); and the [School of Sciences and Mathematics](#). Responsibility for graduate programs resides in the [Graduate School](#) of the University of Charleston, South Carolina (UCSC) at College of Charleston. As stated in the College's [mission](#), the College incorporates the UCSC, established by state statute in 1992, serves as a research component of the College, where the graduate programs associated with the College are housed. Table 1 provides a summary of academic programs by school.

Table 1. Total Number of Academic Program Assessment Plans by School

Deans Assessment Committee	UG Degrees*	Stand-Alone Minors**	GR Degrees***	Graduate Certificates	Total
School of the Arts	7	0	--	--	7
School of Business	8	4	--	--	12
School of Education, Health, and Human Performance	12	2	--	--	14
School of Humanities and Social Sciences	13	3	--	--	15
School of Languages, Cultures, and World Affairs	10	13	--	--	24
School of Professional Studies	1	0	--	--	1
School of Sciences and Mathematics	19	3	--	--	22
The Graduate School****	0	0	20	9	29
Interdisciplinary Programs and Minors	0	4	0	0	4
Total	70	29	20	9	128

* Undergraduate degrees include: A.B., B.A., B.S., B.P.S.

** A stand-alone minor is defined as any minor that does not have a corresponding major

*** Graduate degrees include: M.A., M.A.T., MBA, M.Ed., M.E.S., M.P.A., M.S.

**** the Graduate School of University of Charleston, South Carolina (UCSC) at College of Charleston has responsibility for administration of all the graduate programs

Academic programs are committed to the assessment process and the use of results for quality improvement. The assessment process is cyclical in nature and requires regular submission of assessment plans and reports. It includes:

- alignment of program outcomes with the school mission and [College Strategic Plan](#)
- use of [multiple measures](#) to assess SLOs
- analysis of results and identification of initiatives to foster [continuous improvement](#), and
- reporting and use of results to foster program improvement and to guide [ongoing planning and budgeting](#).

Academic programs are at different levels of development in their assessment process, with some programs clearly more effective in identifying SLOs and use of results for improvement. The College's model, through reviews of assessment plans and results with rubrics applied by the assessment committee and DAC members, is designed to identify the programs that are struggling and provide assistance. Similar to how the IE assessment model seeks to improve student learning, the College continually seeks to improve the assessment process. It should be noted that improvements related to student learning differ individually from program to program. These variations can be seen in the following examples of the use of assessment results to improve student learning.

Evidence of Continuous Improvement

The following are examples of assessment planning, results reporting, and "closing the loop" by school. These programs represent a cross-section of the College's programs, undergraduate and graduate. The examples illustrate the breadth, complexity, and types of student-learning assessment reports across the College, but do not substitute for the full student-learning outcome assessment reports for all academic programs, which are accessible via [Table 25](#). During each assessment cycle, all programs are required to complete an assessment plan and report, which includes at least three SLOs with two measures, target levels for achievements, and findings. Assessment coordinators then analyze the findings, report results, and use results to develop plans for the following year. DAC members apply Erubrics to review assessment plans and reports for their respective schools and provide specific feedback on plans (outcomes and measures) and results (results and analysis).

Four years of assessment plans and reports are included for each program discussed below. The reports can be accessed by clicking the link at the end of each example. The narrative provides an identification of the

SLOs and a summary of the program's most recent analysis (2015-2016).

School of the Arts

There were a total of seven undergraduate programs conducting IE assessment for the School of the Arts. See [Table 25](#) for a complete listing of the degree programs. Consistent with the College of Charleston assessment model, over the time period of 2013-2014 through 2015-2016, program faculty members articulated and assessed 22 SLOs in their IE assessment plans. These SLOs focused on critiquing works of art; demonstrating effective written and oral communication; critically assessing urban design challenges and justifying solutions; knowledge of the support structure of the arts and its relationship to sustainability; and understanding of the fundamentals of musicianship and the knowledge of ballet terminology.

Dance B.A. Table 2 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of use of results. As shown in Table 2, the faculty members in the Dance program assessed students' ability to evaluate live dance performances, understanding of ballet terminology, and application of the underlying technical principles of movement.

Table 2. 2015-2016 Assessment Report: Dance B.A.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will successfully attend, critically evaluate, and analyze a live dance performance.	Written reviews of live dance performance Target: 85% receive 78% on rubric	85.9% (n=153) met the target. N = 178
	Creative response to live dance performances Target: 85% receive 78% on rubric	90% (n=19) met the target. N = 21
SLO 2: Students will demonstrate their ability to perform in dance concert productions. Those students enrolled in THTR 202 (Performance Practicum) will actively participate in the creation of a live performance ad will demonstrate artistic growth and development.	Performance-based review of dance evaluated with rubric Target: 90% receive 83 on rubric	93% (n=41) met target. N = 44
	Video-recording and pictures of performance evaluated with rubric Target: 90% receive 83 on rubric	93% (n=41) met target. N = 44
	Performance reports provided by the stage manager Target: 90% receive 83 on rubric	93% (n=41) received 4 or 3 on the skill acquisition portion of the rubric N= 44
SLO 3: Students enrolled in DANC 285: Classical Ballet Technique I will demonstrate their knowledge of ballet terminology and an application of underlying technical principles of movement.	Written exams evaluated with rubric Target: 85% score 75 on rubric	80.9% (n=17) met target. N = 21
	Movement exams evaluated with rubric Target: 85% score 75 on rubric	85.7% (=18) met target. N = 21

Use of Results: Although the target of 85% was reached, the program director decided to develop faculty workshops for those teaching relevant courses to further clarify the definitions of "successfully analyze" (Outcome 1). The dance faculty re-evaluated the THTR 202 rubric to develop a more effective assessment tool to demonstrate a greater and more nuanced understanding of students' artistic development (Outcome 2). In reflecting on the data, faculty determined that a verbal component would be added to the movement exam to improve students' ability to perform movement phrases after receiving only verbal instruction (Outcome 3).

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Dance B.A. are provided [here](#).

Music B.A. Table 3 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary use of results. As shown in Table 3, the faculty in the music program assessed students' ability to demonstrate mastery of the fundamentals of musicianship, apply knowledge of the styles and practices of Western music from antiquity to the present, and demonstrate ability to perform as members of an ensemble.

Table 3. 2015-2106 Assessment Report: Music BA

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will play notated parts with accurate pitch and rhythm.	Performance-based jury review during orchestra rehearsal (11/16) Target: baseline	100% scored 2 (Average) or higher. 46% scored Above Average (3) or Superior (4). N = 28
	Performance-based jury review during orchestra concert (11/23) Target: 70% score 2 on rubric	100% met the target (Average; score of 2). 71% scored Above Average (3) or Superior (4). N = 28
	Performance-based jury review orchestra concert (4/19) Target: 70% score 2 on rubric	100% met the target (Average; score of 2). 100% scores Above Average (3) or Superior (4). N = 28
SLO 2: Students will apply knowledge of the styles and practices of Western art music from antiquity to the present in their interpretation of musical works and events.	Performance-based jury review during orchestra rehearsal (11/16) Target: baseline	100% met the target (Average; score of 2). 93% scores Above Average (3) or Superior (4). N = 28
	Performance-based jury review during orchestra concert (11/23) Target: 75% score 2 on rubric	100% met the target (Average; score of 2). 71% scored Above Average (3) or Superior (4). N = 28
	Performance-based jury review orchestra concert (4/19) Target: 80% score 2 on rubric	100% met the target (Average; score of 2). 100% scored Above Average (3) or Superior (4). N = 28
SLO 3: Students will perform as members of an ensemble, on their primary instrument (or voice), based on widely accepted repertory expectations.	Performance-based jury review during orchestra rehearsal (11/16) Target: baseline	100% scored Above Average (3) or better for reaction to coaching/cues. 57% scored Above Average (3) or better for sense of ensemble. N = 22
	Performance-based jury review during orchestra concert (11/23) Target: 75% score 2 on rubric	100% scored 3 or better for reaction to coaching/cues and for attitude, interaction and teamwork. 71% scored Above Average (3) or better for sense of ensemble. N = 22
	Performance-based jury review orchestra concert (4/19) Target: 80% score 2 on rubric	100% scored 3 or better for reaction to coaching/cues and for attitude, interaction and teamwork. 93% scored Above Average (3) or better for sense of ensemble. N = 22

Use of Results: Based on the results, faculty identified the need to devote more instructional time to improving the vibrato for basses and intonation in the woodwinds section. Supplemental professional players followed the model of the brass, intervening when appropriate, as teachers to assist with students' technical and conceptual development. Students' knowledge of Western music was emphasized and assessed in music history classes in addition to ensemble performances. Additional changes included assessing the fundamentals of musicianship in vocal courses to ensure consistently high performance.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Music B.A. are provided [here](#).

School of Business

There were a total of eight undergraduate and four stand-alone minor programs conducting IE assessment for the School of Business. See Table 25 for a complete listing of degree programs. Consistent with the College of Charleston assessment model over the time period of 2013-2014 through 2015-2016, program faculty members articulated and assessed 61 SLOs in their assessment plans. These SLOs focused on functional knowledge of accounting, awareness of ethical and social responsibility, effective communication, competency in logical reasoning and data analysis, ability to conceive and develop entrepreneurial opportunities, ability to conduct economic analysis using graphs, synthesis of principles to produce a business concept, and demonstration of professional skills. The following examples provide evidence of use of results to improve the curriculum.

Accounting B.S. Table 4 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary use of results. As shown in Table 4, the faculty in the accounting program assessed students' knowledge of socially responsible behavior for accounting professionals, ability to write technically accurate professional reports, and demonstrated knowledge of technology employed by accounting professionals.

Table 4. 2015-2016 Assessment Report: Accounting B.S.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Our students recognize and understand ethical dilemmas and socially responsible behavior relating to accounting professionals.	Case study Target: 75% on rubric	Fall 2015: (n=26; N=34); 75% correctly identified the facts & accounting related ethical issues. Spring 2016: students in ACCT 409 (n=46; N=50); 77.5% correctly identified the facts & accounting related ethical issues.
	Case study Target: 75% on rubric	Fall 2015: (n=26; N=34); 77.5% discusses alternative courses of action. Spring 2016: students in ACCT 409 (n=46; N=50); 87.5% discussed alternative courses of action.
	Case study Target: 75% on rubric	Fall 2015: (n=26; N=34); 87.5% discusses stakeholder affects. Spring 2016: students in ACCT 409 (n=46; N=50); 75.0% discusses stakeholder affects.
	Case study Target: 75% on rubric	Fall 2015: (n=26; N=34); 77.5% recommends appropriate course of action. Spring 2016: (n=46; N=50); 87.5% recommends appropriate course of action.
SLO 2: Our students write effective and concise professional reports that are technically correct.	Case study Target: 75% on rubric	Fall 2015 students (n=26) Content- 84%
	Case study Target: 75% on rubric	Fall 2015 students (n=26) Literacy- 82%
	Case study Target: 75% on rubric	Fall 2015 students (n=26) Audience- 80%
	Case study Target: 75% on rubric	Fall 2015 students (n=26) Strategy- 84%
	Case study Target: 75% on rubric	Fall 2015 students (n=26) Style- 80%
	Case study Target: 75% on rubric	Fall 2015 students (n=26) Design- 82%
SLO 3: Our students demonstrate knowledge and practical use of technology employed by accounting professionals.	Excel based project evaluated with rubric Target: 75%	Spring 2016 students (N=21; n=21) Fundamental spreadsheet applications: 1. Technical knowledge: 85.5% 2. Critical Reasoning: 76.1% 3. Data Analysis/Data Manipulation: 70% 4. Data Presentation/Communication: 82% Overall performance:78.4%
	Access based project evaluated with rubric Target: 75%	Spring 2016 students (N=21; n=21) Fundamental database applications: 1. Technical knowledge: 85% 2. Critical Reasoning: 83% 3. Data Analysis/Querying of Data: 85% 4. Data Presentation/Communication:88% Overall performance: 85.3%
	ETS Major Field Test	ACCT majors mean = 97th percentile, median = 97th percentile School of Business mean = 80,

Target: 75 th percentile	median = 76 National mean = 42, median = 49 28/61 scored above the 70th percentile
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Use of Results: Curriculum changes will take effect in fall 2016 and include changing the two required current intermediate accounting courses to three required intermediate accounting courses, eliminating one elective, and encouraging an accounting internship as the accounting elective or any upper-level business course. Federal Taxation II and governmental and not-for-profit accounting courses changed to master's level courses.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Accounting B.S. are provided [here](#).

Economics B.S. Table 5 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary use of results. As shown in Table 5, the economics faculty assessed students' understanding of societal economic problems, quantitative fluency, synthesis of economics issues, and effective communication.

Table 5. 2015-2016 Assessment Report: Economics B.S.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students demonstrate an understanding of the major economic problems facing society and the policy alternatives which may be utilized to contend with these problems.	Principles of Microeconomics Question Target: baseline	ECON 200, N = 442 Fall 2015: 41% met target. Spring 2016: 58% met target. 2015-16: 48% met target.
	Principles of Macroeconomics Question Target: baseline	ECON 201, N = 414 Fall 2015: 57.6% met target. Spring 2016: 66% met target. 2015-16: 63% met target.
	Intermediate Microeconomics Question Target: baseline	ECON 317, N = 30 Fall 2015: 64.3% met target. Spring 2016: 94% met target. 2015-16: 80% met target.
	Intermediate Macroeconomics Question Target: baseline	ECON 318, N = 26 Fall 2015: 72.2% met target. Spring 2016: 75% met target. 2015-16: 73% met target.
SLO 2: Students demonstrate the ability to draw insights about economic behavior from the application of mathematical tools.	Intermediate Microeconomics Question Target: baseline	ECON 317, N = 30 Fall 2015: 64.3% met target. Spring 2016: 94% met target. 2015-16: 80% met target.
	Intermediate Macroeconomics Question Target: baseline	ECON 318, N = 26 Fall 2015: 72.2% met target. Spring 2016: 75% met target. Year 2015-16: 73% met target.
	Intro to Econometrics Question Target: baseline	ECON 419, N = 16 Fall 2015: 57.1% met target. Spring 2016: 67% met target. 2015-16: 63% met target.
SLO 3: Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in economics.	Research paper evaluated with rubric Target: baseline	ECON 400, Spring 2016. N = 16 Demonstration of Knowledge of Economics 93% met target.
	Research paper evaluated with rubric Target: baseline	ECON 400, Spring 2016: N=16 Technical Skills 93% met target.
SLO 4: Students demonstrate the ability to clearly communicate the analysis of an economic issue.	Research paper evaluated with rubric Target: baseline	ECON 400, Spring 2016: N = 16 75% met target.
	Oral presentation evaluated with rubric Target: baseline	ECON 400, Spring 2016: N = 16 100% met target.

Use of Results: The faculty determined that students' quantitative skills needed improvement. The economics department submitted a proposal to the curriculum committee to add a math pre-requisite to ECON 200 and 201. The department also voted to add MATH 104/250 (Probability and Statistics) as a pre-requisite for five upper-level economics courses (304, 305, 306, 317, 318, and 360) and MATH 105/120 (Calculus) as a pre-requisite for two upper-level economics courses (303 and 350).

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Economics B.S. are provided [here](#).

School of Education, Health, and Human Performance

There were a total of 12 undergraduate (one assessed by four cognate areas) and two stand-alone minor

programs conducting IE assessment for the School of Education, Health, and Human Performance. Three of these programs (Foreign Language Education, Middle Grades Education, and Secondary Education) are cognate programs, each having a single assessment plan. See [Table 25](#) for a complete listing of the degree programs. Consistent with the College of Charleston assessment model, over the time period of 2013-2014 through 2015-2016, program faculty members articulated and assessed 45 SLOs in their assessment plans. These SLOs focused on understanding coaching instruction, integrated knowledge of clinical practice, competency in motor skills and movement patterns, demonstration of knowledge and understanding of child development principles, and integration and application of knowledge for instruction. The following examples provide evidence of the use of results to improve pedagogy, curriculum, and inter-rater reliability.

Public Health B.S. Table 6 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary use of results. As shown in Table 6, the faculty assessed students' ability to critically evaluate research design and statistics used in the health field, apply social and behavioral theories to public health interventions, and demonstrate knowledge of economics as applied to managing health services.

Table 6. 2015-2016 Assessment Report: Public Health B.S.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will critically evaluate the research design and statistics used in the health field.	Assignment evaluated with rubric Target: 70%	HEAL 395 (Biostatistics) Fall 2015 (N=55): 89.1% (n=49) scored 70% or higher on the assignment. Spring 2016(N=57): 68% (N=39) scored a 70% or higher on the assignment.
	Final Exam Target: 70%	HEAL 395 (Biostatistics) Fall 2015 (N=55): 50.9% (n=28) scored 70% or higher on final exam questions. Spring 2016 (N=57): 53% (n=30) scored 70% or higher on final exam questions.
SLO 2: During the academic year 2015-2016, B.S. in Public Health will apply social and behavioral theories to interventions addressing a variety of population and intervention contexts.	Assignment evaluated with rubric Target: 70%	HEAL 325 (Health Promotion) (N=39) 10 students (29.4%) met the performance target 24 students (70.6%) partially met the target 5 students (12.8%) were not in class - did not complete
	Final Exam Target: 75%	HEAL 325 (Health Promotion) (N=39) 11 (28%) met the performance target 28 (71.8%) partially met the performance target
SLO 3: During the academic year 2015-2016, B.S. in Public Health majors enrolled in Public Health Administration, HEAL 460, will create and apply the economics as applied to managing health services.	Assignment evaluated with rubric Target: 70%	HEAL 460 (Public Health Administration) N=94 90.4% (n=85) scored 70% or higher on their budget worksheet.
	Assignment evaluated with rubric Target: 70%	HEAL 460 (Public Health Administration) N=94 83% (n=78) scored 70% or higher on their program planning worksheet.

Use of Results: In 2014-2015, faculty members created a worksheet to be completed immediately after discussion of the various theories and models in class and formulated quizzes designed to help students recognize gaps in their understanding earlier on in the semester. Based on 2015-2016 results, the faculty decided to select a new textbook with more information about the theories and models selected for discussion in HEAL 325, and quizzes were incorporated to reinforce material related to the designated theories and models.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Public Health B.S. are provided [here](#).

Special Education B.S. Table 7 below contains SLOs, measures, and results for the 2015-2016 assessment

cycle. The table is followed by a brief summary use of results. As shown in Table 7, the Bachelor of Science in Special Education faculty assessed students' ability to plan and implement research-based instruction for students with disabilities, to practice classroom management, and to perform on licensure examinations.

Table 7. 2015-2016 Assessment Report: Special Education BS

Student Learning Outcome	Assessment Methods	Results
<p>SLO 1: All teacher candidates will pass three of four special education Praxis examinations that required for special education licensure in South Carolina.</p>	<p>Special Education: Core Knowledge and Applications Praxis Exam Target: 100% pass rate</p>	<p>N=29 100% of teacher candidates passed the Core/Application Knowledge Praxis examination. Mean score improved from 2014-2105 by two points.</p>
	<p>Teaching Students with Emotional Disabilities Praxis Exam Target: 100% pass rate</p>	<p>N=27 100% of teacher candidates passed the Special Education Teaching Students with Behavioral Disabilities - Emotional Disturbances Praxis examination. Mean score for this specialty examination (BD/ED) improved from 2014-2015 by one point.</p>
	<p>Teaching Students with Learning Disabilities Praxis Exam Target: 100% pass rate</p>	<p>N=13 100% of teacher candidates passed the Special Education Teaching Students with Learning Disabilities Praxis examination. Mean score for this specialty examination (LD) was the same in 2014-2015.</p>
	<p>Teaching Students with Intellectual Disabilities Praxis Exam Target: 100% pass rate</p>	<p>N=17 100% of teacher candidates passed the Special Education Teaching Students with Intellectual Disabilities Praxis examination. Mean score for this specialty examination (ID/MD) improved from 2014-2015 by 15 points.</p>
<p>SLO 2: Teacher candidates demonstrate the ability to plan and implement research-based instruction for students with disabilities. Teacher candidates will increase their ability to provide effective instruction as they progress through their programs of study.</p>	<p>Candidate Work Sample evaluated with rubric Target: 100%</p>	<p>N=17 100% of teacher candidates met target or acceptable level in 14 of the 18 dimensions. 96% of teacher candidates met target or acceptable levels for the remaining four dimensions.</p>
	<p>10 ADEPT Performance Standards evaluated with rubric Target: 100%</p>	<p>N= 23 (2015 calendar year) 100% "met" (i.e., ranking of one, two, or three) the 10 standards on the final ADEPT summary evaluation.</p>
<p>SLO 3: Teacher candidates in the undergraduate Special Education Program must demonstrate competence in managing behavior in classrooms designed for students with disabilities.</p>	<p>Classroom Management System evaluated with rubric 100%</p>	<p>EDFS 330 (N=26) 100% achieved the target</p>
	<p>ADEPT Performance Standard 9 Target: 100%</p>	<p>N=23 100% of teacher candidates achieved this objective.</p>

Use of Results: Based on assessment results, the faculty added a two-semester community-based awareness project requirement and continued to monitor performance in all three areas of certification; to study and increase the reliability of the ADEPT instrument as used with teacher education candidates; to hold workshops to increase inter-rater reliability in rubrics; and to revise the classroom management system that required all students to correct errors.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Special Education B.S. are provided [here](#).

School of Humanities and Social Sciences

There were a total of 13 undergraduate programs and two stand-alone minors conducting IE assessment for the School of Humanities and Social Sciences. See [Table 25](#) for a complete listing all degree programs. Consistent with the College of Charleston assessment model, over the time period of 2013-2014 through 2015-2016, program faculty members articulated and assessed 66 SLOs in their assessment plans. These SLOs centered on effective writing, effective speaking, ability to analyze texts, familiarity with research conventions, ability to critically assess philosophical arguments, and application of basic research methods. The following examples provide evidence of the use of results to improve pedagogy and curriculum.

Creative Writing Minor. Table 8 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. As shown in Table 8, faculty in the Creative Writing Minor assessed students' use of revisionary processes, vocabulary for craft analysis, and knowledge of genres studied.

Table 8. 2015-2016 Assessment Report: Creative Writing Minor

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students demonstrate the ability to take a single work of fiction or a body of poetry through its subsequent drafts.	Capstone Portfolio evaluated with rubric Target: 75%	N=15 88% (n=8) (target met).
	Exit Survey Target: 75%	N=15 63% (n=8) (target not met).
SLO 2: Students demonstrate a working vocabulary for craft analysis relevant to creative genres (poetry and/or fiction).	Capstone Portfolio evaluated with rubric Target: 75%	N=15 100% (n=8) (target met).
	Exit Survey Target: 75%	N=15 88% (n=8) (target met).
SLO 3: Students demonstrate familiarity with contemporary examples of genres studied.	Capstone Portfolio evaluated with rubric Target: 75%	N=15 63% (n=8) (target not met).
	Exit Survey Target: 75%	N=15 100% (n=8) (target met).

Use of Results: Based on assessment results, the faculty have decided to focus more in-class time on discussing specific revision techniques to expand on the tools and strategies students can use in their own work outside of class. The faculty also modified the cover letter and exit survey to reflect a more nuanced understanding of the various elements of the craft; revision strategies and techniques; and contemporary examples of the genre. More active writing assignments that require students to connect assigned readers of published authors with their own writing process will help students more successfully master SLO three.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Creative Writing minor are provided [here](#).

Political Science B.A. Table 9 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 9, the faculty assessed students' abilities to communicate effectively; engage with differing perspectives; defend their arguments, and apply appropriate theoretical and methodological approaches in their research papers.

Table 9. 2015-2106 Assessment Report: Political Science B.A.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will be able to communicate effectively through: Evidence, Argument, Clarity/Quality of Writing, Citations	Capstone Paper evaluated with rubric Target: 70% score 2 on rubric sub-score	N=18 Scored a 2 or 3 on rubric items: communicate effectively: 63.75% evidence: 50% argument: 44% clarity: 72% citations: 89%
	Exit Survey Target: 85% report 4 or 5 on effective writing question	N=75 (graduating seniors drawn from Capstone classes in the Spring, Summer and Fall 2015 semesters) 84.6% of students responded 4 or 5 (5 point scale) for the question, <i>How well do you feel you have developed the skills of "effective writing and development of arguments"?</i>
SLO 2: Students will be able to critically assess the views of others: Literature review, Argument, Ability to engage with differing perspectives	Capstone Paper evaluated with rubric Target: 75% score 2 on rubric sub-score	N=18 % of students who scored a 2 or 3 on rubric items: critically assess the views of others: 49.6% literature review: 50% argument: 44% ability to engage with differing perspectives: 55%
	Exit Survey Target: 85% report 4 or 5 on view of others question	N=75 80.7% students responded 4 or 5 (5 point scale) for the question, <i>How well do you feel you have developed the skills of "comprehension of others' views and capacity to formulate, defend own view"?</i>
SLO 3: Students will be able to defend their own view: Argument (Clear use of evidence to support larger argument that is well- defended throughout the paper.) Evidence (Robust evidence used to defend argument.Evidence relates to the stated hypothesis.)	Capstone Paper evaluated with rubric Target: 70% score 2 on rubric sub-score	N=18 % of students who scored a 2 or 3 on rubric items: defend their own views: 47% evidence: 50% argument: 44%
	Exit Survey Target: 85% report 4 or 5 on view of others question	N=75 80.7% of students responded 4 or 5 (5 point scale) for the question, <i>How well do you feel you have developed the skills of "comprehension of others' views and capacity to formulate, defend own view"?</i>
SLO 4: Students will be able to apply appropriate methodological and theoretical approaches: Hypothesis & Research Question, Appropriate Methodology, Use of Method	Capstone Paper evaluated with rubric Target: 70% score 2 on rubric sub-score	N=18 % of students who scored a 2 or 3 on rubric items: apply appropriate methodological and theoretical approaches: 55% Hypothesis and research question: 67% Appropriate methodology: 55% Use of method: 44%
	Exit Survey Target: 80% report 4 or 5 on politics knowledge question	N=75 68.7% of students responded 4 or 5 (5 point scale) for the question, <i>How well do you feel you have developed the skills of "knowledge of methods used in the study of politics"?</i>

Use of Results: The data were reviewed and discussed at a spring faculty meeting and the following improvements were implemented: shared the rubric used to assess capstone papers with enrolled students; ensured that all sections were completing a research project, not simply a research proposal; and increased the use of peer-editing, Center for Student Learning editing services, and faculty feedback on draft versions of papers.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Political Science B.A. are provided [here](#).

School of Languages, Cultures, and World Affairs

There were a total of 10 undergraduate and 13 stand-alone minor programs conducting IE assessment for the School of Languages, Cultures, and World Affairs. See [Table 25](#) for a complete listing of the degree programs. Consistent with the College of Charleston assessment model, over the time period of 2013-2014 through 2015-2016, program faculty members articulated and assessed [76 student-learning outcomes](#) in their IE assessment plans. These SLOs focused on demonstrated knowledge of research resources, ability to speak a foreign language at the advanced level, ability to write in a foreign language, and identification of cultural perspectives. The following examples provide evidence of the use of results to improve curriculum and pedagogy.

French and Francophone Studies B.A. Table 10 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 10, the French faculty assessed students' ability to speak and write in French and their knowledge of literary and cultural texts from France and Francophone countries.

Table 10. 2015-2016 Assessment Report: French and Francophone B.A.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will demonstrate their ability to speak French at the advanced low level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Speaking Proficiency Scale.	Oral presentation evaluated with ACTFL rubric Target: 80%	N=15; 15/15 (100%) met or exceeded expectation.
	OPI Interview Exam Target: 80%	N=9; 7/9 (78%) met or exceeded expectations, 2/9 (22%) did not.
SLO 2: Students will demonstrate their ability to write in French.	In-class essay evaluated with ACTFL rubric Target: 100%	N = 30; 21 (70%) met or exceeded expectations; 9 (30%) did not.
	Capstone research paper evaluated with ACTFL rubric Target: 80%	N = 7; 7 (100%) met or exceeded expectations.
SLO 3: Students will demonstrate knowledge of literary and cultural texts from France and Francophone countries.	In-class essay evaluated with ACTFL rubric Target: 80%	N = 16; 11 (68%) met or exceeded expectations; 5 (31%) did not.
	Capstone research paper evaluated with ACTFL rubric Target: 100%	Performance Target: 100% of graduating majors satisfactorily analyze the perspectives in cultural texts. N = 7; 4 (57%) met or exceeded expectations; 3 (43%) did not.

Use of Results: Based on assessment results, the faculty addressed speaking proficiency in all courses at the

300 and 400 levels by extending conversational discourse in a supervised classroom setting. The department also assessed the correlation between study-away experiences and proficiency scores. To enhance student learning in writing, the faculty researched the types of writing assignments needed and additional pedagogical approaches to improve writing.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the French and Francophone B.A. are provided [here](#).

African American Studies B.A. Table 11 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 11, the faculty in the African American studies program assess students' knowledge of the development of the discipline; research appropriate for the discipline; and ability to design a research project.

Table 11. 2015-2016 Assessment Report: African American Studies B.A.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will demonstrate knowledge of the discipline of African American studies: how it began, how the discipline has grown, and what constitutes the major ideas/questions in the discipline.	Questions on final exam evaluated with rubric Target: 80% score 70% or above	Fall 2015; N = 33 28/33 (85%) scored 70% or above 10/10 (section 1); 18/23 (section 2) Spring 2016; N=47 44/47 scored 70% or above 22/24 (section 1); 22/23 (section 2)
	Essay evaluated with rubrics Target: 80% score 70% or above	Fall 2015; N=33 28/33 (85%) scored 70% or above 10/10 (section 1); 18/23 (section 2) Spring 2016; N= 47 43/47 scored 70% or above 22/24 (section 1); 21/23 (section 2)
SLO 2: By devising appropriate research projects for the discipline, students will demonstrate knowledge of the field of African American studies and show that they can produce written work in accordance with the conventions of the field.	Bibliography evaluated with rubric Target: 80%	9 out of the 11 students scored satisfactorily.
	Final research project evaluated with rubric Target: 80% score 70% or above	9 out of the 11 students scored satisfactorily.
SLO 3: By designing a research project, students will demonstrate that they can synthesize knowledge gained in the major.	Capstone research project proposal evaluated with rubric Target: 100%	The weakest area was on measure 2 in the citation and analysis of sources, where 3 of the 5 projects were only partially successful.
	Capstone research project evaluated with rubric Target: Score B on project	The weakest area was on measure 2 in the citation and analysis of sources, where 3 of the 5 projects were only partially successful.

Use of Results: Based on the assessment results, faculty decided to implement strategies to enhance students' ability to cite and analyze sources. The performance targets were increased from a 70 percent success rate to a 75 percent success rate. Preliminary evidence indicated that students benefit from small class sizes, thus faculty decided to keep class sizes small.

2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the African American Studies B.A. are provided [here](#). African American Studies is a new program introduced in the Fall of 2014.

School of Sciences and Mathematics

There were a total of 19 undergraduate and three stand-alone minor programs conducting IE assessment for the School of Sciences and Mathematics. See [Table 25](#) for a complete listing of the degree programs. Consistent with the College of Charleston assessment model, over the period of 2013-2014 through 2015-2016, program faculty articulated and assessed [88 SLOs](#) in their assessment plans. These SLOs focused on students' knowledge of core competencies in the discipline, ability to analyze of scientific observations and measurements, as well as the impact of computing, ability to apply mathematical models, and knowledge of experimental techniques. The following examples provide evidence of the use of results to improve curriculum and pedagogy.

Chemistry B.S. Table 12 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 12, the chemistry faculty assessed six SLOs, including students' proficiency in the broad discipline; proficiency in analytical chemistry, organic chemistry, physical chemistry, and inorganic chemistry; and participation in research.

Table 12. 2015-2016 Assessment Report: Chemistry B.S.

Student Learning Outcome	Assessment Methods	Results
SLO 1: B.S. Chemistry majors will demonstrate proficiency in the broad discipline of chemistry, both early in the curriculum in general chemistry and later in the curriculum through broad exploration of the sub-disciplines of chemistry. They will develop the capacity for critical thinking.	ETS Major Field Test in Chemistry Target: 65th percentile	N=10 Overall score: 161.2 Percentile: 78
	Critical thinking subsection on ETS-MFT Chemistry Target: 80th percentile	N=10 Critical thinking score: 58 Critical thinking percentile: 86
	ACS General Chemistry Exam Target: 60th percentile	Fall 2015; N=6 Raw score average out of 70: 58.33 Percentile of average: 91 Spring 2016; N= 10 Raw score average out of 70: 39.7 Percentile of average: 65
	Rate of employment 3 years after graduation Target: 85% matriculation rate	2/ 11 not placed in science; 82% placed
SLO 2: B.S. Chemistry majors will demonstrate proficiency in the sub-disciplines of Analytical Chemistry.	Analytical subsection of ETS- MFT Chemistry Target: 55th percentile	N=10 Overall score: 61.8 Percentile: 80
	Exit Survey Target: 75% satisfaction	83% agreed or strongly agreed to the statement "I am satisfied with my educational experience in Analytical Chemistry."
SLO 3: B.S. Chemistry majors will demonstrate proficiency in Organic Chemistry.	Organic chemistry subsection of ETS-MFT Chemistry Target: 70th percentile	N=10 Organic score: 59.2 Percentile: 75

	Exit Survey Target: 75% satisfaction	78% agreed or strongly agreed with "I am satisfied with my educational experience in Organic Chemistry" either as strongly agree or agree in our required exit survey prior to graduation.
	ACS Organic Chemistry Exam Target: 70th percentile	Fall 2015; N=2 Raw Score average out of 70: 42.5 Percentile of average: 70 Spring 2016; N= 1 Raw Score average out of 70: 47 Percentile of average: 73
SLO 4: B.S. Chemistry majors demonstrate proficiency in Physical Chemistry.	Physical chemistry subsection of ETS-MFT Chemistry Target: 60th percentile	N=10 Physical score: 59.1 Percentile: 75
	Exit Survey Target: 50% satisfaction	61% agreed or strongly agreed with the statement "I am satisfied with my educational experience in Physical Chemistry."
	ACS Physical Chemistry Exam Target: 80th percentile	Fall 2015 N=9 Raw score average out of 60: 30.33 Percentile of average: 69 Spring 2016 N= 4 Raw score average out of 40: 29.75 Percentile of average: 90
SLO 5: B.S. Chemistry majors will demonstrate proficiency in Inorganic Chemistry.	Inorganic chemistry subsection of ETS-MFT Chemistry Target: 55th percentile	N=10 Physical score: 62.6 Percentile: 83
	Exit Survey Target: 75% satisfaction	N=21 71% agreed or strongly agreed with the statement, "I am satisfied with my educational experience in Inorganic Chemistry."
SLO 6: The majority of B.S. Chemistry majors participate in research opportunities as a capstone experience.	Participation in research Target: 50% participation	92% participated in research
	SURE post-research survey Target: baseline	N= 36 (15 Chem/Biochem) CofC National Ability to analyze data and other information 3.92 3.73 Learning Laboratory techniques 3.83 3.80 Understanding how scientists work on real problems 3.86 3.85 Understanding how knowledge is constructed 3.67 3.65 Ability to read and understand the primary literature 3.72 3.56

Use of Results: Based on the assessment results, faculty members decided to expand the use of LearnSmart Prep assignments to inorganic chemistry. A curricular revision was made to modify the honors sequence for chemistry from a four-semester experience to a single five-credit course. A new math course (MATH 229, - 5 credit hours) was added to improve students' performance in physical chemistry.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Chemistry B.S. are provided [here](#).

Environmental Studies Minor. Table 13 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 13, the environmental studies minor faculty assessed students' knowledge of the interdisciplinary nature of environmental issues, sustainability literacy, and the biosocial impacts of human lifeways.

Table 13. 2015-2016 Assessment Report: Environmental Studies Minor

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will demonstrate an understanding of how environmental studies is interdisciplinary by successfully considering and writing about issues invoking scientific, social, economic, cultural, ethical, and political points of view.	Midterm Essay Question Target: 80% score minimum 8/10	(N=104), an average score of 81.1 was earned.
	Memo on climate change or GMOs Target: 80% score 80%	(N=104), an average score of 79.87 was earned.
SLO 2: Students will demonstrate an understanding of sustainability by commenting and writing about systems thinking, the triple bottom line, and resiliency.	Questions on final exam Target: 80% score 80%	(N=50) Score=94; (resiliency, adaptation, and the precautionary principle) (N=50) Score=90.5; (systems thinking)
	Analysis of documentary <i>Food, Inc.</i> Target: 80% score 80%	Fall 2015 (N=49) Score=47.24 Spring 2016 (N=33) Score= 89 The average (N=82) = 68.12
SLO 3: Students will demonstrate an understanding of the interconnections between agriculture, energy, human carrying capacity, pollution, and consumption patterns and relate how these issues contribute to anthropogenic climate change.	Final exam essay question Target: 80% score 80 points	Fall 2015; N=28 Score=84 Spring 2016; N=54 Score=82
	Analysis of documentary <i>Food, Inc</i> Target: 80% score 80 points	Three questions on Food Inc. N=80 earned a 77.55

Use of Results: Based on the findings for the mid-term essay, ENVT 200 lecture content was modified to spend more time discussing interdisciplinary and providing more examples. For the analysis of the documentary, Food Inc., a change was made between the fall and spring semester to increase time covering the topic before the documentary, which resulted in improved scores.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Environmental Studies minor are provided [here](#).

Honors College

The Honors College is a competitive program that serves 700 students. Thirty percent of the Honor's College's curriculum is taken through honors courses, including a rigorous bachelor's essay. All assessment plans and results are housed in Compliance Assist. Consistent with the College of Charleston assessment model, over the time period of 2013-2014 through 2015-2016, program faculty articulated and assessed [three SLOs](#) related to: effective written communication, purposeful engagement, and disciplinary excellence.

Honors College. Table 14 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 14, the faculty involved in the honors college assessed effective communication, purposeful engagement, and scholarly excellence.

Table 14. 2015-2016 Assessment Report: Honors College

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students demonstrate effective written communication and critical thinking skills within and across disciplines.	Sophomore cohort essay evaluated with rubric Target: History:70% score 75% Humanities: 90% score 75%	Fall 2015 79% (N=153, n=77) History Rubric 82% (N=153, n=77) Humanities Rubric Spring 2016 83% (N=109, n=30) History Rubric 90% (N=109, n=30) Humanities Rubric
	Survey administered to sophomore subset Target: 90% indicate positive contribute of Western Civ courses	Fall of 2015 (N=153,n=43) Spring of 2016 (N=109,n=34) 95% (F) and 91% (S) = course contributed to the value of their arts and sciences education 95% (F) and 91% (S) = learned how to analyze problems/sources in an interdisciplinary manner
	Senior theses evaluated with rubric Target: 100% score 85% (total) and at least 2 out of 3 on each rubric element	N=146 n=79 Average = 97% (up 9% from last year) 96% (4% below target) scored above 85% 99% scored at least 2/3 on all metrics (1% below target)
	Senior survey Target: 90% agree or strongly agree	N=146; n=145 84% agreed or strongly agreed that their Honors classes helped them to understand interdisciplinary perspectives 81% agreed or strongly agreed that their Honors classes helped them learn to analyze information critically
SLO 2: Honors College students demonstrate a level of purposeful engagement in local and global society by participating in community outreach and study abroad.	Essay evaluated with a rubric Target: 100% score 80% or better	N=165 n=161 100% of the submitted essays were evaluated using the attached rubric 109 of the essays (68%) scored 80% or better. 10 essays scored 40% or below
	Pre- and post-Honors Engaged surveys Target: 60% indicate continued interest	N=147 n=142 94 (66%) indicated they would definitely or probably continue in community engagement 74 students (52%, down from 65%) indicated they would continue with their Honors Engaged partner in some capacity 70% of the students indicated a very positive or positive overall experience
	Track number of student participants and outreach locations (Freshman and Senior profiles) Target: baseline	Freshman (N=147) 100% completed (Honors Engaged community outreach project) 11 community organizations Seniors: N= 145 (99% response rate), 98 (68%) indicated they participated in community service beyond the Honors Engaged requirement 93 (95%) local service 20 (20%) national service 23 (23%) international service

		27 (28%), highly involved and committed a significant amount of time to a cause they were truly passionate about
	Track student participation in an international service learning project (senior profiles) Target: 60% demonstrate global community engagement	81 (56%) studied abroad while in college 10 (7%) who did not study abroad for credit participated in an international service learning project 65% involved in global community engagement 106 (73%) indicated study abroad experience is critical for Honors students
SLO 3: Students demonstrate excellence in scholarly activities.	Track research project experience (senior survey and focus groups) Target: 85%	(N=146/n=144, 99%) 81% indicated they developed significant research skills 80% gained experience in chosen field 81% gained knowledge they could not have gained in a traditional classroom setting
	Track number of student presentations (senior survey) Target: 75%	N=146 n=144, 99% 51% indicated they had the opportunity to publish or present their research findings.
	Track student application and admittance to graduate or professional school (senior survey and focus groups) Target: 50% apply with 85% acceptance	Of seniors: 90% (133 students) - long-term plans include attending professional or graduate school 44% (64 students)- already applied to graduate programs 59 of those (92%) - already been accepted 41 of those (69%) - received grants or scholarships for their post-graduate work 41 of the accepted students (65%) consider the graduate program they will be attending to be in the top 25 in their field

Use of Results: To improve student learning in the Western Civilization course, there was reduction in class sizes to allow for deeper discussion and improve student learning on the bachelor's essay. In addition, a bachelor's essay handbook was developed, and advising of these students became more intensive.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Honors College are provided [here](#).

Graduate School of the University of Charleston, South Carolina (UCSC) at College of Charleston

The Graduate School conducts IE assessment for 20 graduate programs and nine graduate certificates. See [Table 25](#) for a complete listing of degree programs. As stated in the College's [mission](#), the College incorporates the University of Charleston, South Carolina, established by state statute in 1992, which serves as a research component and houses the College's graduate and research programs.

Consistent with the College of Charleston assessment model, during 2013-2014 to 2015-2016, program faculty articulated and assessed [111 SLOs](#) in their assessment plans. These student-learning outcomes focused on demonstrated knowledge of human history, ability to conduct thorough and appropriate secondary research, the effectiveness of orientation sessions and communication systems, an understanding of the implications and importance of ethical behavior, the ability to present and critique ideas, and demonstrated

skills in reviewing and evaluating quantitative research. The following examples provide evidence of the use of results to improve curriculum.

History M.A. Table 15 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 15, the history faculty assessed students' ability to conduct historical research using primary sources, communicate research effectively in writing, and explain scholarship in the discipline.

Table 15. 2015-2016 Assessment Report: History M.A .

Student Learning Outcome	Assessment Methods	Results
SLO 1: Graduate students in the Master of Arts in History program will be able to conduct historical research using primary sources.	Admissions Writing Sample evaluated with rubric Target: 50% score 15	Fall 2015 73% (11 of 15) scored at least a 15.0
	Capstone Research Project evaluated with rubric Target: 80% score 15	2015-2016 88% (8 of 9) scored at least a 15.0
SLO 2: Graduate students in the Master of Arts in History program will be able to communicate their findings effectively in writing.	Admissions Writing Sample evaluated with rubric Target: 50% score 15	Fall 2015 53% (8 of 15) scored at least a 15.0
	Capstone Research Project evaluated with rubric Target: 80% score 15	2015-2016 88% (8 of 9) scored at least a 15.0
SLO 3: Graduate students in the Master of Arts in History program will be able to explain scholarship in the discipline (historiography).	Admissions Writing Sample evaluated with rubric Target: 50% score 15	Fall 2015 46% (7 of 15) scored at least a 15.0
	Capstone Research Project evaluated with rubric Target: 80% score 15	2015-2016 100% (9 of 9) scored at least a 15.0

Use of Results: Based on the assessments of 2015-2106, faculty members decided to require that all students take at least one research seminar course and created a public history concentration.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the History M.A. are provided [here](#).

Languages M.Ed. Table 16 below contains SLOs, measures, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of analysis and use of results. As shown in Table 16, the faculty in the languages M.Ed. program assessed students' knowledge of linguistics and the changing nature of language; students' ability to design differentiated lesson plans; and students' participation in professional growth opportunities.

Table 16. 2015-2016 Assessment Report: Languages M.Ed.

Student Learning Outcome	Assessment Methods	Results
SLO 1: M.Ed. students demonstrate understanding of linguistics and the changing nature of language, and compare language systems.	Final project evaluated with ACTFL and TESOL rubric Target: baseline	SPAN (N=5) 20% met expectations 45.7% exceeded expectations ESOL (N=5) 48.6% met expectations 51.4% exceeded expectations
	Integrated Standards Portfolio evaluated with ACTFL and TESOL rubric Target: baseline	SPAN (N=2) 100% met expectations ESOL (N=3) 38.1% met expectations 51.4% exceeded expectations
SLO 2: M.Ed. students design differentiated lesson plans based on learners' characteristics found in classrooms today. They seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Assignment evaluated with ACTFL and TESOL rubric Target: baseline	SPAN (N=8) 50% met expectations and 25% exceeded expectations ESOL (N=7) 28.5% met expectations 28.5% exceeded expectations
	Integrated Standards Portfolio evaluated with ACTFL and TESOL rubric Target: baseline	SPAN (N=2) 100% met expectations ESOL (N=3) 22.2% met expectations
SLO 3: M.Ed. students will demonstrate ongoing participation in professional growth opportunities.	Exit interview Target: baseline	N=4 and n=4 Fall 2015: N=2 and n=2 students (SPAN) Spring 2016: N=2 and n=2 students (ESOL) 100% Meet expectations
	Integrated Standards Portfolio evaluated with ACTFL and TESOL rubric Target: baseline	SPAN (N=2) 100% met expectations ESOL (N=3) 58.3% met expectations

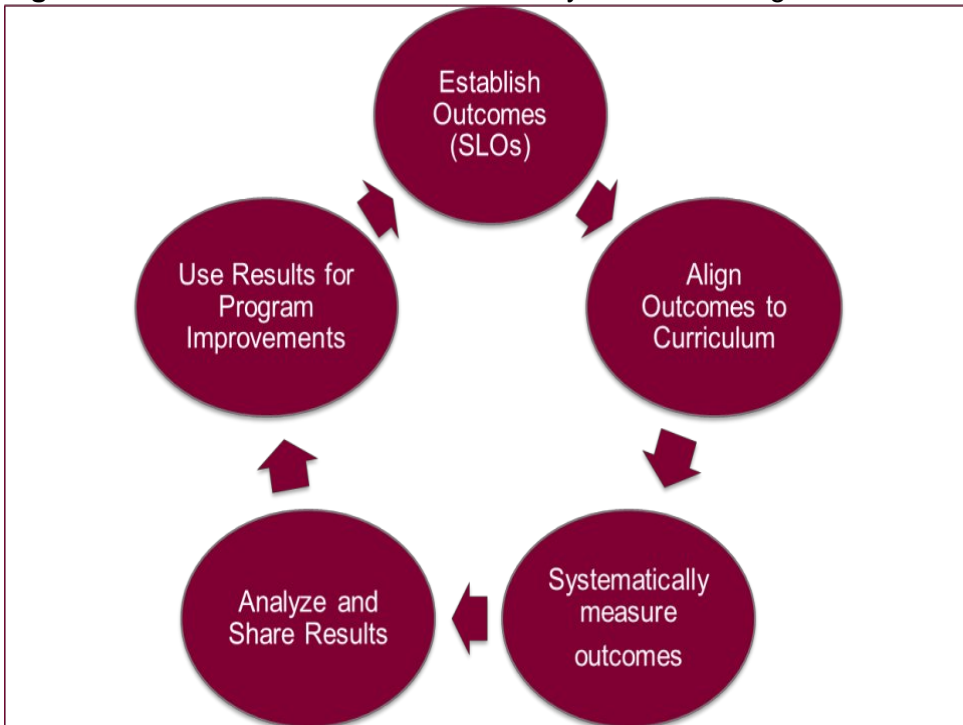
Use of Results: After reviewing the findings, faculty shared and discussed clearer instructions and examples for assignments (including the portfolio) with student candidates. In addition, the program transitioned to an electronic portfolio. Since LALE 603 examines variables that affect second language acquisition, emphasis was given in understanding those variables.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Languages M.Ed. are provided [here](#).

General Education Program

The College of Charleston faculty developed a total of 17 SLOs for general education in the following areas: math/logic, writing, humanities, social sciences, natural science, foreign languages and history. Below is a figure that explains the College's General Education Assessment Cycle.

Figure 1. General Education Assessment Cycle at the College of Charleston



Multiple measures are used annually to assess the extent to which students have attained the outcomes and to determine if the degree of attainment is acceptable(see Figure 2).

Figure 2. General Education Assessment Measures and Improvements

General Education Assessment Measures



General Education Improvements

- Course embedded assignments (signature assignments) every semester (measure 1 for all areas)
- ETS standardize test every 3 years in the spring semester (measure 2 for Writing, Math, Humanities, Social Sciences and Natural Sciences)
- Self-reporting survey to students about attainment of SLOs (measure 2 for History)
- Formative course embedded signature assignment at midpoint (measure 2 for Foreign Languages)

• **Pedagogical Changes:**

- Signature assignments (all areas)
- Course syllabi (all areas)
- Additional class time to primary source analysis (History)
- Focus on cultural context and thesis development rather than aesthetic responses in class (Music-Humanities)
- Curriculum changes-new textbook, coordinated tests, cohesive plan, maximize use of target language in class, web-based listening activities (Foreign Languages)
- Math Assistant Program for students (Math/Logic)
- Program requirements: Math/Logic requirement changed from 6 hr of approved coursework to Math 120 or 6 hrs of approved coursework. Also, MATH 220 was removed from coursework list because assessment showed it is higher level than GenEd (Math/Logic)
- Course content changes to emphasize connections to real world applications (Natural Science)
- Course structure (Social Sciences)
- Increase class time and assignments to improve students' comprehension of analysis and analytical thesis (Writing)

• **Faculty Development:**

- Adjunct training series (History)
- Graduate student training to teach GenEd Math courses (Math/Logic)
- Training/mentoring of laboratory instructors (Natural Science)
- Faculty development workshops by First-Year Writing Committee (Writing)

• **Organizational Changes:**

- New Departmental assessment committee (History)
- New Math Assessment committee (Math/Logic)
- New Basic Language coordinator position for French and Spanish (Foreign Languages)
- New position: First Year Faculty Coordinator

(Writing)

A [summary of closing the loop](#) by area displays clear examples on how the College uses General Assessment results to make improvements.

After final exams are completed, the 30 faculty members who serve on the Assessment Reading Groups (ARGs) meet to read and score student artifacts using the rubric for their distribution area. This process starts with group norming, a process to “calibrate” scoring of student artifacts so that each reader applies the rubric consistently, thereby increasing inter-rater reliability. After norming, two faculty members assess the same set of student artifacts; if there is discrepancy between what is considered acceptable and unacceptable, a third faculty member assesses the artifact (s), and the final results are compiled. To ensure a representative sample, a [stratified sampling methodology](#) is used. The sample follows the same distribution of enrollment percentages for each department, making it a representative sample.

After each cycle of assessment reading days, ARGs discuss the results and develop action plans that are shared with Department Chairs and program faculty. Each year, there is a [general education assessment retreat](#), where assessment results are discussed with a larger audience of campus stakeholders, including faculty, academic administrators, and students. A general education [website](#) is maintained by Academic Affairs to disseminate information about general education assessment. A complete [report with assessment results](#) is distributed to faculty each year and is posted in the [OAKS GenEd site](#). All faculty have access to the OAKS GenEd site. The results are shared with faculty members in an aggregate format, and in a more detailed report by area. The [detailed report](#) allows the results to be disaggregated to provide a more thorough understanding of student learning. A [summary of closing the loop](#) by area displays clear examples on how the College uses General Assessment results to make improvements. Every year, ARGs develop [action plans](#) based on the assessment results that are distributed to Department Chairs for further action.

Below are the SLOs and the extent to which they have been attained. Links to the yearly reports from Compliance Assist can be accessed in each of the following tables by clicking on the corresponding year in the table (e.g., 2013/14 report).

History

Table 17. Attainment of Competencies in History (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all S Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students demonstrate knowledge of history and awareness of the historical experience.	77.9%	57.4%	50.9%	58.1% (86) 50% (122) 41.9% (229)
SLO2: Students situate primary historical records in their context and use sources to construct historical arguments.	60.5%	57.4%	44.1%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Humanities

Table 18. Attainment of Competencies in Humanities (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students achieved competencies SLO Year 2013-14 Year 2014-15 Year 2015-16
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.	70.5%	64.7%	81.2%	59% (173) 54.6% (346) 66.8% (328)
SLO2: Students examine relevant primary source materials as understood by the humanities area under study and interpret the material in writing assignments 1. Measures use of primary sources 2. Measures writing	a. 82.1% b. 82.1% Both=68.8%	a. 71.7% b. 76% Both=63.3%	a. 80.5% b. 82.1% Both=70.1%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Foreign Languages

Table 19. Attainment of Competencies in Foreign Languages (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all S Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students read languages other than English.	87.1%	82.9%	88.3%	76.8% (155) 72.7% (299) 71.1% (263)
SLO2: Students write languages other than English.	92.3%	88.3%	91%	
SLO3: Students understand languages other than English	93.5%	94.3%	94.4%	
SLO4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language	92.9%	90.1%	85.2%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Math/Logic

Table 20. Attainment of Competencies in Math/Logic (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in any SLO Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students model phenomena in mathematical terms.	74.9%	72.57%	73.28%	66.1% (233) 66.4% (458) 69.1% (479)
SLO2: Students solve problems using these models.	57.9%	60.88%	61.49%	
SLO3: Students demonstrate an understanding of the supporting theory behind the models apart from any particular application.	65.7%	65.72%	72.38%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Natural Science

Table 21. Attainment of Competencies in Natural Science (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in any SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students apply physical/natural principles to analyze and solve problems.	15.4%	41.9%	51.6%	19.5% (78) 45.7% (186) 47.7% (192)
SLO2: Students explain how science impacts society.	23.9%	50%	42.9%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Social Sciences

Table 22. Attainment of Competencies in Social Sciences (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students apply a social science concept, model or theory to explain human behavior, social interactions or social institutions. I: Identify; D: Describe; A: Apply	69.7% I 59% D 60.7% A	71.10% I 63.70% D 60.30% A	84.9% I 69.7% D 75% A	46.7% (122) 49% (204) 62.4% (237)

*Yearly Compliance Assist Reports (including use of results and action plans)

Writing

Table 23. Attainment of Competencies in Writing (2013-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies all SLOs Year 2013-14 (r) Year 2014-15 (r) Year 2015-16 (r)
	2013-14 report*	2014-15 report*	2015-16 report*	
SLO1: Students articulate clear analytical theses.	25%	60.2%	56.9%	15% (40) 53.1% (113) 33.0% (116)
SLO2: Students effectively situate their ideas in relation to sources.	53.5%	79.6%	45.6%	
SLO3: Students select and correctly document relevant and credible sources.	62.8%	79.6%	67.9%	

*Yearly Compliance Assist Reports (including use of results and action plans)

Off-Campus Locations and Distance Learning

The College of Charleston has three off-campus locations: the North Campus and Lowcountry Graduate Center, Grice Marine Lab, and 701 East Bay Street. Evidence is drawn from all types of academic programs and certificates offered by the main campus and drawn from all types of degree and certificate programs offered by all academic programs on the main campus, at off-campus instructional sites, and through distance learning.

The College of Charleston North Campus

School of Professional Studies. The School of Professional Studies offers one undergraduate degree, the Bachelor of Professional Studies (see [Table 25](#)). This program is assessed and reported in Compliance Assist. The Bachelor of Professional Studies (B.P.S.) is primarily a degree-completion program targeting the diverse needs of non-traditional students. The curriculum helps students understand how various factors – history, economics, science and technology – shape the global economy. The B.P.S. curriculum is designed to serve students’ professional goals and interests through one of the four concentrations offered.

Professional Studies B.P.S. In spring 2013, B.P.S. faculty assessed students’ ability to produce written work that explored complex ideas supported with relevant detail and evidence and was responsive to the assigned task. This learning outcome was assessed in the B.P.S. seminar course, Understanding Global Issues (PRST 303). Students participated in weekly commentary forums, and the responses were graded on a 100-point scale. Those students who already displayed writing skills commensurate with their education level (about 1 in 3 students) showed steady improvement over the semester. However, those with comparatively weaker writing skills showed minimal improvement, repeating mistakes noted in feedback. As a result, an additional course was created to address gaps in student learning associated with the development of critical thinking and written communication: Introduction to Analytical and Critical Reasoning (PRST 220) was added as a required course in the 2015-2016 academic year.

Grice Marine Laboratory

The Grice Marine Laboratory is the marine lab of the College of Charleston and houses academic programs in Marine Biology (B.S. and M.S.). The lab supports teaching and research in evolutionary biology, marine biogeography, cellular and molecular biology, benthic ecology, immunology, microbial ecology, phytoplankton ecology, environmental physiology, fish systematics, and invertebrate zoology. The laboratory is located at Fort Johnson on James Island, S.C.

Marine Biology M.S. In 2014-2015, marine biology faculty assessed students’ foundational knowledge of the biology of marine organisms (across all levels of biological organization and taxonomic diversity), the ocean environment, and the practice of science. These outcomes were assessed through an oral comprehensive exam within 30 days of completing the core curriculum. The performance target was that at least 90 percent of students would average “good” or better in all subject areas of the exam. Results from the oral exam showed 88 percent (n=15) of students averaged greater than 3.0 (“good” on the 1-5 scale), and all students (n=17) passed the exam on their first attempt. The mean composite score was 3.70, ranging between 2.56 - 4.60.

This mean was an increase from the 2013-2014 average of 3.65. Mean scores for each area of assessment (General Biology, Ecology, Sub-organismal Biology, Oceanography, and Statistics and Experimental Design) were all above 3.0 (3.53 – 3.90). Based on the results, the department considered increasing the assessment standard and discussed ways to disseminate the results to faculty and students.

701 East Bay Street

701 East Bay Street is the physical location that houses the master of science in historic preservation program. It is within walking distance from the College of Charleston main campus.

Historic Preservation M.S. Historic preservation program faculty assessed students' ability to document historical resources in the built environment and to complete the field-work and analysis accepted by state and national standards in architectural and cultural resource assessments. This outcome was assessed through the students' capstone research project required for HP 8090 / HSPV 808: Historical Research Methods. The performance target was that 90 percent of students enrolled in the class would structure and prepare written research summaries demonstrating the necessary knowledge.

Distance Education

English as a Second Language Certificate (ESOL). The [ESOL certificate](#) is the only credential at the College of Charleston that is available fully online. Each of the four courses that make up the certificate are offered in a hybrid, asynchronous mode where the first and last meeting of each class is face-to-face. ESOL faculty assessed students' ability to discuss the values and beliefs of a culture other than their own and how knowing and understanding these values and beliefs is important for creating a classroom environment conducive to learning English. This outcome was assessed through the use of a rubric (with indicators of: inadequate, adequate, or target) to review students' presentations and lesson plans, reflection statements, cultural biographies, research papers, and classroom work. In 2014-2015, 11 students were assessed using the rubric and results are indicated in Table 24.

Table 24. English as a Second Language Certificate Rubric Results

Assessment Measure	Rubric Indicator	# of Students (n)
Presentations and lesson plans	Target	11
Reflection statements	Target	11
Cultural biographies	Target	6
Research papers	Target	11
Classroom work	Target	11

Results indicated that students did not perform well on the rubric item, "Candidates will demonstrate knowledge of self as a culture bearer, especially when they create their culture biographies." Based on these results, additional text about being a culture bearer was included in the culture class.

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary requests and allocations for administrative units. The assessment coordinator works with faculty in the program to document how program assessment results affect resource requests and allocation in the assessment report's budget changes section. Budget changes vary across the programs and schools. The geology B.S. used the [2015-2016 assessment results](#) to allocate resources for the purchase of new petrographic microscopes, to improve the diversity of its sedimentary rock collection, to hire an employee to inventory the museum and teaching paleontology collections, and to request additional funds to improve the geology labs.

Documentation of Continuous Quality-Improvement Process

In addition to the examples provided in the previous paragraphs, the evidence shown in Table 25 provides assessment reports for all academic programs and demonstrates the continuous quality-improvement process.

Table 25. Assessment Reports for Academic Programs

School of the Arts			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Art History B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Arts Management B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Dance B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Historic Preservation and Community Planning B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Music B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Studio Art B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Theatre B.A.	2013-2014 2015-2016 2014-2015 2016-2017		
School of Business			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Accounting B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Business Administration B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Economics B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Entrepreneurship Stand- Alone Minor*	2014-2015 2016-2017 2015-2016
Finance B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Global Logistics and Transportation Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Hospitality and Tourism Management B.S.	2013-2014 2015-2016 2014-2015 2016-2017	International Business B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Leadership Change and Social Responsibility Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Marketing B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Real Estate Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Supply Chain Management B.S.*	2015-2016 2016-2017
School of Education, Health and Human Performance			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Athletic Training B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Coaching Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Early Childhood Education B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Elementary Education B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Exercise Science B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Health Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Middle Grades Education B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Physical Education B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Public Health B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Secondary Education Cognate B.S. (English)	2013-2014 2015-2016 2014-2015 2016-2017
Secondary Education Cognate B.S. (Mathematics)	2013-2014 2015-2016 2014-2015 2016-2017	Secondary Education Cognate B.S. (Science)	2013-2014 2015-2016 2014-2015 2016-2017
Secondary Education Cognate B.S. (Social Studies)	2013-2014 2015-2016 2014-2015 2016-2017	Special Education B.S.	2013-2014 2015-2016 2014-2015 2016-2017
School of Humanities and Social Sciences			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans

Anthropology B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Communication B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Creative Writing Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	English B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Geography Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	History B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Philosophy B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Political Science B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Psychology B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Psychology B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Public Health B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Religious Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Sociology B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Urban Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Women's and Gender Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Irish and Irish American Studies Stand-Alone Minor*	2015-2016 2016-2017

School of Languages, Cultures and World Affairs

Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
African American Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017	African Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Archaeology B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Asian Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
British Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Business Language in French Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Business Language in Spanish Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Classics B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Comparative Literature Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	European Studies Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Foreign Language Education Cognate B.S.	2013-2014 2015-2016 2014-2015 2016-2017	French and Francophone B.A.	2013-2014 2015-2016 2014-2015 2016-2017
German B.A.	2013-2014 2015-2016 2014-2015 2016-2017	German Studies Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
International Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Japanese Studies Stand- Alone Minor*	2014-2015 2016-2017 2015-2016
Italian Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Latin American and Caribbean Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Jewish Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Middle Eastern and Islamic World Studies Stand-Alone Minor*	2015-2016 2016-2017
Linguistics Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Spanish B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Russian Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017		

School of Professional Studies

Academic Program	Assessment Reports/Plans		
Professional Studies B.P.S.	2013-2014 2015-2016 2014-2015 2016-2017		

School of Sciences and Mathematics			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Astronomy B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Astrophysics B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Biochemistry B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Biology B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Biology B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Biomedical Physics Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Chemistry B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Chemistry B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Computational Thinking Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Computer Information Systems B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Computer Science B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Computer Science B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Computing in the Arts B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Data Science B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Geology B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Geology B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Marine Biology B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Mathematics B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Mathematics B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Meteorology Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Physics B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Physics B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Interdisciplinary Programs			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Crime, Law, and Society Stand- Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Environmental Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Film Studies Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017	Neuroscience Stand-Alone Minor	2013-2014 2015-2016 2014-2015 2016-2017
Graduate School of University of Charleston at the College of Charleston			
Academic Program	Assessment Reports/Plans	Academic Program	Assessment Reports/Plans
Accountancy M.S.	2013-2014 2015-2016 2014-2015 2016-2017	Arts Management CERT	2013-2014 2015-2016 2014-2015 2016-2017
Business Administration MBA	2013-2014 2015-2016 2014-2015 2016-2017	Child Life M.S.*	2014-2015 2016-2017 2015-2016
Communication M.A.	2013-2014 2015-2016 2014-2015 2016-2017	Computer Information Sciences M.S.	2013-2014 2015-2016 2014-2015 2016-2017
Creative Writing M.F.A.	2016-2017	Cybersecurity CERT*	2014-2015 2015-2016 2016-2017
Early Childhood MAT	2013-2014 2015-2016 2014-2015 2016-2017	Elementary Education M.A.T.	2013-2014 2015-2016 2014-2015 2016-2017
English M.A.	2013-2014 2015-2016 2014-2015 2016-2017	ESOL 1 CERT	2013-2014 2015-2016 2014-2015 2016-2017

ESOL 2 CERT*	2015-2016	Environmental Studies M.S.	2013-2014 2015-2016 2014-2015 2016-2017
Gifted and Talented CERT	2013-2014 2015-2016 2014-2015 2016-2017	History M.A.	2013-2014 2015-2016 2014-2015 2016-2017
Historic Preservation M.S.	2013-2014 2015-2016 2014-2015 2016-2017	Languages M.Ed.	2013-2014 2015-2016 2014-2015 2016-2017
Marine Biology M.S.	2013-2014 2015-2016 2014-2015 2016-2017	Mathematics M.S.	2013-2014 2015-2016 2014-2015 2016-2017
Middle Grades Education M.A.T.	2013-2014 2015-2016 2014-2015 2016-2017	Operations Research CERT	2013-2014 2015-2016 2014-2015 2016-2017
Performing Arts M.A.T.	2013-2014 2015-2016 2014-2015 2016-2017	Public Administration M.P.A.	2013-2014 2015-2016 2014-2015 2016-2017
Science and Math for Teachers M.Ed.	2013-2014 2015-2016 2014-2015 2016-2017	Special Education CERT	2013-2014 2015-2016 2014-2015 2016-2017
Special Education MAT	2013-2014 2015-2016 2014-2015 2016-2017	Statistics CERT	2013-2014 2015-2016 2014-2015 2016-2017
Teaching, Learning, and Advocacy M.Ed.	2013-2014 2015-2016 2014-2015 2016-2017	Urban and Regional Planning CERT	2013-2014 2015-2016 2014-2015 2016-2017

*Assessment plan start date subsequent to 2013-2014.

Effectiveness of Academic Programs

Academic Program Review

Program review is designed to continuously improve the College as a strong academic institution of higher education, while maintaining a sound and balanced array of programs consistent with its mission, goals, vision, and strategic plan. Program reviews allow for the identification of weaknesses and areas for growth with a determination of overall program quality and specific recommendations for improvement. Program quality metrics indicated in the reviews are used as a basis for allocating resources more effectively.

At the College, all academic programs participate in the review process; although it is recognized that some programs hold accreditation reviews for both undergraduate and graduate programs. In these instances, the accreditation self-study substitutes for the required self-study of the Unit Academic Program Review.

Undergraduate Program Review. As dictated in the [institutional procedures](#), all 60 undergraduate programs undergo a rigorous peer review every seven years, unless the interval required by the accrediting body is shorter. The undergraduate program review process is conducted by the [Faculty Senate Committee on Assessment of Institutional Effectiveness](#), which has nine standing faculty members. The purpose of these reviews is to replace external reviews formerly conducted and funded by the South Carolina Commission on Higher Education, to commend programs for exemplary work, to identify programmatic innovations that be replicated elsewhere on campus, and to suggest opportunities for programmatic improvement. Information from these reviews are also utilized to identify programs that should be considered for expansion, redesign, consolidation, elimination, or additional resources, as well as to provide data to be considered in budget allocation.

Programs complete a research-based self-study that is reviewed using a rubric that examines 14 quality indicators. These include a mission statement aligned to the College's Strategic Plan, program goals and learning outcomes with corresponding assessment evidence, active and engaged faculty scholars, evidence of faculty service, high impact practices, enrollment strategies, appropriate reliance on adjunct faculty, and a diverse student and faculty body. As part of the self-study, chairs or program directors submit annual reports, assessment reports, program-of-study maps, evidence addressing each of the 14 quality indicators, statements of program goals, program strengths and weaknesses, and resource limitations. See [CR 2.5](#) for a detailed description of undergraduate program review.

Graduate Program Review. All 21 graduate programs and ten graduate certificates undergo a rigorous external review every [seven years](#) unless the interval required by the accrediting body is shorter. A total of 47 graduate programs and graduate certificates have undergone external reviews since the external review process was implemented in fall 2003. The Graduate Program Review Process is updated regularly and linked to the faculty section of the [Graduate School's Academic Policies and Procedures](#), which is distributed to new program directors, and sent to program directors when a review is scheduled in the coming academic year. The external review examines a wide-range of program performance data. The four stages of an external review cycle are the self-study, the peer review and report, the response to the peer review/report, and the one-year follow-up to the report. External reviews have identified significant areas of strength and opportunities to shape the direction of programs and the Graduate School in coming years. See [CR 2.5](#) for a detailed discussion of graduate program review.

Professional Organizations Accreditation Reviews

Several academic programs at the College are [accredited by professional accreditation agencies](#) using a diverse set of standards. While some of these accreditation reviews may not demonstrate the same rigorous standards mandated by CS 3.3.1.1, they provide examples of ongoing efforts by units and departments to document assessment activities and the improvement of student learning.

Institutional Measures

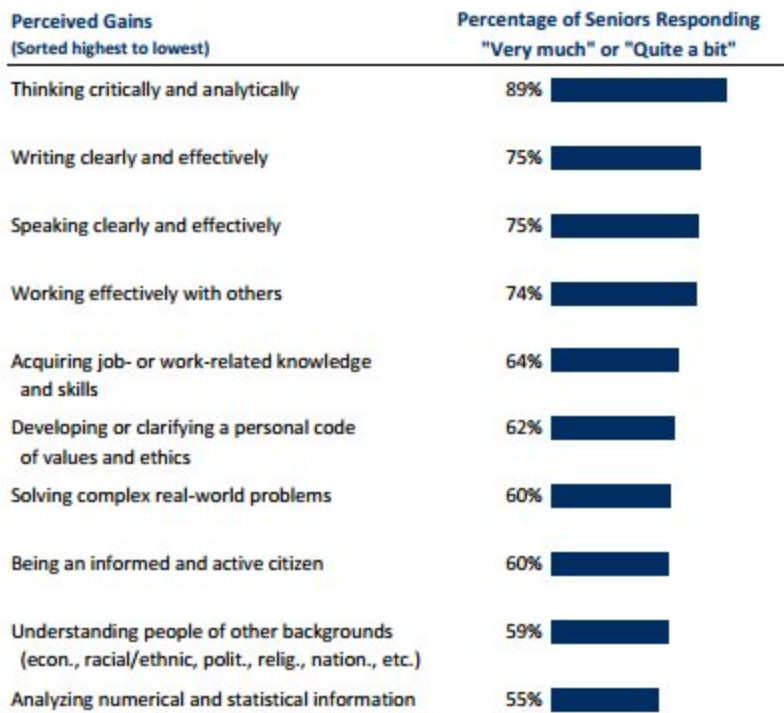
The College of Charleston uses a variety of data to assess its student learning, student engagement, and student success. OIEP plans, coordinates, administers, and publishes results from several national and institutional surveys conducted at the College of Charleston. Results from the Annual Institutional Alumni Surveys, CIRP Surveys from the University of California Los Angeles (The Freshman Survey, Your First College Year, College Senior Survey), National Survey of Student Engagement, and the Annual Institutional Senior Exit Survey are communicated via email and presentations, and previous and current survey reports are published on the [OIEP website](#). The results of these enterprise-level surveys are used as to evaluate student learning.

National Survey of Student Engagement (NSSE). [The National Survey of Student Engagement \(NSSE\)](#) collects information about student participation in programs and activities related to learning and personal development. NSSE provides information regarding undergraduate cohorts which is used to facilitate conversations between faculty, students, and administrators about activities and environments conducive to student learning.

Figure 3. Highlights students perceived academic gains from the 2013 NSSE survey.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.



Senior Exit Survey. Graduating seniors who participate in graduation rehearsal are asked to complete a paper survey about their future plans and satisfaction with their academic experience. Figure 4 below demonstrates how the institution used data from this survey to measure study abroad participation of undergraduate students.

Figure 4. Study Abroad Participation, Graduating Seniors of 2012-2015

Study Abroad Participation



29%

of respondents studied abroad during their undergraduate education.**



84

countries* visited by respondents.**

*The United Kingdom includes England, Wales, Scotland, Britain, the British Virgin Islands, and the Turks and Caicos Islands.

Closing Statement

The College of Charleston has a broad-based quality assurance process as evidenced by the provided documentation of compliance with CS 3.3.1.1, Institutional Effectiveness: Educational Programs, to include student-learning. In the spirit of continuous improvement, the College's Institutional Leadership provides institutional support for academic program and promotes a collaborative IE assessment model to continuously improve learning. As evidenced by the shared responsibility throughout the periodic review and quality assurance process, the College's assessment of academic program advances attainment of the College's mission and strategic plan.

Sources



111 UCSC Outcomes 2015-2016





















22 SOTA Outcomes 2015-2016



3 Honors College outcomes 2015-2016
































-  45 EHHP Outcomes 2015-2016
-  61 SB Outcomes 2015-2016
-  66 HSS Outcomes 2015-2016
-  76 LCWA Outcomes 2015-2016
-  88 SSM Outcomes 2015-2016
-  Accountancy MS - 2014-2015
-  Accountancy MS - 2013-2014
-  Accountancy MS 2015-2016
-  Accountancy MS 2016-2017
-  Accounting BS - 2013-2014
-  Accounting BS - 2014-2015
-  Accounting BS 2015-2016
-  Accounting BS 2016-2017
-  Accounting BS Assessment Plans and Reports (4 years)
-  Accrediting Body and Degree Program
-  African American Studies BA - 2014-2015
-  African American Studies BA -2013-2014
-  African American Studies BA 2015-2016
-  African American Studies BA 2016-2017
-  African American Studies BA Assessment Plans and Reports (3 years)
-  African Studies Minor - 2013-2014
-  African Studies Minor - 2014-2015
-  African Studies Minor - 2015-2016
-  African Studies Minor - 2016-2017
-  Anthropology BS -2013-2014
-  Anthropology BS 2014-2015
-  Anthropology BS 2015-2016
-  Anthropology BS 2016-2017
-  Archaeology BA - 2013-2014
-  Archaeology BA - 2014-2015
-  Archaeology BA 2015-2016
-  Archaeology BA 2016-2017
-  Art History BA -2013-2014
-  Art History BA 2014-2015
-  Art History BA 2015-2016

-  Art History BA 2016-2017
-  Arts Management BA 2016-2017
-  Arts Management BA - 2014-2015
-  Arts Management BA -2013-2014
-  Arts Management BA 2015-2016
-  Arts Management CERT - 2013-2014
-  Arts Management CERT - 2014-2015
-  Arts Management CERT 2015-2016
-  Arts Management CERT 2016-2017
-  Asian Studies Minor - 2013-2014
-  Asian Studies Minor - 2014-2015
-  Asian Studies Minor - 2015-2016
-  Asian Studies Minor 2016-2017
-  Assessment Consultations Academic
-  Assessment Template
-  Assessment Workshops
-  Astronomy BA - 2013-2014
-  Astronomy BA - 2014-2015
-  Astronomy BA 2015-2016
-  Astronomy BA 2016-2017
-  Astrophysics BS - 2016-2017
-  Astrophysics BS - 2013-2014
-  Astrophysics BS - 2014-2015
-  Astrophysics BS 2015-2016
-  Athletic Training - BS - 2014-2015
-  Athletic Training BS - 2013-2014
-  Athletic Training BS 2015-2016
-  Athletic Training BS 2016-2017
-  Biochemistry BS - 2013-2014
-  Biochemistry BS - 2014-2015
-  Biochemistry BS - 2016-2017
-  Biochemistry BS 2015-2016
-  Biology BA - 2013-2014
-  Biology BA - 2014-2015

-  Biology BA - 2016-2017
-  Biology BA 2015-2016
-  Biology BS - 2013-2014
-  Biology BS - 2014-2015
-  Biology BS - 2016-2017
-  Biology BS 2015-2016
-  Biomedical Physics Minor - 2013-2014
-  Biomedical Physics Minor - 2014-2015
-  Biomedical Physics Minor - 2015-2016
-  Biomedical Physics Minor - 2016-2017
-  British Studies Minor - 2013-2014
-  British Studies Minor - 2014-2015
-  British Studies Minor - 2015-2016
-  British Studies Minor 2016-2017
-  Business Administration BS - 2013-2014
-  Business Administration BS - 2014-2015
-  Business Administration BS 2015-2016
-  Business Administration BS 2016-2017
-  Business Administration MBA - 2013-2014
-  Business Administration MBA - 2014-2015
-  Business Administration MBA - 2015-2016
-  Business Administration MBA 2016-2017
-  Business Language French Minor - 2016-2017
-  Business Language In French - Minor -2014-2015
-  Business Language in French Minor - 2013-2014
-  Business Language in French Minor -2015-2016
-  Business Language in Spanish - Minor - 2014-2015
-  Business Language in Spanish - Minor 2016-2017
-  Business Language in Spanish Minor - 2015-2016
-  Business Language in Spanish Minor - 3013-2014
-  Chemistry BA - 2014-2015
-  Chemistry BA - 2016-2017
-  Chemistry BA - 2013-2014
-  Chemistry BA 2015-2016
-  Chemistry BS - 2013-2014

-  Chemistry BS - 2014-2015
-  Chemistry BS - 2016-2017
-  Chemistry BS 2015-2016
-  Chemistry BS Assessment Plans and Reports (4 years)
-  Child Life MS - 2014-2015
-  Child Life MS 2015-2016
-  Child Life MS 2016-2017
-  Classics BA - 2013-2014
-  Classics BA - 2014-2015
-  Classics BA 2016-2017
-  Classics BA 2015- 2016
-  Coaching - Minor - 2014-2015
-  Coaching - minor 2016-2017
-  Coaching Minor - 2013-2014
-  Coaching Minor 2015-2016
-  College of Charleston Strategic Plan
-  Communication BA - 2013-2014
-  Communication BA - 2014-2015
-  Communication BA -2015-2016
-  Communication BA 2016-2017
-  Communication MA - 2013-2014
-  Communication MA - 2014-2015
-  Communication MA - 2016-2017
-  Communication MA 2015-2016
-  Comparative Literature - Minor 2016-2017
-  Comparative Literature - Minor 2015-2016
-  Comparative Literature Minor - 2013-2014
-  Comparative Literature Minor - 2014-2015
-  Computational Thinking Minor - 2013-2014
-  Computational Thinking Minor - 2014-2015
-  Computational Thinking Minor - 2015-2016
-  Computational Thinking Minor - 2016-2017
-  Computer Information Sciences MS - 2013-2014
-  Computer Information Sciences MS - 2014-2015

-  Computer Information Sciences MS - 2016-2017
-  Computer Information Sciences MS 2015-2016
-  Computer Information Systems BS - 2013-2014
-  Computer Information Systems BS - 2014-2015
-  Computer Information Systems BS - 2015-2016
-  Computer Information Systems BS - 2016-2017
-  Computer Science BA - 2013-2014
-  Computer Science BA - 2014-2015
-  Computer Science BA - 2016-2017
-  Computer Science BA 2015- 2016
-  Computer Science BS - 2013-2014
-  Computer Science BS - 2014-2015
-  Computer Science BS - 2015-2016
-  Computer Science BS - 2016- 2017
-  Computing in the Arts BA - 2013-2014
-  Computing in the Arts BA - 2014-2015
-  Computing in the Arts BA - 2016-2017
-  Computing in the Arts BA 2015-2016
-  Creative Writing - Minor 2015-2016
-  Creative Writing MFA 2016-2017
-  Creative Writing Minor - 2013-2014
-  Creative Writing Minor - 2014-2015
-  Creative Writing Minor 2016-2017
-  Creative Writing minor Assessment Plans and Reports (4 years)
-  Crime, Law and Society Minor - 2013-2014
-  Crime, Law and Society Minor - 2014-2015
-  Crime, Law and Society Minor - 2015-2016
-  Crime, Law and Society Minor - 2016-2017
-  Cybersecurity CERT - 2014-2015
-  Cybersecurity CERT - 2015-2016
-  Cybersecurity CERT - 2016-2017
-  Dance - BA 2015-2016
-  Dance BA - 2014-2015
-  Dance BA - 2013-2014
-  Dance BA Assessment Plans and Reports (4 years)

-  Dance BA-2016-2017
-  Data Science BS - 2013-2014
-  Data Science BS - 2014-2015
-  Data Science BS - 2016-2017
-  Data Science BS 2015-2016
-  Deans Assessment Committee (2016-2017)
-  Early Childhood Education BS - 2013-2014
-  Early Childhood Education BS - 2015-2016
-  Early Childhood Education BS 2016-2017
-  Early Childhood Education MAT - 2014-2015
-  Early Childhood Education MAT 2015-2016
-  Early Childhood MAT - 2013-2014
-  Early Childhood MAT 2016-2017
-  Economics BS - 2013-2014
-  Economics BS - 2014-2015
-  Economics BS 2015-2016
-  Economics BS 2016-2017
-  Economics BS Assessment Plans and Reports (4 years)
-  Elementary Education BS - 2013-2014
-  Elementary Education BS - 2014-2015
-  Elementary Education BS 2015-2016
-  Elementary Education BS 2016-2017
-  Elementary Education MAT - 2014-2015
-  Elementary Education MAT - 2015-2016
-  Elementary Education MAT - 2016-2017
-  Elementary Education MAT 2013-2014
-  English BA - 2013-2014
-  English BA - 2014-2015
-  English BA 2015-2016
-  English BA 2016-2017
-  English MA - 2013-2014
-  English MA - 2014-2015
-  English MA - 2015-2016
-  English MA - 2016-2017



































-  Entrepreneurship Minor - 2014-2015
-  Entrepreneurship Minor 2015-2016
-  Entrepreneurship Minor 2016-2017
-  Environmental Studies Minor - 2013-2014
-  Environmental Studies Minor - 2014-2015
-  Environmental Studies Minor - 2015-2016
-  Environmental Studies Minor - 2016-2017
-  Environmental Studies minor Assessment Plans and Reports (4 years)
-  Environmental Studies MS - 2013-2014
-  Environmental Studies MS - 2014-2015
-  Environmental Studies MS - 2015-2016
-  Environmental Studies MS - 2016-2017
-  ESOL 1 2016-2017
-  ESOL 1 CERT - 2013-2014
-  ESOL 1 CERT - 2014-2015
-  ESOL 1 CERT - 2015-2016
-  ESOL 2 CERT - 2015-2016
-  ESOL Chart
-  European Studies - Minor 2015-2016
-  European Studies - Minor 2016-2017
-  European Studies Minor - 2014-2015
-  European Studies Minor 2013-2014
-  Exercise Science BS - 2014-2015
-  Exercise Science BS - 2013-2014
-  Exercise Science BS - 2016-2017
-  Exercise Science BS 2015-2016
-  Faculty Senate Committee on Assessment of Institutional Effectivenss
-  Film Studies Minor - 2013-2014
-  Film Studies Minor - 2014-2015
-  Film Studies MInor - 2015-2016
-  Film Studies Minor - 2016-2017
-  Finance BS - 2014-2015
-  Finance BS - Minor - 2013-2014
-  Finance BS 2015-2016
-  Finance BS 2016-2017


-  Foreign Language Cognate BS - 2015-2016
-  Foreign Language Education BS - 2013-2014
-  Foreign Language Education BS - 2014-2015
-  Foreign Language Education BS -2016-2017
-  Foreign Language Education Cognate BS 2016-2017
-  Franch and Francophone Studies - BA 2015-2016
-  French and Francophone BA - 2013-2014
-  French and Francophone BA - 2014-2015
-  French and Francophone BA 2016-2017
-  French and Francophone BA Assessment Plans and Reports (4 years)
-  Gen Ed Action Plans
-  GenEd Assessment Results
-  GenEd ClosingThe Loop Examples
-  GenEd History 13-14
-  GenEd History 14-15
-  GenEd History 15-16
-  GenEd Humanities 13-14
-  GenEd Humanities 14-15
-  GenEd Humanities 15-16
-  GenEd Languages 13-14
-  GenEd Languages 14-15
-  GenEd Languages 15-16
-  GenEd Math 13-14
-  GenEd Math 14-15
-  GenEd Math 15-16
-  GenEd OAKS
-  GenEd Retreat
-  GenEd Sampling Methodology
-  GenEd Science 13-14
-  GenEd Science 14-15
-  GenEd Science 15-16
-  GenEd Soc Science 13-14
-  GenEd Soc Science 14-15
-  GenEd Soc Science 15-16


















-  GenEd Website
-  GenEd Writing 13-14
-  GenEd Writing 14-15
-  GenEd Writing 15-16
-  General Education Website
-  Geography - Minor 2015-2016
-  Geography Minor - 2013-2014
-  Geography Minor - 2014-2015
-  Geography Minor 2016-2017
-  Geology BA - 2013-2014
-  Geology BA - 2014-2015
-  Geology BA - 2016-2017
-  Geology BA 2015-2016
-  Geology BS - 2013-2014
-  Geology BS - 2014-2015
-  Geology BS - 2016-2017
-  Geology BS 2015-2016
-  Geology BS Assessment Report 2015-2016 Budget Decisions
-  German BA - 2013-2014
-  German BA - 2014-2015
-  German BA - program changes
-  German BA -2015-2016
-  German BA 2016-2017
-  German Studies - Minor - 2013-2014
-  German Studies Minor - 2014-2015
-  German Studies Minor - 2015-2016
-  German Studies Minor-2016-2017
-  Gifted and Talented - CERT 2016-2017
-  Gifted and Talented CERT - 2013-2014
-  Gifted and Talented CERT - 2014-2015
-  Gifted and Talented Education CERT
-  Global Logistics and Transportation Minor - 2013-2014
-  Global Logistics and Transportation Minor - 2015-2016
-  Global Logistics and Transportation Minor 2016-2017
-  Global Logistics and Transportations Minor - 2014-2015




































-  Graduate Program Review Process guidelines
-  Health Minor - 2015-2016
-  Health Minor - 2016-2017
-  Health Minor -2014-2015
-  Health Minor - 2013-2014
-  Historic Preservation & Community Planning BA 2016-2017
-  Historic Preservation and Community Planning BA - 2013-2014
-  Historic Preservation and Community Planning BA - 2014-2015
-  Historic Preservation and Community Planning BA 2015-2016
-  Historic Preservation MS - 2013-2014
-  Historic Preservation MS - 2014-2015
-  Historic Preservation MS 2015-2016
-  Historic Preservation MS 2016-2017
-  History BA - 2013-2014
-  History BA - 2014-2015
-  History BA 2015-2016
-  History BA 2016-2017
-  History MA - 2013-2014
-  History MA - 2014-2015
-  History MA - 2015-2016
-  History MA - 2016-2017
-  History MA Assessment Plans and Reports (4 years)
-  Honors College Assessment Plans and Reports (4 years)
-  Hospitality and Tourism Management - BS 2016-2017
-  Hospitality and Tourism Management BS - 2013-2014
-  Hospitality and Tourism Management BS - 2014-2015
-  Hospitality and Tourism Management BS 2015-2016
-  HTMT BS - budget changes
-  IAC Members 2016-17 8.30.16
-  IE Assessment Rubrics (examples)
-  institutional procedures (UG PR)
-  International Business - BS 2016-2017
-  International Business BS - 2013-2014
-  International Business BS - 2014-2015

-  International Business BS 2015-2016
-  International Studies BA - 2013-2014
-  International Studies BA - 2014-2015
-  International Studies BA 2015-2016
-  International Studies BA 2016-2017
-  Irish and American Studies Minor - 2015-2016
-  Irish and Irish American Studies Minor - 2016-2017
-  Italian Studies Minor - 2013-2014
-  Italian Studies Minor - 2014-2015
-  Italian Studies Minor - 2015-2016
-  Italian Studies Minor -2016-2017
-  Japanese Studies - Minor 2016-2017
-  Japanese Studies Minor - 2014-2015
-  Japanese Studies Minor - 2015-2016
-  Jewish BA - 2013-2014
-  Jewish Studies BA - 2014-2015
-  Jewish Studies BA - 2015-2016
-  Jewish Studies BA - 2016-2017
-  Languages MEd - 2013-2014
-  Languages MEd - 2014-2015
-  Languages MEd - 2015-2016
-  Languages MEd - 2016-2017
-  Languages MEd Assessment Plans and Reports (4 years)
-  Latin American and Caribbean Studies - 2014-2015
-  Latin American and Caribbean Studies BA - 2013-2014
-  Latin American and Caribbean Studies BA 2015-2016
-  Latin American and Caribbean Studies BA 2016-2017
-  Leadership Change and Social Responsibility - minor 2016-2017
-  Leadership Change and Social Responsibility Minor - 2013-2014
-  Leadership Change and Social Responsibility Minor - 2014-2015
-  Leadership, Change and Social Responsibility Minor - 2015-2016
-  Linguistics - Minor 2013-2014
-  Linguistics - Minor 2016-2017
-  Linguistics Minor - 2014-2015
-  Linguistics Minor - 2015-2016



























-  Marine Biology BS - 2013-2014
-  Marine Biology BS - 2014-2015
-  Marine Biology BS - 2016-2017
-  Marine Biology BS 2015-2016
-  Marine Biology MS - 2014-2015
-  Marine Biology MS - 2016-2017
-  Marine Biology MS - 20213-2014
-  Marine Biology MS 2015-2016
-  Marketing BS - 2013-2014
-  Marketing BS - 2014-2015
-  Marketing BS - 2015-2016
-  Marketing BS - 2016-2017
-  Mathematics BA - 2013-2014
-  Mathematics BA - 2014-2015
-  Mathematics BA - 2016-2017
-  Mathematics BA 2015-2016
-  Mathematics BS - 2013-2014
-  Mathematics BS - 2014-2015
-  Mathematics BS - 2016-2017
-  Mathematics BS 2015-2016
-  Mathematics MS - 2013-2014
-  Mathematics MS - 2014-2015
-  Mathematics MS - 2015-2016
-  Mathematics MS - 2016-2017
-  Meteorology Minor - 2013-2014
-  Meteorology Minor - 2014-2015
-  Meteorology Minor - 2016-2017
-  Meteorology Minor 2015-2016
-  Middle East and the Islamic World - Minor 2016-2017
-  Middle Eastern and Islamic World - Minor - 2015-2016
-  Middle Grades Education BS - 2013-2014
-  Middle Grades Education BS - 2014-2015
-  Middle Grades Education BS 2015-2016
-  Middle Grades Education BS 2016-2017

-  Middle Grades Education MAT - 2014-2015
-  Middle Grades Education MAT - 2015-2016
-  Middle Grades Education MAT -2013-2014
-  Middle Grades Education MAT 2016-2017
-  Mission
-  Music BA - 2013-2014
-  Music BA - 2014-2015
-  Music BA 2015-2016
-  Music BA 2016-2017
-  Music BA Assessment Plans and Reports (4 years)
-  Neuroscience Minor - 2013-2014
-  Neuroscience Minor - 2014-2015
-  Neuroscience Minor - 2015-2016
-  Neuroscience Minor - 2016-2017
-  OIEP Public Website
-  Operations Research CERT - 2013-2014
-  Operations Research CERT - 2014-2015
-  Operations Research CERT - 2015-2016
-  Operations Research CERT - 2016-2017
-  Performing Arts MAT - 2013-2014
-  Performing Arts MAT - 2014-2015
-  Performing Arts MAT - 2015-2016
-  Performing Arts MAT - 2016-2017
-  Philosophy BA - 2013-2014
-  Philosophy BA - 2014-2015
-  Philosophy BA 2015-2016
-  Philosophy BA 2016-2017
-  PHYS BS - multiple measures
-  Physical Education and Teacher Concentration BS 2015-2016
-  Physical Education BS - 2013-2014
-  Physical Education BS - 2014-2015
-  Physical Education BS - 2016-2017
-  Physics BA - 2013-2014
-  Physics BA - 2014-2015
-  Physics BA - 2016-2017

-  Physics BA 2015-2016
-  Physics BS - 2013-2014
-  Physics BS - 2014-2015
-  Physics BS - 2016-2017
-  Physics BS 2015-2016
-  Political Science BA - 2013-2014
-  Political Science BA - 2014-2015
-  Political Science BA - 2016-2017
-  Political Science BA 2015-2016
-  Political Science BA Assessment Plans and Reports (4 years)
-  Professional Studies - BPS - 2013-2014
-  Professional Studies BPS - 2014-2015
-  Professional Studies BPS - 2016-2017
-  Professional Studies BPS 2015-2016
-  Psychology BA - 2013-2014
-  Psychology BA - 2014-2015
-  Psychology BA 2015-2016
-  Psychology BA 2016-2017
-  Psychology BS - 2013-2014
-  Psychology BS - 2014-2015
-  Psychology BS - 2016-2017
-  Psychology BS 2015-2016
-  Public Administration - MPA 2015-2016
-  Public Administration MPA - 2013-2014
-  Public Administration MPA - 2014-2015
-  Public Administration MPA 2016-2017
-  Public Health BA - 2013-2014
-  Public Health BA - 2014-2015
-  Public Health BA 2015-2016
-  Public Health BA 2016-2017
-  Public Health BS - 2013-2014
-  Public Health BS - 2014-2015
-  Public Health BS 2015-2016
-  Public Health BS 2016-2017

-  Public Health BS Assessment Plans and Reports (4 years)
-  Real Estate Minor - 2013-2014
-  Real Estate Minor - 2014-2015
-  Real Estate Minor - 2016-2017
-  Real Estate Minor 2015-2016
-  Religious Studies BA - 2013-2014
-  Religious Studies BA - 2014-2015
-  Religious Studies BA - 2015-2016
-  Religious Studies BA 2016-2017
-  Russian Studies Minor - 2013-2014
-  Russian Studies Minor - 2014-2015
-  Russian Studies Minor - 2015-2016
-  Russian Studies Minor - 2016-2017
-  School of Business - College of Charleston
-  School of Education, Health, and Human Performance - College of Charleston
-  School of Humanities and Social Sciences - College of Charleston
-  School of Languages, Cultures and World Affairs - College of Charleston
-  School of Professional Studies
-  School of Sciences and Mathematics - College of Charleston
-  School of the Arts - College of Charleston
-  Science and Math for Teachers MEd - 2014-2015
-  Science and Math for Teachers MEd - 2015-2016
-  Science and Math for Teachers MEd -2016-2017
-  Sciences and Math for Teachers MEd - 2013-2014
-  Secondary Education English BS - 2013-2014
-  Secondary Education English BS - 2014-2015
-  Secondary Education English BS 2015-2016
-  Secondary Education English BS 2016-2017
-  Secondary Education Mathematics - BS -2015-2016
-  Secondary Education Mathematics BS - 2013-2014
-  Secondary Education Mathematics BS - 2014-2015
-  Secondary Education Mathematics BS - 2016-2017
-  Secondary Education Science BS - 2013-2014
-  Secondary Education Science BS - 2014-2015
-  Secondary Education Science BS - 2015-2016

-  Secondary Education Science BS 2016-2017
-  Secondary Education Social Studies BS - 2013-2014
-  Secondary Education Social Studies BS - 2014-2015
-  Secondary Education Social Studies BS - 2015-2016
-  Secondary Education Social Studies BS 2016-2017
-  seven years (GR PR Schedule 2015)
-  Sociology BS - 2013-2014
-  Sociology BS - 2014-2015
-  Sociology BS 2015-2016
-  Sociology BS 2016-2017
-  Spanish BA - 2013-2014
-  Spanish BA - 2014-2015
-  Spanish BA - 2015-2016
-  Spanish BA 2016-2017
-  Special Education BS - 2013-2014
-  Special Education BS - 2014-2015
-  Special Education BS 2015-2016
-  Special Education BS 2016-2017
-  Special Education BS Assessment Plans and Reports (4 years)
-  Special Education CERT - 2013-2014
-  Special Education CERT - 2014-2015
-  Special Education CERT - 2015-2016
-  Special Education CERT - 2016-2017
-  Special Education MAT - 2013-2014
-  Special Education MAT - 2014-2015
-  Special Education MAT - 2015-2016
-  Special Education MAT - 2016-2017
-  Statistics CERT - 2013-2014
-  Statistics CERT - 2015 - 2016
-  Statistics CERT - 2016-2017
-  Statistics CERT -2014-2015
-  Studio Art BA - 2013-2014
-  Studio Art BA 2014-2015
-  Studio Art BA 2015-2016

-  Studio Art BA 2016-2017
-  Summary of Student Learning Outcomes and Measures for Academic Programs
-  Supply Chain Management BS 2015-2016
-  Supply Chain Management BS 2016-2017
-  Teaching, Learning and Advocacy MEd - 2013-2014
-  Teaching, Learning and Advocacy MEd - 2014-2015
-  Teaching, Learning and Advocacy MEd 2015-2016
-  Teaching, Learning and Advocacy MEd 2016-2017
-  The National Survey of Student Engagement (NSSE)
-  The University of Charleston, South Carolina - College of Charleston
-  Theatre - BA 2015-2016
-  Theatre BA - 2013-2014
-  Theatre BA - 2014-2015
-  Theatre BA 2016-2017
-  Urban and Regional Planning CERT - 2013-2014
-  Urban and Regional Planning CERT - 2014-2015
-  Urban and Regional Planning CERT - 2015-2016
-  Urban and Regional Planning CERT - 2016-2017
-  Urban Studies BA - 2013-2014
-  Urban Studies BA - 2014-2015
-  Urban Studies BA 2016-2017
-  Urban Studies BA 2015-2016
-  Women and Gender Studies BA 2016-2017
-  Women's and Gender Studies BA - 2014-2015
-  Women's and Gender Studies- BA 2015-2016
-  Women's and Genders Studies BA - 2013-2014

3.3.1.2

Institutional Effectiveness: Administrative Support Services

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: 3.3.1.2 administrative support service.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston's commitment to quality assurance and continuous improvement is integral to the mission, values and strategic plan. The [mission](#) states, "The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business." The emphasis on excellence and continuous improvement is echoed in the strategies identified in the [College of Charleston Strategic Plan](#):

Strategy 6: Align all administrative and academic policies and procedures to support the College's purpose and achieve its envisioned future.

Strategy 7: Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.

Strategy 9: Establish campus wide policies and practices to generate new resources and foster greater self-sufficiency.

To uphold this standard of excellence and ensure continuous improvement, staff and administrators identify expected operational outcomes, assess how well they achieve these outcomes, and document their use of results to improve services and operations.

This narrative for 3.3.1.2 provides evidence of this process for administrative support services and its impact on continuous improvement in the following sections:

- Institutional Effectiveness Assessment Model for Administrative Support Services
- Evidence of Continuous Improvement
 - Division of Academic Affairs
 - Division of Business Affairs
 - Division of Institutional Advancement
 - Division of Marketing and Communications
 - President's Division
- Assessment Results Leading to Budget Decisions
- Documentation of Continuous Quality Improvement Process

Institutional Effectiveness Assessment Model for Administrative Support Services

As outlined in detail in 3.3.1, the College follows an annual Institutional Effectiveness (IE) assessment model for the systematic submission and review of units' assessment plans and results. Key elements of this model include articulated operational outcomes and multiple measures, performance targets, peer mentoring and review, and broad-based participation. All administrative units use the assessment template to guide the required structure of the assessment plans and reports that are housed in Compliance Assist (an assessment planning and management system), with assessment plans due in the early fall and reports due at the end of the spring term. The [Institutional Assessment Committee](#) (IAC) coordinates with the [Administrative Assessment Committees](#) (AACs) to provide feedback using the [IE Assessment Rubrics](#). The AAC comprises

representatives from all the administrative units. The AAC members provide guidance on planning, implementation, reporting, and the development of a culture of assessment at the College of Charleston.

The College of Charleston IE Assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs (with stand-alone minors), certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service and/or research focus. Regardless of the campus location (main campus, off-campus, or distance learning), all programs and units are overseen by the main campus.

Periodic [workshops](#) are conducted for assessment coordinators, AAC members, and AAC chairs to reinforce the use of results to improve operations. Customized one-to-one [sessions](#) are also held to assist those administrative units that need additional help. The workshops and customized sessions have been conducted by the [Office for Institutional Effectiveness and Strategic Planning](#) (OIEP).

Assessment reports for all administrative units for 2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) are presented at the end of this narrative (see Table 10) and demonstrate that each unit [defines measurable outcomes](#), assesses whether it has achieved those outcomes, and makes improvements based on assessment results. Results for the IE Assessment Reports for 2016-2017 are due on June 30, 2017 for administrative units, thus cannot be provided with this narrative.

There were [28 Administrative Support Services](#) units with IE assessment reports in the 2015-2016 academic year. Administrative support services at the College are housed in five divisions, including [Division of Academic Affairs](#) (3 units), [Division of Business Affairs](#) (12 units), [Institutional Advancement](#) (1 unit), the [Division of Marketing and Communications](#) (1 unit), and the [President's Division](#) (11 units). Departments and services work collaboratively to facilitate student success, enhance the educational experience, and support faculty and staff in meeting the goals of the educational programs.

All administrative units at the College engage in the IE assessment process. However, administrative units are at different levels of maturation in their assessment process, with some units clearly more effective in improving student learning or operations. While Academic Affairs units, Business Affairs units, Institutional Advancement, and Marketing and Communications have been conducting formal assessment for three academic years, most units in the President's Division reified their formal assessment in the 2015-2016 academic year. The College's model, through reviews of assessment reports and rubrics conducted by the AAC, is designed to identify the units that are struggling and provide assistance. Similar to how the IE assessment model seeks to improve student learning, operations, and services, the College continually seeks to improve the assessment process.

Evidence of Continuous Improvement

The following narrative describes how administrative units employ assessment processes to improve their services and operations. The examples in the narrative were selected to illustrate the breadth of administrative support services across the College of Charleston, and to include a mixture of units from each division. The narrative for each unit includes description of the unit and use of assessment data for improvement. Regardless of the campus location (College of Charleston North Campus, Grice Marine Laboratory, 701 East Bay Street or the main campus), all administrative units are overseen by the main campus divisions.

Four years of assessment plans and reports are included for each example discussed below. The reports are accessible by clicking the link at the end of each example. The narrative provides an identification of the student-learning outcomes and a summary of the program's most recent analysis (2015-2016).

Division of Academic Affairs

The [Division of Academic Affairs](#) provides academic vision and leadership and works to ensure the College of Charleston fulfills its institutional mission and goals. The administrative support service units within the [Division of Academic Affairs](#) are Undergraduate Admissions, Summer School, and the Provost Office. These three units are represented in the narrative, with links to all assessment reports in Table 10.

Undergraduate Admissions. The [Office of Undergraduate Admissions' mission](#) is to, "...recruit and enroll diverse, academically qualified undergraduate students to meet the annual goals of the institution and the state of South Carolina." The office demonstrates a high level of student service by using professional best practices; delivering excellent, accurate, and professional experiences in its recruiting activities, applicant processing, and review; and fostering an atmosphere that values diversity and the contributions of all.

The undergraduate admissions assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle through the outcomes, measures, and results identified in Table 1.

Table 1. 2015-2016 Assessment Report: Undergraduate Admissions

Outcomes	Assessment Methods	Results
Outcome 1: The Office of Admissions will increase enrollment of racially/ethnically diverse students by evaluating the long-term effectiveness of a major enrollment and recruitment initiative aimed at this purpose.	Track participation data Target: 100% apply and 80% accepted	Spring 2015: 42 attended senior project, 40 applied to the College, 36 accepted, 18 enrolled
	Track enrollment data Target: 5% increase	Fall 2015: 2,680 applied, 1,518 accepted, 442 enrolled Fall 2016: 2,497 applied, 1,586 accepted, 525 enrolled
	Tracking GPA and retention Target: Higher GPA and retention	Fall 2011-2014: 68 in cohort, 3.11 average GPA, 56 retained with 3.18 average GPA, 12 not retained with 2.77 GPA
	Student survey	93% (N=43, n=40) would recommend Senior Project to students at their high school
Outcome 2: The Office of Admissions will use expanded support and staff to increase College's international visibility and thereby expand international enrollment.	Track applications and enrollment Target: Increase to 30	Fall 2015: 84 applications, 14 enrollments Fall 2016: 73 applications, 11 anticipated enrollments
	Track conditionally admitted, international students enrollment Target: Increase to 4	Fall 2015: 1 accepted, 1 enrolled Spring 2016: 0 accepted, 0 enrolled Fall 2016: 4 accepted
	Track international applications Target: 1 application from 50% of countries traveled	Fall 2015 and Fall 2016: 5 out of 12 countries had increase in student applications. 10 out of 12 countries had at least one student application
Outcome 3: The Office of Admissions will implement an initiative for automatic admission on in-state students who rank in the top 10% of their public high school class.	Create and distribute publications Target: 100% communication	156 letters to 37 eligible high schools
	Support and awareness of the initiative Target: visit 80% of high schools	37 schools identified and tracked
	Track applications and acceptances Target: 10% increase	Fall 2015: 233 applications, 225 accepted Fall 2016: 276 applications, 275 accepted

Use of results: Based on the assessment results, the undergraduate admissions staff created the standard practice of meeting with the guidance directors/senior counselors at each high school the recruitment team visits to raise awareness of the College and its Senior Project Program. The staff also changed the method used to generate student applications to the program and the way the program is advertised to generate additional interest. A referral system was implemented where high school counselors generate potential student names for referral to the Senior Project Program. Based on the student survey results, a high school teacher was recruited and hired for the essay writing portion of the program. Some of the daily activities in the program were revised, and an altered program format was created.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for undergraduate admissions are provided [here](#).

Division of Business Affairs

The [Division of Business Affairs](#) furthers the College's mission by providing physical infrastructure and operating, funding, and technological support. Business affairs works to securely and effectively manage the funds necessary to maintain the College's academic programs and support services.

The Division of Business Affairs uses formal strategic performance indicators to report the process and findings of their assessments, and these indicators are reported to the Executive Vice President for Business Affairs. The process employs a [scorecard](#) methodology begun in 2012. The scorecard methodology is modeled after a similar operations process employed by The Boeing Company. Mary Armstrong, a retired Boeing executive, provided consulting and onsite training to department heads in April 2013 leading to the implementation of the process. The indicators consist of customized performance goals and measures developed by each department in business affairs, which contributes to the overall business affairs assessments. In 2015-2016, this process matured with all departmental units in business affairs recording assessment plans in Compliance Assist, in addition to the performance indicator process.

Three of the 12 administrative support service units within the [Division of Business Affairs](#) are represented in the narrative, with links to full assessment reports for all 12 units in Table 10.

Procurement and Supply Services. The [Office of Procurement and Supply Service's](#) mission is to, "... provide efficient and timely procurement services that maximize the College's resources and promote its instruction, research, extension, and professional services programs.

The procurement assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle t=using the outcomes, measures, and results identified in Table 2.

Table 2. 2015-2016 Assessment Report: Procurement and Supply Services

Outcomes	Assessment Methods	Results
Outcome 1: The Office of Procurement and Supply Services will provide targeted training on various procurement methods in order to increase compliance with College procurement policies and state law.	Track training sessions Target: 24 trainings	FY 2016: 26 training sessions, 158 attendees FY 2015: 35 training sessions, 232 attendees
	Track training session test scores Target: baseline	FY 2016: 92.8% average test score
Outcome 2: The office of Procurement will enhance departments' knowledge of procurement rules, procedures, and cost saving best practices.	Track scheduled appointments Target: 100%	Contacted 38% (n=49) of 130 departments to schedule a "listening tour"; less than 6% (n=3/N=49) refused
	Track budget and spending changes Target: Positive review in 10%	FY 2015-2016: 10% (n=5/N=46) reduction in spend data
Outcome 3: In collaboration with Office of Sustainability the office of Procurement will provide sustainability programs on campus that reduce the College's carbon footprint, encourage recycling, and promote behavior that results in resource savings.	Track contract awards Target: Award contract	Developed method of solicitation
	Track printers Target: baseline	154 inkjet printers and 45 laser jet printers taken out of service
	Track resource savings Target: baseline	10/2014 – 9/2015: \$86,764 on printing costs, \$496,958 on Xerox devices. 10/2015 – 4/2016: \$60,309 on printing costs, \$303,435 on Xerox devices

Use of Results: The procurement staff used these assessment results to determine the number of training sessions needed to accommodate new cardholders and those needing refresher training. Results also led to additional means of targeting more departments, through telephone contact each month, to schedule a “listening tour” to review their data. Based on results, additional comparison factors were incorporated into tracking of departmental spending to better determine the effects of the access to simplified data. By providing campus-wide presentations and examples of departmental savings, the Office of Procurement and Supply Service's Managed Print Program continues their efforts to educate and encourage users to stop using inkjet printers. The office also revised the program to include Multi-Function Devices (MFDs), which are more sustainable and efficient.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Office of Procurement and Supply Services are provided [here](#).

Human Resources. The mission of the [Office of Human Resources](#) (HR) is, “in alignment with the College of Charleston’s strategic plan, to provide a positive Human Resources service experience for applicants and employees and serve as a strategic business partner for the College to recruit, develop, support, and retain diverse and talented employees who are the key to the College’s reputation and success.”

The HR assessment coordinator and staff formally assessed the unit’s functions during the 2015-2016 assessment cycle through the outcomes, measures, and results identified in Table 3.

Table 3. 2015-2016 Assessment Report: Human Resources

Outcomes	Assessment Methods	Results
Outcome 1: The Office of Human Resources will improve efficiencies in the employee evaluation forms and processes.	Track probationary and trial period employee evaluations Target: 100%	Trial evaluations: 14 due; 5 completed; 2 completed during annual review. Probationary evaluations: 88 due; 10 completed; 8 past due
	Supervisor survey Target: Determine reasons for non-compliance	Response rate: 29% (N=31, n=9)
Outcome 2: The Office of Human Resources will provide an offer of healthcare coverage to full-time temporary employees and meet reporting requirements in compliance with the Affordable Care Act.	1095-C Form created for applicable employees Target: 100% by Jan. 30th 2016	100% (N=1,914) of 1095-C forms provided to current and former employees
	Focus group Target: Conduct focus group	Main points: coverage offered late in some cases, communications and resources effective, employees unaware of appeal process
Outcome 3: The Office of Human Resources will identify institutional and supervisory issues related to employee turnover and retention.	Exit survey content and completion rate Target: Identify improvement strategies	2016 completion rate: 39% (N=96, n=37) 2015 completion rate: 56% (N=73, n=41)
	Track workshops Target: baseline	2 workshops, 57 attendees

Use of Results: The HR staff used these assessment results to revise and synchronize the two data systems to correct data for all trial and probationary evaluations. To improve accountability and efficiency, HR staff developed a task matrix that was disseminated to the appropriate HR personnel. Tracking processes were implemented with due dates and deadlines for all trial status and probationary employee-planning and evaluation processes. Security issues with the software were identified and resolved. Also based on assessment results, HR staff implemented a new process for maintaining dependent coverage data in the online system. HR staff also made a number of changes based on the focus group feedback, including improvements to the adjunct reporting process, notification of the appeal process and forms, and training and

communication for hiring managers regarding the importance of timely processing of appointments. HR staff made changes to the exit survey and revised the Communication and Conflict Management workshop to allow more time for discussion and scenarios.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the the Office of Human Resources are provided [here](#).

Information Technology. The mission of **Information Technology** (IT) is to provide, "...comprehensive services, support and infrastructure to the benefit of the students, faculty and staff in support of the College of Charleston mission, values and planning efforts."

The IT assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle through five outcomes, measures, and results. Three of those outcomes are identified in Table 4.

Table 4. 2015-2016 Assessment Report: Information Technology

Outcomes	Assessment Methods	Results
Outcome 1: IT, in collaboration with the College community, will identify and upgrade classrooms that are in biggest need of a technology refresh.	Track number of classrooms upgraded Target: 90%	53% (N=19, n=10) of classrooms identified in master schedule were upgraded on-time 100% (N=13, n=13) of classrooms within control of IT were upgraded on-time
	Classroom Technology Upgrade Satisfaction Survey Target: 70%	100% (N=69, n=16) of the completed surveys met the performance target of satisfactory or higher
Outcome 2: IT's information security team will address compliance to SC state security requirements to secure CofC resources by utilizing industry's best practices in security technologies.	Scan traffic on CofC network Target: baseline	55% compliance to state mandate requirements and Security Critical Controls
	Monitor traffic on CofC network Target: baseline	Information Security prevented 65% of the data loss and risk reduction
Outcome 3: IT's senior vice president/CIO will govern the College's IT resources for operational currency and funded programs deployment through the Information Technology Strategic Advisory Committee (ITSAC).	Construct budget request Target: By March 2016, 4 committees will be convened	13 prioritized tasks for project selection submitted. 3 of the 13 were submitted for inclusion into FY 17 budget including Service Management, which relates to 6 of the projects
	Conduct open forum Target: By February 2016, conduct 1 forum	Open Forum convened on January 14, 2016 for faculty and staff to ask questions and express concerns

Use of Results: IT staff used these assessment results to strategically plan and create the project schedule for the classrooms identified to be upgraded in FY 2017. The results of the classroom technology survey were used to plan and create designs for future classroom upgrades, and the survey will continue to be administered on an annual basis. IT used results to identify additional software and hardware needed to become fully compliant with state policies and requirements, while also identifying process improvements to prevent data loss and reduce risk. IT staff also used results to identify goals for 2017-2019 and to create projects from those goals.

2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for Information Technology are provided [here](#).

Division of Institutional Advancement

The Division of Institutional Advancement (IA) works with academic and programmatic units to develop campaign goals based on campus-wide priorities and unit fundraising productivity. At the beginning of each fiscal year, performance targets are set based on previous year's (or trends over past 3-5 years') performance; performance is tracked, measured, and reported monthly, and is reviewed by staff, the College of Charleston Board of Trustees, the College of Charleston Foundation, and Alumni Association boards. IA develops assessment outcomes from the goals set for the College's Comprehensive Campaign, *BOUNDLESS*, which supports the College's Strategic Plan.

Institutional Advancement. The Institutional Advancement (IA) assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle through outcomes, measures, and results identified in Table 5. Links to all assessment reports are in Table 10.

Table 5. 2015-2016 Assessment Report: Institutional Advancement

Outcomes	Assessment Methods	Results
Outcome 1: IA will work with prospective donors to raise private philanthropy in support of the College's mission through the <i>BOUNDLESS</i> Campaign.	Track new donor commitments Target: \$16 M	\$16.4M in new commitments
	Track new alumni commitment donors Target: 10,000 donors	10,089 new alumni new commitment donors
Outcome 2: IA will develop programs that inform and engage alumni in the life of the College in order to increase their participation through volunteerism and philanthropy.	Track alumni email addresses Target: 33,259 emails	31,310 new alumni email addresses
	Track alumni attendance at events and volunteering with the College Target: 5,000 A Charleston Affair 2,100 Chapter Events 50 Admissions Volunteers	A Charleston Affair 2016: 5,738 Chapter Events: 2,016 Admissions Volunteers:
Outcome 3: The College Foundation will provide mission support through scholarship and programmatic funds to the College to increase recruitment, enrollment and retention of an academically distinguished, well-prepared and diverse student body.	Track dollar amount of scholarship payments Target: \$3.5 M	\$3.7M in scholarship support
	Track return on investment of endowment portfolio Target: CPI + 5%	6.7% return on investment

Use of Results: IA staff used these assessment results to make significant efforts to close and celebrate the success of the *BOUNDLESS* campaign and stewardship of its donors. IA staff also dedicated additional resources to gathering alumni contact information and increasing the numbers of followers on social media channels.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Division of Institutional Advancement are provided [here](#).

Division of Marketing and Communications

The [Division of Marketing and Communications](#) (MarComm) leads the planning, creation, and implementation of the College of Charleston's marketing, external communications, and brand-management goals, policies, and initiatives. The division communicates the College's identity as an exceptional institution of higher

education to prospective and current students, alumni, parents, donors, supporters, and the public.

Marketing and Communications. The MarComm assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle through the outcomes, measures, and results identified in Table 6. Links to the full assessment report are provided in Table 10.

Table 6. 2015-2016 Assessment Report: Marketing and Communications

Outcomes	Assessment Methods	Results
Outcome 1: MarComm will develop a print and digital marketing campaign by spring 2016 to enhance the College's image and reputation among prospective students (traditional, nontraditional, transfer, graduate, and international) and parents to increase the enrollment of a more diverse and higher quality student population.	Develop, implement and track multimedia recruitment strategy for male applicants Target: 1% increase	32.5% (N=2,508, n=815) deposits for males
	Develop, implement and track media plan for prospective students Target: 1 Million +	17,881,636 media impressions
Outcome 2: MarComm will assess engagement with its community through fundraising initiatives and interaction through the College's social media channels.	Implement multimedia communications and marketing strategy to reach campaign goals Target: 10,000 donors	100,002 alumni donors reached
	Track audience reach on social media channels Target: 5% increase	157,107 reached
Outcome 3: MarComm will enhance the national reputation and brand of the College of Charleston and educate external audiences to the quality and value of a liberal arts and sciences education through multiple media channels.	Implement media plan for local, statewide, and national target audiences Target: 3% increase	3,157 media placements
	Track monthly audience of the <i>College Today</i> Target: 5% increase	39,339 page views

Use of Results: MarComm staff used these results to enhance the male student recruitment strategy with the addition of a multimedia marketing campaign directed at gamers (i.e., video game players) and gaming channels, as well as implementing 360-degree video content to immerse prospective students in the College setting. MarComm staff determined that impressions were not the best measure for showcasing impact, and instead focused on engagement and deeper interaction as a focus of the marketing content. Also based on results, MarComm hired a graphic designer dedicated to multimedia strategies for campaign efforts, and expanded the digital content through *The College Today* (the institution's central news hub). MarComm staff also integrated the *College of Charleston Magazine* site into the main news hub and reallocated staff time to create a rotating schedule for videographers and photographers to assist *The College Today* editorial team.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Division of Marketing and Communications are provided [here](#).

The President's Division

The [president's division](#) is dedicated to the College of Charleston's mission to provide the highest-quality education to its students. This includes stewardship of the College's infrastructure, operational support systems, and services to enable faculty, students and staff to achieve their academic goals and objectives. The

president's division is committed to the assessment process and use of results for quality enhancement across the institution.

Three of the 11 administrative support service units within the president's division are represented in the narrative, with links to full assessment reports for all 11 units in Table 10.

Athletics Department. The core purpose of the College of Charleston [Athletics Department](#) is to provide each student-athlete the opportunity to maximize his or her potential as an individual, teammate, and citizen while supporting the mission of the College of Charleston.

The Athletics Department assessment coordinator and staff formally assessed the unit's functions during the 2015-2016 assessment cycle. Three of the 10 outcomes, measures, and results are identified in Table 7.

Table 7. 2015-2016 Assessment Report: Athletics Department

Outcomes	Assessment Methods	Results
Outcome 1: Sports medicine department will demonstrate quality and efficiency in securing primary insurance and processing secondary insurance for all student-athletes.	Track insurance coverage of student athletes Target: 100% coverage	99.8% (N=412, n=1) of student-athletes did not have primary insurance
	Track processing of athletic bills Target: payment within 7-10 business days	Average processing time: 2-4 business days
Outcome 2: The Athletic Business Office will process the South Carolina Admission Tax on ticket revenue in an efficient and timely manner.	Track monthly tax payments Target: baseline	Deadline for payment was met each month
	Track number of mistakes and time to complete current payment methods Target: baseline	Time required was decreased in the final two months
Outcome 3: Sports Operations will develop and implement systems for scheduling and operations of athletic facilities.	Implement scheduling system for practices and events	Shared Outlook calendar was created
	Implement scheduling software for operations	WhentoWork.com system was selected and purchased
	Implement workflow to report facility issues	Facility requests spreadsheet shared for work orders to Physical Plant

Use of Results: The Athletics Department staff used these results to develop a system, as well as an external agency, for tracking student and verifying student-athlete insurance coverage. A system was also implemented to track payment of students' insurance claims and ensure bills are paid in a timely fashion. As a result of tracking the state tax payments, changes were made to the payment process and the timing of the payments, thereby avoiding discrepancies. Based on results for scheduling facilities, changes were made to the timing of the initial data setup for the system and workflow systems were researched to identify a more efficient way of tracking internal facility requests.

2015-2016 and 2016-2017 (plans only) assessment reports for the Athletics Department are provided [here](#).

Institutional Research, Planning, and Information Management. The mission of the [Office of Institutional Research, Planning, and Information Management](#) (IRPIM) is, "...to advance the understanding, planning, operation, evaluation, and improvement of the College of Charleston through the provision and stewardship of clear, consistent data and insightful data analysis. IRPIM serves as the source of official data for the College of Charleston and as the official gatekeeper for reporting accurate data to external agencies, including mandated state and federal agency reports."

The IRPIM assessment coordinator and staff formally assessed the unit's functions during the 2015-2016

assessment cycle through outcomes, measures, and results, with three out of the six outcomes identified in Table 8.

Table 8. 2015-2016 Assessment Report: Institutional Research, Planning, and Information Managements

Outcomes	Assessment Methods	Results
Outcome 1: IRPIM will provide stakeholders access to up-to-date data-on-demand through a comprehensive data-rich website.	Track website updates Target: update within 2 months	6 sections of the website were updated
	Assemble and update institutional lists Target: 15 metrics	New peer lists were uploaded. 29 reports were updated
Outcome 2: IRPIM will contribute to data-informed decisions by providing data as requested to various campus constituencies.	Track response time to data requests Target: acknowledge within one week	Projects were completed within time frame
	Track data requests Target: 100%	192 ad-hoc data requests of which 80% were filled within the initial requested time frame.
Outcome 3: IRPIM will complete in a timely and accurate manner external federal and state surveys that provide statistics about the College of Charleston.	Track data submissions Target: submitted on time	Mandated submissions on-time and without error
	Track survey submissions Target: 100% by deadline	34 external surveys completed

Use of Results: The IRPIM staff used these results to improve the process of uploading data to the website through the utilization of Cognos modifications. The tracking calendar was also modified to incorporate the Cascade logs. Also based on results, Microsoft Project was examined as a possible tool to improve tracking rather than the current Excel spreadsheet. A cloud version of Project was installed and was tested as a possible upgrade to provide better tracking analytical capabilities.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for Institutional Research, Planning, and Information Management are provided [here](#).

Public Safety. The [Department of Public Safety's](#) mission is to, “support the mission of the College of Charleston by providing progressive police and life safety services to our culturally diverse urban campus and the surrounding community...” The department has joint accreditation from the Commission on Accreditation for Law Enforcement Agencies Inc. (CALEA), and the International Association of Campus Law Enforcement Administrators Accreditation Commission (IACLEA).

The Public Safety assessment coordinator and staff formally assessed the unit’s functions during the 2015-2016 assessment cycle though outcomes, measures, and results, with three out of the six outcomes identified in Table 9.

Table 9. 2015-2016 Assessment Report: Public Safety

Outcomes	Assessment Methods	Results
Outcome 1: The Department of Public Safety will restructure recruitment for Public Safety Officers to include different advertising methods, testing options, and additional scenario interviews by supervisors and Field Training Officers, in order to decrease vacancies within the department.	Track data on applicants Target: baseline	4 new employees, 1 resigned
	Employee satisfaction survey Target: baseline	Response rate: 64% (N=55, n=35)
Outcome 2: The Department of Public Safety will increase the visibility of officers by identifying the department bicycles that need to be replaced, resulting in a larger presents on campus.	Track maintenance costs and bicycle downtime Target: baseline	Maintenance costs: \$1,400. 5 days of 1-2 bicycles in the maintenance shop
	Develop a replacement/maintenance plan Target: baseline	Developed replacement/maintenance plan
Outcome 3: The Department of Public Safety will establish frequent communication with the campus community to share and discuss topics related to crime prevention and safety tips. This communication will delivered through emails, small-group presentations, town-hall meetings, and campus events.	Track the number of employee hours used for presentations and events Target: baseline	130 employee hours
	Track attendance at events Target: baseline	500 (approx.) students participated in crime prevention programs

Use of Results: Public safety staff used these results to generate baseline data and establish performance targets for the next year’s assessment plan. Results led to an increase in the communication to applicants during the hiring process and to the implementation of suggestions from the employee survey to work with supervisors on employee morale. Assessment data was also used implement daily and weekly bicycle inspections to schedule maintenance on non-shift days, and to immediate reporting of repair needs. Results also led to efforts to increase participation at campus presentations and events.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Department of Public Safety are provided [here](#).

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary requests and allocations for administrative units. The assessment coordinator works with administrative unit staff to document how unit assessment results affect resource requests and allocations, on the assessment results report in the budget changes section. Budget changes vary across the units and divisions. The Office of Admissions used the 2015-2016 assessment results to identify the primary funding initiatives that will support the Senior Project Program. Business and Auxiliary Services, in the Division of Business Affairs used the results in the 2015-2016 assessment results to identify the costs associated with purchasing software and consulting services related to the office’s technology outcome.

Documentation of a Continuous Quality-Improvement Process

In addition to the examples provided in the previous paragraphs, the evidence shown in Table 10 provides assessment reports for all units of administrative support services and demonstrates the continuous quality-improvement process.

Table 10. Assessment Reports for Administrative Support Services



































Administrative Unit	Assessment Reports	Administrative Unit	Assessment Reports
Division of Academic Affairs			
Office of Admissions	2013-2014 2015-2016 2014-2015 2016-2017	Summer Session	2013-2014 2015-2016 2014-2015 2016-2017
Provost Office	2013-2014 2015-2016 2014-2015 2016-2017		
Division of Business Affairs			
Business and Auxiliary Services*	2014-2015 2015-2016 2016-2017	Information Technology*	2014-2015 2015-2016 2016-2017
Environmental Health and Safety*	2014-2015 2015-2016 2016-2017	Internal Auditor*	2014-2015 2015-2016 2016-2017
Facilities Planning*	2014-2015 2015-2016 2016-2017	Office of Sustainability*	2014-2015 2015-2016 2016-2017
Fiscal Services*	2014-2015 2015-2016 2016-2017	Physical Plant*	2015-2016 2014-2015 2016-2017
Governmental Relations*	2015-2016 2016-2017	Procurement and Supply Services*	2014-2015 2015-2016 2016-2017
Human Resources	2013-2014 2015-2016 2014-2015 2016-2017	Teaching, Learning, and Technology	2013-2014 2015-2016 2014-2015 2016-2017
Division of Institutional Advancement			
Institutional Advancement	2013-2014 2015-2016 2014-2015 2016-2017		
Division of Marketing and Communication			
Marketing and Communications	2013-2014 2015-2016 2014-2015 2016-2017		
The President's Division			
Athletics Department*	2015-2016 2016-2017	Institutional Events*	2015-2016 2016-2017
Community Relations*	2015-2016 2016-2017	Institutional Research and Planning	2013-2014 2015-2016 2014-2015 2016-2017
Economic Development*	2015-2016	Legal Affairs*	2015-2016 2016-2017
Fire and EMS	2013-2014 2015-2016 2014-2015 2016-2017	Ombudsperson*	2015-2016 2016-2017
Institutional Diversity*	2014-2015 2015-2016 2016-2017	Public Safety	2013-2014 2015-2016 2014-2015 2016-2017
Institutional Effectiveness and Strategic Planning	2013-2014 2015-2016 2014-2015 2016-2017		




































*Assessment plan start date subsequent to 2013-2014.

Closing Statement

The College of Charleston has a broad-based quality assurance process as evidenced by the provided documentation of compliance with CS 3.3.1.2, Institutional Effectiveness: Administrative Support Services. The institutionally supported periodic review process provides quality assurance through active involvement of the assessment committees and institutional leadership. The IE process creates accountability within administrative units by ensuring improvement of services and operations. These services are continually assessed for quality assurance and for adhering to the College's mission and strategic plan.

Sources

-  AAC Chairs 2016-17 overview
-  Academic Affairs
-  Academic Affairs Org. Chart
-  Admissions combined
-  Admissions Unit - 2013-2014
-  Admissions Unit - 2014-2015
-  Admissions Unit - 2015-2016
-  Admissions Unit 2016-2017
-  Assessment Consultations Administrative
-  Assessment Workshops
-  Athletics
-  Athletics combined
-  Athletics Unit - 2016-2017
-  Athletics Unit -2015-2016
-  BA Scorecard Example
-  Boundless
-  Boundless the Campaign for the College of Charleston
-  Business Affairs
-  Business and Auxillary Services Unit - 2015-2016
-  Business and Auxillary Services Unit - 2016-2017
-  Business and Auxillary Services Unit -2 014-2015
-  College of Charleston Strategic Plan
-  Community Relations Unit - 2015-2016
-  Community Relations Unit - 2016-2017
-  Division of Marketing and Communication Unit - 2016-2017
-  Division of Marketing and Communications
-  Economic Development 2015-2016
-  Environmental Health and Safety Unit - 2014-2015
-  Environmental Health and Safety Unit - 2015-2016
-  Environmental Health and Safety Unit - 2016-2017
-  Facilities Planning Unit - 2014-2015
-  Facilities Planning Unit - 2016-2017
-  Facilities Planning Unit - 2016-2017
-  Fire and EMS Unit - 2013-2014

-  Fire and EMS Unit - 2014-2015
-  Fire and EMS Unit - 2015-2016
-  Fire and EMS Unit - 2016-2017
-  Fiscal Services Unit - 2014-2015
-  Fiscal Services Unit - 2015-2016
-  Fiscal Services Unit - 2016-2017
-  Government Relations Unit - 2015-2016
-  Government Relations Unit - 2016-2017
-  Human Resources Unit . 2013-2014
-  Human Resources
-  Human Resources combined
-  Human Resources Unit - 2014-2015
-  Human Resources Unit - 2015-2016
-  Human Resources Unit - 2016- 2017
-  IAC Members 2016-17 8.30.16
-  IE Assessment Rubrics (IRPIM example)
-  Information Technology
-  Information Technology combined
-  Information Technology Unit - 2013-2014
-  Information Technology Unit - 2014-2015
-  Information Technology Unit - 2015-2016
-  Information Technology Unit - 2016-2017
-  Institutional Diversity Unit - 2014-2015
-  Institutional Advancement combined
-  Institutional Advancement Division - 2013-2014
-  Institutional Advancement Division - 2014-2015
-  Institutional Advancement Division - -2015- 2016
-  Institutional Advancement Unit - 2016-2017
-  Institutional Diversity Unit - 2015-2016
-  Institutional Diversity Unit - 2016-2017
-  Institutional Effectiveness and Planning Unit - 2013-2014
-  Institutional Effectiveness and Strategic Planning Unit - 2014-2015
-  Institutional Effectiveness and Strategic Planning - 2016-2017
-  Institutional Effectiveness and Strategic Planning Unit - 2015-2016
-  Institutional Events Unit - 2015-2016

-  Institutional Events Unit - 2016-2017
-  Institutional Research and Planning
-  Institutional Research and Planning Unit - 2013-2014
-  Institutional Research and Planning Unit - 2014-2015
-  Institutional Research and Planning Unit - 2015-2016
-  Institutional Research and Planning Unit - 2016-2017
-  Institutional Research combined
-  Internal Audit Unit - 2016-2017
-  Internal Auditor Unit - 2014-2015
-  Internal Auditor Unit - 2015-2016
-  Legal Affairs Unit - 2015-2016
-  Legal Affairs Unit - 2016-2017
-  Marketing and Communication Division - 2014-2015
-  Marketing and Communications
-  Marketing and Communications combined
-  Marketing and Communications Division - 2013-2014
-  Marketing and Communications Division - 2015-2016
-  Mission
-  Office of Sustainability Unit - 2014-2015+
-  Office of Sustainability Unit - 2015-2016
-  Office of Sustainability Unit - 2016-2017
-  Office of the President page
-  OIEP Public Website
-  Ombudsperson Unit - 2015-2016
-  Ombudsperson Unit - 2016-2017
-  Physical Plant Unit - 2014-2015
-  Physical Plant Unit - 2015-2016
-  Physical Plant Unit - 2016-2017
-  President's Division
-  President's Division - 2016 - 2017
-  President's Division -2015-2016
-  Procurement
-  Procurement combined
-  Procurement Unit 2014-2015

-  Procurement Unit 2015-2016
-  Procurement Unit 2016-2017
-  Provost Office - Unit - 2016- 2017
-  Provost's Office Unit - 2013-2014
-  Provost's Office Unit - 2014-2015
-  Provost's Office Unit - 2015-2016
-  Public Safety
-  Public Safety - Combined
-  Public Safety Unit - 2013-2014
-  Public Safety Unit - 2014-2015
-  Public Safety Unit - 2015-2016
-  Public Safety Unit - 2016-2017
-  Summary of outcomes and measures for administrative units
-  Summer Session Unit -2015-2016
-  Summer Sessions Unit - 2013-2014
-  Summer Sessions Unit - 2014-2015
-  Summer Sessions Unit - 2016-2017
-  Teaching Learning and Technology Unity - 2014-2015
-  Teaching, Learning and Technology - 2016-2017
-  Teaching, Learning and Technology Unit - 2013-2014
-  Teaching. Learning and Technology Unit - 2016-2017
-  Undergraduate Admission

3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

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: 3.3.1.3 academic and student support services.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

College of Charleston's commitment to quality assurance and continuous improvement is integral to the mission, values and strategic plan. The [mission](#) states, "The College of Charleston is a state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business." The emphasis on excellence and improvement is echoed in the strategies identified in the [College of Charleston Strategic Plan](#):

Strategy 5: Enhance co-curricular and extracurricular programs for the holistic education of students.
Strategy 7: Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.

To uphold this standard of quality excellence and ensure continuous improvement, staff and administrators identify expected student learning and operational outcomes, assess how well they achieve these outcomes, and document their use of results to improve learning, services and operations.

This narrative for 3.3.1.3 provides evidence of this process for academic and student support services and its impact on student learning and operations in the following sections:

- Institutional Effectiveness Assessment Model for Academic and Student Support Services
- Evidence of Continuous Improvement
 - Academic Support Services
 - Student Support Services
- Assessment Results Leading to Budget Decisions
- Documentation of Continuous Quality Improvement Process

Institutional Effectiveness Assessment Model for Academic and Student Support Services

As outlined in detail in 3.3.1, the College follows an annual Institutional Effectiveness (IE) assessment model for the systematic submission and review of unit assessment plans and results. Key elements of this model include articulated student learning and/or operational outcomes, multiple measures, performance targets, peer mentoring and review, and broad-based participation. All administrative units use the assessment template to guide the required structure of the assessment plans and reports that are housed in Compliance Assist (an assessment planning and measurement system), with assessment plans due in the early fall and reports due at the end of the spring term.

The College of Charleston IE assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs (with stand-alone minors), certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with community/public service and/or research focus. Regardless of the campus location (main campus, off-campus, or distance learning), all program and units are overseen by the main campus.

The [Institutional Assessment Committee \(IAC\)](#) coordinates with the [administrative assessment committees \(AACs\)](#) to provide feedback using the [IE assessment rubrics](#). The AACs are made up of assessment representatives from all the administrative areas. The AAC members provide guidance on planning, implementation, reporting, and the development of a culture of assessment at the College of Charleston.

Periodic [workshops](#) are conducted for assessment coordinators, AAC members, and AAC chairs to reinforce use of results to improve operations. Customized one-on-one sessions for [administrative units](#) are also held to assist those units that need additional help. The workshops and customized sessions have been conducted by the [Office for Institutional Effectiveness and Strategic Planning \(OIEP\)](#).

Assessment reports for academic and student support units for 2013-2014, 2014-2015, 2015-2016 and 2016-2017 (plans only) are presented at the end of this narrative (Table 15) and demonstrate that each unit [defines measurable outcomes](#), assesses whether it has achieved those outcomes, and bases improvements on assessment results. Results for the IE Assessment Reports for 2016-2017 are due on June 30, 2017, for administrative units, and thus cannot be provided with this narrative.

There were a total of [16 academic support services units](#) and [23 student support services units](#) with IE assessment reports in the 2015-2016 academic year. The Center for International Education (academic affairs) and the Center for Disability Services (student affairs) provide both academic and student support services; thus, the total number of unique units is 37. Academic and student support services provide opportunities for academic development, assist students with basic college requirements and serve to motivate students toward the successful completion of their postsecondary education. These services promote involvement, career exploration and development, technological expertise, personal health and wellness, mental clarity, emotional stability, healthy choices, and the overall safety of all students. Through these various services, the College of Charleston provides a student-focused community that enriches the mind and prepares students to be successful leaders in whatever fields or industries they choose. Academic and Student Support Services at the College are housed in four divisions including [Division of Academic Affairs](#) (17 units), [Division of Business Affairs](#) (2 units), the [president's division](#) (3 units), and [Division of Students Affairs](#) (15 units). Departments and services work collaboratively to facilitate student success, enhance the educational experience, and support faculty in meeting the goals of the educational programs.

All units at the College engage in the IE assessment process. However, academic and student support units are at a different level of maturation in their assessment process, with some units clearly more effective in improving student learning and operations. The College's model, through reviews of assessment reports and rubrics conducted by the AAC, is designed to identify the units that are struggling and provide assistance. Similar to how the IE assessment model seeks to improve student learning and operations, the College continually seeks to improve the assessment processes.

Evidence of Continuous Improvement

The following are representative examples of assessment planning, including outcomes, measures, and results reporting, and use of results from College of Charleston academic and student support service units. These units represent a cross-section of the entire College from all divisions. The examples illustrate the breadth, complexity, and types of student and operational learning outcomes assessment reports across the College, but do not substitute for review of the full student and operational learning outcomes assessment reports for all academic and student support service units, which are accessible via Table 14 at the bottom of this narrative.

Academic Support Services

The College community affirms, embraces, and is held accountable for "devotion to the intellectual, ethical and social development of each student," as stated in the [College's Core Values](#). The academic support services units are committed to the assessment process and the use of results for quality improvement. The following six examples provide evidence of the use of results to improve student learning and operations. Each example includes a table with student learning outcomes, measures, targets, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of data analysis and use of results, as well as a link to the unit's assessment reports.

Center for Disability Services. The Center for Disability Services (CDS) is dedicated to ensuring that all programs and services of the College of Charleston are accessible; providing reasonable and effective accommodations while promoting independence in the student; offering educational opportunities to students, faculty, and staff that enhance understanding of the various types of disabilities, promoting an environment respectful of all; and serving as a resource center for faculty, staff, students, and the community.

Table 1. 2015-16 Assessment Report: Center for Disability Services

Outcome	Assessment Methods	Results
Outcome 1: Volunteer note takers will demonstrate note-taking competency, inclusive of spelling accuracy, legibility, page alignment, and compliance with expectations of the role.	Survey Target: baseline	N=129; n=33; (25% response rate) (F) (N=15): 93% (n=14) feel "confident" 22 (S) (N=18): 78% (n=14) feel "confident" 7%
	Sample notes (rubric) Target: 80%	Rubric developed, was not applied; will roll out
	Training module with a quiz Target: 100%	(F) N=62 97% (n=60) students made 100% (S) N=55 96% (n=53) students made 100%
Outcome 2: The Center for Disability Services will develop online and in-person resources and training for faculty on disability-specific issues, universal design of learning, assistive technology, etc.	Google Analytics Target: baseline	850 page views per week
	Survey Target: baseline	N=988; n=12; (response rate 1.21%) 58% (n=7) have accessed the CDS website to seek out information on a particular topic 67% (n=8) have not implemented a teaching strategy from the information gleaned from the website
Outcome 3: Students with disabilities will be able to assess current and potential job-related skills, plan for long-term career growth, and obtain comprehensive job-seeking strategies taking into consideration accommodations at work and self-advocacy skills at work.	Pre-post test Target: 80%	A workshop did not occur
	Survey Target: baseline	N=866; n=59; (7% response rate) Resume-building (32, 62%); interviewing strategies (2, 33%) employment laws pertaining to disability (2, 33%) personal strengths and limitations (26, 50%) Resume-building (14, 52%) and major employment strategies (14, 52%) were the most popular. 30 (52%) have not utilized the Career Center. Career interests quite varied with a primary focus on academic and research (41%)

Use of Results: Staff members decided to offer additional training on note-taking style and approach in collaboration with the Center for Student Learning. Additional programming for note-takers was explored, including opportunities for appreciation and communication.

Google Analytics showed that the CDS website had substantive and frequent traffic, much more than anticipated. Due to the low response rate on the survey sent to faculty members, the staff decided to implement small group "listening sessions" to receive feedback from faculty.

The results of the survey of students registered with CDS provided staff with valuable information that allowed the CDS and the Career Center to collaborate on programming to assist students with disabilities prepare for their transition to employment. Programs considered include the Center for Disability Services Alumni Panel and a resources panel (SC Vocational Rehabilitation and Commission for the Blind representatives). Workshops considered included (1) self-advocacy and understanding strengths and limitations and (2) career assessments, interviewing strategies, and disability disclosure.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for CDS are provided [here](#).

Academic Advising and Planning Center. The Academic Advising and Planning Center (AAPC) prepares undergraduate students for academic planning by encouraging self-exploration and resource utilization in support of academic success, as well as the timely and informed pursuit of an academic major.

Table 2. 2015-2016 Assessment Report: Academic Advising and Planning Center

Outcome	Assessment Methods	Results
Outcome 1: Students who attend their academic advising appointment each semester will be able to develop a personal plan for degree completion.	Number of students who develop an academic plan Target: baseline	Students scored an average of 20 out of 28
	Survey Target: baseline	N=1,174; n=85; (7% response rate) 76% (n=65) identified two tools 24% (n=20) did not identify any tools correct
	Survey: Target: baseline	N=62; n=11 (15% response rate) 91% (n=10) identified two tools 9% (n=1) did not identify any tools correctly
Outcome 2: Students who participate in academic advising and advising related programs will make a timely and informed pursuit of an academic major by the time they have reached 60 hours.	Track students who attend Target: baseline	488 students attended the Undecided Work
	Exit Survey Target: 50%	N=204; n=182; (87% response rate) 52% (n=94) decidedness, were still decided attending Majors Fair
	Track the number of students Target: 10% and 50%	220 of 362 (61%) had a declared Major at the first academic year
	Track the number of students Target: baseline	57% (n=2,060) were decided on their major
	Track the number of students Target: N/A	517 students made Major Declarations in Ac
	Track the number of students Target: baseline	n=94 distinct students with 45+ credit hours n=109 distinct students with 45+ credit hour the day holds were set received Missing Ma 2016
Outcome 3: Students will be able to demonstrate knowledge of campus resources and services after receiving academic advising.	Track students' visits Target: baseline	62% of the 3,141 students visited at least or
	Compare their campus resource usage to our larger student population Target: baseline	100% of the 105 provisional students visited
	Survey Target: baseline	No results for 2015-2016

Use of Results: AAPC staff decided to change how the post-appointment student survey is administered to ensure a higher response rate. In addition, the AAPC staff discussed the word choices in the survey itself and determined that students may have defined their resources differently than the staff did ("tools"), which could result in less meaningful data for future changes to the program.

The Majors Fair was reinvigorated in the fall 2013 and has been successful, despite space and budgetary constraints. Attendance in fall 2015 dipped below the previous year despite having every department and academic major represented. The planning committee has determined this was likely in part to the event's location (4th floor, Stern Center, and it was agreed to offer it in the Cougar Mall in fall 2016.

Historically, most students who have received a "missing major hold" take action and declare their major without consulting an advisor. The number of students receiving a Missing Major Hold has steadily decreased over time. To continue this downward trend, the AAPC has decided to include an additional email from each individual advisor as a reminder to students who have received this hold.

Based on the results, staff discovered that the advisors made referrals and recorded referrals in different ways based on the advisor's definition of a referral. Going forward, the AAPC staff decided to host an advising staff workshop before fall 2016 to define what a referral is, when a student can be expected to use this referral, what is to be documented on the Advising Information Form (AIF), and what is recorded in Appointment Manager. Also, additional specific campus offices have been added to Appointment Manager for advisors to

better clarify and aggregate reporting data.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for AAPC are provided [here](#).

Center for Excellence in Peer Education. The Center for Excellence in Peer Education (CEPE) prepares outstanding students to mentor, tutor, and assist their peers. The Center offers resources, services, and training opportunities to other college and university peer-educator groups interested in improving and/or expanding their peer-educator programs.

Table 3. 2015-2016 Assessment Report: Center for Excellence in Peer Education

Outcome	Assessment Methods	Results
Outcome 1: Students enrolled in the Synthesis Seminar (FYSS 101) will demonstrate an understanding of the campus services that support their academic and personal growth/development.	End-of-course cumulative exam Target: baseline	Using 5 or more class sections as a threshold below 90% in the fall and 4 out of 10 in the s
	End-of-semester survey Target: baseline	N=2000; n=510; (25% response rate) Over 90% of students have used the Library,
Outcome 2: Students enrolled in TEDU 205 (Exploring Leadership: Building Peer Facilitation Skills) will recognize and identify key topics and issues related to peer education and peer mentoring.	End-of-course examination Target: baseline	Using 5 sections or higher as a threshold for the coming assessment cycle, 100% of focus attention
	End-of-semester survey Target: baseline	N=67; n=67; (100% response rate) The data from the survey relates to the gene covered in the course
Outcome 3: Students serving in peer educator roles will demonstrate growth in communication, leadership, mentoring, and facilitation skills.	End-of-academic-year survey Target: baseline	N=120; n=72; (60% response rate) 23 recommend this experience to my peers e students who “disagree”
	International Mentor Training Program Certification will receive individual IMTPC Certification (Level 1, 2, or 3). Target: baseline	N=74 84% were eligible for Level 1 certification 81% were eligible for Level 2 certification 73% were eligible for Level 3 certification 82% met all of the requirements for either Le

Use of Results: CEPE’s results were incorporated into the teacher education TEDU 205 course (Peer Mentoring), the Peer Facilitator Training Workshops, the First-Year Experience (FYE) May Faculty Workshop, and the start of the semester Faculty/PF meetings. It was decided for peer facilitators to receive more detailed training with regard to Center for Student Learning services, library services, and academic standards and grading.

The five roles of the peer mentor were discussed during the first class meeting. While there were references to them throughout the semester, an additional discussion of these crucial roles has been incorporated in each class session. The OARS model (open ended questions, affirmations, reflections, summaries) was discussed during the SafeZone training and during the class covering one-on-one communication skills. In 2016-2017, staff has decided that students be given more opportunities to role-play using the OARS model during more than those two class periods. The comments pulled from the end-of-semester survey indicated students wanted more opportunities to create lesson plans, practice the OARS model, and observe peer educators while they are working. The course curriculum was redesigned to address these desires and provide more opportunities to speak on their own and in groups in front of the class.

CEPE developed and incorporated strategies into the teacher education TEDU 205 course (Peer Mentoring), ongoing PF required weekly meetings, and pre-fall and pre-spring training to address each item during the 2016-2017 academic year. Each of these topics were incorporated in the weekly training sessions attended by all Peer Facilitators. The CEPE and FYE worked together to determine whether a minimum 3.0 GPA will be required in order for a student to apply for a peer facilitating position.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for CEPE are provided

[here.](#)

Center for Student Learning. The Center for Student Learning (CSL) provides comprehensive academic support programs for College of Charleston students as they strive for excellence in learning, while promoting student leadership and development through peer-education experiences.

Table 4. 2015-2016 Assessment Report: Center for Student Learning

Outcome	Assessment Methods	Results
Outcome 1: Students on probation or readmitted to the College who participate in Peer Academic Coaching will increase their time and self-management skills to achieve a GPA sufficient to be retained during their coached semester and post-coached semester.	DegreeWorks query Target: 70% retention rate	N=73 (F); N=78(S) (F) 60% (n=44) coached in spring 2015 were retained (S) 73% (n=35) coached in fall 2015 were retained
	DegreeWorks query Target: 70% retention rate	89% (n=39) were eligible to be retained for fall 2015 63% (n=22) were eligible to be retained for spring 2016
	Pre-post test Target: baseline	Increase in the scores from pre-test (n=81)
Outcome 2: Students who participate in Supplemental Instruction (SI) will show a grade benefit in the SI supported course sections.	End of semester grades Target: 15% reduction	N=3,488; n=2,084 The DFW rate for SI users was 20% and the DFW rate for non-SI users was 34%
	End of semester grades Target: average grade of 2.95	N=2,071 19% (n=398) attended 9 or more SI sessions The average course grade for these users was 2.95
	Survey Target: baseline	N=2,084 50% (n=1049) answered the perceived grade benefit survey
Outcome 3: Students who participate in Supplemental Instruction (SI) will show an increased awareness of study strategies, to include organizing information, lecture note-taking, vocabulary building, and reviewing a returned exam.	Survey Target: baseline	N=2,084 48% (n=1,003) answered that their study strategies improved after attending SI
	Number and kinds of study strategies Target: baseline	(F) Four of the most highly utilized study strategies were the same strategies that students indicated improvement; (S) Three of the most highly utilized study strategies were the same strategies that students indicated improvement Leaders were also the same strategies that showed the highest percentage improvement

Use of Results: As a result of data analysis, the program coordinator and the outgoing senior Peer Academic Coach conducted an exit interview to discuss the progress of the program, as well as the challenges. Program changes included:

- altered language/questions in hiring documents to ensure that potential candidates understand the tenets of institutional academic standards;
- adapted training strategies and exercises to better equip coaches' understanding of academically at-risk students' particular needs and challenges; and
- included staff from the Office of Undergraduate Academic Services in training to help coaches understand institutional academic standards and how they impact coached students.

After fall 2015 semester data collection, the SI supervisor concluded that SI leaders were under-reporting the number of study strategies used. Due to this, the SI supervisor incorporated study strategy identification into SI training. These changes included:

- helping SI leaders to self-identify which study strategies they are using in each session through the mentorship of the senior SI leaders;
- training SI leaders to explicitly inform students which study strategies are being used; and
- narrowing the study strategies list by removing the three least utilized study strategies.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for CSL are provided [here.](#)

REACH Program. The REACH Program (Realizing Educational and Career Hopes) is dedicated to ensuring students with intellectual and/or developmental disabilities have a quality post secondary program that provides an inclusive experience in academics, socialization, career development, and independent living; honors their dignity and worth; and fosters self-determination.

Table 5. 2015-2016 Assessment Report: REACH Program

Student Learning Outcome	Assessment Methods	Results
Outcome 1: The REACH Program will promote program awareness to improve recruitment efforts and increase the number of potential applicants.	Track the number of people in attendance at Open House Target: 35 people	Seventy (70) people attended the
	Feedback forms that are given to Open House attendees Target: 75%	74% (n=52) of attendees (N=70) Open House from the program's efforts
Outcome 2: Students graduating from the REACH Program having successfully completed seven semesters of internships will have the knowledge, skill, and ability to obtain integrated competitive employment within six months after graduation.	Evaluate each graduate's Area of Concentration form and final Transcript Target: 100%	100% (N=6) of the graduating students semesters of internships
	Contact each graduate on October 31st of the graduation year to verify his/her employment status Target: 50%	This data will be collected and analyzed six months after graduation
	Employee rating of at least 3 (in all categories) on the Final Performance Review Target: 80%	83% (n=5) of all students (N=6) who completed 6th and 7th semester internships received a rating of at least 3 (in all categories) on the Final Performance Review
Outcome 3: Students graduating from the REACH Program will have the knowledge, skill, and ability to live in the community independently within 6 months after graduation. Living independently is defined as living on their own, with a spouse, or with roommates.	Evaluate each graduate's Area of Concentration form and final Transcript Target: 100%	100% (N=6) of the graduating students completed REACH Support Sessions
	Contact each graduate on October 31st of the graduation year to verify his/her living arrangement. Target: 50%	This data will be collected and analyzed six months after graduation

Use of Results: Staff continued to implement strategies introduced in 2015-2016 to ensure patterns discovered with small populations hold. The feedback forms given to Open House attendees were revised to add greater specificity to the instrument.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for REACH are provided [here](#).

Athletics. The department provides assistance to help all student-athletes realize their personal, academic, and athletics potential. Student-Athlete Academic Services (SAAS) works closely with coaches, faculty, and university administration to share resources and promote the development of each College of Charleston student-athlete. The information provided in Table 6 is the outcome related to academic support services. The athletics department has eight other standards outside the scope of these services.

Table 6. 2015-2016 Assessment Report: Athletics (Student-Athlete Academic Services)

Outcome	Assessment Methods	Results
Outcome: Student-athletes who utilize advising services and programs in the Student-Athlete Academic Service area will understand campus resources, career and personal development opportunities, and how to properly use tutoring to improve their academic performance, development of the well-rounded student-athlete and enhancement of skills beyond the classroom.	Student-Athlete Experience Survey Target: 90% will identify 5 or more resources	89.1% of student-athletes using a planner, calendar for them
	Student-athletes use of the services Target: baseline	Teams averaged 65.5%

Use of Results: SAAS has continued to discuss time management and the use of materials during one-on-one advising meetings and intentionally demonstrates various time-management methods. In addition, SAAS decided to address time management specifically in "Athlete 101," the freshmen athletic non-credit-bearing course each fall. SAAS identified individuals and teams that need more academic support and asked coaches for continual involvement.

2015-2016 and 2016-2017 (plans only) assessment reports for Athletics are provided [here](#).

Student Support Services

The College community affirms, embraces, and is held accountable to the, "devotion to the intellectual, ethical, and social development of each student," as stated in the [College's Core Values](#). The student support services' units are committed to the assessment process and the use of results for quality enhancement. The following seven examples provide evidence of the use of results to improve student learning and operations. Each example provides a table with student learning outcomes, measures, targets, and results for the 2015-2016 assessment cycle. The table is followed by a brief summary of data analysis and use of results, as well as links to the unit's assessment reports.

Campus Recreation Services. The Campus Recreation Services (CRS) department is designed to provide a variety of activities that contribute to the overall health and well-being of the College community. It is CRS's hope to foster the development of an interest in a lifetime of recreational pursuits by CRS participants.

Table 7. 2015-2016 Assessment Report: Campus Recreation Services

Outcome	Assessment Methods	Results
Outcome 1: Individuals participating in the Campus Recreation Services fitness classes two or more days per week during the spring semester will report improvements in two of the five health-related measures of physical fitness.	Physical Fitness Test Target: 50%-75% improvement	N=30; n=24 (complete requirements) 66.7% improved their scores relative to their a two of the five components of health-related p 54.2% improved their body composition score. 58.3% improved their cardiorespiratory fitness 41.7% improved their push-up score 45.8% improved their score on the partial curl- 54% improved on measures of flexibility
	Survey Target: 50%	N=30; n=22; (73% response rate) 100% indicated that their participation in group opportunities helped foster healthy habits 73% responded that their fitness level improve their involvement in group exercise and fitness 55% agreed that participation in these group e opportunities improved their quality of sleep
Outcome 2: Students' work experience for Campus Recreation Services will result in an improvement of behaviors related to communication, success in the workplace skills, and appraisal of personal work performance.	Survey Target: 50% change	N=43; n=29; (67% response rate)
	Annual Evaluations Target: 70%	N=43 77% to 93% scored within one step of the sup
Outcome 3: The Campus Recreation Services office through the George Street Fitness Center will provide a safe and accessible facility to the campus community to participate in fitness training during one's leisure time and will conduct 12+ group fitness classes and related programming during a weekly operating schedule of 80 or more hours.	Participant Counts Target: 600 participants daily (Mon.-Thur.)	(F) Mondays through Thursdays visits were 4; (S) Mondays through Thursdays visits were 4;
	Incident Reports and Maintenance logs Target: less than 12 injuries	8 reported injuries of which 5 required dispatch Responders group; the incidents included 3 jo cases of pre-syncope (light-headedness) encc The maintenance log shows 15 incidents repo only 4 required repair or replacement.

Use of Results: The CRS directors examined the results and were convinced the group fitness classes provided program participants with improvements in their health-related physical fitness and encouraged adoption of healthier pursuits. The directors encouraged greater participation by broadcasting the message of availability, opportunity, and benefits that await students at the George Street Fitness Center. For those reluctant to make a time commitment, short-term workshops were incorporated.

In order to increase fitness outputs, more regimentation has been incorporated for program participants to see whether the end result changes when persons are asked up front to declare their fitness goal for the 12 weeks. It was decided that participants would receive weekly contacts by a program representative to track their progress and to offer guidance toward reaching those goals.

More emphasis was made during initial student-employee training to identify in what way these attributes were related to their job performance. Also, it was decided to include a more expansive definition along with some examples and to present this information to the employees at the hire date. The staff also decided to require the employees to make a weekly online journal entry regarding the week's work and to document one or more work situation that demonstrated some connection to these six behaviors.

Staffing levels were increased to two persons for each shift at the start of the 2015-2016 year. A quarterly preventive maintenance plan was instituted based on the participant use from the previous year. The decision to purchase the preventive maintenance plan was a difficult one given the newness of the equipment. It was determined that a more centralized reporting system for the incident and maintenance reports was needed.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for CRS are provided [here](#).

Career Center. The mission of the Career Center is to educate, develop, and assist students in successfully meeting the challenges of the ever-changing work environment for which they are preparing. The office accomplishes this mission, serving the entire campus and meeting the career needs of all students, from entering freshmen through graduate students and even alumni.

Table 8. 2015-2016 Assessment Report: Career Center

Outcome	Assessment Methods	Results
Outcome 1: The Career Center will implement the use of this electronic form to improve the efficiency and effectiveness of hiring approximately 2500 student employees per year.	Form submission Target: 95% online	N=2167 86% (n=1869) of student employment hiring electronically 14% (n=298) were submitted as paper for
	Survey Target: 85%	N=94; n=34; (36% response rate) 91% (n=31) reported that they "Somewhat with the statement, "Overall, I am very satisfied with the use of the Electronic form"
*Outcome 2: Undeclared and re-declaring students who participate in one of the Choosing a Major workshops, offered multiple times each semester jointly by the Career Center and Academic Advising, will indicate an ability to identify at least one major that fits their goals and objectives and will demonstrate an increased level of confidence in their ability to choose a major.	Questionnaire Target: 65% and 75%	N=35 89% (n=31) reported that they can now identify their goals and objectives; 86% (n=30) reported "strongly agree" that they are more confident in their ability to choose a major after completing the workshop
	Attendance Target: 35% increase	50 students attended the Choosing A Major workshop
Outcome 3: The Career Center will communicate programs and services to students in a manner which best meets the students' needs and requirements for receiving this information. Students will demonstrate an increase in a) awareness, b) attendance, and c) impact of major Career Center events.	Survey Target: 75%	N= 354 91% (n=323) of the students reported "Yes, the Career Center adequately advertise its events"
	Track Communication methods and frequency Target: baseline	50 Student email 179 Facebook posts 95 Twitter posts 85 Instagram posts 40 Unique images used for digital signage 3 Faculty/Staff email 1 Parent listserv

*Outcome related to Academic Support Services.

Use of Results: Based on a review of the 2015-2016 data and the success of the electronic hiring forms for undergraduate positions, the staff implemented electronic hiring forms for graduate-level student-employment opportunities.

While student attendance in the Choosing A Major workshops remained consistent from the 2014-2015 academic year, the staff did not feel it was impacted significantly by the addition of a third spring workshop. The committee decided to revert to the schedule offering five fall semester workshops and only two spring semester workshops.

The overall post-event survey results indicated that the majority of students prefer to be notified of upcoming events through Career Center email. Their secondary preference was email from their academic department. While staff felt the marketing plan was successful, they recognized the need for more outreach to the academic departments and faculty to help promote events. A decision was made to intentionally partner with and target specific departments and faculty for events during the 2016-2017 academic year.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Career Center are provided [here](#).

Center for Civic Engagement. The Center for Civic Engagement’s mission is to contribute to the holistic development of College of Charleston students and to cultivate in them a passion for positive social change through the use of education, service, and critical reflection.

Table 9. 2015-2016 Assessment Report: Center for Civic Engagement

Outcome	Assessment Methods	Results
Outcome 1: Students participating in the Bonner Leader program and/or Alternative Break will develop intellectual abilities to engage in building a just and equitable world (Civic Knowledge).	Reflection Journal analysis (rubric) Target: baseline	N=33 For the diversity of communities and cultures, 48.48% ranked 2-Milestone, 39.39% ranked 3-4-Capstone For the analysis of knowledge, 12.12% ranked 2-Milestone, 33.33% ranked 3-Milestone, and
	Survey Target: baseline	Pre-survey: N=77; n=51; (66.2% response rate) Post-survey: N=51; n=38; (74.5% response rate) Pre: 38% included diverse perspectives in discussion very often Post: 47.37% included diverse perspectives in assignments very often
Outcome 2: Students participating in the Bonner Leader program and/or Alternative Break will demonstrate proficiency in the skills of active citizenship through training or experience (Civic Skills).	Reflection Journal analysis (rubric) Target: baseline	N=33 For civic communication, 12.12% ranked 1-Beginning Milestone, and 36.36% ranked 3-Milestone For civic action and reflection, 21.21% ranked 2-Milestone, and 36.36% ranked 3-Milestone
	Survey Target: baseline	Pre-survey: N=77; n=51; (66.2% response rate) Post-survey: N=51; n=38; (74.5% response rate) Pre: 26% Confident to think or express your opinion Post: 45% Confident to think or express your opinion
Outcome 3: Students participating in the Bonner Leader program and/or Alternative Break will possess motivations, values, and ethics to effectively participate in creating a just and equitable world (Civic Values).	Reflection Journal analysis (rubric) Target: baseline	N=33 For civic identity and commitment, 9.09% ranked 1-Milestone, 45.45% ranked 3-Milestone, and 45.45% ranked 4-Capstone For civic contexts/structures, 15.15% ranked 2-Milestone, 33.33% ranked 3-Milestone, and 51.52% ranked 4-Capstone
	Survey Target: baseline	Pre-survey: N=77; n=51; (66.2% response rate) Post-survey: N=51; n=38; (74.5% response rate) Pre: 54% strongly agree with the statement “It takes some real measures to help others in need” Post: 66% strongly agree with the statement “It takes some real measures to help others in need”

Use of Results: As expected with the reflection journal analysis, the Center for Civic Engagement staff found that participants of Bonner Leader alternative break experience scored higher than all other trips. These results confirmed that a four-year intensive civic leadership program would produce higher levels of student learning outcomes than those participants on a weekend trip.

The Center for Civic Engagement staff decided to keep programming consistent with previous years and revised the reflection journal questions, rubric, and survey instrument. Staff also extended the time frame for administering the pre- and post- surveys.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Center for Civic Engagement are provided [here](#).

Office of the Registrar. The mission of the College of Charleston Office of the Registrar is to develop and maintain effective processes, procedures, and services necessary for the accurate and timely creation,

maintenance, storage, auditing, transmission, and retrieval of students' academic records from matriculation to graduation.

Table 10. 2015-2016 Assessment Report: Office of the Registrar

Outcome	Assessment Methods	Results
Outcome 1: The Office of the Registrar will improve the procedures for issuance of requested official academic transcript information for students and alumni.	Processing time for official transcripts Target: 50% decrease	N=5,124 transcripts were ordered; n=4,189 on same day (85.59%); The average time to completion was 9 minutes orders
	Number of official transcripts electronically processed via Credentials Solutions Target: 30% reduction	310 transcript requests were printed at the College of Charleston manually; this represents a 93.7% reduction in orders
	Reasons students order official transcripts Target: baseline	3,374 transcripts were processed via Credentials Solutions 10 different reason codes were tracked and reported
Outcome 2: The Office of the Registrar will provide an accurate, well organized web-based resource for College of Charleston students, faculty, staff, alumni, and future students to obtain information on academic requirements, institutional policies, and programs of study particular to our institution.	Track the completion of milestones Target: 100%	100% of the project milestones for implementation of the Digarc Acalog implementation was completed
	Track the new catalog edits Target: 100%	As of June 2016, the campus is still providing eTranscript approval of the undergraduate catalog is not expected
Outcome 3: The Office of the Registrar will provide effective processes and procedures for accurate and consistent auditing and awarding of University of Charleston, South Carolina at the College of Charleston graduate credentials (degrees and certificates).	Track the number of graduate student credentials cleared Target: 100%	100% of graduate student credentials were cleared Degree Works The University of Charleston, South Carolina awarded 45 credentials in December 2015 and January 2016
	Track the number of petitions Target: 100%	78 petitions for graduate level exceptions were entered in Degree Works in May 2015, and May 31, 2016; the Degree Works petitions were entered for students in Degree Works

Use of Results: Having reviewed the results, staff learned the new eTranscript system was able to reduce transcript processing, printing, and delivery times by more than 50 percent. The ability to provide a transcript request reason report for Institutional Research and Admissions was well received by the respective parties.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for the Office of the Registrar are provided [here](#).

Center for International Education. The Center for International Education (CIE) serves as the general resource on campus for all international matters, including support services for international students. This office provides new and current students with access to important resources.

Table 11. 2015-2016 Assessment Report: Center for International Education

Outcome	Assessment Methods	Result
Outcome 1: CIE will increase the total number of students participating in study abroad programs.	Participation rates Target: 5% increase	1022 students who studied abroad 7% increase in overall study abroad 2015
	Conduct additional workshops Target: baseline	CIE implemented a variety of mechanisms for study abroad programs and opportunities promoting two new scholarships for Alumni Office; promoting the newly created Freeman Asia Scholarship; securing funding from two affiliated third party programs; School for International Training; creating a new section on the CIE website; and updating Handbooks to include additional study abroad information
Outcome 2: The CIE will expand study abroad program offerings in order to provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.	Number of new faculty-led and exchange programs Target: 5% increase	67 faculty-led and exchange programs 11% increase from the 2014-2015 total
	Increase faculty-led and exchange program offerings in underrepresented geographic regions and for underrepresented disciplines at the College. Target: 5% increase	29 programs in underrepresented geographic regions underrepresented disciplines 31% increase from the twenty-two o
Outcome 3: The CIE will increase the number of diverse/underrepresented students participating in study abroad programs.	Number of diverse/underrepresented students participating Target: 2% increase	80 ethnically diverse students and 2 in study abroad programs 5.5% decrease from 2014-2015
	Conduct workshops and increase resources available Target: 2 additional	Outreach efforts to underrepresente information session for SPECTRA : Resources section on the CIE web: Matters” workshop to target Pell-eli promoting the IIE’s Gilman Scholar

Use of Results: The 2015-2016 academic year was the inaugural year for the implementation of Abroad Office, an online application and enrollment-management system. While this improved the application process, the limitations of this no cost system became evident with the high volume of applications. CIE has submitted a proposal for a more comprehensive enrollment-management system to better support the increase in study abroad applications and participation.

During the 2015-2016 academic year, CIE offered faculty-led programs in underrepresented disciplines such as dance, public health, and exercise science, and the STEM area. Based on the results, CIE expanded program offerings to underrepresented countries, including Panama, Belize, Colombia, Honduras, Cuba, Canada, Dubai, Bahamas, Estonia, Costa Rica, Bali, Brazil, Tanzania, South Africa, Morocco, Japan, India, Iceland, Cambodia and Vietnam, and the British Virgin Islands.

CIE partnered with third-party study abroad organizations to offer customized faculty-led programs. The benefits of customized programming include services related to the design and implementation of the program, budget and financial matters, on-site risk management and support services allowing faculty to focus on the academic aspects of the program. Additionally, faculty workshops covered topics such as risk management, program development, marketing and recruitment, and finances. These workshops prepared the faculty to run successful short-term and long-term study abroad programs by equipping them with the necessary resources to offer quality programs to College of Charleston students.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for CIE are provided [here](#).

Information Technology. Information Technology (IT) Support Services, the support division of IT, exists to support everyone at the College who is using technology. IT supports students in a variety of methods.

Helpdesk is the primary point of contact for students to report problems and receive assistance with technology, including College-run systems such as OAKS, MyCharleston, the College of Charleston website, wireless network access, and log-on credentials.

Services are advertised through emails sent to the campus community, the IT website, and the Student Computing Support (SCS) blog, which is presented to students during orientation. The blog is the default homepage for computers located in the Addlestone Library, so this is presented repeatedly to students using these resources throughout the year.

Table 12. 2015-2016 Assessment Report: Information Technology

Outcome	Assessment Methods	Results
Outcome 1: Information Technology Support Services will vigorously pursue channels of collaboration across CofC population through customer feedback tools and newsletters.	Satisfaction survey Target: 100% surveyed and 20% captured	The IT survey was not sent to campus by the t
	Newsletter publications Target: 12 publications	Information Technology only published 25% (n: newsletters for 2015-2016

Use of Results: The results for this measure were reviewed with the Chief Information Officer, Directors, and IT staff. A new survey was developed with more meaningful questions, and a decision has been made to administer it to the campus during the fall 2016 semester. After review of the budget, IT hired a part-time temporary position to pick up some of the job duties of a vacated position. Front desk student workers have been tasked with supporting and assisting with these duties.

2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for IT are provided [here](#).

Public Safety. Public safety offers an array of different services to students that promote crime prevention, campus safety, and campus outreach. Several programs - such as Bicycle Registration, Computer Registration, and Operation Identification - provide methods for students to keep their property safe. Other programs - such as the Rape Aggression Defense System (R.A.D.), National Campus Safety Awareness Month, Annual Security Report crime prevention presentations, campus escort service, and community alert notices - provide students with resources and tools to enhance their personal safety.

Table 13. 2015-2016 Assessment Report: Public Safety

Outcome	Assessment Methods	Results
Outcome 1: The Department of Public Safety will promote R.A.D. awareness and participation, by increased marketing to include website, emails, and more attention grabbing advertisements.	Attendance numbers Target: 15% increase	The R.A.D. program had 46 students participa
	Survey Target: baseline	The results of the surveys at the end of Fall an overall the class was well presented, with som
Outcome 2: The Department of Public Safety will establish frequent communication with the campus community to share and discuss topics related to crime prevention and safety tips.	Number of man hours used Target: baseline	130 man hours for presentations, and other ev year
	Attendance Target: baseline	There are approximately 11,500 students at the Student participation in Crime Prevention Prog

Use of Results: Based on the results, Public safety increased student participation in the R.A.D. program. They also focused on increasing participation in all crime-prevention awareness programs. Public safety continued to replace cameras across campus, following a set timeline before cameras reach their lifespan.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for Public Safety are provided [here](#).

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary requests and allocations for administrative units. The assessment coordinator works with administrative unit staff to document how unit assessment results affect resource requests and allocations in the budget changes section of the assessment results report. Budget changes vary across the units and divisions. CRS used the 2015-16 assessment results to determine the need for additional funds to reach a greater audience who need physical activity. IT used the 2015-16 assessment results to identify the costs associated hiring a part-time temporary staff.

Documentation of Continuous Quality Improvement Process

In addition to the examples provided in the previous paragraphs, the evidence shown in Table 14 demonstrates that all academic and student support units are engaged in a continuous quality-improvement process.

Table 14. Assessment Reports for Academic and Student Support Service Units

Academic Support Service Unit	Assessment Reports	Student Support Service Unit	Assessment Reports
Academic Advising and Planning	2013-2014 2015-2016 2014-2015 2016-2017	Campus Recreation	2013-2014 2015-2016 2014-2015 2016-2017
Academic Experience	2013-2014 2015-2016 2014-2015 2016-2017	Career Center	2013-2014 2015-2016 2014-2015 2016-2017
Center for Excellence in Peer Education	2013-2014 2015-2016 2014-2015 2016-2017	Civic Engagement Center	2013-2014 2015-2016 2014-2015 2016-2017
Center for Student Learning	2013-2014 2015-2016 2014-2015 2016-2017	Counseling and Substance Abuse Services	2013-2014 2015-2016 2014-2015 2016-2017
Educational Programs and Services	2013-2014 2015-2016 2014-2015 2016-2017	Dean of Students	2013-2014 2015-2016 2014-2015 2016-2017
First Year Experience	2013-2014 2015-2016 2014-2015 2016-2017	Center for Disability Services	2013-2014 2015-2016 2014-2015 2016-2017
Center for International Education	2013-2014 2015-2016 2014-2015 2016-2017	Financial Assistance and Veterans Affairs	2013-2014 2015-2016 2014-2015 2016-2017
Library	2013-2014 2015-2016 2014-2015 2016-2017	Fraternity and Sorority Life	2013-2014 2015-2016 2014-2015 2016-2017
REACH	2013-2014 2015-2016 2014-2015 2016-2017	Higdon Student Leadership Center	2013-2014 2015-2016 2014-2015 2016-2017
ROAR*	2013-2014 2015-2016 2014-2015	Multicultural Student Programs and Services	2013-2014 2015-2016 2014-2015 2016-2017
Undergraduate Academic Services	2013-2014 2015-2016 2014-2015 2016-2017	New Student Programs	2013-2014 2015-2016 2014-2015 2016-2017
Athletics*	2015-2016 2016-2017	Office of the Registrar	2013-2014 2015-2016 2014-2015 2016-2017
Center for Disability Services	2013-2014 2015-2016 2014-2015 2016-2017	Residence Life and Housing	2013-2014 2015-2016 2014-2015 2016-2017
Honors College	2013-2014 2015-2016 2014-2015 2016-2017	Student Health Services	2013-2014 2015-2016 2014-2015 2016-2017
Teaching, Learning, and Technology	2013-2014 2015-2016 2014-2015 2016-2017	Student Life	2013-2014 2015-2016 2014-2015 2016-2017
School of Professional Studies	2013-2014 2015-2016 2014-2015 2016-2017	Technical Support	2013-2014 2015-2016 2014-2015 2016-2017
		Upward Bound	2013-2014 2015-2016 2014-2015 2016-2017
		Veteran and Military Student Services*	2015-2016 2016-2017
		Victim Services	2013-2014 2015-2016 2014-2015 2016-2017
		Center for International Education	2013-2014 2015-2016 2014-2015 2016-2017
		Public Safety	2013-2014 2015-2016 2014-2015 2016-2017
		Fire and EMS	2013-2014 2015-2016 2014-2015 2016-2017
		Information Technology*	2014-2015 2015-2016 2016-2017



*Assessment plan start date subsequent to 2013-2014.

Closing Statement

As evidenced by the provided documentation of compliance with CS 3.3.1.1, Institutional Effectiveness: Academic and Student Support Services, the College of Charleston has a broad-based quality assurance

process. The institutionally supported periodic review process provides quality assurance through active involvement of the assessment committees and institutional leadership. The IE process creates accountability within academic and student support services units by ensuring improvement of programs and services that contribute to student success. These services are continually assessed for quality assurance and to align with the College's mission and strategic plan.

Sources

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3.3.1.4

Institutional Effectiveness: Research

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: 3.3.1.4 research within its mission, if appropriate.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

As one of the primary educational institutions within South Carolina, the College of Charleston's [Mission Statement](#) explicitly expresses commitment to research: "the College encourages and supports research." In addition to offering a broad range of baccalaureate degree programs, the College of Charleston "incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992, which serves as a research institution where the graduate and research programs associated with the College are housed. UCSC provides master's degree programs and anticipates offering a limited number of doctoral degrees should location and need warrant." Additionally, the mission statement demonstrates the College's dedication to providing students a personalized education "in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom."

[Core Requirement 2.5](#) (Institutional effectiveness) presents detailed information on College of Charleston's institutional effectiveness procedures and practice. The narrative here complements that coverage, focusing specifically on units actively participating in the College's research mission.

Research Definition

The College of Charleston [defines research](#) and creative activities in the liberal arts and sciences setting of the College "as any intellectual, inquiry-based endeavor that advances knowledge and leads to new scholarly insights or the creation of new works in support of the College's educational mission."

Academic programs and administrative units facilitate the infusion of research into faculty, staff, and student experiences through the programs they offer, as appropriate to their mission. The activities, programs, and their assessment are outlined and described in the following sections:

- Institutional Effectiveness Assessment Model for Research
- Evidence of Continuous Improvement for Administrative Units and Academic Programs
 - Undergraduate Research and Creative Activities
 - Office of Research and Grants Administration
 - Centers and Institutes
 - Office of the Provost
 - Academic Schools (Deans' Offices)
 - Degree Programs
- Assessment Results Leading to Budget Decisions
- Documentation of Continuous Quality Improvement Process
- Institutional Measures

Institutional Effectiveness Assessment Model for Research

The assessment of research activities is an ongoing process overseen by the Administrative and Academic Assessment Committees. Outcomes are set by all the units and programs aligned to their unit mission and the

College strategic plan, and are assessed to determine effectiveness of implemented strategies using methods that meaningfully measure the outcome. The data for these measures is gathered, reviewed, and used to improve programs and services.

As outlined in detail in 3.3.1, the College follows an annual Institutional Effectiveness (IE) assessment model for the systematic submission and review of assessment plans and results for program and unit. Key elements of this model include articulated student learning and/or operational outcomes and multiple measures, performance targets, peer mentoring and review, and broad-based participation. All academic programs and administrative units use the assessment template to guide the required structure of the assessment plans and reports that are housed in Compliance Assist (an assessment planning and management system) with assessment plans due in the early fall and reports due at the end of the spring term. The [Institutional Assessment Committee](#) (IAC) coordinates with the [deans assessment committees](#) (DACs) and [administrative assessment committees](#) (AACs) to review assessment reports and provide feedback using the [IE assessment rubrics](#). The DAC and AACs consist of faculty or staff across the varying disciplines or units. These committee members serve as mentors and work collaboratively with their programs or units to assist the assessment coordinators and to review the quality of the assessment plans and reports.

The College of Charleston IE assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs (with stand-alone minors), certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with a community/public service and/or research focus. Regardless of the campus location (main campus, off-campus, or distance learning), all programs and units are overseen by the main campus.

Periodic [workshops](#) are conducted for assessment coordinators, DAC and AAC members, and DAC and AAC chairs to reinforce use of results to improve student learning and operations. Customized one-to-one sessions for [academic programs](#) and [administrative units](#) are also held to assist those units that need additional help. These workshops and customized sessions are conducted by the [Office for Institutional Effectiveness and Strategic Planning](#).

The narrative below describes how administrative units employ assessment processes to facilitate and improve research productivity at the College and includes examples of academic programs where research is an expected outcome. The evidence provided for the administrative units includes a summary of use of results and a link to each unit's assessment reports for 2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only). Results for the IE assessment reports for 2016-2017 are due May 15, 2017, for academic programs and June 30, 2017, for administrative units, and thus cannot be provided with this narrative.

The academic program examples included represent schools with programs that have outcomes related to research. A list of all undergraduate and graduate program assessment plans at the College of Charleston, a count of total outcomes, and a count of research-related outcomes are provided [here](#). Table 9 (at the end of this narrative) provides a link to all academic program assessment reports.

The College of Charleston has 14 administrative units within the division of academic affairs that support its research, scholarship, and creative activity mission. The following descriptions illustrate how these administrative units employ assessment processes to facilitate and improve research productivity at the College. The section for each unit provides the identified outcome(s), the assessment method(s) used to gather data, the subsequent results, and use of assessment data for continuous improvement. Table 1 provides a list of all these units, a link to their mission statements, and a link to their websites.

Table 1. Research Units at the College of Charleston

DAC / AAC	Unit / Center / Institute	Mission
Academic Affairs	Office of Undergraduate Research and Creative Activities	Mission
	Office of Research and Grants Administration	Mission
	Office of the Provost	Mission
School of the Arts	School of the Arts (dean's office)	Mission
School of Business	Carter Real Estate Center	Mission
	Center for Entrepreneurship	Mission
	Center for Public Choice and Market Process	Mission
	School of Business (Dean's Office)	Mission
School of Education, Health, and Human Performance	N.E. Miles Early Childhood Development Center	Mission
	Center for Partnerships to Improve Education	Mission
	School of Education, Health, and Human Performance (dean's office)	Mission
School of Humanities and Social Sciences	School of Humanities and Social Sciences (dean's office)	Mission
School of Languages, Cultures, and World Affairs	School of Languages, Cultures, and World Affairs (dean's office)	Mission
School of Sciences and Mathematics	School of Sciences and Mathematics (dean's office)	Mission

Evidence of Continuous Improvement for Administrative Units and Academic Programs

The administrative divisions value the research and creative activities of students and faculty at the College of Charleston. In keeping with these values, a number of units within the divisions are specifically dedicated to research and creative activities. Likewise, academic programs attach importance to research and creative activities, thus establish student-learning outcomes in courses for certain programs.

The Office of Undergraduate Research and Creative Activities (URCA)

The mission of the Office of Undergraduate Research and Creative Activities (URCA) is “to provide grant funding that expands the opportunities for undergraduate students and faculty to work collaboratively on [scholarly projects](#) in the academic year and during the summer.” The URCA program accomplishes its mission by encouraging the engagement of undergraduates in research and creative activities.

URCA provides competitive [funding opportunities](#) for student-faculty mentor teams to carry out scholarly projects through the provision of Major Academic Year Awards grants (MAYS) during the academic year and the Summer Undergraduate Research with Faculty grant (SURF) during the summer. Additionally, students can apply for Research Presentation grants (RPGs) to fund travel for presenting their projects at local, regional, national or international conferences. A review team of faculty representatives from across campus work with the director of URCA to [score](#) the proposals and recommend [funding decisions](#).

The annual budget for URCA has been consistent over the past 10 years at approximately \$235,000. On average, these funds support the research efforts of 17 mentored student projects during the academic year, 34 projects during the summer, and 33 student conference presentations. See Table 2 for detailed information regarding mentored student research projects and conference presentations.

Table 2. Student Research from 2011-2012 to 2015-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
# of student research projects during the academic year	14	14	21	20	17
# of student research projects during the summer	35	32	37	34	30
# of student conference presentations	31	26	37	46	27

One of URCA's outcomes for supporting research is to effectively communicate opportunities for mentored research and creative scholarly activities to faculty and students. In order to encourage, inform, and celebrate undergraduate scholarly research engagement, the URCA director holds [information sessions](#) (2-4 annually; 10-20 participants per workshop), presents annually at new faculty orientation, utilizes website and social media advertising, which includes URCA's [Facebook page](#) that has 181 followers, sends emails, and strategically places posters and flyers around campus to promote research opportunities. With the exception of the current year, this has resulted in a steady number of grant applications over the past 5 years as shown in Table 3.

Table 3. URCA Workshop Participants and Grant Applications

	2011-12	2012-13	2013-14	2014-15	2015-16
# of information session participants	**	14	**	32	44
# of total applications	123	112	121	135	87*

* 2015-2016 was an unusual year because of additional grant funding in the School of Sciences and Mathematics. Many of the science faculty and student research teams did not need to apply through URCA because of these other programs. This is expected to last one more summer. Additionally, it was the first year the Academic Year Research Award (AYRA) grant was not offered.

** No data was available for 2011-2012 and 2013-14.

Information session attendees were tracked from 2014-2015 to 2015-2016 in order to determine if the sessions were encouraging submission and leading to grant success (Table 4). The students and faculty who attend the workshops and submitted a grant application were successfully granted funding in 93 percent (n=38) of instances. However, only 54 percent (n=41) of the attendees were submitting a grant during the upcoming cycle.

Table 4. URCA Information Session Participation

	2014-15	2015-16
Number attendees	32	44
Grant submissions	27 (84%)	14 (32%)
Successful grants	24 (89%)	14 (100%)

In order to increase the number of grant submissions and ultimately grants awarded, URCA continues to utilize electronic communications, including the College's Yammer network and URCA's Facebook profile. URCA will also stress in its information sessions the importance of submitting a proposal, thereby increasing the likelihood of undergraduate research.

One indicator of the impact of undergraduate research is whether the student presents their work at a professional conference or published their work in a referred journal or as a professional creative work (e.g., public art exhibition). As such, URCA assesses whether students receiving URCA funding demonstrate excellence in discipline-appropriate research skills. The impact data from SURF survey indicates that 32 percent (n=30) of graduates had already published or displayed their work(s) and 11 percent (n=10) had work(s) currently in preparation. URCA staff examined how many students with SURF grants subsequently applied for an RPG grant, which is an indicator of a successful project (Table 5). From 2013-2014 and 2014-2015, 56-57 percent (n = 37 and 34) of students receiving summer project grants applied for presentation funding. This was a considerable increase from the prior two years.

Table 5. URCA Presentation Grant Submission Who Received Previous Summer Grants

	2011-12	2012-13	2013-14	2014-15
# of summer research projects completed	35	31	37	34
% of students who subsequently applied for conference travel funds	46%	39%	57%	56%

Table 6 indicates the number of students presenting at least once, the location of funding (local, regional, national/international, and online), and the total number of presentations.

Table 6. URCA Presentation Information

	2014-15 (N=49 students)	2015-16*
% of students presenting at least once	100%	--
# of local presentations	63	--
# of regional presentations	9	--
# of national/international presentations	19	--
# of online presentations	2	--
Total # of presentations	93	--

*Data not collected until August 2016

URCA also hosts "A Celebration of Scholars" [poster sessions](#) that provide an opportunity for students participating in scholarly summer research projects to present to the public. This event is interwoven with convocation, which freshman, faculty, administrators, and the College of Charleston Board of Trustees attend.

Participation in this event is required for SURF recipients. The poster session has expanded by over 40 percent since its inception in 2009 (64 participants). Table 7 shows the participation in URCA Poster Session Participation since 2011.

Table 7. URCA Poster Sessions Participation

	2011	2012	2013	2014	2015
# poster session participants	80	77	85	92	89

2015-2016 and 2016-2017 (plans only) assessment reports for URCA are provided [here](#).

The Office of Research and Grants Administration (ORGA)

The Office of Research and Grants Administration (ORGA) promotes external funding for research, academic projects, and scholarly activities, and ensures that those activities are in compliance with applicable regulations and College policies and procedures. It is the central office for facilitating the development and submission of external-funding requests for research and scholarly activities, and it helps faculty and staff manage grant projects. ORGA reports directly to the provost and is required to submit an [annual report](#) for review.

The Research Protections and Compliance Manager in ORGA serves as the administrator of the Internal Review Board (IRB) and manages all aspects of the Human Research Participant Protections Program. ORGA also provides advice and assistance regarding intellectual property policies.

The [Human Research Participant Protection Program](#) helps investigators fulfill their obligation to plan and conduct research involving human participants in accordance with the highest scientific and ethical principles. The role of the IRB is to oversee and evaluate the institution's research involving human participants by ensuring compliance with the ethical principles embodied in [The Belmont Report](#) (Ethical Principles and Guidelines for the Protection of Human Subjects of Research) and College of Charleston policies and procedures.

During Fiscal Years 2011-2012 to 2014-2015, the College of Charleston brought in \$44,783,187 in external funding from 478 [individual awards](#). During those five years, 80 percent (n=275) came from federal funds, 7 percent (n=46) of awards were from state funds, 12 percent (n=135) from private funders, and less than 1 percent (n=22) from both local and foreign funding.

One of ORGA's established operational outcomes is that the office will provide information to faculty and staff about external grant funding opportunities. To achieve this outcome, ORGA utilizes the Funding Opportunity Listserv, as well as announcements from its internal database. In 2015-2016, this Listserv had 1,863 subscribers, and ORGA received three individual requests for funding opportunity searches, in addition to multiple phone and in-person contacts. Due to complications with the internal tracking system, office staff has adjusted the means for communicating grant-funding opportunities to faculty and staff and established a plan to select a replacement system. Also, the ORGA staff has created a satisfaction survey that will be administered in 2016-2017. The office staff also provides assistance with and facilitation of submissions of complete and compliant grant proposals for external funding. During the 2015-2016 academic year, ORGA submitted 122 grant proposals for external funding. As a way to improve the process of submission, the office has adjusted methods for managing multiple grant submissions and for managing changes in grant-application requirements or submission systems, relieving applicants/principal investigators of unnecessary administrative burden.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for ORGA are provided [here](#).

Centers and Institutes

As referenced in Goal 3 of the College of Charleston's Strategic Plan, "the College actively supports a series of new and revitalized centers and institutes, with particular research, service, and pedagogical missions as an

outgrowth of this collaborative spirit.” Centers and institutes focus on areas of knowledge that reside within a discipline or are cross-disciplinary in scope. These organizational components are used to provide greater depth in teaching and/or research to a focal area within a discipline, or to apply a broader vision to problems that cross traditional knowledge boundaries. Centers and institutes help develop new areas of research that enhance faculty development, encourage interdisciplinary and multidisciplinary approaches to teaching and research, provide relevant focus for service to external and internal constituencies, and promote sharing of resources (e.g., equipment, labs) and collaboration across departmental and college boundaries. The [Carter Real Estate Center \(CREC\)](#), for example, brings together students, faculty, and industry leaders, including alumni, to develop further understanding of real estate knowledge, skills, and trends in the local industry and in targeted regions around the world. CREC builds relationships with the business community to support students' professional development while providing brokers, developers, investors, property owners, and other employers with talented, ready-to-work graduates.

The College of Charleston's centers and institutes research activities were tracked annually through [annual reports](#) that were submitted to the respective schools. Beginning in 2015-2016, centers and institutes were formally included in the annual IE assessment process. The annual IE assessment process is a college-wide process that includes centers and institutes to develop outcomes, collect data, analyze, review, and improve student learning and operations. Centers and institutes are at different levels of development in their assessment processes, with some centers and institutes clearly more effective than others in identifying outcomes and using of results for improvement. The narrative below provides an identification of the student/operational learning outcomes and a summary of the unit's 2015-2016 analysis.

Center for Entrepreneurship. The Center for Entrepreneurship is a primary point of contact for entrepreneurial development at the College of Charleston. Adopting the university blueprint espoused by Brad Feld, the goal of the center is to be a:

- Pipeline – magnet, teacher, and pipeline of entrepreneurial talent
- Community catalyst – nerve center for startups and information spillovers
- Insight – source of insight about startups and communities

The center directs its resources and energies on providing experiential activities that help students develop an entrepreneurial mindset. A key element in the success of the program is connecting students to the wider entrepreneurial ecosystem encapsulating guest speakers, mentors, and judges. This focus ties directly into the College's strategic plan to provide enhanced “opportunities for experiential learning” and “contribute to the well-being of the region” (Goal 2).

The Center for Entrepreneurship houses the Interdisciplinary [Center for Applied Technology \(ICAT\)](#), which gives business, computer science, and liberal arts students the opportunity to use lean-startup methodology and the Scrum framework to engage in technology entrepreneurship. Each year, ICAT receives numerous applications for its 21 available spaces. As the academic year progresses, student teams design business model MVPs (minimum viable products). These MVPs are presented on demo day towards the end of the semester and graded using appropriate rubrics. In 2015-2016, the program received 175 applications. Of the 21 available spaces, forming seven teams in the fall and six teams in the spring, all 13 teams earned a minimum grade of 80 percent.

While the ICAT program is still in a pilot stage, the center continually strives to make curricular changes to enhance the program's outcomes. The following are key changes for the fall 2016 semester:

- Social impact theme: Student projects will adopt a double bottom line of social and/or environmental impact.
- Expert mentoring: Stuart Williams will serve as the program's social entrepreneur-in-residence to and mentor students on impact entrepreneurship.
- Impact entrepreneurship texts: Faculty have found that articles and books will provide a more contemporary update on entrepreneurial activities than standard textbooks.

Based on feedback and consultation with the students, the percentage of votes for the top three ICAT nascent venture teams will determine the distribution of award money (\$10,000). In the initial cohorts, the program had a winner-takes-all result. Now that award money must be claimed against new venture expenses. This

process change was successfully instituted in spring 2016.

2015-2016 and 2016-2017 (plans only) assessment reports for the Center for Entrepreneurship are provided [here](#).

Carter Center for Real Estate. The Carter Real Estate Center (CREC) brings together students, faculty, and industry leaders (including an extensive alumni network) to develop further understanding of real estate knowledge, skills, and trends in the local industry and in targeted regions around the world. The CREC builds relationships with the business community to support our students' professional development while providing brokers, developers, investors, property owners, and other employers with talented, ready-to-work graduates.

CREC actively encourages faculty to produce real estate research, present it at academic conferences, and publish it in peer-reviewed academic journals. The College of Charleston faculty made 13 presentations and had 10 publications in the 2015-2016 academic year. The center continues to work with faculty to facilitate real estate research and assist them, in presenting their research at conferences.

2015-2016 and 2016-2017 (plans only) assessment reports for CREC are provided [here](#).

Center for Public Choice and Market Process. The Center for Public Choice and Market Process (CPM) is funded by BB&T and the Koch Foundation and is designed to examine and stimulate discussion of the following topics: (1) the role of government institutions in a capitalist society, (2) the relationship between government and the individual, (3) the relationship between political and economic freedom, and (4) the moral structure of a free market economy.

CPM supports faculty members at the College of Charleston conducting and publishing research on free society and political economy and is specifically interested in supporting projects in the field of public-choice on an annual basis. To support this research activity, CPM sought to provide at least four summer research grants in the amount of \$24,000. As part of the assessment of this outcome, CPM tracks the progress of the research funded (e.g. working paper, conference presentation, and publication). In 2015-2016, the center was able to provide \$32,000 for six summer grants to faculty in economics and political science. Fifty percent (n=3) of these faculty presented in the economics research workshop. To encourage more faculty publication, the center contacted faculty receiving grants to present at a research workshop each semester. The center also offered research fellows spots in the research workshop first, thus encouraging them to participate.

2015-2016 and 2016-2017 (plans only) assessment reports for CPM are provided [here](#).

N.E. Miles Early Childhood Education Center. The College of Charleston offers a unique experience for young children and its own students at the N.E. Miles Early Childhood Development Center (ECDC). Since the center's founding under President Theodore Stern in 1974, its nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance.

As a component of its annual assessment plan, ECDC provides scholarly inquiry, professional development, and experiential activities for College of Charleston students, faculty, and staff. To support faculty and student research, ECDC hosts research projects for faculty and staff. In 2015-2016, ECDC hosted two such research projects. In 2016-2017, the center continues to support and facilitate a limited number of faculty/student research projects, focusing on quality interactions and mentoring over quantity of projects. Staff developed and implemented a rubric for evaluating proposals that focuses on potential for adding to the early childhood knowledge base. A process for researchers (students and/or faculty) to provide feedback on quality of experience was also developed.

2015-2016 and 2016-2017 (plans) assessment reports for ECDC are provided [here](#).

Center for Partnerships to Improve Education. The mission of the Center for Partnerships to Improve Education (CPIE) is to work collaboratively with higher education, preK-12 schools, and the community to improve students' lives.

CPIE aims to initiate and promote effective and lasting partnerships among PreK-12, higher education, and

community stakeholders. To achieve this, CPIE creates opportunities and processes to promote collaborations involving College of Charleston faculty and/or students and various community entities.

CPIE seeks to advance faculty and student productivity within the context of community partnerships. Four impact reports were developed from survey and archived data to provide evidence of the effect of selected CPIE initiatives on faculty productivity and student learning. As a result of CPIE support:

- 20 manuscripts have been written or are in progress.
- 35 proposals for conference presentations have been accepted.
- 13 awards, invitations, and special recognitions have been received.
- Over \$286,000 in non-CPIE grant funds have been awarded.
- 5 manuscripts have been written or are in progress.
- 6 proposals for conference presentations have been accepted (another 2 are under review).
- \$18,000 in non-CPIE grant funds has been awarded.

CPIE staff was pleased with the effect of its initiatives on faculty and students. Faculty has experienced high levels of productivity and have reported that CPIE support has been impactful and valuable to them. Students described meaningful learning experiences and were appreciative of the opportunities afforded to them. It was evident from the data provided above CPIE has served as a vehicle to support faculty-led community engagement and to enhance undergraduate students' research and learning experiences.

2015-2016 and 2016-2017 (plans only) assessment reports for CPIE are provided [here](#).

Office of the Provost

The Office of the Provost provides academic vision and leadership to the College of Charleston. The responsibilities include advancing the quality and mission of the College. As a component of its assessment report, the provost's office tracked faculty research production by school using the Faculty Activity System (FAS). The provost's office identified the number of publications, presentations, performances, contracts and grants, and intellectual property items produced by faculty members across the College. The [faculty productivity report](#) shows the breakdown by school and across the 2013-2014, 2014-2015, and 2015-2016 years. The report includes data from the six academic schools and the libraries, as librarians are considered faculty members. The Graduate School of the University of Charleston, S.C, at the College of Charleston is not included, because faculty productivity is reported in FAS with the faculty line, which lies with the academic schools, not the Graduate School.

2015-2016 and 2016-2017 (plans) assessment reports for the Provost's Office are provided [here](#).

Academic Schools (Dean's Offices)

As a component of their academic school assessment report, the deans' offices set expectations for research related outcomes for faculty and/or students. These outcomes are assessed annually and increase the research opportunities for faculty and students and/or promote research skills for students. The information provided below is a summary of student learning or operational outcomes and use of results for 2015-2016 assessment cycle.

School of the Arts. The School of the Arts (SOTA) faculty and staff engage in scholarly and creative research in the Charleston community and beyond. As a result, SOTA tracked faculty and staff scholarly/creative work to demonstrate ongoing financial support for faculty and staff scholarly/creative research and to identify trends in scholarly/creative research. The school used internal records to track funding from the Dean's Excellence Fund for faculty/staff scholarly/creative research. It was expected that at least six faculty/staff would benefit from this funding over the course of the year. The school was also interested in the number of scholarly/creative research projects, which involved an international component. From April through June 2016, SOTA supported scholarly/creative research projects of eight faculty with funding from the Dean's Excellence Fund. The level of support for each project ranged from \$200 to \$500. Of the eight scholarly/creative research projects that benefited from funding from the Dean's Excellence Fund in the 2015-2016 year, 37.5 percent (n=3) involved an international component. The results led to reshape of budgeting for the Dean's Excellence Fund. The results led to budget restructuring of the Dean's Excellence fund.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for SOTA are provided [here](#).

School of Business. The School of Business assessed faculty productivity by tracking publications in peer-reviewed journals and the involvement of faculty in scholarly activities. The School of Business used these measurements to determine the percent of faculty in each discipline that qualify as scholarly academics (SA), scholarly practitioners (SP), practice academics (PA), and instructional practitioners (IP). In 2015-2016, the School of Business had 72 roster faculty, 66.66 percent (n=48) of which produced 107 peer reviewed publications. Also, 54.16% (n=39) of faculty produced 188 other scholarly activities, including editorships, consultations, and grants. Overall, 8 of the 11 School of Business disciplines met the faculty requirements set by Association to Advance Collegiate Schools of Business (AACSB). This target was not met for faculty in the disciplines of business law, transportation, or MBA programs. Department chairs and school leadership tracked individual faculty scholarship through the FAS and annual faculty evaluations. The school leadership worked with faculty to support faculty research and intellectual contributions through summer research support/incentives, feedback on annual evaluations, and tenure/promotion evaluations.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for School of Business are provided [here](#).

School of Education, Health, and Human Performance. The School of Education, Health, and Human Performance (EHHP) assessed increases in sponsored grants, faculty publications, and student research. EHHP tracked the number of external funds obtained and the number of publications by faculty. The target was for faculty to submit five external grants, two of which get funded. Likewise, it was expected that faculty submit 20 articles to peer-reviewed journals and have 10 submissions accepted. The faculty within EHHP submitted one book for publication, 33 articles to peer-reviewed journals, and five external grants. To date, two grants have been funded.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports EHHP for are provided [here](#).

School of Humanities and Social Sciences. The School of Humanities and Social Sciences (HSS) trains students in the method of scholarly inquiry and research. In 2015-2016, an enrollment count was taken for HSS research-methods courses and research-oriented independent enrollments (bachelor's essay and research apprenticeship) to demonstrate that students were being trained in the methods of scholarly inquiry and research appropriate to their discipline. The school also used a transcript analysis to track HSS majors who, upon graduation, have completed at least one research-methods course or research oriented independent enrollment (bachelor's essay and research apprenticeship).

In 2015-2016, 98 percent (n=2,137) of 2,177 student were enrolled in research-methods course or independent research oriented courses. Also, 82.6 percent (n=551) of HSS graduates had a methods training course. The HSS Dean and Associate Dean reviewed the findings and shared them with HSS chairs and program directors.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for HSS are provided [here](#).

School of Languages, Cultures, and World Affairs. The School of Languages, Cultures, and World Affairs (LCWA) assessed faculty research and participation in Professional Development activities and compiled a list of how many faculty published articles, books, or other formats reflecting their research. LCWA also compiled a list of faculty who presented and/or participated in professional development activities. In 2014-2015, 30 faculty published at least one article or book and 37 faculty presented at one or more conferences. In addition to the on-going, previously established Faculty Research Grants provided by LCWA, two new types of research funding were made available to faculty by the dean's office: the Junior Faculty Colloquium Grant and the Interdisciplinary Summer Research Grant. These new sources of funding are provided to encourage faculty to pursue further and new areas of research.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for LCWA are provided [here](#).

School of Sciences and Mathematics. The School of Sciences and Mathematics (SSM) and its departments assessed opportunities provided to students for involvement in undergraduate research. SSM tracked the number of SSM majors participating annually in undergraduate research, the number of SSM majors presenting posters at the annual SSM Poster Day, and the number of SSM majors participating in externally sponsored school-wide biomedical grants (e.g., Howard Hughes Medical Institute [HHMI], South Carolina Alliance for Minority Participation [SCAMP], IDeA Network of Biomedical Research Excellence [INBRE]) and expressing an interest in pursuing post-baccalaureate degrees in science or medicine. In 2015-2016, 422 SSM student were enrolled, 126 posters were presented by students, and 91 percent (n=32) of students who participated in externally sponsored school-wide biomedical grants planned to pursue post-baccalaureate education in science, medicine, or a health-related field. The increase in the number of students enrolled in research courses was attributed to enhanced efforts to get students to sign up for credit as well the increased enrollment in research, thanks to the HHMI and INBRE grants. A research match making session was held during the 2015 fall semester to introduce students to faculty. A total of 136 students signed into the event, and, because of its success, a similar event is planned for the future. Efforts such as the use of social media have been made to enhance the communication and collaboration between the principal investigators of the HHMI and INBRE programs as they recruit students. The school also enhanced efforts to get Principal Investigators to ensure students submit their work for presentation at the SSM poster session.

2013-2014, 2014-2015, 2015-2016, and 2016-2017 (plans only) assessment reports for are provided [here](#).

Academic Programs

In 2015-2016, there were IE assessment reports for a total of 70 undergraduate programs, 21 graduate programs, and nine certificates. Several programs have identified outcomes related to research in their assessment plans.

The following are examples of from the College of Charleston degree programs by school. These programs represent a cross-section of the entire college: undergraduate and graduate. The examples illustrate the breadth, complexity, and types of student-learning assessment reports across the College, but do not substitute for review of the full student-learning outcomes assessment reports for all College academic programs, which are accessible via Table 9. During each assessment cycle, all programs are required to complete an assessment report, which includes at least three student-learning outcomes with two measures, target levels for achievements and findings. Assessment coordinators then analyze the findings, report results and develop plans for the following year. Assessment plans and reports are reviewed by the [DACs](#) for respective schools and suggestions for improvement are given to the assessment coordinators. The examples are representative of programs across the institution and are drawn from the School of the Arts, the School of Education, Health, and Human Performance, School of Humanities and Social Sciences, the School of Languages, Cultures and World Affairs, and the School of Sciences and Mathematics.

Dance B.A. Students in the bachelor of arts in dance program enrolled in THTR 202 (Performance Practicum) participated in the creation of a live performance to demonstrate their ability in performing a dance concert production. A standard rubric was used to evaluate the growth and development of performers. It was expected that 90 percent of students would earn an 83 or higher in the areas of artistic development/growth and performance quality as measured through the rubric. In 2015-2016, out of the 44 students enrolled in the course, 93 percent (n= 41) of students received either a 3 or higher on the skill acquisition portion of the rubric. In 2016-2017 academic year, the dance faculty re-evaluated the THTR 202 rubric to develop a more effective assessment tool that could demonstrate a greater and more nuanced understanding of students' artistic development.

Public Health B.S. Students in the bachelor of science in public health program were expected to critically evaluate the research design and statistical methods used in the health field. Students enrolled in Biostatistics assessed a scientific manuscript through a worksheet addressing epidemiological concepts such as study design, exposure and outcome identification, and measures of association, as well as biostatistical concepts including variable selection, model application, and interpretation of results. In 2015-2016, the target was that 100 percent of students would earn a score of 70 percent or higher on the aforementioned worksheet that will guide the students through the manuscript evaluation process. In the fall semester, 68 percent (n=39) of 57 students in HEAL 395 received a 70 percent or higher on the worksheet. These data have been discussed and considered to be strong measures and were used to inform and guide course development for

subsequent semesters. Changes were made during the spring 2016 semester to improve student performance on this assignment. Students were assigned a separate peer-reviewed journal article to read and review using the same worksheet for this measure. Students completed the practice worksheet on their own prior to in-class discussion of the article. Appropriate answers to the practice worksheet, and expectations for the final assignment were provided.

History B.A. Using a department rubric, the bachelor of arts in history assessment committee evaluated senior capstone papers to assess students' understanding of the differences between primary and secondary sources. The history assessment committee examined all senior capstone papers submitted to the department in 2015-2016 (55 papers). Using the department assessment rubric, it was discovered that 73 percent (n=40) of the projects displayed understanding of primary and secondary sources. 20 percent (n=11) of the projects displayed a sophisticated and nuanced understanding of primary and secondary sources. Only 7 percent (n=4) demonstrated impartial or inconsistent understanding of the distinction between primary and secondary sources. Results from 2013-2014, 2014-2015, and 2015-2016 assessment cycles have demonstrated conclusively that history majors understand the distinction between primary and secondary sources and can differentiate between their uses in writing. This skill was already taught at the 100-level, and students' ability to use primary and secondary sources correctly increases in sophistication and nuance as they advance. Therefore, the department decided to shift assessment for 2016-2017 to analysis of more doubtful or potentially problematic skills.

Jewish Studies B.A. Students in the bachelor of arts in Jewish studies program were required to construct short textual-analysis papers and longer research papers. A short textual-analysis paper assignment in a 300-level course, and research papers in JWST 400 or 499 were used to assess this outcome. Textual analysis and research essay rubrics were applied by the faculty. One hundred percent of students should meet the expectations. Two graduating students in 2015-2016 met expectations on all three dimensions of the writing section of the textual analysis rubric. The first student met expectations on the first and second dimensions of the research methods section of the research essay rubric, and exceeded expectations on the third dimension. The second student failed to meet expectations on the first dimension, exceeded expectations on the second dimension, and met expectations on the third dimension. The program faculty discussed the results and stressed the alignment of textual-analysis assignments and capstone research essays with the rubrics.

Biochemistry B.S. The bachelors of science in biochemistry program assessed students' participation in research opportunities in a capstone course. In 2015-2016, student participation in all independent research courses was tracked to determine if 50 percent of biochemistry majors participated in research. Also, using the SURE survey (summer undergraduate research experience), a nationally assessed post-research survey, biochemistry students participating in research were surveyed to gather pertinent information regarding their research. Of the 12 biochemistry students, 75 percent (n=9) participated in research. According to results based on the SURE survey, biochemistry students scored above national average in five key indicators. In summer 2015, after discussion at department meetings about declining research participation, the department committed to offering a research rotation for biochemistry students. In fall 2015, the department offered a special topics course, Majors Research Rotation. Eleven students enrolled and twelve faculty members participated. In 2016, six of these eleven students were signed up for summer research with a department of chemistry and biochemistry faculty member. Two of the students were no longer chemistry/biochemistry majors. The department also implemented a research-based curriculum in CHEM 112L to stimulate early interest in research. After one full year of implementation in all sections, 82 percent of students indicated that they were more interested in research after taking the new lab.

Historic Preservation M.S. The master of science in historic preservation (MSHP) program assessed students' ability to design and complete a program of independent research that poses an original question; develops a research design and method to gather, analyze, and interpret data; and disseminates the results effectively through both written and oral presentations. In 2015-2016, the course HP 8020 / HSPV 802, Historic Preservation Research, indicated whether students had:

1. written a successful proposal for the independent research,
2. written a successful literature review,
3. and developed a feasible research design and research methodology to achieve the goals of the proposal.

The target was for 90 percent of students to successfully complete HP 8020. Successful defense of the thesis would indicate the students' oral presentation skills. The target was for 80 percent of every entering class within the two years prescribed by the MSHP curriculum develop a thesis. At the close of the spring 2015 semester MSHP faculty reviewed the results of completed theses and observed that the class of 2015, while producing solidly researched and clearly presented projects, had, as a class, shown a tendency to be less robust in making recommendations in the concluding chapters of their theses. MSHP faculty concluded that additional emphasis on preparing summary recommendations and more robust analytical conclusions should be woven into HP 8090 / HSPV 809, the course during which thesis students write the essential components of the thesis and begin to lay out their research designs and cast the character of their projects.

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary requests and allocations for administrative units. The assessment coordinator works with staff in the unit to document how assessment results affect resource requests and allocations, on the assessment results report in the budget changes section. Budget changes vary across the units. The Office of Undergraduate Research and Creative Activities used the results of the 2015-2016 assessment cycle to identify needed resources for continued support of student research on campus.

Documentation of a Continuous Quality-Improvement Process

In addition to the examples provided in the previous paragraphs, the evidence shown in Tables 8 and 9 demonstrates that all academic programs and administrative units are engaged in a continuous quality-improvement process.

Table 8. Assessment Reports for Administrative Units

Administrative Unit	Assessment Reports	Administrative Unit	Assessment Reports
Undergraduate Research and Creative Activities*	2015-2016 2016-2017	The Office of Research and Grants Administration	2013-2014 2015-2016 2014-2015 2016-2017
School of the Arts	2013-2014 2015-2016 2014-2015 2016-2017	School of Business	2013-2014 2015-2016 2014-2015 2016-2017
School of Education, Health, and Human Performance	2013-2014 2015-2016 2014-2015 2016-2017	School of Humanities and Social Sciences	2013-2014 2015-2016 2014-2015 2016-2017
School of Languages, Cultures, and World Affairs	2013-2014 2015-2016 2014-2015 2016-2017	School of Sciences and Mathematics	2013-2014 2015-2016 2014-2015 2016-2017
Office of the Provost*	2015-2016 2016-2017		
Center / Institute	Assessment Reports	Center / Institute	Assessment Reports
Center for Entrepreneurship*	2015-2016 2016-2017	Carter Real Estate Center*	2015-2016 2016-2017
Center for Public Choice and Market Process*	2015-2016 2016-2017	N.E. Miles Early Childhood Education Center*	2015-2016 2016-2017
Center for Partnerships to Improve Education*	2015-2016 2016-2017		

*Assessment plan start date subsequent to 2013-2014.

Table 9. Assessment Reports for Academic Programs

Degree Program	Assessment Reports	Degree Program	Assessment Reports
School of the Arts			
Art History B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Dance B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Historic Preservation and Community Planning B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Studio Art B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Theatre B.A.	2013-2014 2015-2016 2014-2015 2016-2017		
School of Business			
Accounting B.S.*	2014-2015 2015-2016 2016-2017	Business Administration B.S.*	2013-2014 2015-2016 2016-2017
Economics B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Finance B.S.*	2013-2014 2015-2016 2016-2017
Hospitality and Tourism Management B.S.	2013-2014 2015-2016 2014-2015 2016-2017	International Business B.S.*	2015-2016 2016-2017
Marketing B.S.*	2015-2016 2016-2017	Supply Chain Management B.S.*	2015-2016 2016-2017
School of Education, Health and Human Performance			
Athletic Training B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Elementary Education B.S.*	2013-2014 <u>2014-2015</u> 2016-2017
Public Health B.S.*	2013-2014 2015-2016 2016-2017	Special Education B.S.*	2013-2014 2014-2015 2016-2017
School of Humanities and Social Sciences			
History B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Philosophy B.A.*	2013-2014 2016-2017
Political Science B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Psychology B.A.*	2013-2014 2014-2015 2016-2017
Psychology B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Religious Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017
Sociology B.S.*	2014-2015 2016-2017	Urban Studies B.A.*	2013-2014 2014-2015 2016-2017
School of Languages, Cultures and World Affairs			
African American Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Classics B.A.*	2013-2014 2014-2015 2016-2017
International Studies B.A.*	2013-2014 2014-2015 2016-2017	Jewish Studies B.A.*	2013-2014 2014-2015 2016-2017

Latin American and Caribbean Studies B.A.	2013-2014 2015-2016 2014-2015 2016-2017		
School of Professional Studies			
Professional Studies B.P.S.*	2013-2014 2015-2016 2016-2017		
School of Sciences and Mathematics			
Astronomy B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Astrophysics B.S.	2013-2014 2015-2016 2014-2015 2016-2017
Biochemistry B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Biology B.A.*	2015-2016 2016-2017
Biology B.S.*	2015-2016 2016-2017	Chemistry B.A.*	2013-2014 2016-2017
Chemistry B.S.	2013-2014 2015-2016 2014-2015 2016-2017	Computing in the Arts B.A.*	2013-2014 2014-2015 2016-2017
Data Science B.S.*	2015-2016 2016-2017	Marine Biology B.S.*	2015-2016 2016-2017
Physics B.A.	2013-2014 2015-2016 2014-2015 2016-2017	Physics B.S.	2013-2014 2015-2016 2014-2015 2016-2017
UCSC (Graduate School)			
Arts Management CERT*	2013-2014 2014-2015 2016-2017	Business Administration MBA*	2014-2015 2016-2017
Child Life M.S.*	2014-2015 2016-2017	Communication M.A.*	2013-2014 2014-2015 2016-2017
Computer Information Sciences M.S.*	2013-2014 2014-2015 2016-2017	Early Childhood M.A.T.*	2014-2015 2016-2017
English M.A.*	2013-2014 2014-2015 2016-2017	Environmental Studies M.S.	2013-2014 2015-2016 2014-2015 2016-2017
History M.A.*	2013-2014 2014-2015 2016-2017	Historic Preservation M.S.	2013-2014 2015-2016 2014-2015 2016-2017
Marine Biology M.S.	2013-2014 2015-2016 2014-2015 2016-2017	Mathematics M.S.*	2015-2016 2016-2017
Operations Research CERT*	2015-2016 2016-2017	Public Administration M.P.A.	2013-2014 2015-2016 2014-2015 2016-2017
Science and Math for Teachers M.Ed.*	2013-2014 2014-2015 2016-2017	Special Education M.A.T.	2013-2014 2015-2016 2014-2015 2016-2017
Statistics CERT*	2015-2016 2016-2017	Teaching, Learning, and Advocacy M.Ed.	2013-2014 2015-2016 2014-2015 2016-2017

*Assessment plan start date subsequent to 2013-2014.

Institutional Measures

To inform programs and unit assessment, numerous survey studies are conducted by the Office for Institutional Effectiveness and Strategic Planning. These survey studies include surveys at the institutional level. Survey studies are conducted from the time a student enters the university ([The CIRP Freshmen Survey](#), [Beginning College Survey of Student Engagement](#)), enrolls in classes ([National Survey of Student Engagement](#)), and completes a degree ([Senior Exit Survey](#), [National Survey of Student Engagement](#), and [Alumni Survey](#)).

Table 10 shows the National Survey of Student Engagement 2013 results for first-year and senior students' reported participation in high-impact practices. As demonstrated by the data, College of Charleston first-year student respondents participated in high-impact practices 12 percent more often than other southeast public institutions. In relation to participating in two or more high-impact practices, College of Charleston senior student respondents participated 21 percent more.

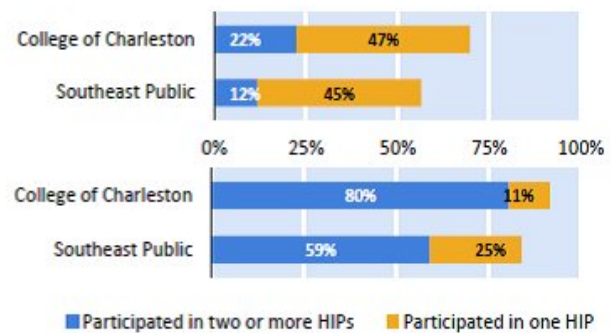
Table 10. NSSE 2013 Results for Participation in High-Impact Practices

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Communities, Service-Learning, and Research w/Faculty

Senior
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



Closing Statement


The College of Charleston recognizes the importance of research and scholarship, not only to the general advancement of its mission, but also to the faculty and students performing such activities. Research discoveries provide continuing evidence of intellectual engagement by students and faculty. As examples in this narrative illustrate, the activities of the College to promote research within its mission are extensive. They are intentionally planned and strategically directed by the College's strategic plan and the plans of its units. The programs are continually improved as reflected in the units carrying out the activities and evidenced provided from IE assessment plans, Annual Reports, and FAS.

Sources

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- [Accountancy MS 2015-2016](#)
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







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-  Computer Information Systems BS - 2014-2015
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-  EHHP page
-  Elementary Education MAT - 2014-2015
-  Elementary Education BS - 2013-2014
-  Elementary Education BS - 2014-2015
-  Elementary Education BS 2015-2016
-  Elementary Education BS 2016-2017
-  Elementary Education MAT - 2015-2016
-  Elementary Education MAT - 2016-2017
-  Elementary Education MAT 2013-2014
-  English BA - 2013-2014
-  English BA - 2014-2015
-  English BA 2015-2016
-  English BA 2016-2017
-  English MA - 2013-2014
-  English MA - 2014-2015
-  English MA - 2015-2016
-  English MA - 2016-2017
-  Environmental Studies MS - 2013-2014
-  Environmental Studies MS - 2014-2015
-  Environmental Studies MS - 2015-2016

-  Environmental Studies MS - 2016-2017
-  ESOL 1 2016-2017
-  ESOL 1 CERT - 2013-2014
-  ESOL 1 CERT - 2014-2015
-  ESOL 1 CERT - 2015-2016
-  ESOL 2 CERT - 2015-2016
-  Exercise Science BS - 2014-2015
-  Exercise Science BS - 2013-2014
-  Exercise Science BS - 2016-2017
-  Exercise Science BS 2015-2016
-  Faculty Productivity (FAS)
-  Finance BS - 2013-2014
-  Finance BS - 2014-2015
-  Finance BS 2015-2016
-  Finance BS 2016-2017
-  Foreign Language Cognate BS - 2015-2016
-  Foreign Language Education BS - 2013-2014
-  Foreign Language Education BS - 2014-2015
-  Foreign Language Education BS -2016-2017
-  French and Francophone BA - 2013-2014
-  French and Francophone BA - 2014-2015
-  French and Francophone BA 2016-2017
-  French and Francophone Studies - BA 2015-2016
-  Geology BA - 2013-2014
-  Geology BA - 2014-2015
-  Geology BA - 2016-2017
-  Geology BA 2015-2016
-  Geology BS - 2013-2014
-  Geology BS - 2014-2015
-  Geology BS - 2016-2017
-  Geology BS 2015-2016
-  German BA - 2013-2014
-  German BA - 2014-2015
-  German BA -2015-2016





























-  German BA 2016-2017
-  Gifted and Talented - CERT 2016-2017
-  Gifted and Talented CERT - 2013-2014
-  Gifted and Talented CERT - 2014-2015
-  Gifted and Talented Education CERT 2015-2016
-  Historic Preservation & Community Planning BA 2016-2017
-  Historic Preservation and Community Planning BA - 2013-2014
-  Historic Preservation and Community Planning BA - 2014-2015
-  Historic Preservation and Community Planning BA 2015-2016
-  Historic Preservation MS - 2013-2014
-  Historic Preservation MS - 2014-2015
-  Historic Preservation MS 2015-2016
-  Historic Preservation MS 2016-2017
-  History BA - 2013-2014
-  History BA - 2014-2015
-  History BA 2015-2016
-  History BA 2016-2017
-  History MA - 2013-2014
-  History MA - 2015-2016
-  History MA - 2016-2017
-  History MA 2014-2015
-  Hospitality and Tourism Management - BS 2016-2017
-  Hospitality and Tourism Management BS - 2013-2014
-  Hospitality and Tourism Management BS - 2014-2015
-  Hospitality and Tourism Management BS 2015-2016
-  HSS Mission page
-  HSS page
-  IAC Members 2016-17 8.30.16
-  ICAT page
-  Intellectual Property Policy
-  International Business - BS 2016-2017
-  International Business BS - 2013-2014
-  International Business BS - 2014-2015
-  International Business BS 2015-2016
-  International Studies BA - 2013-2014




































-  International Studies BA - 2014-2015
-  International Studies BA 2015-2016
-  International Studies BA 2016-2017
-  Jewish Studies BA - 2013-2014
-  Jewish Studies BA - 2014-2015
-  Jewish Studies BA - 2015-2016
-  Jewish Studies BA - 2016-2017
-  Languages MEd - 2013-2014
-  Languages MEd - 2014-2015
-  Languages MEd - 2015-2016
-  Languages MEd - 2016-2017
-  Latin American and Caribbean Studies - 2014-2015
-  Latin American and Caribbean Studies BA - 2013-2014
-  Latin American and Caribbean Studies BA 2015-2016
-  Latin American and Caribbean Studies BA 2016-2017
-  LCWA Mission page
-  LCWA page
-  Linguistics Minor - 2015-2016
-  Marine Biology BS - 2013-2014
-  Marine Biology BS - 2014-2015
-  Marine Biology BS - 2016-2017
-  Marine Biology BS 2015-2016
-  Marine Biology MS - 2013-2014
-  Marine Biology MS - 2014-2015
-  Marine Biology MS - 2016-2017
-  Marine Biology MS 2015-2016
-  Marketing BS - 2013-2014
-  Marketing BS - 2014-2015
-  Marketing BS - 2015-2016
-  Marketing BS - 2016-2017
-  Mathematics BA - 2013-2014
-  Mathematics BA - 2014-2015
-  Mathematics BA - 2016-2017
-  Mathematics BA 2015-2016

-  Mathematics BS - 2013-2014
-  Mathematics BS - 2014-2015
-  Mathematics BS - 2016-2017
-  Mathematics BS 2015-2016
-  Mathematics MS - 2013-2014
-  Mathematics MS - 2014-2015
-  Mathematics MS - 2015-2016
-  Mathematics MS - 2016-2017
-  Middle Grades Education BS - 2013-2014
-  Middle Grades Education BS - 2014-2015
-  Middle Grades Education BS 2015-2016
-  Middle Grades Education BS 2016-2017
-  Middle Grades Education MAT - 2014-2015
-  Middle Grades Education MAT - 2015-2016
-  Middle Grades Education MAT -2013-2014
-  Middle Grades Education MAT 2016-2017
-  Music BA - 2013-2014
-  Music BA - 2014-2015
-  Music BA 2015-2016
-  Music BA 2016-2017
-  N.E. Miles Early Childhood Development Center - 2015-2016
-  N.E. Miles Early Childhood Development Center - 2015-2017
-  N.E. Miles Early Childhood Development Center - 2016-2017
-  NSSE - College of Charleston
-  Office of the Provost Mission
-  OIEP page
-  Operations Research CERT - 2013-2014
-  Operations Research CERT - 2014-2015
-  Operations Research CERT - 2016-2017
-  Operations Research CERT 2015- 2016
-  ORGA - Annual Report 2014-2015
-  ORGA - College of Charleston
-  ORGA - Funding Tables
-  Performing Arts MAT - 2013-2014
-  Performing Arts MAT - 2014-2015












-  Performing Arts MAT - 2015-2016
-  Performing Arts MAT - 2016-2017
-  Philosophy BA - 2013-2014
-  Philosophy BA - 2014-2015
-  Philosophy BA 2015-2016
-  Philosophy BA 2016-2017
-  Physical Education and Teacher Concentration BS 2015-2016
-  Physical Education BS - 2013-2014
-  Physical Education BS - 2014-2015
-  Physical Education BS - 2016-2017
-  Physics BA - 2013-2014
-  Physics BA - 2014-2015
-  Physics BA - 2016-2017
-  Physics BA 2015-2016
-  Physics BS - 2013-2014
-  Physics BS - 2014-2015
-  Physics BS - 2016-2017
-  Physics BS 2015-2016
-  Political Science BA - 2013-2014
-  Political Science BA - 2014-2015
-  Political Science BA - 2016-2017
-  Political Science BA 2015-2016
-  Professional Studies - BPS - 2013-2014
-  Professional Studies BPS - 2014-2015
-  Professional Studies BPS - 2016-2017
-  Professional Studies BPS 2015-2016
-  Provost Office - Unit - 2016- 2017
-  Provost page
-  Provost's Office Unit - 2015-2016
-  Provost's Office Unit 2015-2017
-  Psychology BA - 2013-2014
-  Psychology BA - 2014-2015
-  Psychology BA 2015-2016
-  Psychology BA 2016-2017

-  Psychology BS - 2013-2014
-  Psychology BS - 2014-2015
-  Psychology BS - 2016-2017
-  Psychology BS 2015-2016
-  Public Administration - MPA 2015-2016
-  Public Administration MPA - 2013-2014
-  Public Administration MPA - 2014-2015
-  Public Administration MPA 2016-2017
-  Public Health BA - 2013-2014
-  Public Health BA - 2014-2015
-  Public Health BA 2015-2016
-  Public Health BA 2016-2017
-  Public Health BS - 2013-2014
-  Public Health BS - 2014-2015
-  Public Health BS 2015-2016
-  Public Health BS 2016-2017
-  Religious Studies BA - 2013-2014
-  Religious Studies BA - 2014-2015
-  Religious Studies BA - 2015-2016
-  Religious Studies BA 2016-2017
-  Research & Grants - 2014-2015
-  Research & Grants 2013-2014
-  Research & Grants 2013-2017
-  Research and Grants - 2016-2017
-  Research and Grants -2015-2016
-  Research Definition
-  Research Involving Human Participants page
-  Rubric Example
-  SB Mission page
-  SB page
-  School of Business 2013-2014
-  School of Business 2013-2017
-  School of Business 2014-2015
-  School of Business 2015-2016
-  School of Business 2016-2017

-  School of EHHP - 2013-2014
-  School of EHHP - 2014-2015
-  School of EHHP - 2015-2016
-  School of EHHP - 2016-2017
-  School of EHHP 2013-2017
-  School of HSS - 2013-2014
-  School of HSS - 2014-2015
-  School of HSS - 2015-2016
-  School of HSS 2013-2017
-  School of HSS 2016-2017
-  School of LCWA - 2015-2016
-  School of LCWA - 2016-2017
-  School of LCWA 2013-2014
-  School of LCWA 2013-2017
-  School of LCWA 2014-2015
-  School of Science & Math - 2016-2017
-  School of Science & Math 2013-2014
-  School of Science & Math 2013-2017
-  School of Science & Math 2015-2016
-  School of Science and Math 2014-2015
-  School of the Arts - 2014-2015
-  School of the Arts 2013-2014
-  School of the Arts 2013-2017
-  School of the Arts 2015-2016
-  School of the Arts 2016-2017
-  Science and Math for Teachers MEd - 2014-2015
-  Science and Math for Teachers MEd - 2015-2016
-  Science and Math for Teachers MEd -2016-2017
-  Sciences and Math for Teachers MEd - 2013-2014
-  Secondary Education English BS - 2013-2014
-  Secondary Education English BS - 2014-2015
-  Secondary Education English BS - 2015-2016
-  Secondary Education English BS 2016-2017
-  Secondary Education Mathematics - BS -2015-2016

-  Secondary Education Mathematics BS - 2013-2014
-  Secondary Education Mathematics BS - 2014-2015
-  Secondary Education Mathematics BS - 2016-2017
-  Secondary Education Science BS - 2013-2014
-  Secondary Education Science BS - 2014-2015
-  Secondary Education Science BS - 2015-2016
-  Secondary Education Science BS 2016-2017
-  Secondary Education Social Studies BS - 2013-2014
-  Secondary Education Social Studies BS - 2014-2015
-  Secondary Education Social Studies BS - 2015-2016
-  Secondary Education Social Studies BS 2016-2017
-  Senior Exit Survey - College of Charleston
-  Sociology BS - 2013-2014
-  Sociology BS - 2014-2015
-  Sociology BS 2015-2016
-  Sociology BS 2016-2017
-  SOTA Mission page
-  SOTA page
-  Spanish BA - 2013-2014
-  Spanish BA - 2014-2015
-  Spanish BA - 2015-2016
-  Spanish BA 2016-2017
-  Special Education BS - 2013-2014
-  Special Education BS - 2014-2015
-  Special Education BS 2015-2016
-  Special Education BS 2016-2017
-  Special Education CERT - 2013-2014
-  Special Education CERT - 2014-2015
-  Special Education CERT - 2015-2016
-  Special Education CERT - 2016-2017
-  Special Education MAT - 2013-2014
-  Special Education MAT - 2014-2015
-  Special Education MAT - 2015-2016
-  Special Education MAT - 2016-2017
-  SSM Mission page

-  SSM page
-  Statistics CERT - 2013-2014
-  Statistics CERT - 2015 - 2016
-  Statistics CERT - 2016-2017
-  Statistics CERT -2014-2015
-  Studio Art BA - 2013-2014
-  Studio Art BA 2014-2015
-  Studio Art BA 2015-2016
-  Studio Art BA 2016-2017
-  Supply Chain Management BS 2015-2016
-  Supply Chain Management BS 2016-2017
-  Table (Research outcomes)
-  Teaching, Learning and Advocacy MEd - 2013-2014
-  Teaching, Learning and Advocacy MEd - 2014-2015
-  Teaching, Learning and Advocacy MEd 2015-2016
-  Teaching, Learning and Advocacy MEd 2016-2017
-  The Belmont Report
-  Theatre - BA 2015-2016
-  Theatre BA - 2013-2014
-  Theatre BA - 2014-2015
-  Theatre BA 2016-2017
-  Undergraduate Research and Creative Activities - 2015-2016
-  Undergraduate Research and Creative Activities - 2015-2017
-  Undergraduate Research and Creative Activities 2016-2017
-  Urban and Regional Planning CERT - 2013-2014
-  Urban and Regional Planning CERT - 2014-2015
-  Urban and Regional Planning CERT - 2015-2016
-  Urban and Regional Planning CERT - 2016-2017
-  Urban Studies BA - 2013-2014
-  Urban Studies BA - 2014-2015
-  Urban Studies BA 2016-2017
-  Urban Studies BA 2015-2016
-  URCA - Facebook page
-  URCA - Grant Information page

-  [URCA - Instructions-First-Level-Review](#)
-  [URCA - Review of attendance and awards](#)
-  [URCA - Student Research page](#)
-  [URCA - SURF Grant Numbers](#)
-  [URCA Mission page](#)
-  [URCA page](#)
-  [URCA Poster Sessions 2011-2015](#)
-  [Women and Gender Studies BA 2016-2017](#)
-  [Women's and Gender Studies BA - 2014-2015](#)
-  [Women's and Gender Studies- BA 2015-2016](#)
-  [Women's and Genders Studies BA - 2013-2014](#)

3.3.1.5

Institutional Effectiveness: Community/Public Service

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: 3.3.1.5 community/public service within its mission, if appropriate.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

As the oldest institution of higher learning in Charleston and the state of South Carolina, and the first municipal college in the nation, the College of Charleston is committed not only to its students but to the social, physical, and cultural environment the College is a part of. The [College's core values](#) specifically include community (defined as a "commitment to compassion, mutual trust, respect, civility, collegial shared governance, teamwork, and the general welfare of the institution and the individual") and [mission](#) (defined as a "commitment to our social responsibilities and to serving the educational needs of the state of South Carolina and our community"). These commitments to community and to the College's Public Mission as reflected in its core values ensure that faculty and staff strive to empower the individual and enrich society. They manifest themselves in different areas of the College—for example, through service-learning and internships in academic programs and the numerous co-curricular and extra-curricular units, programs, centers, institutes, and activities in which students, faculty, and staff of the College of Charleston offer their assistance and expertise to the community.

Community/Public Service Definition

In honoring the College's commitment to social responsibility, the College of Charleston [defines community/public service](#) as any program that engages in the mutually beneficial exchange of knowledge and resources with the community (primarily local, but not infrequently much more broadly defined) in a context of partnership and reciprocity.

The College of Charleston's community and public service activities were tracked annually through academic Annual Reports that each school submitted to the Office of the Provost, and through reports extracted from the Faculty Activity System, the online reporting system where faculty log academic scholarship, service, and professional development activities. Beginning in 2015-2016, the areas of research and community/public services were included in the annual Institutional Effectiveness Assessment process. The activities, programs, and assessments of these activities are outlined and described in the following sections:

- Institutional Effectiveness Assessment Model for Community/Public Service
- Evidence of Continuous Improvement for Administrative Units
 - Community Relations
 - Economic Development
 - Office of Institutional Diversity
 - Upward Bound
 - Call Me MISTER
 - Centers and Institutes
 - Academic Schools (Dean's Offices)
- Assessment Results Leading to Budget Decisions
- Documentation of a Continuous Quality Improvement Process
- Institutional Measures
- Related Community and Public Service Activities
 - Center for Civic Engagement
 - Center for Entrepreneurship

- Center for Continuing and Professional Education
- CORAL (Community Outreach Research and Learning) program
- Global Business Resource Center
- Office of Fraternity and Sorority Life
- Office of Professional Development in Education
- Student-Athlete Academic Services
- The Sustainable Greek Initiative
- Faculty Engagement in Community and Public Service

Institutional Effectiveness Assessment Model for Community and Public Service

The broad array of community/public service activities across administrative units is represented in this narrative. Outcomes are set by the administrative units aligned to the mission of their unit/school and to the College strategic plan, and are assessed with methods that meaningfully measure the outcome to determine the effectiveness of the implemented strategies.

As outlined in detail in 3.3.1, the College follows an annual Institutional Effectiveness (IE) assessment model for the systematic submission and review of program and unit assessment plans and results. Key elements of this model include articulated student-learning and/or operational outcomes and multiple measures, performance targets, peer mentoring and review, and broad-based participation. All academic programs and administrative units use the assessment template to guide the required structure of the assessment plans and reports that are housed in Compliance Assist (an assessment planning and management system), with assessment plans due in the early fall and reports due at the end of the spring term. The [Institutional Assessment Committee](#) (IAC) coordinates with the [deans assessment committees](#) (DACs) and [administrative assessment committees](#) (AACs) to provide feedback using the [IE assessment rubrics](#). The DACs and AAC consist of faculty or staff across the varying disciplines or units. These committee members serve as mentors and work collaboratively with their programs or units to assist the assessment coordinators in their assessment efforts and to review the quality of the assessment plans and reports.

The College of Charleston IE assessment model defines two broad categories: academic programs and administrative units. Academic programs include undergraduate and graduate educational programs (with stand-alone minors), certificates, and the general education program. Administrative units include administrative support services, academic and student support services, centers and institutes, and units with a community/public service and/or research focus. Regardless of the campus location (main campus, off-campus, distance learning) all programs and units are overseen by the main campus.

Periodic [workshops](#) are conducted for assessment coordinators, DAC and AAC members, and DAC and AAC chairs to reinforce use of results to improve student-learning and operations. Customized one-to-one sessions for [academic programs](#) and [administrative units](#) are also held to assist those units that need additional help. The workshops and customized sessions have been conducted by the [Office for Institutional Effectiveness and Strategic Planning](#) (OIEP).

For the purpose of IE assessment, there are a total of five units, seven centers and institutes, six academic schools, and the Honors College, that have a community/public service component, as demonstrated in Table 1.

Table 1. Administrative Units and Academic Schools with a Community/Public Service component

DAC / AAC	Unit / Center / Institute
President's Division	Community Relations
	Economic Development
	Institutional Diversity
Student Affairs	Upward Bound
School of the Arts	Halsey Institute
	School of the Arts
School of Business	Center for Public Choice and Market Process
	Office of Economic Analysis
	Office of Tourism Analysis
	School of Business
School of Education, Health, and Human Performance	Call Me MISTER
	N.E. Miles Early Childhood Development Center
	School of Education, Health, and Human Performance
School of Humanities and Social Sciences	Joseph P. Riley Center for Livable Communities
	School of Humanities and Social Sciences
School of Languages, Cultures, and World Affairs	School of Languages, Cultures, and World Affairs
School of Sciences and Mathematics	School of Sciences and Mathematics
Honors College	Honors College

Evidence of Continuous Improvement for Administrative Units

The administrative divisions value the holistic development of students at the College of Charleston and their growth as globally-minded individuals through experiential learning, and the modeling of ethical behavior and accountability. In keeping with these values, a number of units within the divisions are specifically dedicated to public and community service, while others feature public and community service as a significant component.

The administrative units with a community/public service component include three units from the [president's division](#); one unit from the [Division of Student Affairs](#); and one program within the [School of Education, Health, and Human Performance](#).

Each unit establishes outcomes aligned to the mission and strategic plan, systematically assesses the extent to which they are attained, and uses the assessment results to improve its community services.

The following narrative describes how administrative units employ assessment processes to facilitate and improve community/public service at the College. The narrative for each unit includes a description of the unit and how it used the assessment data for improvement.

Community Relations

The mission of [Office of Community Relations](#) (OCR) within the president's division, "...is to cultivate, maintain and enhance campus and community based programs and partnerships that are mutually beneficial, collaborative and accessible to the diverse communities in the greater Charleston area." The OCR assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 2.

Table 2. 2015-2016 Assessment Report: Community Relations

Community/Public Service Outcome	Assessment Methods
Outcome 1: The OCR will demonstrate a level of commitment to the Charleston community through the Office of the President.	Track the number of City of Charleston community by a member of
	Track the number of events the president is invited to
	Track the numbers of complaints received and the re trash in the neighborhoods
Outcome 2: The OCR will develop a Village Mentoring Program to connect students with campus and community members for leadership, business and professional modeling behaviors, and networking opportunities.	Create, distribute, and track recruitment materials pr business organizations
	Identify and select five students and five business org
	Administer a survey to mentors and mentees to asse Village Mentoring Program
	Develop a database of community partners to assure involvement in the program

Assessment results from these measures led to:

- OCR involvement in six new local committees and boards, after reviewing 21 requests for participation
- Direct remediation by the OCR for 10 neighborhood complaints connected to College of Charleston students
- Meetings with the [Office of Livability](#) director to prevent and remediate issues between students and local residents
- A continued effort to develop new partnerships with neighbors and neighborhood associations that will foster a collaborative environment and minimize issues in a changing demography
- Development of a [Village Mentoring Program](#) to connect students and community members for leadership, business and professional modeling behaviors and networking opportunities

Economic Development

The Office of Economic Development (OED) within the president's division fosters cooperation and collaboration between the College, state, and federal government agencies, and businesses of all sizes. This office serves both new business ventures and the established business community. The OED assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 3.

Table 3. 2015-2016 Assessment Report: Economic Development

Community/Public Service Outcome	Assessment Methods
Outcome 1: OED will continue to foster and develop positive relationships with The Boeing Company to enhance scholarship and employment opportunities for students as well as philanthropic programs for the College.	Track the annual scholarship contribution using Foun
	Track the number of Boeing representatives at the fo activities: Resumania, Employer-in-Residence, interr
	Secure grant for the Farm-to-School program and as resources needed to grow the program
Outcome 2: OED will continue in collaboration with the Center for Continuing and Professional Education (CCPE) to identify demand for workforce development programs and increase revenue by offering such programs.	In collaboration with the director of the CCPE, identifi courses desired in the community by individuals, bus meeting to build relationships and survey needs
	Increase brand awareness by using more digital mar presence at community events, and by working with School of Professional Studies and the CCPE direct
	Identify new instructors for new courses

As noted in the OED's 2015-2016 assessment plan, the OED was dissolved after the 2015-16 year because the two-person staff left the College and budgetary constraints generated a restructuring of the office's responsibilities to the Senior Leadership Team.

Office of Institutional Diversity

The [Office of Institutional Diversity](#) (OID) within the president's division provides [programs](#) that range from in-

house general intercultural competency workshops on [race](#), [ethnic](#), [gender](#), [climate](#), and social justice issues to speaker series and student-run conferences. OID provides a variety of [educational](#), social, outreach, and cultural programs to help enrich the individual and collective perspectives on diversity and inclusion for the campus and external communities.

The primary objectives of OID's data collection are to:

1. assess the overall effectiveness and relevance of its programs, services, and workshops;
2. identify areas of weakness and improvements;
3. strengthen its programs and services so that they are more effective in supporting the institutional diversity and inclusion goals of the College; and
4. provide supplemental data to the College's administration and other key stakeholders as they relate to diversity and inclusion issues, as well as general campus climate matters.

The OID assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 4.

Table 4. 2015-2016 Assessment Report: Office of Institutional Diversity

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: The OID will provide opportunities for enhanced intercultural competencies among students, faculty, and staff by offering at least five educational, cultural, and social justice programs each semester. Intercultural competencies include the ability to communicate effectively with people from other cultures.</p>	<p>Track the number of on-campus and off-campus coll during 2015-2016 to offer diversity and inclusion eng campus community</p> <p>Track the number of diversity and inclusion programs community through its programs held prior to the 201</p> <p>Track the number of new topics of diversity and inclu through its programs held prior to 2015-2016 in orde competence among the campus community</p> <p>Administer a survey to all program participants to det intercultural competence</p>
<p>Outcome 2: The OID will increase student engagement at diversity programs.</p>	<p>Engage students in the planning process of select div development of a student diversity conference by the</p> <p>Track attendance at diversity programs using survey</p> <p>Administer surveys to diversity program participants t programming</p>

Assessment results from these measures led to:

- OID collaboration with both on-campus and local non-profit organizations (e.g., We Are Family, Girls Rock Charleston, Circulo Hispanamericano de Charleston) to host additional diversity programs
- Identification of [strengths](#), [weaknesses](#), and [opportunities](#), based on participant feedback from OID conferences, events, and programs

Upward Bound

The College of Charleston's [Upward Bound](#) (UB) and Pre-College Program, within the Division of Student Affairs, provides pre-college initiative efforts to educate students of any age- particularly those in elementary, middle, and high school and their parents- about the benefits and realities of advance preparation for higher education. UB supports efforts both on-campus and in the wider community to encourage young people to accomplish their goals. UB is designed to generate in its participants the skills and motivation necessary for success in education beyond high school. Each school year, UB provides:

- Special academic and cultural opportunities for high school students who demonstrate the interest and potential to succeed in post-secondary education
- [Workshops](#), seminars, academic classes, and one-on-one counseling to foster the student's positive [academic development](#), the creation and pursuit of personal goals, and excellent social skills

UB has pre-determined objectives established by the U.S. Department of Education as part of the successfully

submitted grant. UB is required to submit an Annual Performance Report, after which prior experience points (PEPs) are awarded if all objectives have been met. UB has always received the full allotment of PEPs, which means the program has always met its objectives. These results are also shared with the supervisor and the Executive Vice President for Student Affairs.

The UB assessment coordinator and staff formally assessed the office’s community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 5.

Table 5. 2015-2016 Assessment Report: Upward Bound

Community/Public Service Outcome	Assessment Methods
Outcome 1: UB students will demonstrate a level of college readiness as determined by students' ACT scores and GPAs.	Track UB students' ACT scores. Scores are typically schools the students attend, as well as by individual Track UB GPAs. Scores are collected from school g continual review of PowerSchool information for ind
Outcome 2: UB students will demonstrate sufficient achievement and level of skill in the stated core areas (English, math, science, foreign language).	Track students' grades in core subject areas using F Use UB teacher assessment - feedback gathered d indicates each student's primary objective (i.e., area
Outcome 3: UB students will progress from one grade level to the next, including completion of a regular high school diploma at the end of 12th grade, and will successfully enroll in some form of post-secondary education (associates or bachelor’s degree program) within one semester (or approximately six months) of high school graduation. They will graduate from that enrollment within six years.	Track the number of UB students who persist to the Track the number of UB students who graduate Track the number of UB students who enroll in post-high school graduation Use data from ClearingHouse reports (provided by) and additional follow up/verification through social m to track the number of students who graduate from t years

Assessment results from these measures led to:

- Changes in the ACT prep strategies and vendors
- Implementation of an ACT boot camp
- Changes to the reporting of grades to track which students were achieving the minimum required grades
- Use of external reports to better track participant enrollment status and graduation rates

Call Me MISTER

The [Call Me MISTER](#) (Mentors Instructing Students Toward Effective Role Models) program within the School of Education, Health, and Human Performance, provides services that positively contribute to the community and provide great experience for young men who are aspiring to become future teachers. Since its inception in 2007, the College of Charleston’s Call Me MISTER program has become a visible force throughout the College campus and the community. The program encourages the MISTERS to get involved in service whenever their college class schedule allows.

The Call Me Mister director developed a set of annual goals and objectives aligned with the College's strategic plan and submits an annual report to the Dean or Associate Dean of EHHP. The report consists of staffing, majors of Call Me MISTER students, goals and objectives, program accomplishments, and community and service activities. The Call Me MISTER assessment coordinator and staff formally assessed the office’s community/public service activities during the 2015-2016 assessment cycle through outcomes and measures identified in Table 6.

Table 6. 2015-2016 Assessment Report: Call Me MISTER

Community/Public Service Outcome	Assessment Methods
Outcome 1: Students will be introduced to positive role models in the field of education and in the community (e.g., guest speakers).	Log scholars' attendance at guest speaker events (d on campus and in the community) Discuss relative topics as evidence of field notes to e with guest speakers
Outcome 2: Call Me MISTER Scholars will engage in mentorship programs in which they mentor/tutor children of promise in local communities and schools.	Log scholars' attendance in mentorship programs Log scholars' presentations about their mentorship p
Outcome 3: Call Me MISTER scholars will be aware of resources and services at the College of Charleston and in the community.	Review the Addlestone Library's log to ensure that s 2.75 use the tutoring resources and services at the C Require scholars to make a presentation about the r College of Charleston

Assessment results from these measures led to:

- The collection of students' class and work schedules at the first meeting, to better coordinate the guest speaker events
- The sharing of a tentative draft of program meeting dates for the semester, with a final draft created after the review of student schedules
- An activity to better engage and generate discussion between the students and the guest speakers
- Revisions in the procedure for student selection of mentorship programs
- Additional opportunities for students to prepare group presentations

Centers and Institutes

The centers and institutes with a community/public service component include two centers from the [School of Education, Health, and Human Performance](#); one center from the School of the Arts; three centers from the School of Business; and one center from the [School of Humanities and Social Sciences](#).

Center for Partnerships to Improve Education. The [Center for Partnerships to Improve Education](#) (CPIE), within the School of Education, Health, and Human Performance, aims to initiate and promote effective and lasting partnerships among PreK-12, higher education, and community stakeholders. CPIE creates opportunities and processes to promote collaborations involving College of Charleston faculty and/or students and various community entities.

The CPIE director developed a set of annual goals and objectives aligned with the College of Charleston's strategic plan and submits an annual report to the Dean or Associate Dean of EHHP. The report consists of reflective descriptions of CPIE activities and their relation to the annual goals and objectives. Also included in the report are proposed future plans. In July 2013, the CPIE director drafted and submitted a three-year strategic plan (2013-2016) aimed at narrowing the scope of CPIE's work. In addition to this strategic plan, the annual goals and objectives have been crafted according to the annual report and comments shared during the director's annual employee performance evaluation.

The CPIE assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through outcomes and measures identified in Table 7.

Table 7. 2015-2016 Assessment Report: Center for Partnerships to Improve Educations

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: CPIE will advance faculty and student productivity within the context of community partnerships.</p>	<p>Produce an impact report to quantify (when possible) activities, publications, presentations, grant submissions, other notable recognitions or opportunities involving CPIE that can be attributed, in part, to their participation in selected 2011-2015 academic years</p> <p>Develop surveys comprised of multiple choice and open-ended questions to assess faculty/student perceptions of the effect of CPIE on the context of community partnerships (Only faculty and student involvement with CPIE during 2011-2015 will be included in survey)</p>
<p>Outcome 2: CPIE will articulate its value as a member of the expanded learning community by establishing an "institute on afterschool and summer learning."</p>	<p>Meet with multiple EHHP full-time faculty to learn how the proposed institute can potentially augment their existing programs and gather their feedback</p> <p>Work with EHHP staff to prepare a comprehensive plan for the "afterschool and summer learning resource center" that includes an implementation plan and budget with revenue model</p>

Assessment results from these measures led to:

- The creation of additional follow-up surveys and additional methods of capturing the impact of this program on cooperating teachers and preK-12 students
- The development of a proposal, after gathering faculty feedback, for the Afterschool and Summer Learning Resource Center
- The creation of four impact reports ([Classroom Library Project Impact Report](#), [Faculty as Partners Mini-Grants Impact Report](#), [CPIE Faculty Fellows Impact Report](#), [Student Research Assistants Impact Report](#))

N.E. Miles Early Childhood Development Center. The [N.E. Miles Early Childhood Development Center](#) (ECDC), within the School of Education, Health, and Human Performance (EHHP), engages in assessment and submits documentation to the College of Charleston, the National Association for the Education of Young Children (NAEYC), and the South Carolina Department of Social Services (DSS) for continuous quality monitoring and improvement. ECDC has a complex set of layered goals and outcomes that align with the College's strategic plan, and those that align with accreditation or regulatory requirements focused on children, families, and the community. The [ECDC annual report](#), which is provided to the dean of EHHP and included in the school's annual report to the College, includes details of the programs goals, strategies, and outcomes.

The ECDC assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 8.

Table 8. 2015-2016 Assessment Report: N.E. Miles Early Childhood Development Centers

Community/Public Service Outcome	Assessment Methods
Outcome 1: As a demonstration program, the ECDC provides a model of excellence through annual recognition by NAEYC, DSS, and NatureExplore.	Recognized by NAEYC as a high-quality program
	Designated by DSS as a licensed child care provider
	Recognized as a NatureExplore program
Outcome 2: ECDC provides scholarly inquiry, professional development, and experiential opportunities for College of Charleston students, faculty, and staff.	Provides employment and volunteer opportunities for students
	Meets or exceeds required orientation and professor for DSS and NAEYC
	Supports faculty and student research
	Provides practicum opportunities
Outcome 3: ECDC program and staff engage in advocacy activities that promote high-quality early childhood education.	Program staff engages in advocacy activities
	Provides current information relating to advocacy issues
	Program staff engage in inter-campus relationships and programs, and individuals to generate opportunities for mission
	Program staff engages in service to professional organizations to advocate for high quality early childhood education
	Program staff engages in community service work to agencies, organizations on behalf of young children and families
Outcome 4: ECDC provides access to affordable, high-quality child care for the campus and general community.	Population is consistent demographically with diversity
	Serves children with special needs
	Meets S.C. State Appropriations Act requirements for development centers
	Meets university expectations for fiscal accountability

Assessment results from these measures led to:

- An additional orientation training for working with diverse children and families
- Use of an online vendor (rather than in-person) for a training module for staff Blood Borne Pathogens (BBP) training
- The recruitment and hire of additional minority staff.
- The enrollment of three new children from student-parent families
- Physical improvements to the playground area
- Implementation of online scheduling for professors
- Planning for the Master Teacher position description

Halsey Institute. The [Halsey Institute of Contemporary Art](#) (HICA) at the College of Charleston School of the Arts' serves its mission through facilities, including two interlinked museum-quality exhibition spaces totaling 3,200 square feet that are open and free to the public. The Halsey Institute's initiatives in education include the [Looking to See](#) program, which provides a structured guided tour program and educational outreach to the general public with a focus on the Charleston area's K-12 students, after-school programs, and youth. In addition to the tour program, HICA offers receptions, artist lectures, video profiles, educational brochures, and gallery walk-throughs for each of its exhibitions, as well as a film series with filmmakers in attendance for Q&A sessions with the audience. Almost all of these programs are free and open to the public. As shown in Table 9, more than 6,137 people have explored the Halsey Institute's exhibitions with *Looking to See* tour guides since 2012.

Table 9. The Halsey Institute's Looking to See Program's Annual Participation

Academic Year	Number of Tours	Number of Community Participants
2012 - 2013	64	1,155
2013 - 2014	77	1,246
2014 - 2015	88	1,559
2015 - 2016	86	2,177
Total	315	6,137

The Halsey Institute assessment coordinator and staff formally assessed the office’s community/public service activities during the 2015-2016 assessment cycle through outcomes and measures identified in Table 10.

Table 10. 2015-2016 Assessment Report: Halsey Institutes

Community/Public Service Outcome	Assessment Methods
Outcome 1: The Halsey Institute will provide educational outreach through a guided exhibition tour program aimed at reaching College of Charleston students and K-12 students in the Charleston area. This program is central to our community outreach.	Count guided tours
	Count participants
	Administer a survey to all professors and teachers w
	Promote tours via email to previous participating tea
Outcome 2: The Halsey Institute will increase audience engagement.	Count attendees
	Log and track visitor information, including zip code a Halsey Institute (e.g., advertisements, word of mouth
Outcome 3: The Halsey Institute will provide a quality membership program which will support the Halsey's free exhibition, education, and outreach programs.	Track membership data in online database called Do trends, including renewal rates, and new member ac
	Administer a survey to gage membership satisfaction current and recently lapsed members

Assessment results from these measures led to:

- A new method for interested faculty, teachers, and groups to sign-up for tours via the website
- A new online survey to gather insight about the visitors
- Lower membership categories that were more financially accessible

The Center for Public Choice and Market Process. The [Center for Public Choice and Market Process](#) (CPM), within the School of Business, collects data regarding the various aspects of the programs offered. This data is gathered and provided in an [annual report](#) that is distributed to the the School of Business' faculty and administration, donors, and partner organizations.

CPM holds the annual [BB&T Free Market Process Speaker Series](#) and invites speakers from the business and academic world to present in the series. Speakers address students, faculty, alumni, and the Charleston community about the underlying principles of a market economy. For this event, CPM hosted four scholarly speakers throughout the 2015-2016 academic year with a total of 394 participants. CPM also hosts [Adam Smith Week](#) with speakers addressing students, faculty, alumni, and the Charleston community to create awareness of Adam Smith and his economic philosophy.

The CPM assessment coordinator and staff formally assessed the office’s community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 11.

Table 11. 2015-2016 Assessment Report: The Center for Public Choice and Market Process

Community/Public Service Outcome	Assessment Methods
Outcome 1: CPM invites speakers each semester from the business and academic world to present in the BB&T Free Market Speaker Series. Speakers address students, faculty, alumni, and the Charleston community about the underlying principles of a market economy.	Track the names and number of speakers in the BB&T and the number College of Charleston students, facu members who participate in each event
	Administer a survey to the attendees of the BB&T Fr report data
Outcome 2: CPM invites speakers every spring semester from the business and academic world to present in Adam Smith Week. Speakers address students, faculty, alumni, and the Charleston community to create awareness of Adam Smith and his economic philosophy.	Track the names and number of speakers and event: the number College of Charleston students, faculty, a members who participate
	Administer a survey to the attendees of the Adam Sr data

Assessment results from these measures led to:

- Approaches to encouraging attendance at events
- Revised surveys to increase survey participation and gather more detailed data

Office of Economic Analysis. The [Office of Economic Analysis](#), within the School of Business, links academic programs at the College of Charleston with key segments of the Lowcountry economy.

The Office of Economic Analysis assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through outcomes and measures identified in Table 12.

Table 12. 2015-2016 Assessment Report: Office of Economic Analysis

Community/Public Service Outcome	Assessment Methods
Outcome 1: The Office of Economic Analysis will respond to questions related to economic analysis from the media as requested to increase the profile of the College of Charleston.	Record the number of citations in the media as reported in the Annual Report , Division of Marketing and Communication. Record the number of television and radio appearances by the Office of Economic Analysis, with the initial year as the baseline
Outcome 2: The Office of Economic Analysis will provide public presentations to various civic organizations, governmental agencies, and private industry meetings as requested and as time allows to increase the profile of the College of Charleston.	Record the number of presentations with the initial year as the baseline Record the number of attendees at these presentations with the initial year as the baseline
Outcome 3: The Office of Economic Analysis will continue to provide forecasts to the Metro Chamber of Commerce Outlook Conference and the S.C. Board of Economic Advisors Regional Advisory meeting on the state's budget.	Record the number of attendees at the Chamber of Commerce Outlook Conference Record the number of attendees at the S.C. Board of Economic Advisors Regional Advisory meeting

As 2015-2016 was the first formal IE assessment cycle for the Office of Economic Analysis, these measures had baseline targets and were used to establish targets in in the 2016-2017 assessment plan. Prior to 2015-2016, the office tracked community and services activities within the [annual report](#) submitted to the School of Business dean.

Office of Tourism Analysis. The [Office of Tourism Analysis](#) (OTA), within the School of Business, operates as a unit of the College of Charleston's Department of Hospitality and Tourism Management (HTMT) and is counseled and advised by industry and community leaders charged with proposing the office's research priorities. As part of the OTA assessment process, data is gathered to create an OTA annual report. This report is reviewed and discussed with the HTMT to make changes required to accomplish strategic planning goals. A review is also provided to the industry partners who are members of the HTMT advisory board.

The OTA assessment coordinator and staff formally assessed the office's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 13.

Table 13. 2015-2016 Assessment Report: Office of Tourism Analysis

Community/Public Service Outcome	Assessment Methods
Outcome 1: The OTA will produce an average of 10 applied research/consulting reports annually for the local hospitality and tourism community, based on the recommendations of the Charleston Area Convention and Visitors Bureau and the local governments.	Record all research/consulting reports Track the correspondence when industrial professor reach out to the OTA for those reports
Outcome 2: The OTA will increase the visibility of the OTA, the School of Business, and the College of Charleston in the hospitality industry by news coverage on local/regional media. The target is seven media mentions.	Search through Google News for media mentions of the OTA, the School of Business, and the College of Charleston Reach out to College media department about the media mentions

Assessment results from these measures led to:

- Efforts to become an information source for the media and local community regarding hospitality and tourism statistics

- Efforts to contact media outlets directly

Joseph P. Riley Center for Livable Communities. The [Joseph P. Riley Center for Livable Communities](#) (Riley Center), within the School of Humanities and Social Sciences (HSS) has served the College and the greater Charleston community since 1978 and was renamed in 2010 to reflect a more applied and committed focus to enhancing urban life in the Charleston area. The Riley Center is committed to forging connections between the campus and the broader community through programs and projects directed at various aspects of developing and maintaining livable communities in urban, suburban, and rural contexts.

The Riley Center director meets annually with Riley Center staff to review the goals, outcomes and measures for the center. Data is gathered throughout the year and shared with staff at this annual meeting. Staff determine if the center is progressing towards its goals and, if not, how to improve. Recommendations are made and shared with the HSS dean to discuss and determine if any type of program changes are necessary and if new goals are needed for the following year.

The Riley Center assessment coordinator and staff formally assessed the office’s community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 14.

Table 14. 2015-2016 Assessment Report: Joseph P. Riley Center for Livable Communities

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: The Riley Center will help build capacity of local governments in South Carolina by providing trainings for city and county managers, clerks and treasurers that comply with international certification standards for each group.</p>	<p>Offer at least two trainings a year for city/county managers through International City/County Management Association's standards</p> <p>Offer at least one training a year for County Clerk's training for purpose and provide courses allowing for clerks to receive certification through the South Carolina Clerk's to Council Association</p> <p>Work with the South Carolina Municipal Association to allow Municipal Clerks and Treasurers to receive certification from the Institute for Municipal Clerks</p> <p>Conduct an assessment of S.C. city/county manager government needs that the Riley Center could meet</p>
<p>Outcome 2: The Riley Center will increase the number of College of Charleston faculty and students who work with its community projects.</p>	<p>Bring in funding to support at least three new faculty positions by July 1, 2015 and June 30, 2016, thereby increasing the faculty by three</p> <p>Bring in funding to support at least three new students by July 1, 2015 and June 30, 2016, thereby increasing the students by three</p> <p>Develop a marketing plan by June 30, 2016, that targets faculty, staff, and students</p>

Assessment results from these measures led to:

- A new mission based on feedback community stakeholders
- The elimination of survey services because they were no longer useful
- A greater focus on professional development and training for local governments
- The creation of the professional development agenda for the next meeting
- Expansion of the professional development program to meet increased demands
- The hiring of two new College faculty to work on Riley Center projects
- The hiring of three new students to work on Riley Center projects
- The initial development of a marketing plan

Academic Schools (Deans' Offices)

Academic schools (School of the Arts; School of Business; School of Education, Health, and Human Performance; School of Humanities and Social Sciences; School of Languages, Cultures, and World Affairs; and the School of Sciences and Mathematics) and the Honors College engage in service-learning and community service projects and gather and use assessment data for improvement.

The narrative below demonstrates the use of assessment results to continuously improve community and public service activities, within each school's dean's office. The School of Education, Health, and Human Performance assesses community/public service through its individual centers and institutes, rather than through the dean's office. The deans of all academic schools also produce an annual report that is submitted to the provost. The annual report tracks the community/public service activities within the schools.

School of the Arts. In line with the [College of Charleston's strategic plan's](#) emphasis (in Goal 4) on the "education of the whole person through integration of curricular and co-curricular or extracurricular activities," the [School of the Arts'](#) (SOTA) departments offer [educational and cultural programs](#) for students and the community that encourage and facilitate life-long learning. These programs are opportunities for students to experience performances, lectures, exhibitions by professionals (faculty and guest artists) and to present their work (compositions, plays, exhibitions, etc.).

The SOTA assessment coordinator (associate dean) formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcome and measures identified in Table 15.

Table 15. 2015-2016 Assessment Report: School of the Arts

Community/Public Service Outcome	Assessment Methods
Outcome 1: SOTA divisions will offer educational and cultural programs for students and the community that encourage and facilitate lifelong learning.	Track attendance for various SOTA programs and di: unpaid attendance
	Track the total number of events

The SOTA faculty and staff assessed community events in a number of ways in the 2015-2016 assessment cycle. For example, using data from 2013-2014, the school tracked the number of lectures, exhibitions, performances, and other non-classroom events over the last three years. These free-admission performances are shown in the [one-page handout](#) produced by the school in early 2015 and in a similar [document](#) with data from the 2014 - 2015 year. The school used attendance data to track attendance trends. The data is gathered to track general trends.

School of Business. The [School of Business](#) holds program accreditation from the Association to Advance Collegiate Schools of Business (AACSB International). AACSB acknowledges the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose: the preparation of students for meaningful professional, societal, and personal lives. For AACSB accreditation, the School of Business assesses community engagement through metrics incorporated into the faculty's annual reporting process and through interactions with program advisory boards.

The School of Business assessment coordinator and faculty formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 16.

Table 16. 2015-2016 Assessment Report: School of Business

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: Students will demonstrate academic and professional engagement with faculty and the community.</p>	<p>Track number of independent study courses, bachelo credit internship courses each semester</p> <p>Track College of Charleston School of Business Sen extracurricular club/organization activities, employe</p> <p>Track Dean's Student Forum events to include attend</p> <p>Track number of attendees at Career Launch semina interviews</p> <p>Track participation in School of Business clubs and h</p> <p>Track number of students, events, and networking of Schottland Scholars</p> <p>Track number of global logistics minors/concentration through the BMW Logistics Advantage Program</p> <p>Track Enactus community projects and participation i competitions</p> <p>Track MBA "Mind Your Business Fridays" events and</p> <p>Administer National Survey of Student Engagement i the College's freshmen and seniors to assess studen college, community engagement</p>
<p>Outcome 2: Faculty will demonstrate academic and professional engagement within the local, regional, state, national, and global communities.</p>	<p>Track number of faculty consulting projects, speaking event participation activities</p> <p>Track number of classroom speaker events hosted b</p> <p>Track number of North American Small Business Inte Certified Global Business Professional credentialed f</p> <p>Track number of Global Logistics and Transportation Program participants</p> <p>Track number of MBA "Mind Your Business Fridays"</p> <p>Track majors' and centers' advisory boards' developr using annual reports</p> <p>Track the School of Business Board of Governors' pr</p>

During the 2015-2016 academic year, faculty reported 72 [consulting and community engagement events](#), representing 36 percent (n=26) of the faculty. Assessment results led to the development of program advisory boards to strengthen faculty community engagement. A survey was used to assess the usefulness and impact of the speaker events and influence future speaker series.

School of Humanities and Social Sciences. The [School of Humanities and Social Sciences](#) (HSS) engages students in activities that prepare them for productive civic engagement, global citizenship, understanding of different global perspectives, and learning as a lifelong pursuit. The HSS assessment coordinator (associate dean) formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcome and measures identified in Table 17.

Table 17. 2015-2016 Assessment Report: School of Humanities and Social Sciences

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: To honor the College's commitment to social responsibilities, the HSS faculty and students will engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.</p>	<p>Use the Faculty Activity System to take an annual co in collaborations with diverse communities (local, regi the mutually beneficial exchange of knowledge and re partnership and reciprocity</p> <p>Take an annual count of internship enrollments amon collaborations with diverse communities (local, region the mutually beneficial exchange of knowledge and re partnership and reciprocity</p>

The HSS dean and associate dean reviewed the findings and shared with HSS chairs and program directors. While data has been collected and tracked over the years at the school level, all changes or modification to the

curriculum, or to expectations of faculty, take place at the program level. Each year, data from the past four years is used to set new targets for the following year.

School of Languages, Cultures, and World Affairs. The [School of Languages, Cultures, and World Affairs](#) (LCWA) prepares students to become discerning, knowledgeable, and engaged citizens in an ever-changing, interconnected global world. Through rigorous language education, a broad range of interdisciplinary programs, and numerous study abroad and co-curricular activities, students develop foreign language expertise, an understanding of ancient and modern cultures, and an in-depth appreciation of the global issues that confront humankind in the 21st century.

The LCWA assessment coordinator and faculty formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcomes and measures identified in Table 18.

Table 18. 2015-2016 Assessment Report: School of Languages, Cultures, and World Affairs

Community/Public Service Outcome	Assessment Methods
Outcome 1: LCWA will provide the community with programs, events, and activities to promote awareness of global issues.	Track data from fund-raising to determine the level of members. Track how many community members participate in
Outcome 2: LCWA students and faculty participate in community outreach programs.	Compile a list of faculty and students who participate Administer surveys for students to articulate how core have impacted them

Assessment results showed there were a total of 79 community events with approximately 8,204 community members who attended. Assessment results demonstrated it was necessary to establish a format in which programs could easily input their numbers and events as they happen rather than waiting until the end of the year. The Associate Dean established this template and requested information from all chairs and program directors on a monthly basis.

School of Sciences and Mathematics. The [School of Sciences and Mathematics'](#) (SSM) [Lowcountry Hall of Science and Mathematics](#) (LHSM) is a collaborative effort between the College of Charleston's SSM and EHHP. LHSM's mission is "...to provide a mechanism for communication, collaboration, and coordination between the College of Charleston and the science, mathematics, and education communities in the Lowcountry of South Carolina." LHSM operates a Resource Library offering a variety of math and science materials for K-12 education, including standards-based kits, math manipulatives, equipment, textbooks, and professional journals. The materials are available for loan free of charge. LHSM also offers professional development opportunities for public, private, home school, and pre-service educators. LHSM staff is available to visit classrooms or school science nights to present hands-on activities and can accommodate field trips of up to 14 students.

The SSM assessment coordinator and faculty formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcome and measures identified in Table 19.

Table 19. 2015-2016 Assessment Report: School of Sciences and Mathematics

Community/Public Service Outcome	Assessment Methods
Outcome 1: SSM will provide enrichment experiences for the general public and/or pre-college students.	Provide (through LHSM) statistics on outreach activities SSM departments participate in Provide (through LHSM) statistics on outreach activities College people who attend outreach events

Based on assessment results that indicated there were a total of 58 outreach events and approximately 26,400 non-College of Charleston attendees, SSM faculty instituted a web-based form by which faculty could input data related to outreach events and activities. This allowed the School to better capture the data. As to programmatic changes, faculty were encouraged to do more outreach and to record it in a database.

Honors College. The [Honors College](#) developed the [Honors Engaged](#) program to immerse Honors students in the Charleston community through engaged learning. The Honors Engaged program positions participants to be community assets and- through partnerships with other assets like schools, organizations, and fellow

residents- to affect positive change in literacy.

The Honors College assessment coordinator and faculty formally assessed the school's community/public service activities during the 2015-2016 assessment cycle through the outcome and measures identified in Table 20.

Table 20. 2015-2016 Assessment Report: Honors College

Community/Public Service Outcome	Assessment Methods
<p>Outcome 1: Honors College students will demonstrate a level of purposeful engagement in local and global society by participating in community outreach and study abroad.</p>	<p>Evaluate reflective essays using a rubric for authentic Honors Engaged program requirement</p> <p>Administer a survey before and after participation in t to assess students' intentions of continued communit</p> <p>Quantify the level of student participation in local and student participants and number of outreach location: Initiative through the Beyond George Street course; / senior profile to inquire about the extent of seniors' c the College.</p> <p>Track the number of students studying abroad or par service-learning project to assess global community e</p>

Assessment results indicated that first-year students who participated in the outreach initiatives of Honors Engaged, where they met repeatedly with community partners, were more inclined to pursue additional outreach during college. Assessment data also resulted in a substantial restructuring of the Honors Engaged program. Specifically, the engagement period was extended from a single semester to a year-long program, new community partners were sought to offer a sustained experience for the students, and the student preparation was formalized to be more purposeful in their partner selection. Results also led to conversations with community partners about how the Honors College may better communicate the program's mission and develop individual strategies to maximize its benefits. The student peer liaisons are trained to work more effectively with the freshmen as they reflect on their experiences, and there is an additional focus on the program in the Beyond George Street course.

Assessment Results Leading to Budget Decisions

Through the annual IE assessment process, assessment results direct and support budgetary requests and allocations for administrative units. The assessment coordinator works with staff in the unit to document how assessment results affect resource requests and allocations, on the assessment results report in the budget changes section. Budget changes vary across the units. Upward Bound used 2015-2016 assessment results to identify outdated and underutilized resources, as well as more appropriate use of unit funds for continued benefit of its students.

Documentation of a Continuous Quality-Improvement Process

In addition to the examples provided in the previous paragraphs, the evidence shown in Table 21 demonstrates that all administrative units are engaged in the continuous improvement process.

Table 21. Assessment Reports for Administrative Units

Administrative Unit	Assessment Reports	Administrative Unit	Assessment Reports
Community Relations*	2015-2016 2016-2017	Economic Development*	2015-2016
Institutional Diversity*	2015-2016 2016-2017	Upward Bound	2013-2014 2015-2016 2014-2015 2016-2017
Call Me MISTER*	2015-2016 2016-2017	School of the Arts	2013-2014 2015-2016 2014-2015 2016-2017
School of Business	2013-2014 2015-2016 2014-2015 2016-2017	School of Education, Health, and Human Performance	2013-2014 2015-2016 2014-2015 2016-2017
School of Humanities and Social Sciences	2013-2014 2015-2016 2014-2015 2016-2017	School of Languages, Cultures, and World Affairs	2013-2014 2015-2016 2014-2015 2016-2017
School of Sciences and Mathematics	2013-2014 2015-2016 2014-2015 2016-2017	Honors College	2013-2014 2015-2016 2014-2015 2016-2017
Center / Institutes	Assessment Reports	Center / Institutes	Assessment Reports
N.E. Miles Early Childhood Development Center*	2015-2016 2016-2017	Halsey Institute*	2015-2016 2016-2017
The Center for Public Choice and Market Process*	2015-2016 2016-2017	Office of Tourism Analysis*	2015-2016 2016-2017
Joseph P. Riley Center for Livable Communities*	2015-2016 2016-2017	Office of Economic Analysis*	2015-2016 2016-2017

*Assessment plan start date subsequent to 2013-2014

Institutional Measures

To inform programs and unit assessment, numerous survey studies are conducted by the OIEP. These survey studies include surveys at the institutional level. Survey studies are conducted when a student enters the university ([The CIRP Freshmen Survey](#), [Beginning College Survey of Student Engagement](#)), enrolls in classes ([National Survey of Student Engagement](#)), and completes a degree ([Senior Exit Survey](#), [National Survey of Student Engagement](#), [Alumni Survey](#)).

Table 22 shows the National Survey of Student Engagement 2013 results for first-year and senior students' reported participation in high-impact practices. As demonstrated by the data, College of Charleston first-year student respondents participated in high-impact practices 12 percent more than those in other southeast public institutions. In relation to participating in two or more high-impact practices, College of Charleston senior student respondents participated 21 percent more.

Table 22. NSSE 2013 Results for Participation in High-Impact Practices

High-Impact Practices (HIPs)

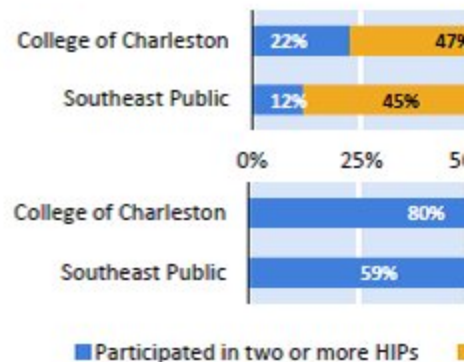
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Learning Communities, Service-Learning, and Research w/Faculty

Senior

Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



The annual Alumni Survey is administered to alumni one year, two years, and three years after graduation. The survey gathers feedback on their frequency of participation in activities, including in professional or service

organizations; in volunteer, public, or community service; in social or recreational organizations; and in the arts. This survey also inquires about the College of Charleston's influence on their participation in these activities.

Table 23 shows the results of the survey question from the 2015 Alumni Survey of the Class of 2013-2014. At the College of Charleston, 63 percent of student respondents indicated that the College influenced their participation in volunteer, public, or community service.

Table 23. 2015 Alumni Survey from Class of 2013-2014

College of Charleston's Influence on Participation in Activities	Not at all	Some-what	Moderately	Strongly
Career related advanced education or training	37.7%	22.8%	22.1%	17.3%
Lifelong learning or personal enrichment studies outside your career area(s)	33.9%	19.2%	26.9%	19.9%
Professional or service organizations	39.0%	20.2%	26.6%	14.2%
Volunteer, public, or community service	37.1%	21.2%	27.6%	14.1%
Social or recreational organization	34.0%	21.1%	24.2%	20.7%
Support or participation in the arts	33.6%	23.3%	28.6%	14.5%

Related Community and Public Service Activities

Along with the above mentioned administrative units and academic schools that conduct and assess community/public service as a component of their mission, there are other administrative units at the College with a community/public service component as a secondary function. The following narrative describes community/public services activities of such administrative units.

Center for Civic Engagement. The Center for Civic Engagement's mission is "...to contribute to the holistic development of College of Charleston students and to cultivate in them a passion for positive social change through the use of education, service, and critical reflection." The Center for Civic Engagement achieves this mission by referring students to local nonprofit service opportunities that range from one-day events to ongoing opportunities and long-term programs. In addition to the variety of projects that develop throughout the year, there are several annual events hosted by the Center for Civic Engagement. The annual [volunteer report](#) documents the impact of the Center for Civic Engagement.

Center for Entrepreneurship. The School of Business' [Center for Entrepreneurship](#) is a primary point of contact for entrepreneurial development at the College. The center focuses on providing experiential student activities connected to the wider entrepreneurial ecosystem. The center also supports regional entrepreneurial partners in growing entrepreneurship in the Lowcountry and South Carolina. The Center for Entrepreneurship's [annual report](#) details the purpose and accomplishments of the center, including the annual [South Carolina Supply Chain Management Summit](#), and the [Enactus Student Society](#).

Center for Continuing and Professional Education. The School of Professional Studies includes the [Center for Continuing and Professional Education \(CCPE\)](#), which - in support of the mission and strategic plan of the College of Charleston - provides [noncredit courses, certificates and programs](#) to serve the needs of adult learners and non-degree students in the Charleston region. The programs offered are consistent with the CCPE's mission to enrich the region and greater community, and afford students the opportunity to realize their intellectual, professional, and personal potential.

The CCPE is the home of the English Language Institute, which offers English as a Second Language programming for prospective college students, non-degree seeking international students, and community members. The CCPE JobBridge program provides matriculating students and new college graduates with relevant noncredit professional development opportunities, including fast-track training in practical areas, such as digital marketing and social media. The CCPE meets industry requirements by offering courses to prepare participants for professional school entrance examinations – the LSAT (Law School Admission Test) and the

MCAT (Medical College Admission Test) and by providing professional development courses for testing in areas such as International Trade and the CFP (Certified Financial Planner certificate). Additionally, the CCPE is home to a variety of leadership programs. Finally, the Center for Creative Retirement (CCR), a diverse group of seniors with a wide array of interests, and the CofC Retired Faculty and Staff Council (CRFS) are also housed within CCPE.

CORAL (Community Outreach Research and Learning) program. CORAL, run by the Grice Marine Lab in conjunction with the Department of Biology, exposes students of all ages to the local marine environment through regular on- and off-campus programs. These typically include a touch-tank display and age-appropriate mini lectures on marine/coastal organisms and ecosystems.

Global Business Resource Center. The [Global Business Resource Center](#) in the School of Business supports continued development of international educational opportunities for students, faculty and the community. It includes such activities as the National Association of Small Business International Trade Educators (NASBITE) Certified Global Business Professional (CGBP) certification, the NASBITE Certified Global Business Professional Program, the NASBITE Certified Global Business Professional Training workshops, and a variety of other events.

Office of Fraternity and Sorority Life. The [Office of Fraternity and Sorority Life](#) seeks "...to promote student development by providing opportunities for scholarship, community service, campus involvement, leadership, and fraternal friendship." As part of the Greek Community Standards, each chapter conducts one large-scale community service or philanthropy project each semester, and a majority (51%) of its membership must be present. Every semester, each chapter also participates in at least one project or program that is sponsored by a non-Greek student organization. These College and community relations and service activities are scored with a [rubric](#) along with other Greek Community Standards.

Office of Professional Development in Education. The mission of the School of Education, Health and Human Performance (EHHP) [Office of Professional Development in Education](#) (OPDE) is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners. As a responsible partner, OPDE pledges to meet all accreditation standards.

Student-Athlete Academic Services. The [Student-Athlete Academic Services](#) (SAAS) department, within the Athletic Department, provides assistance to help all student-athletes realize their personal, academic, and athletics potential. SAAS sponsors the [Cougar Cup](#) competition, a friendly competition between all of the sports teams that awards points based on activities and achievement in athletic excellence, academic excellence, career development, personal growth, and community service. For the commitment to service, a coach or SAAC representative turns in a Points Verification Form and the points are awarded for either a team effort or individually, depending on the number of team members in attendance.

Sustainable Greek Initiative. The [Sustainable Greek Initiative's](#) mission is "to integrate and apply knowledge of sustainable practices within Fraternity and Sorority Life to better the College of Charleston community as a whole." This initiative brings the Office of Sorority and Fraternity Life and the Office of Sustainability together to implement sustainable initiatives in Greek organizations. Since the initiative's inception in 2011, this project has grown and morphed, based on informal assessment, as evidenced in the [history](#) of the program.

Faculty Engagement in Community and Public Service

The Office of the Provost assessed the faculty's public service role in the 2015-2016 assessment cycle with an outcome related to the College of Charleston faculty engagement in service to the community, the College, and their professions. The data for this outcome is tracked within the Faculty Activity System, an online information management system designed to collect, organize, and report on teaching, research and service activities, as provided in [faculty activity report](#). The Office of the Provost also tracks any faculty community and public service that has been identified in department and program annual reports or assessment reports and aggregated at the institutional level.

Closing Statement





The College of Charleston community and public service within its educational mission is broadly distributed throughout its academic schools and administrative units. As evidenced, these activities are annually assessed


through annual reports, assessment results reports, and individual school and unit reports to ensure they are meeting their mission. The community and public service activities shown in this narrative support the College's Core Values and Strategic Plan.


















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3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Note:** *This requirement is not addressed by the institution in its Compliance Certification.*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

3.4.1

Educational Programs: All:Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston faculty has primary responsibility for the College curriculum. All academic programs and courses, regardless of location or delivery, are initiated by the faculty, approved through the faculty governance structure, and approved by the College administration.

Undergraduate Academic Program Approval

[Article V, Section 3](#) of the *Faculty/Administration Manual* (hereafter, "FAM") assigns responsibility for "consideration of all courses, programs and changes to the undergraduate curriculum" to the College [Curriculum Committee](#), composed of nine faculty members and one student. The Curriculum Committee also has the duty to "review and make recommendations concerning proposals for the termination of programs brought to the committee by the provost." The committee is composed of nine faculty members and one student. The provost is a non-voting ex-officio member, and the registrar is an ex-officio member. Guidance to faculty proposing new programs as well as all of the proposal forms is provided on the [Curriculum Committee website](#).

In addition to the curriculum committee, new academic program proposals are reviewed by the following standing Senate committees ([Article V, Section 2](#), FAM):

- [Academic Planning Committee](#) (composed of seven faculty members and one student; the provost (or provost's designee) and registrar (or registrar's designee) are non-voting ex-officio members) Among the duties of the Academic Planning Committee are:
 - "To consider and recommend long-range academic programs and goals for the College."
 - "The committee shall also review and respond to plans brought to the committee by the Provost concerning the termination of programs, and shall gather such information as would be necessary to evaluate the impact of program termination upon the College's academic mission."
- [Budget Committee](#) (composed of seven faculty members and one student; the provost and the college budget director are non-voting, ex officio members). Among the duties of the Budget Committee are:
 - To review, in particular, the projected costs of proposals for new College programs and initiatives, and to inform the Faculty Senate, before these proposals are put to a vote, of the committee's evaluation of their potential budgetary impact.
 - To review and make recommendations concerning the potential budgetary impact of proposals for the termination of programs brought to the committee by the provost.

The College Curriculum Committee, Academic Planning Committee, and Budget Committee report to the Faculty Senate: "The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College" ([Article IV, Section 1](#), FAM).

Approval routing for undergraduate programs (e.g., new major or minor, change to major or minor, addition or deletion concentration) begins with a proposal by the faculty, which is reviewed and approved by the faculty, of the program and department and in some cases the school before advancing. The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that each educational program for which

academic credit is awarded is approved by the faculty and the administration. Additional approval, as required, is obtained from the South Carolina Commission on Higher Education (hereafter, "CHE") and SACSCOC.

An example of a program recently proposed, reviewed, and approved by the faculty and administration, as well as CHE and SACSCOC, is the A.B., B.S. in supply chain management (effective fall 2015).

A.B., B.S. in Supply Chain Management	Approved by (date)
Program Planning Summary	CHE (August 2, 2013)
Full Program Curriculum Proposal	Department of Marketing and Supply Chain Management (November 14, 2013) School of Business UG Curriculum Committee (December 10, 2013) School of Business Faculty Approval (December 27, 2013) Dean, School of Business (December 28, 2013) College Curriculum Committee (February 21, 2014) Academic Planning Committee (March 13, 2014) Provost (February 21, 2014) Faculty Senate (March 11, 2014) President (March 21, 2014) Board of Trustees (March 21, 2014)
Full Program Proposal to CHE	Committee on Academic Affairs and Licensing (August 7, 2014) S.C. Commission on Higher Education (October 2, 2014) CHE Letter of Approval (October 30, 2014)
SACSCOC	Notification (May 15, 2014) SACSCOC Letter of Approval (August 12, 2014)

Graduate Academic Program Approval

The [Faculty/Administration Manual](#) assigns the Committee on Graduate Education, Continuing Education and Special Programs the duty to “receive or initiate recommendations and suggestions concerning graduate education” and to “review and make recommendations concerning proposals for termination of programs brought to the committee by the Provost.”

The [Committee on Graduate Education, Continuing Education and Special Programs](#) makes recommendations to the Graduate Council and reports to the Faculty Senate: “The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College” ([FAM](#)). The Committee on Graduate Education, Continuing Education, and Special Programs makes recommendations to the Graduate Council and reports to the Faculty Senate. There is no similar step in the undergraduate review and approval process.

The [Graduate Council](#) is an institutional committee of the College of Charleston: “The Graduate Council shall advise the Dean of the Graduate School, the Associate Dean, and the Faculty Senate with regard to business of the Graduate School, including recommendation of new graduate degree proposals; supervision of approval of new graduate courses; participation in periodic evaluation of graduate programs; periodic review of academic and admissions policies and procedures; assistance in setting directions for research; and assistance in other matters as requested by the College.” The dean of the Graduate School serves as chair of the Council; the council is composed of the directors of all graduate programs and one at-large graduate faculty representative from each of the schools in which the graduate programs reside. Additional information on the Graduate Council is included in the [bylaws](#) of the Graduate Council.

Approval routing for graduate programs (e.g., new program, new certificate, modification of program, addition or deletion of concentration or emphasis) begins with a proposal by the faculty which is reviewed and approved by the faculty of the program or department and, in some cases, by the school before advancing. The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that each educational program for which academic credit is awarded is approved by the faculty and the administration. Additional approval, as required, is obtained from the South Carolina Commission on Higher Education (CHE) and SACSCOC.









An example of a master's program recently proposed, reviewed, and approved by the faculty and the administration is the M.S. in child life (effective fall 2014).





























M.S. in Child Life	Approved by (date)
Program Planning Summary	CHE (January 20, 2011)
Full Program Curriculum Proposal	Program Faculty (August 22, 2013) Deans (August 22, 2013) Committee on Graduate Education (September 4, 2013) Graduate Council (September 13, 2013) Academic Planning (September 19, 2013) Budget Committee (October 2, 2013) Faculty Senate (October 1, 2013) President (October 18, 2013) Board of Trustees (October 18, 2013)
Full Program Proposal to CHE	Committee on Academic Affairs and Licensing (May 1, 2014) SC Commission on Higher Education (Approval Letter June 5, 2014) CHE Letter of Approval (July 1, 2014)
SACSCOC	Prospectus Submitted (February 6, 2014) SACSCOC Letter of Approval (April 4, 2014)

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.1. The College's faculty has primary responsibility for the College curriculum. All academic programs and courses, regardless of location or delivery, are initiated by the faculty, approved through the faculty governance structure, and approved by the College administration.

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3.4.2

Educational Programs: All:Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston's continuing education, outreach, and service programs are consistent with the Institution's [mission](#), which states that the College "provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina." The College's continuing education and service programs are broad based in order to appeal to the widest possible audiences. They focus, as do for-credit courses and student activities at the College, on educational enrichment for the lifelong learner, and they do this via a broad range of social and intellectual activities. The College's core value "Commitment to compassion, mutual trust, respect, civility, collegial shared governance, teamwork, and the general welfare of the institution and the individual" supports this approach. A working institutional description of service and outreach activities is given through the College's [definition of community/public service](#) as follows:

To honor the College's commitment to social responsibilities, the College of Charleston defines community/public service as any program that engages in the mutually beneficial exchange of knowledge and resources with the community (primarily local, but not infrequently much more broadly defined) in a context of partnership and reciprocity.

Service and outreach activities are offered through the College by essentially all academic programs and departments as well as a variety of centers, administrative units, and student organizations. These activities serve to connect the institution, its faculty, and its students to the broader community and to provide this community with access to the College's vast educational opportunities, expertise, and facilities. Some of these activities are designed to support the economic vibrancy of the city of Charleston, while others serve to support science education in the community through open houses, forums, and fairs, to mentor local high school students in senior thesis projects, to provide governance of national and international professional societies through journal refereeing, proposal reviewing, and membership, to provide cultural and social support to underrepresented populations in the Charleston area, and to assist the community with sustainability and conservation activities.

As described below, continuing education activities serve the College through noncredit courses and certificates offered through the College's School of Professional Studies. These courses are designed to provide educational services to the community's adult learners and non-degree students.

Continuing Education

Continuing education opportunities are primarily offered by the College through the Center for Continuing and Professional Education (CCPE) at the School of Professional Studies (SPS) and through the Office of Professional Development in Education (OPDE) at the School of Education, Health, and Human Performance (EHHP).

Center for Continuing and Professional Education

The School of Professional Studies includes the [Center for Continuing and Professional Education \(CCPE\)](#),

which - in support of the mission and strategic plan of the College of Charleston - provides noncredit courses, certificates, and programs to serve the needs of adult learners and non-degree students in the Charleston region. The programs offered are consistent with the CCPE's mission to enrich the region and greater community and to afford students the opportunity to realize their intellectual, professional, and personal potential.

The CCPE is the home of the English Language Institute, which offers English as a second language programming for prospective college students, non-degree-seeking international students, and community members. This student population diversifies and enriches the college experience.

The CCPE offers a portfolio of professional development programs, including online programs. The CCPE JobBridge program provides matriculating students and new college graduates with relevant noncredit professional development opportunities, including fast-track training in practical areas, such as digital marketing and social media. More than [200 online instructor-led courses](#) are offered ranging from personal interest topics to those that address soft and hard skills required in the workforce. Some of the most popular courses offered are as follows: Writing Essentials, Introduction to InDesign, Accounting Fundamentals, Keys to Effective Communication, and Effective Business Writing.

The CCPE meets industry requirements by offering courses to prepare participants for professional school entrance examinations – the LSAT (Law School Admission Test) and the MCAT (Medical College Admission Test) - and by providing professional development courses for testing in areas such as international trade and the CFP ([Certified Financial Planner certificate](#)).

Additionally, the CCPE is home to a variety of leadership programs - ranging from first-time manager training to executive education - and collaborates, as outlined in the College's strategic plan, with local businesses and other organizations to increase overall enrollment for professional development and executive-education students.

Finally, the Center for Creative Retirement (CCR), a diverse group of seniors with a wide array of interests, and the College's Retired Faculty and Staff Council (RFSC) are also housed within CCPE. Both groups are engaged in activities that include excursions, study groups, weekly meetings, and social hours. [The CCR supports the College of Charleston's strategic plan](#) to promote a vibrant campus atmosphere through integration of curricular and extracurricular activities as well as to provide a resource to help in recruiting and retaining highly qualified staff and faculty.

The English Language Institute. The CCPE's English Language Institute (ELI) is designed to enhance English language skills in academic, professional, and social settings. Instructors are trained in teaching English as a second language (ESL) to create a rewarding and enjoyable classroom experience for students. The setting in historic Charleston offers additional opportunities to participate in a wide range of community and school-based activities that further enrich the over-all learning experience.

JobBridge. The CCPE's JobBridge initiative was designed to address workforce demand for practical skills and real-world experiences. Its non-credit, certificate programs are open to the general public, and are particularly suited for individuals seeking internships, employment, or career advancement.

Current course offerings include:

- [Digital Marketing and Social Media](#): This series of entry-level seminars was created to familiarize small business owners with the digital marketing field - helping them to create a brand identity and develop marketing strategies.
- [Tech Start-up Bootcamp](#): Through this interactive and fast-paced course, participants discover how tech entrepreneurs advance an idea from conception to start-up company. The course material emphasizes the essential components of start-up success: passion, team building, and business savvy.
- [Sales and Negotiation](#): Based on a highly successful program – Ninja Selling – this course relates a system of sales that is based on building relationships and helping clients achieve their goals. Students acquire an understanding of the sales process with an emphasis on deciphering clients' motivations, personalities, and decision processes. At the culmination of the course, students are prepared to create a business strategy that is in line with their personal goals and expectations.

- **Non-profit Fundraising:** This course offers effective techniques for non-profit fundraising with a focus on attracting and retaining donors. Students learn the most cost-effective solicitation methods and how to design a strategic development plan. The instructor shares fundraising resources, such as donor management systems, volunteer-recruitment matrices, and return-on-investment worksheets for special events.
- **Sustainable Agriculture:** Participating in both classroom instruction and field training, students learn about the core concepts in agricultural science, production, business, and marketing. Working weekly at Dirt Works Incubator Farm - along with monthly visits to area farms and farmer's markets - students are immersed in the business of producing sustainable local food. From soil to harvest, students merge with an entry-level understanding of the components and processes central to sustainable agriculture. Students who demonstrate a commitment to a career in farming may be considered for apprenticeship placement.
- **Online Certificates:** These six-week courses are completely online, taught by certified instructors, and culminate in a College of Charleston certificate in any of the following fields: Essentials of Digital Photography; Essentials of Web Design; Introduction to Graphic Design Tools; Introduction to Project Management; Microsoft Office Elements; Supervision Fundamentals; and Teaching ESL.

Test Preparation. The Center for Continuing and Professional Education offers intensive affordably priced standardized test preparation taught by independent, highly qualified instructors.

These include:

- The **CERTIFIED FINANCIAL PLANNER™** Certification Education Program is designed to broaden the financial skills and career opportunities of professionals practicing in the financial services industry, and it satisfies the educational requirements of the Certified Financial Planner Board of Standards, Inc.
- **International Trade:** This course provides students with the tools necessary to effectively prepare for the Customs Broker Exam. Courses are structured to assist Custom Compliance Professionals, individuals preparing for the U.S. Customs Broker exam, and for U.S. Customs Brokers and U.S. Importers/Exporters looking for the knowledge and tools to ensure that their global trade compliance goals are met.
- **MCAT (Medical College Admissions Test) Prep:** Designed for students who hold a basic understanding of general chemistry, physics, organic chemistry, and biology, this course prepares students for the Medical College Admission Test.
- **LSAT (Law School Admission Test) Prep:** With a combination of classroom instruction and practice tests, this intensive course prepares students for taking the Law School Admission Test.
- **Online Exam Preparation:** Online exam prep courses give the flexibility of preparing students for upcoming scheduled tests from the comfort of home, a coffee shop, or the library.

Leadership/Executive Education. The CCPE's Leadership/Executive Education programs are designed to develop effective and influential leaders. The aim is to empower the leaders of today and tomorrow, and inspire them toward transforming their organizations and communities. The diverse range of non-credit courses offers professionals (from corporate, small business, non-profit, government, and education sectors), a "tool kit" of techniques to help them identify strengths, embrace challenges, and enhance management practices. The CCPE also works with individual organizations to create targeted programs based on specific management/leadership goals and encourages partnerships with professionals (from entry-level managers to CEOs) in pursuing organizational development goals.

Leadership/Executive Programs include:

- **Step Into Leadership:** This program introduces techniques to help leaders achieve results through others by breaking down silos and opening the door for transparent communication.
- **Next Level Leadership:** Participants enhance leadership potential and become catalysts for change in their communities, state, country, and beyond. This program is designed for professionals from the corporate, small business, nonprofit, government, and education sectors.
- **Leading Teams for Impact:** Practitioners who enroll in the Leading Teams for Impact course walk away with the knowledge they need to perform comprehensive assessments for their own clients and teams. Students are taught how to marry proven assessments with exercises designed to facilitate innovative leadership. Each student will learn to apply the Gallup Strengths Finder and will earn certifications for

- the 360 Leadership Versatility Index and the cutting-edge Entrepreneurial Mindset Profile Assessment.
- Custom Programs: The CCPE offers custom leadership programs designed to address a company's specific needs. These programs are characterized by highly customized content and flexible scheduling, and can be delivered on-site or at the College's North Campus.

Personal Enrichment. With a commitment to lifelong learning, the Center for Continuing and Professional Education provides a variety of opportunities for individuals to enrich their lives and grow intellectually.

- Retirement Planning Today: Blending financial education with life planning, this course aims to guide students on the path toward their desired retirement lifestyle. Highly qualified instructors help to align finances with values in order to make informed decisions about investments and retirement plans.
- Rejuvenate Your Retirement: Designed for retirees 65-75 years of age, this four-hour course addresses the financial issues facing individuals in the early stages of retirement. Experienced and informed instructors show how to manage one's entire nest egg and demystify the distribution planning process.
- Online Learning: Whether participants are pursuing a new hobby or looking to enhance a résumé, these instructor-led online courses offer something for everyone. With monthly start dates and 24-hour access, online courses allow the flexibility to study anytime, anywhere. Currently, close to 200 courses are offered, covering a broad spectrum of subject matter.
- The Center for Creative Retirement (CCR): The CCR is a diverse group of seniors who share an enthusiasm for education. This self-governing group holds weekly meetings throughout the academic year, and offers field trips to historical and cultural sites.
- The Retired Faculty and Staff Council (RFSC): The RFSC offers social and intellectual opportunities to retired College of Charleston faculty and staff. The council allows retirees to sustain their connection with the College and extends support to those transitioning from full-time employment to retirement.

Office of Professional Development in Education

The mission of the [School of Education, Health, and Human Performance \(EHHP\) Office of Professional Development in Education \(OPDE\)](#) is to provide a support service for school districts, schools, and agencies and to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners. As a responsible partner, OPDE pledges to meet all accreditation standards.

The primary purpose of OPDE is to provide professionally oriented graduate courses in collaboration with schools, districts, and other agencies, which offer professional development experiences for educators. These courses are developed exclusively as professional development and are not part of regular graduate degree programs. OPDE works with practitioners to design quality graduate-level courses, which meet academic standards of the College. Additionally, these courses address a specific initiative or need particular to a school, district, or other educational agency. [Learning Forward](#) (formerly the National Staff Development Council) and the [South Carolina Standards for Professional Development](#) guide course proposal development.

Outreach and Service

The types of outreach and service activities are primarily documented in the Faculty Activity System. A summary of recent outreach totals by school is shown in the [Faculty Activity Report](#).

A representative sampling of the many service and outreach programs offered by the College of Charleston is described below. The examples represent a cross-section of the College's service and outreach programs and illustrate the breadth, complexity and types of activities across the College.

Howard Hughes Medical Institute grant outreach

The outreach component of this nationally competitive grant award is performed in conjunction with the School of Sciences and Mathematics. Outreach themes included Brain Awareness Week, National Chemistry Week, and collaboration with the Literacy Outreach Initiative.

Measures of Success. Between 2008 and 2013, HHMI outreach served 2,236 students for Brain Awareness Week; 3,261 students for chemistry and other activities; and roughly 12,000 teachers at teacher

workshops. In 2012 and 2013, 17 high school students were mentored by College of Charleston faculty through HHMI.

The Joseph P. Riley Jr. Center for Livable Communities

The mission of this interdisciplinary initiative is to leverage the intellectual resources of the College to support the economic and cultural vibrancy of the city of Charleston and other communities throughout South Carolina, the United States, and around the world. With access to the resources of the College of Charleston's School of Humanities and Social Sciences, the Riley Center seeks to be a leader in livable community research, education and practice.

Measures of Success. Among its many activities between 2012 and 2015, the Riley Center partnered with over 50 local entities and with over \$1 million in support from Boeing, to provide fresh produce to children in public schools across the state; produced a Status of Women Report; and provided, in partnership with the Charleston Trident Association of Realtors and the South Carolina Community Loan Fund, data for the first-ever housing scorecard in the Tri-County area (the 2014 Tri-County Housing Blueprint).

Women's and Gender Studies Internships

Each women's and gender studies (WGS) major must complete a carefully monitored work or service experience in which a student has specific learning goals and regularly reflects upon his/her experiences. Internships have specific requirements (e.g., minimum number of hours for credit earned) that are laid out and assessed by the director of WGS or a WGS-affiliated faculty advisor.

Measures of Success. Institutions where students have been placed include the Florence Crittenton House, Charleston Birth Place, and Center for Women.

Astronomy Open Houses (@CofC Obs)

The Department of Physics and Astronomy in the School of Sciences and Mathematics coordinates the departmental public astronomy open house events on the third Friday of each month during the regular academic year.

Measures of Success. More than 1,000 people attend the open house events each year.

Darwin Week

The Department of Biology, along with several other organizations, sponsors the annual Celebration of Darwin Week, which is held in February. The event features a series of lectures and a panel discussion on the impact of evolution in modern society.

Measures of Success. Each year, the five Darwin Week lectures have drawn more than 500 viewers, and have generated considerable science publicity.

CORAL (Community Outreach Research and Learning) Program

CORAL, run by the Grice Marine Lab in conjunction with the Department of Biology, exposes students of all ages to the local marine environment through regular on- and off-campus programs. These typically include a touch-tank display and age-appropriate mini lectures on marine/coastal organisms and ecosystems.

Measures of Success. In 2011, the CORAL program traveled to 26 schools and presented to 1,955 students. In 2012 the program made presentations to 1,485 students at 17 schools. In 2013, the program served 1,253 students at 18 schools. In 2014, the program served 5,980 students at 67 schools. In 2015, the program served 4,794 students at 35 schools.

The Marine Biology Student Research Colloquium

This annual event, sponsored by the graduate program in marine biology and the Grice Marine Lab, is held in

September and features a keynote speaker along with presentations by marine biology students.

Measures of Success. In 2011, 64 attendees viewed 14 oral and 17 poster presentations; in 2012, 69 attendees viewed 16 oral and 17 poster presentations; in 2013, 57 attendees viewed 14 oral and 17 poster presentations; in 2014, 84 attendees viewed 14 oral and 17 poster presentations; and in 2015, 54 attendees viewed 14 oral and 18 poster presentations.

The Math Meet

Hosted by the Department of Mathematics - along with other School of Sciences and Mathematics departments, this annual event constitutes a day of mathematical competitions for high school students. Started in 1978, this meet predates most other college-sponsored high school mathematics competitions. Its many events (spread out across campus) are designed for students of all levels of ability and not only those excelling in math.

Measures of Success. In serving schools in the Carolinas, Georgia, and Tennessee, the Math Meet served 609 students from 50 schools in 2011, 757 students from 52 schools in 2012, 679 students from 53 schools in 2013, 641 students from 51 schools in 2014, and 442 students from 41 schools in 2015.

Women's and Gender Studies Community Advisory Board (CAB) and Yes! I'm a Feminist Event

The Women's and Gender Studies CAB is a committed group of Charleston professional women dedicated to supporting WGS and helping the program to grow. The board's mission statement is as follows: "We are ambassadors of feminism and the Women's and Gender Studies Program in the community." Each February, the WGS CAB hosts its annual Yes! I'm a Feminist fundraising event, bringing together members of the community and campus to celebrate feminism and raise funds for WGS.

Measures of Success. There are currently nine members of the CAB. Approximately 150 people attend the Yes! I'm a Feminist fundraising reception each year, with between 100 and 150 people donating to the event.

BSides CHS

Held in November at the College since 2012, this event - sponsored by the Department of Computer and Information Sciences - creates opportunities for individuals to both present and participate in atmospheres that encourage collaboration for and by information security community members.

Measures of Success. Since its introduction in fall 2012, attendance at BSides CHS has been increasing. There were 79 attendees in 2012, 150 in 2013, 192 in 2014, and 262 in 2015.

Coastal Cleanup Day Beach/Marsh Sweep

The Master of Environmental Sciences Student Association (MESSA) and the graduate program in marine biology both participate in the annual statewide Beach Sweep event, organized by the S.C. Department of Natural Resources and Sea Grant Consortium. The event is held in conjunction with the Ocean Conservancy's International Coastal Cleanup Day, usually held in September.

Measures of Success. In 2015, more than 3,600 people participated in Coastal Cleanup Day in the greater Charleston area, collecting roughly 27,700 pounds of garbage.

Senior Citizen Tuition Program

The College offers access to credit courses each semester on a space-available basis to South Carolina resident students ages 60 and older for a nominal registration fee. The program is administered by the Office of Admissions and is supported by the South Carolina Legislature.

Measures of Success. In fall 2015, the most recent complete statistics available indicate that more than 400 students participated.

ECDC (Early Childhood Development Center)

ECDC is open to the public, but prioritizes meeting the needs of full-time staff, faculty, and students at the College of Charleston. Class groups are structured to support appropriate diversity, gender distribution, and accommodation for children with special needs. The program's mission is to 1) demonstrate and explore best practices in early childhood curriculum and provide opportunities for research, observation, and practicum purposes, 2) provide quality childcare and early education for children ages two through kindergarten, and 3) model and engage in child advocacy in the Charleston community.

Measures of Success. In 2016, ECDC served a child population of 55 enrolled children from 48 families. These children had a 23.6% minority representation (higher than 15.2% CofC student population), and included 16.4% bilingual children (6 languages in addition to English) and 10.9% children with special needs (including special health needs).

ECDC placed graduate students from several different academic programs to assistantship positions during 2015-2016, including early childhood education (4), performing arts (3), special education (1), and child life (1). ECDC hosted students from 14 course sections in three departments and the Honors and First-Year programs, conducting 663 practicum and observation hours in 2015-2016.

Call Me MISTER (Men Instructing Students Toward Effective Role Models) program

Call Me MISTER is a national initiative to address the critical shortage of African American male teachers, particularly among the state's lowest-performing elementary schools. This program is managed by the School of Education, Health, and Human Performance. Program participants are largely selected from among under-served, socioeconomically disadvantaged and educationally at-risk communities. The program goals and objectives include 1) increasing the visibility of MISTERS on the College of Charleston's campus and in the community, 2) exposing MISTERS to outside experiences, including field trips and community exploration, 3) introducing MISTERS to positive educational and community role models, and 4) engaging MISTERS in mentorship programs in which they mentor/tutor children of promise in local communities and schools.

Measures of Success. Roughly 18-20 MISTERS are enrolled each academic year, with about two to four graduating annually. Generally, two MISTERS are funded by a grant out of Clemson University to support recruitment and admittance.

Teacher Cadet Program

The College of Charleston participates in the Teacher Cadet Program in association with CERRA, and the program is managed by the School of Education, Health, and Human Performance. Area high school students are recommended by their schools to take part in EDUC 105 to introduce them to teaching.

Measures of Success. In 2016, 80 students representing eight area high schools participated in the Teacher Cadet Program.

8K for H2O

Each year, the Master of Environmental Sciences Student Association (MESSA) organizes the 8K for H2O, the biggest event for the organization. This is a family-friendly 8K run held on Folly Beach; the proceeds are donated to a local not-for-profit organization dedicated to improving water quality and water-quality awareness in the Lowcountry. In 2014, over 100 runners participated in the race, and MESSA was able to donate more than \$4,200 to a local non-profit organization. MESSA recruits volunteers to administer the race, and also sends volunteers to other local races, such as the Charleston Marathon and the Kiawah Island Marathon, so that the coordinators of these races will also donate additional volunteers and race supplies. This event gets masters of environmental studies students involved in the community, teaches fundraising skills, and raises money for a cause that benefits all members of the community and works to keep Charleston's waters safe.

Measures of Success. In 2012, 150 runners participated, raising \$4,000 for the S.C. Maritime Foundation. In 2013, 74 runners participated, raising \$4,000 for Shem Creek Fisheries. In 2014, 100 runners participated, raising \$4,200 for Water Missions International. In 2015, 91 runners participated, raising \$3,100 for Charleston

Waterkeeper.

PhilosoFest

The Department of Philosophy in the School of Humanities and Social Sciences presents mini-conferences on philosophy on behalf of the general public.

Measures of Success. Since its inception in 2015, PhilosoFest has averaged roughly 40 participants per year; this includes faculty, students, and interested participants from the general public.

The Lowcountry Hall of Science and Mathematics

The Lowcountry Hall of Science and Mathematics (LHSM) provides a mechanism for communication, collaboration, and coordination between the College of Charleston and the science, technology, mathematics, and education communities in the Lowcountry. LHSM programs serve K-12 public, private, home school, and pre-service educators by providing access to sciences and mathematics curricula and materials, professional development opportunities, and more. Some of the events hosted by LHSM in 2015 included 1) a STEM Education Day (in conjunction with the College of Charleston women's basketball team), 2) the 35th annual Lowcountry Regional Science and Engineering Fair at TD Arena, and 3) an Astronomy Star Party Night (in conjunction with the Charleston Riverdogs baseball team).

Measures of Success. Science fairs coordinated by the LHSM serve on average 100-150 students per year representing 10-15 schools. As an example of the many events hosted by the LHSM, a February 13, 2015, STEM event attracted roughly 1,500 fourth through eighth grade students and their teachers.

Spanish Club Tertulia

The Spanish Club, sponsored by the Department of Hispanic Studies, organizes a bi-monthly social (open to the community) at a local restaurant for those interested in practicing their Spanish.

Measures of Success. Tertulia serves roughly 360-400 participants annually. Roughly 60% of these are students, 35% are faculty, and 15% are members of the community who want to practice Spanish.

The Center for Entrepreneurship

The Center for Entrepreneurship in the School of Business is a primary point of contact for entrepreneurial development at the College. The center focuses on providing experiential student activities connected to the wider entrepreneurial ecosystem. Initiatives include: the Tommy Baker Entrepreneurship Hour, Interdisciplinary Center for Applied Technology, Entrepreneur Unplugged, the Student Entrepreneur of the Year Contest, the Wild Pitch contest, and Enactus (the student entrepreneurship society).

Measures of Success. Among its many activities, the Center for Entrepreneurship holds the Tommy Baker Entrepreneurship Hour, which is an annual event with approximately 140-150 attendees, and the Celebrating Women Entrepreneurs forum, which has had 475 attendees each year. The center has sponsored three ICAT Demo Days in association with the Harbor Accelerator with attendances of 200, 400, and 400. The center has hosted approximately 50 guest speakers per annum, and currently has four entrepreneurs-in-residence.

The Global Business Resource Center

The Global Business Resource Center in the School of Business supports continued development of international educational opportunities for students, faculty, and the community. It includes such activities as the National Association of Small Business International Trade Educators (NASBITE) Certified Global Business Professional (CGBP) certification, the NASBITE Certified Global Business Professional Program, the NASBITE Certified Global Business Professional Training workshops, and a variety of other events.

Measures of Success. In 2011-12, the GBRC hosted and/or co-hosted five events for 170 participants, and helped create 16 export plans. In 2012-13, the GBRC hosted and/or co-hosted seven events for 208

participants, and helped create 11 export plans. In 2013-14, the GBRC hosted and/or co-hosted four events for 124 participants, and helped create four export plans. In 2014-15, the GBRC hosted and/or co-hosted 10 events for 232 participants, and helped create 10 export plans.

Women's Health Research Team (WHRT)

WHRT's mission is to investigate health issues specific to women and adolescent girls, promote interdisciplinary research collaborations, and communicate research findings and health-related information to empower women and girls in the Charleston community, in South Carolina, and beyond. WHRT is supported by the College's Department of Health and Human Performance and involves volunteer time from volunteer organizations, such as the Master of Arts in Communication Graduate Student Association.
























Measures of Success. Since 2012, WHRT has hosted at least two events per academic year that have reached approximately 100-150 people each year. On-campus events have reached an additional 100 students each year.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.2. The College's continuing education, outreach, and community-service programs are fully consistent with its mission, which states that the College "provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina."

Sources

-  (a) Mission Statement - College of Charleston
-  8K4H2O
-  Center_for_Entrepreneurship
-  Certified Financial Planner - School of Professional StudiesSchool of Professional Studies
-  CofC_Observatory
-  CofC_Observatory_(@CofCObs)_Twitter
-  CofCStrategicPlanGoal4
-  Community Service Definition
-  CORAL
-  Counts of Faculty Involvement in Service
-  Darwin_Week
-  DigitalMarketing and SocialMedia
-  ed2go_CCPE
-  EDCD
-  Global_Business_Resource_Center
-  HHMI_outreach_overviews
-  International Trade
-  Leading Teams for Impact
-  LearningForward_standards

-  Lowcountry_Hall
-  LSAT Prep
-  MathMeetSummary-2015
-  MCAT Prep
-  MISTER
-  Next Level Leadership
-  Non-profit Fundraising
-  Office of Professional Development in Education OPDE
-  PhilosoFest
-  Riley
-  Sales and Negotiation
-  SCDNR_Beach_River_Sweep
-  School of Education, Health, and Human Performance
-  SCProfDevStandards
-  Security_BSides_Charleston
-  Senior_Citizens-CofC
-  StepIntoLeadership
-  Student_Research_Colloquium
-  Sustainable Agriculture
-  Teacher_Cadets
-  Tech Start Up Bootcamp
-  Tertulia
-  wgs-internship-guidelines
-  WHRT
-  YIAF

3.4.3

Educational Programs: All:Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

In support of its institutional [mission statement](#), the College of Charleston is charged with “providing a high-quality education in the arts and sciences, education and business” and strives to meet the “growing educational demands primarily of the Lowcountry, and the state, and secondarily, of the Southeast.” The College of Charleston’s admission policies contribute to the institution's mission and purpose to achieve excellence in academics and to advance student success.

As expressed in the [mission statement](#), "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 also attracts students from national and international communities." Since its founding in 1770, the College has maintained a strong liberal arts curriculum in order to provide educational opportunities to students from South Carolina, throughout the U.S., and elsewhere in the world.

Admission to both the undergraduate and graduate programs are designed to identify students who are capable of being successful in the College's programs and who excel academically in order to meet these institutional goals.

Undergraduate Admission

The Office of Admissions is charged with the selection of candidates for undergraduate admission and enforcement of admission standards set by the [Committee on Academic Standards, Admissions and Financial Aid](#) of the Faculty Senate and as a state-supported institution, mandates from the State of South Carolina, issued by the [Commission on Higher Education](#). Additionally, the Office of Admissions consistently produces, communicates, and publicizes information about admissions requirements.

Freshmen Admission

Admissions policies are used as a means of identifying and selecting students who are academically qualified and who will succeed in the College's liberal arts and sciences undergraduate curriculum. A published source of policies that govern the undergraduate admissions process is in the “[12.1.6 Policy for Applicants for Undergraduate Admission: Degree and Non-Degree](#)” but prospective applicants and students primarily look for information regarding admissions requirements in brochures, in publications (e.g., the *Undergraduate Catalog*), and on the website. In the policy resource and in the catalog, the freshman admissions policy states that the College of Charleston “maintains a holistic review process involving both quantitative and qualitative components in reaching their final decisions.” In doing so, the admissions committee weighs carefully the student’s academic preparation (which includes grades, rank in class, and rigor of courses taken), SAT/ACT results, personal statements and essays, leadership qualifications, and special talents. Applicant review follows commonly accepted practices for selection of candidates emphasizing academic achievement. Special circumstances are considered, and each application is reviewed and evaluated by admissions professionals. The [academic profile and requirements for admission](#) are listed on the website and available to the public.

Students admitted to the College consistently demonstrate that they are capable of academic success. The admitted student profile demonstrates that highly capable students who have the potential to be successful

academically are selected. In addition, the Office of Admissions annually [examines the retention statistics and first-year grade point averages](#) of entering student populations to ensure that academic success continues and that admission selection criteria are appropriate. These statistics are [shared with the staff](#) in order to inform the review of applications and guide the admissions decision. These statistics inform the admissions decision with past academic qualifications and likelihood of academic success being at the forefront of the decision. The Office of Institutional Research, Planning, and Information Management publishes these data and [provides them to outside research organizations](#) for publication. Information that is frequently requested by students, faculty, staff, and others may be found on the College's [Institutional Research, Planning, and Information Management website](#). Reports on topics such as “[Student GPA by Class, Gender and Major](#)” and “[Retention and Graduation rates](#)” are available publicly.

As a public institution, the College of Charleston (hereafter, "College") has admissions requirements that are mandated by the South Carolina Commission on Higher Education (CHE). That body collects and produces reports on [admissions standards for first-time entering freshmen](#) to all S.C. four-year public institutions, as well as mandates a [high school course curriculum](#) that assists in identifying students who are prepared for college. From the CHE reports, the academic profile of students admitted to and enrolling at the College of Charleston demonstrates that the College is adhering to commonly accepted admissions practices. The high school course curriculum is prominently published on the [College's website](#) and through [CHE resources](#) referenced above.

Transfer Admission

Transfer applicants are considered for admission based on their prior academic history. Transfer admission guidelines strongly suggest a minimum cumulative GPA of 2.6 (in-state), 3.0 (out-of-state) from all previous institutions attended, calculated on a 4.0 scale. Special circumstances are considered, and each application is reviewed and evaluated individually by admissions professionals using professional judgment to make admissions decisions. Freshman credentials are also evaluated, unless a student has completed 24 semester hours or more. This information is available in the [transfer admissions section](#) of the website and incorporated into the “[12.1.6 Policy for Applicants for Undergraduate Admission: Degree and Non-Degree](#)” mentioned above.

International Student Admission

The institutional mission additionally states that “The College serves a diverse student body from its geographical area and attracts students from national and international communities.” Because the institution seeks to attract students from around the world, the Office of Admissions has established policies that govern the admission of international students and requires specific application information from them. International student admissions requirements and policies are published in “[12.1.6 Policy for Applicants for Undergraduate Admission: Degree and Non-Degree](#)” as well as on its [international applicant webpage](#) and the *Undergraduate Catalog*.

To ensure their academic and personal success, international students must provide proof of their English proficiency and certification that they have adequate funds to meet their educational expenses. The College of Charleston requires the TOEFL, IELTS, or the SAT/ACT for international students from non-English-speaking backgrounds and has minimum suggested scores for admission. For students from English-speaking countries, an SAT or ACT is required for freshman admission consideration. Information about these test standards and other [admissions requirements for international applicants](#) are published on the website and in the [admissions policy document](#). Special circumstances are considered, and each application is reviewed and evaluated individually by admissions professionals.

Conditional Admission for Qualified International Students

Under [specified conditions](#), students who do not currently meet English proficiency standards are offered the opportunity to begin study at the College in the English Language Institute. These students are allowed to take English language coursework until such time as English proficiency is achieved. At that time, the student is fully enrolled in a degree-seeking program. The English Language Institute notifies the Office of Admissions when a student has progressed to the level of proficiency necessary to be able to enroll in credit coursework on a part- or full-time basis at the College of Charleston.

Readmission

Requirements for students returning to the College of Charleston are largely dependent on the candidate's prior grade point average at the College. The [admissions process for readmission](#) is published on the website.

Honors College Admission

Because the College of Charleston seeks students who excel academically, many students are served through the Honors College. Undergraduate students can apply for admission to the [Honors College](#); admission to this program is selective. The [Honors College admissions process](#) is published on the website and in the [Honors College brochure](#). Students are evaluated for Honors College admission by a faculty committee on the basis of their honors application, two letters of recommendation, their transcript, test scores, and an essay. While there are no minimum requirements or cut-off scores or grades, the Honors College lists the [academic profile and requirements](#) of students who are successful in their application process on their website. The Honors College also welcomes applications from current College students and students who transfer to the College. Selection is made on the basis of the difficulty of their college-level work, college-level GPA, strength of college-level writing, and the quality of the letters of recommendation from professors.

Other Types of Admission

In addition to being admitted through the process described in the previous paragraphs, students who wish to be considered for special programs, such as the Honors College or the Bachelor of Professional Studies Program, also have to meet additional admission requirements. Some majors require students to meet specific requirements in order to pursue that academic program. If applicable to the declaration of major, those requirements are published in the *Undergraduate Catalog*.

Non-degree admission is offered to allow students who do not wish to pursue a degree to take advantage of College of Charleston coursework. Specific admission requirements for each category of non-degree admission are detailed on the website.

These types of admission are described in more detail below.

Bachelors of Professional Studies. The College's [mission](#) additionally states that “the institution strives to meet the growing educational demands primarily of the Lowcountry and the state and secondarily of the Southeast” often through programs offered in its School of Professional Studies. Non-traditional, adult students are served through the College's degree-completion program, the [Bachelor of Professional Studies \(B.P.S.\)](#). This program is available to students who are at least 21 years of age and who meet [B.P.S. admission criteria](#), which include specific course distributions and at least 30 credit hours of completed coursework. B.P.S. admissions criteria are available on the B.P.S. website and other college publications, such as the *Undergraduate Catalog*. The program is housed at the College of Charleston's North Campus, and courses are taught at that facility and in traditional, evening, online, and hybrid formats, serving many types of adult learners in the region.

School and Major Admission. At the undergraduate level, the Office of Admissions admits students to the College and not to a specific major or school. Students must select and declare a major no later than their sophomore year. Some majors recommend a program of study for a student's first two years so that prerequisite courses are completed and major coursework could be undertaken during the junior and senior year.

Any specific admissions requirements for declaration of a major are publicly available and listed in the catalog and online and through [Degree Works](#). Degree Works is an academic planning tool that is accessible to admitted and currently enrolled students and allows program of study planning.

The following academic program from the School of Education, Health, and Human Performance is an example of a program that has specific admissions requirements. All majors with specific admissions requirements are listed in the *Undergraduate Catalog*.

Requirements for Admission to Teacher Education Programs. Until all of the following [requirements for](#)

[admission to the teacher education program](#) are met and on file in the Office of Student Services and Credentialing, students may only take two teacher education program courses (EDFS 201 and EDFS 303) prior to acceptance into a teacher education program. Students must see the chair of the Department of Teacher Education for details.

- Declare a major in teacher education with the Office of Student Services and Certification.
- Meet with assigned advisor(s) for general education planning.
- Passing scores on Praxis Core: Academic Skills for Educators as required by the South Carolina Department of Education (SCDE) or qualifying SAT/ACT scores. Scores must be sent to the College of Charleston (Code R5113) and the SCDE (Code R8108).
- Maintain a minimum cumulative GPA of at least 2.750.
- Complete the program-specified minimum number of general education requirements. (see advisor and/or program of study).
- Complete EDFS 201 with a grade of C or better.
- Complete Essential Skills Statement.
- Submit three assessments of dispositions completed by:
 - General education professor
 - EDFS 201 instructor
 - A person knowledgeable about candidate's involvement with children/youth
- Submit a completed application for the teacher education program to the Office of Student Services and Credentialing.

Non-Degree Admission. The institutional mission acknowledges that the College “provides an extensive credit and non-credit continuing education program,” and, as a result, access to many of the College of Charleston's undergraduate courses is available and facilitated through non-degree enrollment via the Office of Admissions and the Office of Summer Sessions. [Senior citizens](#), [high school dual enrollment students](#), and [visiting students](#) from other post-secondary institutions (as well as individuals who wish to obtain higher education for employment purposes, graduate school preparation, or for personal interest) are encouraged to participate. Non-degree students must submit credentials that are appropriate to demonstrate their ability to satisfactorily complete coursework at the College of Charleston. Lists of [non-degree student types](#) (as well as links to [specific admission requirements](#) and forms) are available on the website.

Graduate Admission

Responsibility for graduate programs resides in the [Graduate School](#) of the University of Charleston, South Carolina at the College of Charleston. As stated in the institutional [mission](#), the College incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992 as a component of the College; USCS houses the College's research and graduate programs. The Graduate School provides master's degree programs and graduate certificate programs. The College also offers an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

At the graduate level, “a candidate's acceptance into a graduate degree program is based primarily upon his or her previous academic record” ([Graduate Catalog](#)). There are specific admissions criteria for each graduate program that specify the minimum undergraduate GPA standards and testing requirements. Information on individual program admission criteria is detailed and available to interested graduate applicants through the Graduate School online catalog.

The [Graduate School](#) of the University of Charleston, South Carolina meets the [mission](#) of the College of Charleston as it “seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically.” Every graduate program has its own admissions committee that reviews each program application, utilizing commonly accepted practices in reviewing graduate applications. Committees take a holistic approach in considering not only test scores and GPA, but also academic writing samples, personal statements, and letters of recommendation in completing the decision process. Joint programs shared with The Citadel (English, history, computer and information sciences, and middle grades education) have admissions committees that are comprised of representatives from both institutions.

The Graduate School of the University of Charleston, South Carolina encourages applications from all academically qualified persons. Both quantitative and qualitative components guide each program in reaching their final decisions. The admissions committees carefully weigh the applicant's academic preparation (which includes grades, undergraduate coursework, and rigor of courses taken), GRE/MAT/LSAT/GMAT results, personal statements and essays, and academic writing samples. Special circumstances are considered and each application is reviewed and evaluated individually by admissions professionals. There is no discrimination in the admission process based on the applicant's gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veterans' status, genetic information, or disability. Applicants who do not meet UCSC's admission requirements can be considered for admission when there is sufficient evidence to suggest the ability to do satisfactory work at the graduate level at UCSC.

The primary published source of graduate admissions policies is the [Graduate Catalog](#), available online and in the "at a glance" [admissions criteria grid](#). Specific admissions requirements for each program are listed within that related section in the catalog. Here is an example from the [Master of Science in Child Life](#).

Master of Science in Child Life (MSCL)

Child life specialists (CLSs) are highly trained healthcare professionals who work with children and families facing chronic or episodic health care needs. CLSs use their knowledge and training in development, play, stress and coping, and family systems to promote adaptive coping with pediatric illness and injury. They are critical members of the interdisciplinary pediatric health care team. Through the MSCL program, students will gain a comprehensive understanding of the medical issues and developmental and family factors impacting infant, child, and adolescent response to pediatric care.

The MSCL program is founded on a longstanding professional collaboration between the College of Charleston and the Medical University of South Carolina (MUSC). The program is intensive in terms of academic preparation, practical supervision, and close mentorship of students. A cohort of 10 students is admitted each fall, and they progress through the program together as a group, taking a set curriculum. The MSCL program is a full-time program with two required summer classes between the first and second program years.

Students in the MSCL program learn to develop and initiate effective family-centered care intervention within the hospital and other community settings. They gain skills to work effectively within multidisciplinary healthcare teams so as to provide optimal psychosocial care to patients and families. Students will work with College of Charleston/University of Charleston, South Carolina faculty and Medical University of South Carolina certified child life specialists in integrated coursework and practicum experiences. They also will have the opportunity to learn to initiate and execute child life program development working with a network of community non-profit agencies that serve as program community partners. Students apply for a formal child life internship to be completed during the spring semester of the second program year. Upon completion of the program, students will be prepared to take the national Child Life Council (Association of Child Life Specialists) Certification Examination.

Admissions Requirements:

- Personal statement, including a clear statement of educational and career goals.
- Completion of a bachelor's degree with minimum GPA of 2.750 overall and recommended GPA of at least 3.000 overall in last 60 credit hours of undergraduate coursework.
- Recommended GPA of 3.000 in a major related to child life (child development, psychology, sociology, education).
- Official transcript from all academic institutions.
- Official GRE scores of at least: 153 verbal, 144 quantitative, and 4.0 analytical writing.
- Three letters of recommendation, preferably from academic sources.
- Documented 100 hours of formal volunteer experience with children, preferably in a child-life setting documented in writing by a supervisor (a volunteer supervisor can provide one of the required letters of recommendation). Documentation forms are available on the MSCL program website.
- Completion of at least 18 credit hours in courses related to infant child, adolescent development, multicultural child and family issues, childhood medical conditions, health communication, developmental psychology, health, psychology, and/or child-life theory.

- Must include one course in infant child, adolescent development (birth-18 years)
- Recommended course in medical ethics
- Recommended course in anatomy and physiology
- TOEFL scores of at least: Writing=20; Speaking=23; Listening=17; Reading=21 if the student's primary language is not English.
- Interview upon admission committee's invitation.

Transfer Credit Policy

Students may seek approval from the MSCCL admissions committee to transfer in six credit hours of graduate coursework from an accredited institution. These courses require a grade of B or higher, or a grade of Satisfactory or Pass.

Graduate Non-degree Admission

Non-degree enrollment is also allowed for students who wish to enroll in graduate courses upon approval by individual graduate program directors, and information is published on the [website](#) and in the [Graduate Catalog](#). The non-degree option is not available for certain programs, such as accountancy, child life, and business administration that have full-time, cohort-based curricula. All students enrolling in graduate courses must possess a baccalaureate degree from an accredited college or university.

Graduate non-degree education admission (including professional development in education) requires a valid teaching certificate for admission.

Graduate International Admissions

The institutional mission encourages the College of Charleston in both the graduate and undergraduate programs to serve international students ([Graduate Catalog](#)). International applicants, being defined as anyone applying who is not a citizen of the United States, regardless of present residence, are required to provide documentation in addition to that required by each program to ensure academic success. These documents include but are not limited to:

1. A copy of their current visa, when appropriate.
 - a. An H-type or J-type visa
 - b. A permanent residency card
 - c. Documentation from the U.S. State Department regarding progress towards a permanent residency card, visa, or naturalization proceedings.
2. An official copy of their transcripts, both foreign and/or domestic.
3. An evaluation of all non-U.S. transcripts from an approved evaluation service. The list of approved services include:
 - a. Educational Credential Evaluators
 - b. Educational Perspectives
 - c. World Education Services, Inc.

The previous requirement may be waived for foreign institutions that have a special relationship with a program at the College of Charleston.
4. An official copy of the applicant's TOEFL or IELTS scores. This requirement may be waived for:
 - a. Applicants from countries where English is the first language, such as the U.K. or Australia.
 - b. Applicants who received their degree from or have attended a U.S. university for at least one year. Grades received at the U.S. institution will have an impact on the decision to waive the TOEFL or IELTS score.
5. Applicants seeking an F-1 visa must provide a certificate of finances that gives specific information on their ability to meet the financial demands of tuition, fees, and cost of living at the University of Charleston, South Carolina. The documentation to be provided includes:
 - a. The certificate itself, completed and signed appropriately by all involved parties.
 - b. Bank statements, wage statements, and/or letters from the bank confirming the ability of the applicant to pay.

Academic Dismissal – Re-admission Process

Students who have been academically dismissed may apply for readmission ([Graduate Catalog](#)) after one calendar year, with the following conditions:

1. The student will provide a new statement of goals, which will address the issues that led to the dismissal, and the student's plan to avoid further academic issues.
2. The program director and admissions committee, after approving the application for re-admission, will provide the student with an acceptance letter that provides specific parameters that must be met for successful completion of the student's program.
 - a. The specific courses required by the student to finish.
 - b. The specific grades that must be achieved in order to maintain a 3.0 GPA.
 - c. A timeline for the completion of the program.
3. If the student is re-admitted to the program, he/she must meet with the program director and the associate dean of the Graduate School to review his/her acceptance letter, which must then be signed by all three participants in the meeting.
4. If a re-admitted student fails to meet the parameters of his/her re-admission, it is at the discretion of the program director to remove the student permanently from the program.

Students who have been academically dismissed may appeal that decision to the dean of the Graduate School. Information on appeals and grievances procedures are found in detail in the [Graduate Catalog](#).

The following policies are applicable to undergraduate, graduate, and all non-degree students and are published in the undergraduate and graduate admissions policy statements and in the respective catalogs.

Financial Aid

Federal financial aid is only available to students in a degree-seeking status.

Distance Education

Students who take courses via mixed modalities, including distance education, hybrid, and online courses, meet all appropriate admission requirements. Admissions applications are accessed and filed online.

Risk Management Assessment

All applicants are required to answer questions relating to their criminal and disciplinary history, as outlined in the College of Charleston's [Policy 8.1.5: "Policy on admitting applicants for enrollment with a criminal or disciplinary history."](#)

Privacy and Security Policies


































Information on the privacy and security policies governing applicants' personal information can be found on the College of Charleston website at [Policy 11.1 "Privacy policy and procedure"](#).








Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.3. Admissions policies for the undergraduate, graduate, non-degree, and special programs are consistent with the mission of the College. These policies are published in a variety of sources that are readily accessible to the interested public via the College's [undergraduate admissions](#) and [graduate admissions](#) websites, the [Undergraduate Catalog](#), and [Graduate Catalog](#), online application forms, as well as through staff members in the Office of Admissions and the Graduate School. Staff members are accessible and available to interested students by phone, in person, and through email communication.

The College of Charleston has established general admission policies for applicants that are noted in the undergraduate and graduate catalogs, respectively. These are consistent across all campuses of the College and provide necessary documents for application review as well as applicant's responsibilities.

Sources

-  [11.1 Privacy Policy](#)
-  [2016 admission, file Review Agenda](#)
-  [Admissions Retention analysis](#)
-  [Admitted student profile](#)
-  [Application Checklist International Freshman and Transfers](#)
-  [Apply to the Honors College](#)
-  [Bachelors of Professional Studies](#)
-  [BPS admissions criteria - School of Professional Studies](#)
-  [CHE Academic Policies](#)
-  [CHE Admissions Standards for First-Time Entering Freshmen \(2013-2014\)](#)
-  [CHE College Prep Course Prereqs \(10/11/06\)](#)
-  [Conditional Admission International Freshman and Transfers](#)
-  [Criminal-Disciplinary History policy](#)
-  [Degree Works](#)
-  [Dual Enrolled High School Students - College of Charleston](#)
-  [FAM 2016-17 \(Page 26\)](#)
-  [Graduate Admission Categories ND](#)
-  [Graduate Catalog 2016-2017 \(Page 17\)](#)
-  [Graduate Catalog 2016-2017 \(Page 18\)](#)
-  [Graduate Catalog 2016-2017 \(Page 19\)](#)
-  [Graduate Catalog 2016-2017 \(Page 21\)](#)
-  [Graduate Catalog 2016-2017 \(Page 39\)](#)
-  [Graduate Catalog 2016-2017 \(Page 40\)](#)
-  [Graduate Catalog 2016-2017 \(Page 42\)](#)
-  [Graduate Catalog 2016-2017 \(Page 52\)](#)
-  [Graduate School Admission Grid](#)
-  [Graduate School page](#)
-  [Honors College](#)
-  [Honors College academic Requirements](#)
-  [Honors-College-doublesided](#)
-  [HS course curriculum - College of Charleston](#)
-  [International Students - College of Charleston](#)
-  [IRP Common Data Set](#)

-  [IRP report FR retention and graduation rates](#)
-  [IRP Report Student GPA by gender](#)
-  [IRP website Facts and Publications - College of Charleston](#)
-  [Mission, Vision and Values Statement](#)
-  [non-degree programs website](#)
-  [Readmission process](#)
-  [Retention and Graduation rates information from Planning and Reference Fact Book](#)
-  [Senior citizen web info](#)
-  [Transfer admissions What We Look For](#)
-  [Undergraduate Admission policy 12.1.6](#)
-  [Undergraduate Admission policy 12.1.6 \(Page 4\)](#)
-  [Undergraduate Admission policy 12.1.6 \(Page 5\)](#)
-  [undergraduate admissions.cofc website](#)
-  [Undergraduate Catalog 2016-2017 \(Page 100\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 101\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 21\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 25\)](#)
-  [Visiting Students -College of Charleston](#)

3.4.4

Educational Programs: All:Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") (Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston publishes policies for undergraduate and graduate students regarding evaluating, awarding, and accepting [credit for transfer](#), including Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Exams, and College Level Examination Program (CLEP) exams. Policies are published on the website of the Office of the Registrar and in the [Undergraduate Catalog](#) and [Graduate Catalog](#).

A course from another institution is eligible to be evaluated for transfer credit when the course is:

- earned at a school accredited by a [regional accrediting organization](#)
- graded at least a "C" (2.000 on a 4.000 grade scale) for undergraduate credit
- graded at least a "B" (3.000 on a 4.000 grade scale) for graduate credit
- not a duplication of credits already earned

The College of Charleston requires the relevant academic program director (or director's designee), or the relevant dean (or dean's designee) for a discipline or interdisciplinary program not currently represented at the College, to determine the suitability of course credit earned elsewhere for transfer to the College. Disputes over transfer credit determination may be appealed in writing to the provost (or the provost's designee) no later than 15 days following receipt of the transfer credit evaluation. The decision of the provost is final.

The College assumes responsibility for the academic quality of any course work or credit recorded on the transcript. The relevant academic program director (or director's designee), or the relevant dean (or dean's designee), use course descriptions or syllabi, supplied by the Registrar's Office, to make [decisions about transfer credit](#). Courses that have no analog to work at the College of Charleston are not included in the transferred courses that make up a College of Charleston degree. In a similar manner, exam curriculum is used to make decisions about credit awarded for Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Exams, and College Level Examination Program (CLEP) exams.

Undergraduate Policies and Process for Evaluating, Awarding, and Accepting Credit

Undergraduate students applying to the College of Charleston as incoming freshmen or transfer students are required to submit official copies of transcripts from all post-secondary institutions attended ([Undergraduate Catalog](#)). Students with post-secondary coursework from an institution outside of the United States are also required to submit a course-by-course [evaluation report](#), prepared by one of the approved credential [evaluation agencies](#) listed on the Office of Admissions website, for each post-secondary transcript ([Undergraduate Catalog](#)).

A transfer credit evaluation of post-secondary official transcripts and credential evaluation agency reports are completed by the Registrar's Office for all degree-seeking students offered admission to the College of Charleston. A course from another institution is eligible to be evaluated for transfer credit when the course is from a regionally accredited United States institution or an equivalent institution located outside of the United States, graded at least a "C" (2.000 on a 4.000 scale), and not a duplication of credits already earned ([Undergraduate Catalog](#)). Courses graded on a pass/fail basis are acceptable only if the institution where the courses were completed indicates in their published grade scale information that a "Pass" grade is the minimum equivalent of a "C" (2.000 on a 4.000 scale) ([Undergraduate Catalog](#)).

Coursework earned ten or more years prior to enrollment at the College of Charleston is subject to an additional review to determine if transfer credit will be awarded ([Undergraduate Catalog](#)).

Credits awarded at another institution as a result of placement testing are not accepted. In addition, the College of Charleston does not award transfer credit for life experience, work experience gained prior to admission, military training, and/or non-credit bearing coursework completed toward a professional certificate. The College of Charleston does not give academic credit for noncredit course work and does not accept non-credit coursework, certificates or continuing education units for credit ([Undergraduate Catalog](#)).

The College of Charleston does not transfer grades from other institutions, only credit hours. To be in compliance with the CS 3.5.2 "Institutional credits for a degree" standard and maintain Bachelor of Professional Studies (B.P.S.) residency requirements ([Undergraduate Catalog](#)), the transfer credit policy of the College of Charleston was changed to allow a [maximum of 90 transfer credit hours](#) that may be applied towards requirements for the A.B., B.A., or B.S. degree and a maximum of 87 hours towards the B.P.S. degree. Included within the maximum credit hours that may be applied towards any undergraduate degree is all credits earned by examination – such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Exams, and College Level Examination Program (CLEP). The maximum number of transfer credit hours from a two-year institution that may be applied to the requirements for any College of Charleston bachelor's degree remains 60 credit hours ([Undergraduate Catalog](#)). Changes to the maximum transfer credit hour policy went into effect for students admitted or readmitted fall 2016 forward.

Guidelines to award college credit based on [Advanced Placement \(AP\)](#), [International Baccalaureate \(IB\)](#), [Cambridge International Exams](#), and [College Level Examination Program \(CLEP\)](#) completion are published in the Transfer Credit Information section of the [Undergraduate Catalog](#), under the Exam Credit heading ([Undergraduate Catalog](#)), and in the Transfer Credit section of the [Registrar's Office website](#). The department chair or program director for the specific academic discipline ensures that programs and learning outcomes are at the collegiate level and are [comparable](#) to the institution's own degree programs. Examination names, scores, College of Charleston equivalent(s), credits earned, and comments regarding the examinations are available on the Registrar's Office website and in the [Undergraduate Catalog](#) ([Undergraduate Catalog](#)).

The College of Charleston adheres to the [South Carolina Commission on Higher Education's \(hereafter, "CHE"\) transfer policy](#) for public two-year and four-year institutions in South Carolina, as revised in December 2009. The policy includes a Statewide [Articulation Agreement](#) of 86 courses approved for transfer from two-year to four-year public institutions. A list of the 86 courses is available in the Academic Transfer and Articulation area of the CHE website. In addition, the Transfer Credit area of the Registrar's Office website includes a link to a list of Statewide Articulation Agreement courses, along with their [College of Charleston equivalent](#).

Contained within the December 2009 CHE [transfer policy](#) are stipulations for the assurance of quality of coursework and distribution of information requirement. The CHE staff, in consultation with the CHE's Advisory Committee on Academic Programs, evaluates all claims from any public two-year or four-year institution challenging the effective preparation of any other institution's coursework for transfer purposes. The College of Charleston adheres to the CHE requirements that all four-year public institutions issue a transfer guide annually or maintain such a guide on-line. The transfer policy is published in the [Undergraduate Catalog](#) and maintained in the [Transfer Credit](#) area of the Registrar's Office website. The College of Charleston also adheres to the CHE requirements that all two-year and four-year public institutions publish and maintain information, related to course articulation and transfer, on the [South Carolina Transfer and Articulation Center \(SC TRAC\)](#) website.

[Evaluation of courses](#) that are not in the Statewide Articulation Agreement occurs in the appropriate academic department or dean's office to ensure the quality of work. The College of Charleston maintains a [Transfer Equivalency Database](#), accessible via a link from the Transfer Credit area of the Registrar's Office website. The Transfer Equivalency Database is a history of how undergraduate and graduate-level courses from U.S. institutions have been evaluated for transfer to the College of Charleston. A ten-year review cycle of entries in the Transfer Equivalency Database has been established to ensure entries remain accurate. The most recent review was completed in the summer of 2016. [Review](#) results from department [chairs](#) and program directors were submitted to the Registrar's Office where updates to the Transfer Equivalency Database were made.

An enrolled degree candidate at the College of Charleston who wishes to receive College of Charleston credit for courses at another institution must submit the [Coursework Elsewhere Form](#). Senior year of work for a degree must be completed in residence at the College of Charleston. However, effective with courses taken fall 2015 forward, candidates who have earned more than 30 credit hours at the College of Charleston may petition the chair of their major department and the Registrar's Office to complete up to seven of their final 37 hours at another institution by submitting Coursework Elsewhere during [Senior Year Petition \(Undergraduate Catalog\)](#).

In order to ensure that the courses taken at another institution by College of Charleston students will be accepted for transfer credit, the courses must be approved in the Registrar's Office before actual enrollment. The courses must be from a regionally accredited institution and must be courses that may be used towards graduation at the college or university conducting the instruction. Acceptance of credit for an approved course will become final only when the Registrar's Office of the College of Charleston receives an official transcript of the student's record from the regionally accredited institution where the course was taken. Credits will be awarded based upon actual credits earned, with grades of "C" (2.000 on a 4.000 scale) or better ([Undergraduate Catalog](#)).

Transfer course equivalency data at the undergraduate and graduate level are processed and stored in Banner, the Ellucian student information system used by the College of Charleston. If a prior College of Charleston transfer credit evaluation exists for a course, the stored information is used for application to all students. A course description or syllabus for undergraduate courses not previously evaluated is forwarded directly to the relevant academic program director (or director's designee), or the relevant dean (or dean's designee), to determine whether or not the course is at the collegiate level and is comparable to a course offered by College of Charleston. [Evaluation decisions](#) are then routed to the Registrar's Office for entry into the transfer course database, where the information is maintained for consistency of application of transfer award and for course review.

Graduate Policies and Process for Evaluating, Awarding, and Accepting Credit

The [Graduate Catalog](#) details specific admissions criteria for each graduate program. Graduate credit work at another institution is only evaluated and entered on an official College of Charleston transcript for credentials-seeking students.

A maximum of 12 credit hours may be transferred into the Graduate School of the University of Charleston, SC. A maximum of 6 credit hours transferred from another institution may be applied to a graduate certificate program. Not all graduate programs accept transfer course credit. Students should check the [individual programs](#) for their specific transfer credit policies ([Graduate Catalog](#)).

For those programs that do accept a limited number of transfer credits, the awarding of transfer credit for any course requires that the graduate student must have taken the course from a regionally accredited institution or a comparable international institution; earned at least a grade of "B" (3.000 on a 4.000 grade scale) or higher; and have taken the course within the time limit requirements announced for his or her graduate program. For universities that award "minus" grades in graduate courses, a graduate course in which a grade of "B-" was earned is not eligible for graduate transfer credit at the College of Charleston ([Graduate Catalog](#)).

The decision to accept transfer credit ultimately resides with the program director or program admissions committee. The suitability for transfer of any specific course credit earned at another university, once added to the College of Charleston transfer credit inventory, is subject to re-evaluation by the program director at least once every ten years ([Graduate Catalog](#)).

Graduate courses with grades of "S" or "P" (Satisfactory and Pass) are not transferable unless the institution where the course was completed indicates in their published grading scale information that a "Pass" or "Satisfactory" grade is the minimum equivalent of a "B" (3.000 on a 4.000 GPA scale). Not all graduate programs accept courses with grades of "S" or "P" for transfer credit. [Individual programs](#) that do not accept courses with grades of "S" or "P" will be noted in their specific transfer credit policies ([Graduate Catalog](#)).

Grades do not transfer, only credit hours. Therefore, students do not have their transfer credit grades calculated into their cumulative GPA ([Graduate Catalog](#)).

Credits awarded at another institution as a result of placement testing are not acceptable. In addition, the College of Charleston does not award transfer credit for life experience, work experience gained prior to admission, military training, and/or non-credit bearing coursework completed toward a professional certificate. The College of Charleston does not give academic credit for noncredit course work and does not accept non-credit coursework, certificates or continuing education units for credit ([Graduate Catalog](#)).

Credit earned at The Citadel, Charleston Southern University, or the Medical University of South Carolina using our former graduate cross-registration procedures, or any graduate cross-registration procedures that might be approved in the future, is considered transfer credit. Credit earned at The Citadel or Clemson University is not considered transfer credit when the course credit was earned as part of a joint graduate program ([Graduate Catalog](#)).

Regardless of the student's citizenship, applicants who have completed graduate course work at a college/university outside of the United States must also submit official transcripts (mark sheets, academic records), with English translations as appropriate, to a recognized credential evaluation agency for verification and a course-by-course evaluation. The costs for the translation and evaluation of documents in order to meet deadlines, as well as all costs associated with these services, are the responsibility of the student applying for admission. Once the course-by-course evaluation from an outside agency and the English translations of course descriptions are received by the Graduate School of the University of Charleston, SC, evaluation of the course work can begin for potential Graduate School of the University of Charleston, SC transfer credit ([Graduate Catalog](#)).

Undergraduate students who took graduate coursework that met a degree requirement for their undergraduate degree at the College of Charleston are not allowed to also apply those credits towards a graduate degree at the College of Charleston. The exception of this policy is if a student is enrolled in a combined Bachelor's and Master's degree program at the College of Charleston ([Graduate Catalog](#)).

The Juris Doctor and Master of Business Administration [dual degree program](#) with Charleston School of Law has been [approved](#) by SACSCOC as an exception to the College of Charleston policy that courses eligible for transfer credit be taken at a regionally accredited institution. Full-time students in the dual degree program spend the first two years of study at Charleston School of Law and spend their third year at the College of Charleston. Students return to the Charleston School of Law in the fourth year of the program to complete their Juris Doctor coursework. Each school grants nine units of credit for courses taken at the other school.

Undergraduate Study Abroad

Currently, the College of Charleston has student exchange agreements with more than two-dozen academic institutions around the world, allowing students to gain academic credit at international institutions. A complete list of exchange programs is available in the Study Abroad area of the [Center for International Education website](#).

Classes taken abroad must be pre-approved before departure to ensure that students will receive transfer credit upon successful completion of the program. The [Study Abroad Course Approval form](#) is available from the Center for International Education for this purpose, [Undergraduate Catalog](#). The College of Charleston requires the relevant academic program director (or director's designee), or the relevant dean (or dean's designee) for a discipline or interdisciplinary program not currently represented at the College, to [determine](#) the suitability of course credit earned elsewhere for transfer to the College. Disputes over transfer credit determination may be appealed in writing to the provost (or the provost's designee) no later than 15 days

following receipt of the transfer credit evaluation. The decision of the provost is final.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.4. The College publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, credit by examination, Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Exams, and College Level Examination Program (CLEP) that are consistent with its mission. These policies ensure that coursework and learning outcomes are at the collegiate level and comparable to those associated with the College's own degree programs.

Sources

-  [ap-credit-2016-2017](#)
-  [cambridge-alevel-and-aslevel-exams-2016-2017](#)
-  [CHE RevisedTransferPolicy 2009](#)
-  [CHEA_ Directory of Regional Accrediting Organizations](#)
-  [CLEP Credit \(2014-2015\)](#)
-  [coursework-elsewhere-form-final-6-2-16](#)
-  [coursework-elsewhere-senior-year-petition-form-final-6-2-2016](#)
-  [Credential Evaluation Agencies](#)
-  [Credential Evaluation Agency Sample Report](#)
-  [Exchange Programs - College of Charleston](#)
-  [Graduate Catalog 2016-2017 \(Page 30\)](#)
-  [Graduate program guidelines for transfer credit 2016-2017](#)
-  [ib-credit-2016-2017](#)
-  [jd-mba-approval](#)
-  [jd-mba-dualdegree-agreement](#)
-  [Request for evaluation of transfer course samples](#)
-  [SC Articulation Agreement Transferable Courses](#)
-  [SC TRAC](#)
-  [sc-transferrable-courses-alpha-list-fall-2015](#)
-  [Study Abroad Course Approval Form](#)
-  [Study abroad course approval form samples](#)
-  [Transfer Credit - College of Charleston](#)
-  [Transfer database review economics courses \(002\)](#)
-  [Transfer database review e-mail from ECON chair](#)
-  [Transfer Equivalency Database-Registrar CofC](#)
-  [Undergraduate Admission policy 12.1.6](#)

 [Undergraduate Admission policy 12.1.6 \(Page 7\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 23\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 26\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 29\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 30\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 31\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 33\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 34\)](#)

3.4.5

Educational Programs: All:Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") publishes its academic policies through its catalogs and on the College's policy website, and these academic policies are readily available to students, faculty, and other interested parties. The Provost and Executive Vice President for Academic Affairs (hereafter, "Provost") and the faculty (largely through faculty committees) assure that academic policies adhere to good educational practices. These policies are created and modified by clear approval processes. Each year, the Provost, the Speaker of the Faculty, the Registrar, and other administrators assure the accurate publication of these policies through processes described below.

Principles of Good Educational Practice

Ultimately, the Board of Trustees (hereafter, "College Board") has the ultimate authority to promulgate academic policies. According to the College Board bylaws, "The [purpose](#) of the Academic Affairs Committee is to oversee educational quality of the College." However, the College Board's bylaws vest administrative authority "in the Office of the President and such subordinate officers as may from time to time be appointed by the President." Of particular relevance for academic policy is the Provost. [As indicated by the College Board's bylaws](#), "The President, along with the applicable executive officers of the College, shares with the Faculty the responsibility for proposing educational programs and policies as well as for the orderly implementation of educational programs and policies." The Provost is described by the *Faculty/Administration Manual* as "responsible for academic policies, standards and programs."

The [Faculty Senate](#) is the "primary legislative body of the ... faculty." Recommendations for academic policies either originate with or are vetted by the Faculty Senate and/or its committees, as the Faculty Senate concerns itself with "all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College." Table 1 below shows [committees](#) assigned to deal with academic policies, consistent with the faculty bylaws.

Table 1. Faculty Senate Committees and Policies

Committee	Policies	Bylaws Reference
Academic Planning	New programs and goals	V.2.B.1.b
Budget	"review policies relating to long-range financial planning, budget preparation and the allocation of funds within budget categories, and to recommend policy changes."	V.2.B.2.b
Bylaws	Faculty bylaws amendments	V.2.B.3.b(1)
Graduate Education, Continuing Education, and Special Programs	continuing education programs, graduate programs, and courses	V.3.B.2.b(2)
Library	"basic policy for the operation of the library"	V.3.B.4.b(3)
Student Affairs and Athletics	"athletics policies of the College relating to new programs, schedules, and athletics scholarships"	V.3.B.5.b(4)
Academic Standards, Admissions, and Financial Aid	"standards for admissions, continuation, and graduation"; "policies for financial assistance"	V.3.B.6.b(3) and (4)
Curriculum	courses, programs, undergraduate curriculum, and degree requirements	V.3.B.8.b(1) and (2)
Research and Development	advise provost on faculty research policies and procedures	V.3.B.12.b(3)
Honors College	"changes in the curriculum, and changes in Honors College regulations and policies"; curriculum policy; admissions and retention standards; course selection procedures	V.3.B.13.b(3) and (4)
Assessment of Institutional Effectiveness	"policy issues related to assessment of institutional effectiveness"	V.3.B.14.b(1) and (3)
Educational Technology	"advise the provost on basic policy for faculty use of educational technology"	V.3.B.16.b(4)
General Education	"initiate and/or review all general education revisions"; "initiate actions, devise procedures, and make recommendations to the provost and the Faculty Senate on any and all aspects of general education program administration and program features"	V.3.B.18.b(1) and (3)
First-Year Experience	recommendations regarding revisions to the program	V.3.B.19.b(2)

The Faculty Senate debates no policy without first soliciting a report and recommendation from the appropriate committee. It is the responsibility of these committees to investigate best educational practices and to recommend to the Faculty Senate and the Provost policies that ensure such practices. Informed by their own expertise and by these reports, faculty senators consider the merits of proposed policies and changes to policies.

Publication of Academic Policies

Academic policies concerning students are published in the *Graduate Catalog*, the *Undergraduate Catalog* and the *Student Handbook*. Policies applying to faculty, such as the [Intellectual Property Policy](#), are also published on the [College of Charleston policy website](#). Policies regarding how the curriculum is changed are published in the faculty bylaws, which are made available as a section in the *Faculty/Administration Manual* (hereafter, "FAM"), [Section 3,. 8](#). All policies at the College of Charleston are available at the [College of Charleston policy website](#). The undergraduate and graduate catalogs and the *Student Handbook* are published under the "Handbooks" section of this webpage, as is the FAM. These policies are also available through the websites of appropriate offices, such as [academic affairs](#), [student affairs](#), and the [Graduate School](#). Both catalogs are available at the [registrar's catalog website](#). Archives of old catalogs are also available in downloadable pdf format at the [registrar's website](#).

Several policies, such as the Honor Code, the general education requirements, and graduation requirements, are also accessible directly through the [Site Index](#) of the College's main home page.

Processes of Approval

Students, faculty, and administrators may propose new academic policies or changes to existing policies. Such proposals are considered by the appropriate faculty committees according to the procedures established by each committee, which report their recommendations to the Faculty Senate. In the case of the Curriculum, Faculty Curriculum Committee, the Graduate Education, Continuing Education, Special Programs, and the General Education Committees, procedures are published on their websites. In addition, Faculty Senate Standing College Committees also publish their minutes on the website. Contact information for the [chairs of each committee](#) is maintained on the [Faculty Senate website](#). Provisions for the final approval and publication of academic policies also are described in the [Campus Wide Policy Formation Procedures](#), as published at the College's policy website.

Recent changes to the policy on [Alternatives to the Foreign Language Requirement](#) illustrate the process of academic policy change and the due diligence regarding good educational practice. In late 2014 and early 2015, the General Education Committee, in consultation with the Center for Disability Services, considered changes to this policy, researching practices at other universities, considering effects on students, and deliberating best practice. The result of this process was a proposed change to the policy, which it presented to the Faculty Senate as a motion under new business at the March 10, 2015, [meeting](#) of the Faculty Senate. The Faculty Senate voted to enact the change.

[Minutes](#) of all meetings of the Faculty Senate, which record the Faculty Senate's consultation or action on all changes to academic policy, are available on-line.

































Process Publication

Because all academic policies at the College of Charleston are written and revised in consultation with the Faculty Senate, the Faculty Senate maintains a record of changes to academic policies in its minutes. After the last Faculty Senate session in April, properly approved changes to academic policy are collected in collaboration between the Faculty Secretariat and the Office of the Provost. It is a duty of the Provost, the Speaker of the Faculty, and the Registrar to assure that new policies and changes to existing policies are properly incorporated into the annual revisions of the graduate and undergraduate catalogs. The Provost and Speaker of the Faculty assure that changes to faculty/administration policies are incorporated accurately into each new annual publication of the *Faculty/Administration Manual*. The Dean of Students assures that new policies or changes to existing policies are incorporated into the annual revisions of the Student Handbook.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.5. The College publishes academic policies that adhere to principles of good educational practice. These principles are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. All policies apply across the College, regardless of the delivery method of programs.

Sources

-  9.1.13 Intellectual Property Policy
-  Academic Affairs
-  BoT By-Laws G2 and I1,6
-  By-Laws of the Board of Trustees p.7 (Page 7)
-  campus-policy-procedures
-  College of Charleston Catalog webpage
-  Committee chairs
-  Faculty Senate minutes
-  FAM 2016-17 (Page 11)
-  FAM 2016-17 (Page 18)
-  FAM 2016-17 (Page 20)
-  FAM 2016-17 (Page 21)
-  FAM 2016-17 (Page 23)
-  FAM 2016-17 (Page 24)
-  FAM 2016-17 (Page 25)
-  FAM 2016-17 (Page 26)
-  FAM 2016-17 (Page 28)
-  FAM 2016-17 (Page 32)
-  FAM 2016-17 (Page 33)
-  FAM 2016-17 (Page 34)
-  FAM 2016-17 (Page 35)
-  FAM 2016-17 (Page 37)
-  FAM 2016-17 (Page 39)
-  Foreign language alternative
-  Graduate School
-  Handbooks
-  Minutes extract
-  Policy List
-  Policy List - Intellectual Property
-  Registrar Catalog
-  Site Index - College of Charleston
-  Student Affairs

3.4.6

Educational Programs: All:Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston employs sound and acceptable practices for determining the amount and level of credit awarded for courses. Faculty are responsible for the curriculum at the institution. Policies [12.1.5 Assignment of Credit Hours](#) and [7.6.9 Course Numbering Policy](#), in addition to faculty expertise in disciplinary norms guide faculty in determining the appropriate amount of credit and level of credit for each course. The amount and level of credit awarded for a course is the same regardless of format or mode of delivery.

Practice for Determining the Amount of Credit Awarded

Faculty develop new courses for academic programs and submit a course proposal for consideration by the department, school, College Curriculum Committee (undergraduate or graduate), Graduate Council (graduate), and Faculty Senate ([Curriculum Flow Chart](#)). Presentations by the faculty responsible for the course proposal, along with committee discussion, are required elements of committee review for course proposals in Faculty Senate committees. Faculty Senate debates may or may not occur regarding the specifics of a course proposal.

The [Undergraduate Course Form](#) and [Graduate Course Form](#) include a determination of the appropriate credit to be awarded for the course, consistent with [Policy 12.1.5. Assignment of Credit Hours](#). The faculty member responsible for the course proposal makes the initial proposal for the level of credit to be assigned to the course (e.g., 200 level), subject to the review and determination of the faculty and administrators who will subsequently review the course proposal, and consistent with the College's course-numbering policy (see below).

Policy 12.1.5 Assignment of Credit Hours is consistent with SACSCOC guidelines, which reflect commonly accepted practices in higher education. Policy 12.1.5 is published on the [College of Charleston policy website](#). The policy incorporates guidance on assignment of credit to courses designed to include significant out-of-class experiences (e.g., student teaching, field work, internships) and courses delivered with technology. In every case, the requirement is that for every one hour in class (or one hour of academic engagement in online courses), students will have a minimum of two hours of additional work beyond class time. Therefore, for every semester credit hour given, a total of at least three hours per week for each week of the term is required.

Fall and spring semester courses are scheduled for 15 weeks, excluding holidays, spring and fall breaks, and a week of final exams, resulting in roughly 14 weeks of scheduled instructional time. The vast majority of courses offered at the College of Charleston are assigned three credit hours. These three-credit-hour courses meet for 150 minutes per week for 14 weeks, resulting in 2,100 minutes of instruction for three-credit courses. Courses are scheduled to meet three times per week (50 minutes each meeting) or twice a week (75 minutes each meeting) to yield 150 minutes of instruction per week. [Approved Meeting Times](#) are adjusted for Maymester and summer terms to ensure that instructional time remains congruent with the amount of credit awarded.

An example of faculty engaging the curriculum process to determine the amount of credit is provided by the consultative process in determining course credit URST 250: Sophomore Student Ambassadorship (1 credit)

and URST 251: Sophomore Student Ambassadorship (2 credits). The course was originally proposed as a single three-credit course scheduled over two semesters. A discussion about the nature of the course, requirements for students and the temporal quality of the stated learning outcomes between the faculty proposing the course and the Faculty Curriculum Committee illustrates the thought and attention devoted to assigning credit to the learning experience. A resolution was reached whereby one course became two courses: URST 250 (1 credit) continued in URST 251 (2 credits). The course sequence was approved by the Faculty Senate. See [minutes of the Faculty Senate meeting](#). Course descriptions (250, 251) can be found in the [Undergraduate Catalog](#).

Variations from the three-credit hour model must demonstrate the minimum equivalent of 700 minutes of instruction/academic engagement per credit hour assigned. In the Department of Studio Art, faculty determined that effective instruction and application requires a sustained block of time that exceeds the typical clock-to-credit norm. Typically studio art courses meet one time per week for four hours in a fall or spring semester. Thus, one credit is awarded in studio art based on 80 minutes of studio instructional and art creation time. Labs associated with natural science courses meet one time per week for 180 minutes each.

For courses designed to include significant out-of-class experiences (e.g., student teaching, field study, research labs, or internships) guidelines are set by the academic program for how the instructional time frame will meet credit guidelines articulated in [Policy 12.1.5 Assignment of Credit Hours](#). In addition, independent studies and bachelor's essays (senior thesis) are made available in most departments for advanced students ready to accept more responsibility to direct their learning while supervised and/or directed by a faculty member. These courses, referred to at the College as "individual enrollment courses," require that a student and faculty member complete a detailed learning contract specifying the expected learning outcomes, the nature of the student work product, the frequency of meetings between the faculty member and student, and the method of final evaluation (grading). An example is provided for [BIOL 450 Problems in Biology](#). In the contract, the student is informed that he/she will be expected to be in the lab 12-15 hours per week and presented with a set of lab techniques and more advanced experimental data acquisition areas of learning.

Some, but not all, departmental and program individual enrollment courses carry variable credit (e.g., one to three credits may be awarded) allowing the faculty member to assign credit on the basis of the work represented in the learning contract. Individual enrollment contracts are reviewed and signed by the student, the supervising faculty member, and the department chair prior to submission to the Office of the Registrar. An example is included below that illustrates the individual enrollment process; it includes a completed individual enrollment form and course syllabus. The Women's and Gender Studies Internship (WGST 381) syllabus displays the same course assignments for every student enrolled, and the credit assigned for the experiential course varies based on the number of hours completed at the internship site ([WGST 381 Women's and Gender Studies Internship Variable Credit, one to four credits](#)).

All courses at the College of Charleston are assigned credit hours when approved by the faculty. Credit hour assignment does not change with mode of delivery. In determining the pedagogy and instruction for a course offered through technology (entirely online or as a hybrid), faculty are directed to treat time spent on student engagement with the academic material as the equivalent of class time. Students are advised by faculty to prepare for and engage with the class using the same "in-class and out-of-class ratio" that applies to face-to-face classes. For example, after listing the course requirements, the faculty member in [APCP 323 Interviewing](#) writes, "[You should plan to spend 6-9 hours per week preparing for and participating in this course.](#)" Student engagement with the course may include, but is not limited to, submitting an academic assignment, listening to class lectures and webinars (synchronous and asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the instructor, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the course content, conducting laboratory work, and completing an externship or internship. Student preparation is typically homework, such as reading and study time, and completing assignments and projects.

Practice for Determining the Level of Credit Awarded

Academic programs are constructed to guide student learning through a progression of courses that make up the beginning, middle, and culmination of a program of study. In creating new academic programs, faculty are directed to design an appropriate beginning, middle, and end to the undergraduate major to facilitate a clear progression in learning and to promote coherence. This philosophy is found on the Faculty Curriculum

Committee website under [Questions to Consider](#) in proposing a new major. Combined with [College Policy 7.6.9 Course Numbering](#), faculty are given directions regarding the appropriate level of credit to be awarded. Undergraduate course numbers at the beginning (100-299), middle (300-399), and culmination (400-499) signal to students the level of credit awarded for undergraduate students. Graduate course numbers (e.g., 500-599, 600-699) provide a similar function in signaling the level of credit for graduate courses. Individual departments and programs are permitted to develop additional course-number guidelines for their own use, consistent with disciplinary practice or goals for student advising, so long as those department- or program-specific guidelines do not violate the College's course-numbering policy.

Evaluating Transfer Credit to Determine the Amount and Level of Credit Awarded

The College of Charleston accepts undergraduate transfer credits from regionally accredited institutions of higher education based on the Transfer Credit section of the [Policy for Applicants for Undergraduate Admission](#). More directly, the policy states that: "Students must present official transcripts to be evaluated for transfer credit." Coursework successfully completed with a grade of "C" (2.000 on a 4.000 scale) or higher at a college/university accredited by a regional accrediting association can be considered for transfer credit. The maximum number of transfer credit hours that may be awarded to meet the requirements for a College of Charleston bachelor's degree is ninety (90) credit hours, including all credits earned by examination (e.g., Advanced Placement, International Baccalaureate). The maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for a College of Charleston bachelor's degree is sixty (60) credit hours."




Similarly, and in accordance with the [Policy for Applicants for Graduate Admission](#), a maximum of 12 credit hours may be transferred into the University of Charleston, South Carolina Graduate School. A maximum of six credit hours transferred from another institution may be applied to a graduate certificate. Not all graduate programs accept transfer course credit. For [those programs](#) that do accept a limited number of transfer credits, the awarding of transfer credit for any course requires that the graduate student must have taken the course from a regionally accredited institution or a comparable international institution; earned at least a grade of "B" (3.000 on a 4.000 grade scale) or higher; and have taken the course within the time limit requirements announced for his or her graduate program so that all coursework applied to degree requirements will be completed within the relevant time limit ([Graduate Catalog](#)).

Transfer course equivalency data at the undergraduate and graduate level are processed and stored in Banner, the Ellucian student information system used by the College of Charleston. If a prior College of Charleston transfer credit evaluation exists for a course, the stored information is used for application to all students. A course description or syllabus for undergraduate courses not previously evaluated is [forwarded directly to the relevant academic program director](#) (or director's designee), or the relevant dean (or dean's designee), to determine whether or not the course is at the collegiate level and is comparable to a course offered by College of Charleston. Evaluation decisions are then routed to the Office of the Registrar for entry into the transfer course database, where the information is maintained for consistency of application of transfer award and for course review.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.6. The College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format and mode of delivery. These practices are based on the institutional policies that define and set parameters for establishing credit.

Sources

-  [APCP323 SUMMER2016](#)
-  [APCP323 SUMMER2016 \(Page 3\)](#)
-  [APPROVED MEETING PATTERN TIMES- 071715](#)

-  [Assignment of Credit Hours Policy 12.1.5 8.30.16](#)
-  [BIOL 450 Problems in Biology Variable Credit](#)
-  [College Policy Website](#)
-  [courseform](#)
-  [Curriculum Proposal Flow Chart](#)
-  [grad-curr-course-form](#)
-  [Graduate Admission Policy 12.1.7](#)
-  [Graduate Catalog 2016-2017 \(Page 30\)](#)
-  [Graduate program guidelines for transfer credit 2016-2017](#)
-  [New Program and Program Modification Workflow Charts](#)
-  [Policy 7.6.9 - Course Numbering](#)
-  [Proposing a New Major Questions to Consider](#)
-  [Request for evaluation of transfer course samples](#)
-  [Undergraduate Admission policy 12.1.6](#)
-  [Undergraduate Catalog 2016-2017 \(Page 939\)](#)
-  [URST 250 251 discussion of assignment of credit senate minutes_2015-03-10 \(Page 2\)](#)
-  [URST 250 251 Faculty Proposer FCC email exchange](#)
-  [WGST 381 Womens and Gender Studies Internship Variable Credit](#)

3.4.7

Educational Programs: All:Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy “Collaborative Academic Arrangements.”)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") follows established procedures to ensure the quality of educational programs and courses offered through consortial relationships or contractual agreements. In order to provide enhanced educational opportunities for its students, the College has established collaborative relationships with outside institutions domestically and internationally. For academic credit to be awarded to students participating in such programs, the institution has guidelines to 1) ensure the quality of the program; 2) ensure compliance of the program with accreditation requirements, and 3) ensure a periodic review of the program. These guidelines are accomplished through the: curricular review process; graduate admissions policy; credentialing of faculty; external program reviews; annual institutional effectiveness assessment process; transcript procedures; and implementation of the transfer credit policy.

The College uses the following SACSCOC definitions for its consortial relationships:

- Dual Educational Program – students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal, and signature.
- Joint Educational Program – students study at two or more institutions and are awarded a single program completion credential bearing the names, seals, and signatures of each of the participating institutions.

The College uses the following SACSCOC definition for its contractual agreements:

- Contractual Agreement – one in which an institution enters an agreement with another institution or service provider for receipt or delivery of courses/programs or portions of courses or programs delivered by another institution or service provider.

Consortial Relationships

Responsibility for graduate programs resides in the Graduate School of the University of Charleston, South Carolina (hereafter, "UCSC") at the College of Charleston. As stated in the [College's mission](#), the College incorporates UCSC, and UCSC houses the College's research and graduate programs. Legislative action and the direction of the South Carolina Commission on Higher Education (hereafter, "CHE") was responsible for the designation of UCSC as a component of the College of Charleston.

The Graduate School has five joint degree programs and one dual degree program with other institutions in the state:

- Joint Master of Science in Historic Preservation with Clemson University [[MOU](#)]
- Joint Master of Arts in History with The Citadel [[MOU](#)]
- Joint Master of Arts in English with The Citadel [[MOU](#)]
- Joint Master of Science in Computer and Information Sciences with The Citadel [[MOU](#)]
- Joint Master of Arts in Teaching in Middle Grades Education with The Citadel [[MOU](#)]

- Joint Graduate Certificate in Cybersecurity with The Citadel [\[MOU\]](#)
- Dual degree Master of Business Administration and Juris Doctor with the Charleston School of Law [\[MOU\]](#).

Four of the College's joint master's programs are with The Citadel. The Citadel is a South Carolina state-supported institution located three miles from the College of Charleston's downtown campus. The CHE has periodically encouraged geographically proximate public universities to develop joint degree programs.

Joint Master of Science in Historic Preservation with Clemson University

The administrative framework of the 60-credit-hour M.S. in Historic Preservation Program, jointly sponsored by the College of Charleston and Clemson University, is provided in the [Memorandum of Understanding \(MOU\)](#) between the two institutions, a document that was revised and signed in 2008, replacing the earlier 2005 MOU. The agreement addresses program oversight and governance, program marketing and student recruitment, program finances, head count and FTE, application and admissions processes, graduation procedures and policies, amending procedures, and conflict resolution. It elaborates on the faculty makeup as faculty are appointed from both institutions. The MOU also lists the responsibilities of the program director and program coordinator and references the conflict resolution procedure in place for the two institutions. The current director of the program resides in Charleston, holds a tenured faculty appointment at Clemson University, and holds a courtesy faculty appointment at the College of Charleston.

The program courses are offered solely in Charleston and are transcribed as institutional courses because students are registered at both institutions. All students graduating from this program receive one diploma that credits the College and Clemson University equally. For South Carolina reportorial purposes, historic preservation students are assigned a home institution semi-randomly; alternating alphabetic surnames of incoming students are assigned to the College while the others are assigned to Clemson University. Students register for courses twice; they register at Clemson University when they pay their tuition (Clemson University has the primary responsibility for program finances), and they subsequently register in the matching course number for the College of Charleston (the College later bills Clemson for student fees). All courses in the historic preservation program are taught at the shared facility at 701 East Bay Street near the College's campus.

The average enrollment per academic year is 26 students. The program is managed by a [joint steering committee](#) (three representatives from the College of Charleston, three representatives from Clemson University, and the program director). The steering committee, as stated in the MOU, develops and monitors various aspects of the program including admissions and graduation procedures. For additional information on the program, faculty credentials and course credit management, see [College of Charleston-Clemson Evidence Report](#). For a representative program transcript, see an example of a [Historic Preservation program student transcript](#).

The M.S. in Historic Preservation program was reviewed through the graduate program review process in 2012.

Joint Master of Arts in History with The Citadel

The M.A. in History Program is a joint endeavor by the College and The Citadel and was initially approved for implementation during the spring 1987 semester. While students must select a home institution to apply to, they are encouraged to utilize faculty, staff and administrative resources from both universities to complete the 33 credit-hour program. A [Joint Program Committee](#) (three appointed members from the History departments of both The Citadel and the College), has the primary managerial role for the joint program. Responsibilities of the Joint Program Committee include student admissions recommendations, program evaluation and assessment, curriculum development, oversight of student grievance hearings, recommendations for history faculty appointments and approval of recruitment and marketing strategies. A program director and associate director can serve up to a maximum of three years and cannot be based at the same institution while inhabiting their respective roles. The M.A. in History Program allows non-degree-seeking students to complete up to 12 credits prior to applying for full admittance into the program. Full-time student tuition is allocated towards the home institution of the professor(s) teaching the course, and students must abide by cross-registration policies currently in agreement between the two institutions. An average of 34 non-degree and

degree-seeking students are enrolled in the M.A. in History Program at the College of Charleston per semester. For more information, see [College of Charleston-Citadel History MOU Evidence Report](#). For a representative program transcript, see an example of a [History program student transcript](#).

Joint Master of Arts in English with The Citadel

The M.A. in English Program is a joint program between the College and The Citadel, and it was initially approved for implementation during the 1993 Fall Semester. While students must select a home institution to apply to, they are encouraged to utilize faculty, staff and administrative resources from both universities to complete the 36 credit-hour program. A [Joint Program Committee](#) (three appointed members from the English departments of both The Citadel and the College), serves as the primary managerial role for the joint program. Responsibilities of the Joint Program Committee include student admissions recommendations, program evaluation and assessment, curriculum development, oversight of student grievance hearings, recommendations for English faculty appointments and approval of recruitment and marketing strategies. A program director and associate director can serve up to a maximum of three years and cannot be based at the same institution while inhabiting their respective roles. The M.A. in English Program allows non-degree seeking-students to complete up to 12 credits prior to applying for full admittance into the program. While courses and faculty involvement may vary across semesters, tuition is always allocated to the student's home institution, regardless of the location and staffing of courses. An average of 25 non-degree and degree-seeking students are enrolled in M.A. English Program at the College per semester. For more information, see [College of Charleston-Citadel English MOU Evidence Report](#). For a representative program transcript, see an [English program student transcript](#).

Joint Master of Computer and Information Sciences with The Citadel

The M.S.in Computer and Information Sciences Program is a joint endeavor by the College and The Citadel and was initially approved for implementation in 2000 (and was recently amended to include the cybersecurity certificate in 2014). While students must select a home institution to apply to, they are encouraged to utilize faculty, staff and administrative resources from both universities to complete the 36 credit-hour master's program or 12-credit-hour certificate. A [Joint Program Committee](#) (three appointed members from the computer science departments of both The Citadel and the College), serves as the primary managerial role for the joint program. The Joint Program Committee is further divided into three subcommittees representing each academic track including computer sciences, information sciences and software engineering. Committee members must include the current program director, the chairs of each subcommittee, and two additional members, (one from each participating institution). Responsibilities of the Joint Program Committee include student admissions recommendations, program evaluation and assessment, curriculum development, oversight of student grievance hearings, recommendations for computer science faculty appointments, and approval of recruitment and marketing strategies. A program director and associate director can serve up to a maximum of three years and cannot be based at the same institution while inhabiting their respective roles. The M.S. in Computer and Information Sciences Program allows non-degree seeking students to complete up to 12 credits prior to applying for full admittance into the program. While courses and faculty involvement may vary across semesters, tuition is always allocated to the student's home institution, regardless of the location and staffing of courses. An average of 23 non-degree and degree-seeking students are enrolled in the M.S.in Computer and Information Sciences Program at the College of Charleston per semester. For more information, see [College of Charleston-Citadel Computer Science MOU Evidence Report](#). For a representative program transcript, see an example of Computer and Information Sciences [program student transcript](#).

The M.S. in Computer and Information Sciences was reviewed as part of the [graduate program review process](#) in 2012-2013; in addition, the program was reviewed in 2007 as a part of the last reaffirmation.

Joint Master of Education in Middle Grades Education with The Citadel

The M.A.T in Middle Grades Program is a joint endeavor by the College and The Citadel and was initially approved for implementation in 2009. While students must select a home institution to apply to, they are encouraged to utilize faculty, staff and administrative resources from both universities to complete the 39-credit-hour program. A [Joint Program Committee](#) (three appointed members from the departments of both The Citadel and the College of Charleston) serves as the primary managerial role for the joint program.

Responsibilities of the Joint Program Committee include student admissions recommendations, program evaluation and assessment, curriculum development, oversight of student grievance hearings, recommendations for education faculty appointments and approval of recruitment and marketing strategies. A program director and associate director can serve up to a maximum of three years and cannot be based at the same institution while inhabiting their respective roles. Full-time student tuition will be allocated based on the home institution of the professor teaching the course(s). An average of nine degree-seeking students are enrolled in the M.A.T. in Middle Grades Program at the College of Charleston per semester. For more information, see [College of Charleston-Citadel Middle Grades MOU Evidence Report](#). For a representative program transcript, see an example of [Middle Grades program student transcript](#).

The M.A.T in Middle Grades Program was approved by S.C. Commission on Higher Education on January 7, 2010; and SACSCOC affirmed approval of the program on June 25, 2010. The M.A.T Middle Grades will be reviewed by CAEP in [2017-2018](#).

Dual Master of Business Administration and Juris Doctor with The Charleston School of Law

The dual degree program allows students to earn a Master of Business Administration from the College of Charleston School of and a Juris Doctor from Charleston School of Law (CSL) in three and one half years of study, as opposed to four years (if the degrees were pursued independently). The [Memorandum of Understanding](#), drafted and signed in 2012, lists policies on admissions, program advisors, tuition and financial aid, academics, good standing, and termination. Involved faculty have appointments at their respective institutions. The program is managed by two program advisors, the associate dean for graduate and professional programs at the College and the associate dean for academic affairs at Charleston School of Law. See committee roster [here](#). The MBA program has 16 faculty members and the Charleston School of Law has 25 faculty members. Student enrollment in the dual degree program is on average less than 10 students. The MBA program at College of Charleston requires 36 credit hours and the JD at CSL requires 88 credit hours. A total of nine (9) credit hours may be transferred from the COC MBA program to CSL and from the CSL J.D. program to COC. These will be counted by both institutions as elective units. The College of Charleston will examine courses transferred in or transcribed from the Charleston School of Law to ensure that they meet the requirements of the College of Charleston and the requirements of SACSCOC Principles of Accreditation. The Charleston School of Law courses and components are assessed and monitored by the College of Charleston's M.B.A. program director. The units of credit earned at the Charleston School of Law are evaluated to ensure they comply with the College of Charleston credit hour definition. For more information, see [JD-MBA Dual Degree Evidence Report](#).

The M.B.A. was reviewed under AACSB accreditation in [2014-2015](#). SACSCOC accepted notification of the Juris Doctor (J.D.)/Master of Business (M.B.A.) dual degree program on July 22, 2013. CHE did not require a notification of approval as the program requirements had not changed.

Curricular Review Process

To ensure quality and mission concurrence, the joint degree programs and the dual degree program share the same curricular review process, graduate admissions policy, faculty credentialing policy, transfer credit policy, transcript policy, assessment criteria, and external review process as the individual institutional graduate programs.

Curriculum for the joint degree programs with The Citadel (English, history, computer and information sciences, and middle grades education) are developed by the joint program committees, consisting of faculty from both institutions. The joint program committees work closely with graduate faculty from both institutions to ascertain student needs and interests in various courses and plan curricula on a bi-annual basis. New and revised courses for the joint degree programs must be approved by the appropriate graduate governing body of each institution. For the College of Charleston, this is the Faculty Committee on Graduate Education, Continuing Education, and Special Programs, the Graduate Council, and the Faculty Senate. The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that each educational program for the College of Charleston (for which academic credit is awarded) is approved by the faculty and the administration. Additional approval, as required, is obtained from the South Carolina Commission on Higher Education (CHE) and SACSCOC. The institutions reserve the right to review and evaluate any courses and/or faculty who teach courses counting toward completion of the joint degree programs to ensure

the integrity and acceptability of credit toward the awarding of a joint degree. For the joint Master in Historic Preservation Program with Clemson University, a steering committee serves as the executive committee for the program. The steering committee, (made up of the program director and six additional members (three from each institution), is responsible for developing and reviewing all policies related to the governance of the joint program including curricular development. For the dual M.B.A.-J.D. program, there are no shared courses so all curricular development and review is conducted by the home institution for both portions of the program. For the College of Charleston, this is the Faculty Committee on Graduate Education, Continuing Education, and Special Programs; the Graduate Council; and the Faculty Senate.

Graduate Admission Policy for Joint Degree and Dual Degree Programs

Admission standards for each joint degree program are described in the MOUs. These meet or exceed the standards set forward in the [Policy for Applicants for Graduate Admission: Degree and Non-Degree](#). Joint programs shared with The Citadel (English, history, computer & information sciences, and middle grades education) have admissions committees that are made up of representatives from both institutions. For the dual M.B.A.-J.D. degree program, students must be separately admitted to the M.B.A. program at the College of Charleston and the J.D. program at the Charleston School of Law. For the joint Master in Historic Preservation Program with Clemson University, the admissions process to the program is managed by the Office of Graduate Admissions at Clemson University.

Faculty Credentialing Procedures and Practices

College of Charleston faculty teaching in or serving as program directors in the joint degree programs or dual degree program must be [credentialed](#) as graduate faculty according to the criteria established in the [Instructors of Record and Faculty Credentials](#) Official Divisional Policy of Academic Affairs found on the Division of [Academic Affairs website](#). Faculty teaching graduate and post-baccalaureate coursework should have an earned doctorate or terminal degree in the teaching discipline or a closely related discipline. Effective with the 2016 fall semester, faculty teaching any graduate coursework, including service on graduate theses committees, should be certified as graduate faculty of Type I or Type II in accordance with the graduate faculty definition provided in the [Faculty/Administration Manual](#). Faculty responsible for directing graduate and post-baccalaureate programs should hold a doctoral or other terminal degree in the program discipline or a closely related discipline (or, for interdisciplinary programs, at least one of the relevant disciplines) and qualify for graduate faculty status and a director's appointment under conditions specified in the [Faculty/Administration Manual](#). In cases where the faculty member is a permanent faculty member with a partner institution in a joint graduate program, a copy of an official transcript supplied by the partner institution is acceptable, provided it is accompanied by a signed memo from the graduate dean or SACSCOC liaison for the partner institution, affirming that an official transcript, adhering to these guidelines, is on file at the home institution.

Transfer Credit Policy and Transcript Procedures

A maximum of [12-credit hours may be transferred](#) into a graduate program at the College of Charleston. Not all graduate degree or certificate programs accept transfer course credit. Students must check the individual programs for their specific transfer credit policies. The Memorandum of Understanding (MOU) for the Charleston School of Law and the College of Charleston J.D./M.B.A. dual degree specifies that "A total of nine (9) units may be transferred from the College of Charleston M.B.A. program to the Charleston School of Law and from the Charleston School of Law J.D. program to the College of Charleston. These will be counted by both institutions as elective units. A student must receive at least a 'C' in courses taken at the College of Charleston in order for those credits to transfer to the Charleston School of Law. A student must receive at least a 'B' or better in courses taken at the Charleston School of Law in order for those credits to transfer to the College of Charleston." (See the [J.D./M.B.A. MOU](#)). For the four joint master's programs with The Citadel, students choose a home institution and pay tuition to their home institution, although they take courses at both institutions. Because these are joint programs, classes taken at The Citadel are not considered transfer credits by College of Charleston students or vice-versa. [Joint program transcripts](#) indicate the institution where a student enrolled in a class. The [English MOU](#) stipulates that students take at least nine credit hours at each institution. The [middle grades MOU](#) states that it is the expectation that students divide their credits equally between the institutions. The [joint M.S. in Historic Preservation Program](#) with Clemson University does not accept transfer credits. [Transcripts](#) are kept by both institutions and course acronyms indicate whether College of Charleston or Clemson faculty taught the course. All transcripts for joint programs indicate that the degree is

jointly sponsored.

External Review Process

Each graduate program undergoes a significant [external review](#) every seven years unless the interval required by a specific program's accrediting body is shorter. The Graduate Program Review Process includes information on the four stages of an external review process: self study, peer review and report, response to peer review findings (action plan with timetable), and a one-year follow-up report. The process includes a review schedule for all programs; in addition, this schedule is handed out to all program directors at the Graduate Program Directors Retreat and/or the first Graduate Council meeting of the academic year. Each self-study must include the following information.

- Program purpose, goals, and objectives
- Organizational chart
- Size of the supporting unit(s)
- Program faculty profiles and involvement
- Summary of campus and public service
- Lists of current faculty research
- Graduate student profiles, admissions information, student achievements, and financial support
- Program structure and degree requirements
- Programmatic climate
- Adequacy of facilities and equipment
- Assessment information.

For joint programs, both institutions contribute to the report and the external reviewers visit both campuses, interviewing students, faculty, and staff (see sample [itinerary for reviewers](#)). Table 1 provides the external program review for the joint and dual degree programs.

Table 1. External Review for Joint Programs

Degree Program	Collaborating Institution	External Program Review Date
Historic Preservation, MS	Clemson University	2011-2012
History, MA	The Citadel	2012-2013
English, MA	The Citadel	2014-2015
Computer and information Sciences, MS	The Citadel	2012-2013
Middle Grades Education, MAT*	The Citadel	NACTE/CAEP (2010-2011)
Business Administration, MBA	Charleston School of Law (JD)	AACSB (2014-2015)

* The Middle Grades MAT program was too new to be reviewed by NCATE in 2010 – 2011.

The external reviews address curricular and administrative aspects of the MOU and typically offer suggestions to make the programs better. Programs, in turn, produce an action plan detailing what they will address and when. The joint M.S. in Computer and Information Sciences Action Plan, a response to their 2012 – 2013 external review can be seen below in Table 2.

Table 2. Action Plan with Timeline

Action	Estimated completion
Program-level learning outcomes with assessment details are being further developed.	Fall 2013
Development of course-level learning outcomes for all courses, as each course is taught	Fall 2015
Submission of proposal for 4+1 BS/MS degree program to CofC Dean of School of Sciences and Mathematics (the first step in the approval process; if successful, we hope to have program in place by Fall 2014)	Fall 2013
Naming of members to the updated JIAB board and a first meeting	September 2013

Quality Assurance

Other examples of how joint master's programs have used external reviews to periodically review items in their MOUs are provided in their program assessment reports and school annual reports. As part of the College's annual institutional effectiveness processes ([IE assessment timeline](#)), student learning outcomes for each degree program are identified and assessed, and assessment results are used to improve the program. This assessment is documented in institutional effectiveness assessment reports. See sample Institutional Effectiveness assessment reports for [master's program](#).

The joint M.A. in History Program responded to the recommendations of their external reviewer by hiring a public historian. As program director [Dr. Jason Coy](#), reported, "In 2014-15, the History Department successfully hired its first-ever specialist in Public History, Dr. Rachel Donaldson (Ph.D., Vanderbilt University) and [this hire] will signal the start of a new era for the Master of Arts in History Program. The Public History hire was made after the outside evaluators who visited campus as part of the [2012 program self-study](#) recommended hiring a specialist in this field as their most important recommendation for improving the program. They indicated that doing so would not only make the graduate program stronger but also allow for recruitment of more and better incoming students. As a result of this important recommendation, the History Department made the [hiring of a specialist in Public History](#) the number one hiring priority, and the dean of HSS [Humanities and Social Sciences] and the Provost's Office chose to approve this faculty hire, 'closing the circle' in our assessment activities since 2012."

Deans, faculty, and staff from the College and The Citadel have submitted a number of recommendations/suggestions to their respective provosts on ways to make the administration of the joint programs run more smoothly. In 2013, the College commissioned a graduate student to interview program directors, faculty, and students and to prepare a report on the joint master's programs in English, history, computer and information sciences, and middle grades education. The report, finished in spring 2013 (later updated in [spring 2015](#)), was circulated widely and shared with provosts at both institutions. The interviews revealed that students, faculty, and staff generally shared positive attitudes toward their individual programs, but they also all expressed frustration and confusion navigating dual administrative and IT systems. Creating a seamless interface for students and faculty in the joint programs raised questions of data security among staff in the registrar's and information technology offices of both campuses. Conversations on these topics continue.

All the joint programs with The Citadel have [joint program committees](#) that meet to decide admissions, to plan curricula, to review assessments, and to discuss administrative issues. In addition, the graduate deans of each institution have met several times a year. (See [here](#) for a summary of contacts for 2015-2016.)

The faculty and staff in the joint/dual programs meet to discuss curricular and administrative issues. The Steering Committee for the [M.S. in Historic Preservation with Clemson University](#) meets twice a year at the College of Charleston. The steering committee membership includes faculty and administrators from both institutions. The [graduate dean](#) at the College of Charleston was a member of the Steering Committee since the program's inception.

For the dual J.D./M.B.A., the School of Business evaluates the M.B.A. through an external review with their

secondary accreditor, AACSB International, and the Charleston School of Law evaluates the J.D. Each degree is independent of the other. The external review of the J.D. is conducted in accordance with the guidelines provided by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association. The directors of the M.B.A. and J.D. programs meet annually to determine if adjustments are necessary in the program. Thus far, there has been no need to modify the agreement.

International Contractual Agreements

The College of Charleston values, pursues and encourages international linkages as part of the College's mission to "provide students the global and interdisciplinary perspectives necessary to address the major issues of the 21st Century" ([Strategic Plan, Strategy 8, Priority 2](#)). The College of Charleston Center for International Education (CIE) works with schools and departments to identify and develop educational linkages with international partners in concert with the College's goals and priorities and coordinates with faculty members and departments to develop study abroad opportunities for students. The College has [26 active international exchange agreements](#), collaborates with [20 affiliate programs](#), and operates semester and summer-abroad programs.

The College sent 956 students abroad during the 2014-15 academic year and ranks No. 6 in total study abroad participation among the top 40 master's level institutions in the U.S. according to the most recent Institute for International Education [Open Doors report](#).

As well as its own programs and classes, the College uses the following definitions with respect to international study involving external partners:

- International Exchange Agreements: a formal arrangement between the College and a foreign institution of higher education for the delivery of courses or programs in its curriculum or research-meeting mutually agreed upon academic quality standards.
- Affiliate Agreements: a non-binding, informal arrangement with a third-party provider that allows students to take a course of study pre-approved by the respective academic department at the College of Charleston.
- Contractual agreement: a formal arrangement between the College and another organization or institution abroad to provide services in support of the College's academic programs.

College of Charleston Study Abroad Programs

The College offers six programs abroad during the fall and spring semesters:

- Fall semester study-abroad programs
 - [Santiago, Chile](#) [[sample transcript](#)]
 - [La Rochelle, France](#) [[sample transcript](#)]
 - [Trujillo, Spain](#) [[sample transcript](#)]
- Spring semester study-abroad programs
 - [Buenos Aires, Argentina](#) [[sample transcript](#)]
 - [Havana, Cuba](#) [[sample transcript](#)]
 - [Trujillo, Spain](#) [[sample transcript](#)]

Undergraduate students are required to enroll as full-time students (12 credit hours minimum but no more than 15 credit hours). The courses are taught by College of Charleston faculty members or an appropriately qualified instructor under the direct supervision of a College of Charleston faculty member and approved by the College of Charleston academic unit sponsoring the program. The department chair reviews the academic credentials of any potential instructor to ensure that he/she meets the minimum academic qualifications in the specific area(s) of instruction.

Summer abroad programs are organized and taught by College of Charleston faculty members. Students receive between three and six College of Charleston credit hours depending on the length and type of program.

All of the College of Charleston's semester and summer study-abroad programs follow guidelines established by the College's Center for International Education in conjunction with sponsoring departments and schools ([handbook for directors](#)). The program proposals are reviewed and approved by the following units/leaders: chair of sponsoring department; respective sponsoring school dean, and the associate provost for international education as the representative for the Division of Academic Affairs. A cover sheet requiring signatures of all approvers is part of the program proposal and prospective program directors must sign to confirm that they understand and accept the conditions for leading the program abroad (program attestation).

While maintaining full academic responsibility for its semester abroad programs, the College has entered into contractual agreements with organizations or institutions abroad to provide support services to students on the semester programs. The contractual agreement with [Fundación Xavier de Salas \(Spain\)](#), for example, requires it to organize and supervise student family homestays, provide routine and normal assistance to students on location (e.g., health, personal travel) as well as secretarial assistance to faculty and students. The contractual agreements with [Universidad de Santiago, Chile](#), [Instituto de Filosofía \(Cuba\)](#) and [Profesores Universitarios de Buenos Aires \(Argentina\)](#) serve similar purposes.

College of Charleston semester and summer study abroad programs are evaluated like other courses on campus: the student course evaluations are administered on location for classes taught by College of Charleston faculty and local faculty. The Center for International Education conducts a [survey](#) annually on the quality of services (housing, facilities, etc.) including services directly provided by the program director and the CIE. These surveys are complemented by on-site visits by faculty, department chairs and/or other senior leaders (deans, associate provost, and the provost).

International Exchange Agreements

Other arrangements under which College of Charleston students may study abroad include reciprocal student exchange agreements, where the student pays tuition to the College, then registers for courses and resides at a partner university abroad on a non-degree-seeking basis for a period of one to two academic semesters ([international student exchange programs](#)). Students who participate in bilateral exchange programs are required to submit their choice of courses with syllabi to the respective academic department for review and approval. Upon successful completion of the program, they are awarded transfer credit (subject to the transfer credit policies and procedures of the College of Charleston).

Agreements are evaluated annually to ensure that institutional partners are meeting the stipulated academic requirements (e.g., site visit by associate provost for international education and/or chair of sponsoring department) and that students are getting the desired outcomes (e.g., re-entry debriefings and/or surveys). A comprehensive evaluation of existing linkages and agreements is periodically undertaken to determine renewal and/or continuation of the agreement. This evaluation takes into consideration:

- feedback from participating students;
- on-site visits by individual or group of faculty directly involved in the exchange;
- on-site visits by senior academic leaders (deans, associate provost, provost, etc.);
- review of activities under terms of linkage including numbers of the exchanges from each institution;
- cost for maintaining bi-lateral exchange;
- continuous accreditation of the foreign institution; and
- administrative and faculty support of the exchange

When partnerships have significantly declined in student and/or faculty interest (e.g., enrollments have consistently not reached their targets), the partnership is terminated according to the termination terms outlined in the agreement.

Affiliate Programs

[Affiliate programs](#) (third party providers) also offer College of Charleston students an opportunity to study abroad. Students on affiliate programs pay a program fee directly to the study abroad organization and receive transfer credit upon successful completion of the program subject to the transfer credit policies of the College of Charleston. Although there are many third party program providers, the College of Charleston works only with those that have achieved a national reputation for integrity and rigor of the offerings and support services.

CIE enters into a non-binding “financial agreement” with the third party providers that enable students to use their financial aid to study in these programs (e.g., Council on International Educational Exchange; International Student Exchange Program; CEA Global Education; Butler University Institute for Study Abroad).

Affiliate programs are reviewed periodically through students’ feedback and on-site visits to foreign institutions to ascertain continuous quality of the academic program and the student services. The review follows the same criteria outlined under the bi-lateral exchanges.





Closing Statement

The College is in compliance with Comprehensive Standard 3.4.7. The College evaluates the educational quality of its consortial and contractual agreements through the external program review for the graduate joint and dual degrees and through the Center for International Education guidelines, approval processes, and site visits for the international student exchanges.

Sources

-  [2012 Computer Science-self study](#)
-  [2013 History-external review](#)
-  [2016 Joint Comm JD MBA](#)
-  [2016 Joint Comm MA English](#)
-  [2016 Joint Comm MA History](#)
-  [2016 Joint Comm MAT Middle Grades](#)
-  [2016 Joint Comm MS Computer and Information Sciences](#)
-  [AACSB Accreditation announcement 2-17-2015](#)
-  [Affiliate Program Providers](#)
-  [Argentina-PUBA-2014](#)
-  [assessment deadline table](#)
-  [Chile-USACH](#)
-  [CofC Citadel Communication](#)
-  [College of Charleston Strategic Plan \(Page 24\)](#)
-  [Computer and Information Science Transcripts](#)
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-  [External_Review_Schedule 2015](#)

-  Faculty Credentials - College of Charleston
-  Fall 2015 MA Admit Minutes
-  FAM 2016-17 (Page 49)
-  France-University of La Rochelle-2015
-  Graduate Admission Policy 12.1.7
-  Graduate Admission Policy 12.1.7 (Page 4)
-  Graduate Program Self-Study Process 2016
-  HIST Self Study and Review
-  Historic Preservation Transcript
-  HistoricPresSteeringCommMinutes
-  History Transcripts
-  History with Citadel
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-  International Student Exchange Programs
-  JD_MBA_MOU signed 2012
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-  JointPrograms Report2013 - 2015
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-  Study Abroad Program Attestation-2016-17
-  Study Abroad Program Survey-2015
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-  Transcript-Spring 2016-Argentina2
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-  UCSC - Citadel Computer Science MOU Evidence Report
-  UCSC - Citadel English MOU Evidence Report
-  UCSC - Citadel History MOU Evidence Report
-  UCSC - Citadel Middle Grades MOU Evidence Report
-  UCSC-Clemson MOU Evidence Report
-  UCSC-CSL MOU Evidence Report

3.4.8

Educational Programs: All:Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston does not award academic credit for noncredit course work. In addition, the College of Charleston does not accept non-credit coursework, certificates, or continuing education units for credit.

As stated in the [transfer credit](#) section of the *Undergraduate Catalog*, the College of Charleston “does not award transfer credit for life experience and/or work experience gained prior to admission. Transfer credit is also not awarded for military training or for non-credit bearing coursework completed toward a professional certificate”.

At the graduate level, transfer credit is only considered for credit bearing coursework from regionally accredited institutions. [Transfer credit information](#) for the Graduate School is in the *Graduate Catalog*.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.8. The College does not award academic credit for coursework taken on a non-credit basis.

Sources

 [Graduate Catalog 2016-2017 \(Page 30\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 29\)](#)

3.4.9

Educational Programs: All:Academic support services

The institution provides appropriate academic support services.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Academic support services reflects the College of Charleston's institutional mission to provide students with opportunities to realize their intellectual and personal potential and contribute to the achievement of teaching and learning outcomes. Through various academic programs, co-curricular activities, academic support services, and student support services the College of Charleston provides a student-focused community that enriches the mind and prepares students to be successful leaders in whatever fields or industries they choose.

Academic support services at the College of Charleston are housed in several different reporting areas that include [Department of Athletics](#), [Division of Students Affairs](#), [Division of Information Technology](#), [College of Charleston North Campus](#), [Office for the Academic Experience](#), and the [Honors College](#).

Academic support services are reviewed for adequacy and appropriateness on an ongoing basis by the faculty and staff within their respective units through Institutional Effectiveness assessment. This integrated system of review indicates that College of Charleston is providing adequate and appropriate academic support services to on campus, off campus, and distance learning students. Additionally, all academic support service units follow best practices, many of which are based upon [Council for the Advancement of Standards in Higher Education \(CAS\) standards](#), to establish outcomes, annually assess these outcomes, and make improvements based on assessment results.

Academic Support Services for Students

Academic support services summarized for this standard include:

- [Academic Advising and Planning Center](#)
- [Department of Athletics](#)
- [Center for Excellence in Peer Education](#)
- [Center for Disability Services](#)
- [Center for International Education](#)
- [Center for Student Learning](#)
- [College of Charleston North Campus](#)
- [First Year Experience](#)
- [Honors College](#)
- [REACH Program](#)
- [Teaching Learning and Technology Department](#)
- [Undergraduate Academic Services](#)

As demonstrated by the sections below, these academic support services are available to undergraduate and graduate students with the exception of specialized services provided to students in specific populations, such as first year students, provisionally admitted students, academically at-risk students, Honors College students, international students, and students with disabilities. Faculty teaching face-to-face coursework and online courses have access to all available resources designed to support faculty teaching and research.

Academic Advising and Planning Center

The [Academic Advising and Planning Center \(AAPC\)](#) prepares undergraduate students to navigate all aspects of academic planning by promoting an atmosphere that encourages self-exploration and resource utilization in support of academic success, as well as the timely and informed pursuit of an academic major. Professional academic advisors in the AAPC are responsible for providing counsel on academic matters for first-year students, transfer students, undecided/undeclared students, and declared students seeking additional assistance beyond their major department. The [AAPC mission](#) seeks to engage students in individualized, technology-enhanced advising appointments wherein they explore their interests, discuss course options, consider majors, and plan for the future.

Advisors establish a relationship based on mutual trust with a diverse student population and encourage students to address academic strengths and challenges and actively seek professional development opportunities from internal and external colleagues. The delivery of academic support services provided by AAPC is geared to meet the needs of each individual student; this is an essential component to providing a highly personalized educational experience. Academic advisors take a holistic approach in working with each student. Getting to know each student and developing a relationship of trust facilitates more specific academic planning and targeted opportunities for academic and social growth.

Several [tools](#) are used to monitor academic progress so that advisors can reach out to students having difficulty academically or experiencing psychosocial problems that are having a negative impact on academic performance. In addition to one-on-one mandatory advising sessions with students, academic advisors utilize online reports (Faculty Assisting Students in Trouble - referred to as F.A.S.T reports) and evaluate mid-term grade reports to identify and contact students who need additional support. The professional staff in AAPC collaborates with other departments to deliver academic support at varying dates and times to increase student participation. Advisors present sessions on making decisions about a major during orientation and work with the Career Center to facilitate a choosing a major session. Services are also delivered through the First-Year Experience (FYE) coursework and synthesis seminars. Advisors work with peer facilitators, so they have a clear understanding of the advising process and their role in providing academic advising to first-year students. The staff are also involved professionally in regional and national advising organizations. In 2014-15, three advising staff members published two separate articles in the National Academic Advising Association's (NACADA) *Academic Advising Today* (an online resource). These materials target professionals working as academic advisors or others interested in academic advising-related issues.

Once a student declares a major using the Program of Study Management system, a faculty advisor from that area will be assigned to the student. The Program of Study Management (POSM) system is an electronic workflow that allows undergraduate students to manage their degree program(s) online.

The AAPC website houses the majority of the advising-related information to constituents: students, parents, faculty members, and the public. There is also a presence on the Faculty Advising Tab in MyCharleston where advising resources for faculty members are housed, as well as a Faculty Advising Module in OAKS (the online course delivery system).

Conveying the value of a liberal arts and science institution and making well-informed choices for planning towards academic excellence provides a framework for academic advisors' work with individual students throughout their College of Charleston career.

Department of Athletics

It is the mission of the [Department of Student-Athlete Academic Services \(SAAS\)](#) to provide the assistance needed to help all student-athletes realize their personal, academic, and athletics potential. This department works closely with coaches, faculty, and college administrator to share resources and promote the development of each College of Charleston student-athlete. The College of Charleston and the Department of Athletics recognize the demanding pressures placed on student-athletes when balancing academics, athletics, family, and social obligations and provide numerous services to support the student-athlete population.

Academic support services are critical to the academic and personal success of student-athletes. SAAS staff members meet with coaches every semester to review the academic progress of each student-athlete and to address any concerns regarding the College's services. Additionally, staff members monitor the academic progress of student-athletes based on NCAA requirements (progress toward degree and GPA) each

semester. At the beginning of the semester, SAAS staff members meet with each team to review the *Student-Athlete Handbook & Planner* and regularly update the SAAS website. Each week, coaches are updated with reports of upcoming events and services that they should share with their team.

Student athletes work with designated advisors in the department of Athletics to determine an appropriate schedule that balances academics and athletic competition. Faculty members are consulted frequently to ensure that student athletes maintain satisfactory academic progress.

The following [services and programs](#) serve student-athletes:

Academic Advising. SAAS staff members are the assigned professional advisors for all undeclared student-athletes and provide them assistance with academic planning, which includes exploration and encouragement of self and major. SAAS staff advisors also provide guidance for student-athletes regarding scheduling proactively to mitigate issues with athletically related absences and meeting NCAA degree requirements. Though declared majors have faculty advisors, SAAS staff members continue to work with declared student-athletes and their faculty advisor to provide support.

Priority Registration. Student-athletes must register for each semester during the priority registration period to help ensure course selection. This privilege allows student-athletes an opportunity to meet graduation requirements and choose class times that will best fit athletics obligations, such as travel schedule and practice.

Academic Monitoring and Progress Reports. Progress reports on all student-athletes are requested from faculty members twice throughout the semester to help monitor academic progress and attendance. This information is provided to the SAAS office and head coaches.

ATHL 101. ATHL 101 is a non-credit seminar required for every freshman student-athlete. It is facilitated by the athletics department staff. During ATHL 101, student-athletes learn about how to be a successful student-athlete at the College of Charleston.

Study Hall. The purpose of study hall is to provide a structured approach to studying. Study hall sessions are monitored so that student athletes can work uninterrupted. Student-athletes who participate in study hall are expected to bring all the materials necessary for completing assignments and studying. Study hall is open and monitored 63.5 hours per week.

Tutoring. Walk-in tutoring is available in study hall. SAAS offers three to five tutors in general education subjects for student-athletes to use while in study hall. This is a supplement to the services provided by the Center for Student Learning.

Learning Specialist. The learning specialist role is to assist student-athletes with diagnosed learning disabilities, connect with the Center for Disability Services and to assist in the process of obtaining approved accommodations and using them effectively. While student-athletes are ultimately responsible for using approved accommodations, the learning specialist serves as a resource, liaison, and advocate for student-athletes with diagnosed learning disabilities. The learning specialist is also available to student-athletes who wish to explore specific learning concerns to determine what resources might best assist them.

Student-Athlete Affairs Program. Student-Athlete Affairs program provides comprehensive guidance in regards to personal and professional growth for the College's student-athletes. The customized programming focuses on the areas of career development, personal growth, and community service. In doing so, this student-athlete development program combines the services and career/personal development opportunities of the program with the student-athletes' athletics and academic experiences to achieve the following goals:

- To focus on the development of the well-rounded student-athlete;
- To pursue the enhancement of skills that apply beyond the classroom;
- To develop student-athletes as responsible representatives and leaders;
- To support student-athletes' input on issues related to their continually changing needs;
- To enhance programming offered through the SAAS office.

Center for Excellence in Peer Education

The [Center for Excellence in Peer Education \(CEPE\)](#) prepares students to mentor, tutor, and assist their peers in both curricular and co-curricular settings. CEPE offers resources, services, and training opportunities to the College campus and to other college and university peer educator groups interested in improving and/or expanding their peer educator programs. The CEPE provides initial peer mentor training to more than 100 peer educators annually in [TEDU 205 \(Exploring Leadership: Building Peer Facilitation Skills\)](#). This training contributes to the curricular requirements of the [College Reading and Learning Association's International Mentor Training Program Certification](#), which is a certification held by three campus programs: [First-Year Experience \(FYE\) Peer Facilitator Program](#), [Center for Student Learning \(CSL\) Peer Academic Coaching Program](#), and [REACH Peer Mentor Program](#).

CEPE staff is also responsible for the selection, training, supervision, and assessment of the FYE peer facilitators. The FYE peer facilitators lead the [synthesis seminars \(FYSS 101\)](#) that are attached to all First-Year Experience courses. All FYSS 101 sections include content related to assisting first-year students in making a successful transition from high school to college.

CEPE's objective is to increase student success by creating student leaders who will assist and guide their fellow students to integrate positively, academically, and socially at the College. The fundamental base of the CEPE was generated from student development studies, concepts, and theories within higher education. The CEPE aims to enrich students' experiences and provide both peer educators and the students whose lives they influence with valuable life skills.

Center for Disability Services

The [Center for Disability Services \(CDS\)](#) - also known as "[Students Needing Access Parity](#)" or "[SNAP](#)") is dedicated to ensuring that all programs and services of the College of Charleston are accessible. To support the institutional mission, CDS provides reasonable and effective [accommodations](#) while promoting independence in the student; offering [educational opportunities](#) to students, [faculty](#), and staff that [enhance understanding](#) of the various types of disabilities; providing an environment respectful of all; and serving as a resource center for faculty, staff, students, and the community. During 2014-2015, approximately 900 students with various disabilities registered for services. Individual reports to SNAP administrators and meeting with students are the primary methods used to ensure student needs are met.

Once a student is [approved](#) for services, CDS provides:

- Reasonable and appropriate accommodations specific to individual needs based on the psychoeducational assessment or medical documentation;
- Communication with instructors, upon request, to heighten their awareness of individual student needs and to seek appropriate [accommodations](#);
- Alternative courses to the [math/logic](#) and [foreign language](#) requirement if need is documented by psychoeducational assessment or medical documentation (*Please note*: If math is considered an essential component of the major, alternatives to the math/logic requirement may not be used);
- [Assistive technology](#): hardware and software students may need to have access to classroom content and activities.

Individual reports to SNAP administrators and meetings with students are the primary methods used to ensure student needs are met.

Additional policies can be found on the following websites:

- [Service and Assistance Animal Policy](#)
- [Faculty/Administration Manual](#)

Center for International Education

The [Center for International Education \(CIE\)](#) offers programming to international students throughout the academic year serving primarily new [international students](#) who arrive to Charleston in larger numbers during the fall semester. The purpose of the programming is to help international students better adjust to life at the College and in the United States. CIE provides pre-arrival correspondence and instruction, airport pickup transportation, residence hall check-in and check-out, new international student orientation, [Cougar](#)

[Ambassador program](#) participation, and an end-of-term international student potluck dinner, along with joint programming with the College of Charleston International Club.

CIE offers the following [academic support services](#) to the international student body, which is composed of exchange, degree-seeking, and English Language Institute students. The services include:

- Registration for all non-business courses for exchange students (except for students in the Brazilian Scientific Mobility Program [BSMP])
- Introduction to the American educational system, highlighting differences between the U.S. system and others, as well as academic expectations, during new international student orientation and within a new student handbook. The handbook covers various topics which include:
 - Academic resources and support services;
 - Academic misconduct;
 - How to view a student course schedule and other pertinent resources via the online student portal, MyCharleston, and provides information regarding using the OAKS online classroom;
 - How to purchase appropriate text books for courses.

Academic services are also provided to outgoing College of Charleston students [studying abroad](#), which include:

- Advising on the transfer credit process for exchange and affiliate students
- Explaining the course approval process (presented in visual format at required advising sessions as well as written format in a follow up document when students have attended a session);
- Reviewing the [DegreeWorks](#) audit with students during individual appointments to determine what courses would be appropriate to take abroad;
- Instructing students to contact major/minor departments regarding potential credit abroad that would impact their degree plan.

CIE maintains a [website](#) with updated information and links to resources both on and off campus. Fliers are generally distributed via student email, appropriate social media sites, and to pertinent academic departments in regards to CIE programming opportunities and include information on how to participate.

Center for Student Learning

The [Center for Student Learning](#) (CSL) provides comprehensive academic support programs for College of Charleston students as they strive for excellence in learning, while promoting student leadership and development through peer education experiences. The CSL vision is to uphold key values of excellence, commitment, integrity, confidence, and compassion. Academic support is available via different delivery methods, including walk-in tutoring labs, supplemental instruction, individual tutoring, and study strategies instruction. [Walk-in labs](#) consist of the Foreign Languages Tutoring Lab, Accounting Lab, Math Lab, Writing Lab, and Science Lab. Supplemental instruction provides support to historically difficult courses at the College, including biology, chemistry, psychology, and philosophy. [Individual tutoring](#) is provided for some introductory courses as student demand requires, and the Speaking Lab is available via appointment. Study strategies instruction is provided through individual student appointments with a professional staff member or a peer academic coach for selected student populations.

The [Peer Academic Coaching](#) (PAC) program was developed to help academically at-risk students develop the skills necessary to become effective managers of their time and tasks, and of themselves. This is accomplished by pairing students with trained PACs, who assist students by modeling good behaviors, sharing successful strategies, and being accessible and available. Students who successfully complete the coaching program demonstrate higher levels of personal responsibility and self-efficacy, equipping them for their remaining college years and beyond.

[Cougar Countdown](#) is coordinated by CSL each semester, and is designed to provide students with healthy, energizing, stress-relieving study breaks during exam week. Additionally, workshops are provided throughout the semester on selected studying and learning strategies.

Students have access to 12 computers in the Math Lab, Writing Lab, and Foreign Language Lab to complete online homework (via Oaks, MyMathLab, WebAssign, ALEKS, or Hawkes Learning System), access instructional websites (for example, in the Foreign Language Lab sites such as [duolingo.com](#),

wordreference.com, or spanishdict.com), or receive instruction in various software packages, such as Minitab, MyStatLab, StatCrunch, or Excel. Students may also borrow TI-83 and TI-84 calculators to receive instruction on how to use them in the Math Lab.

Tutors have access to iPads for tutoring purposes such as an anatomy application in the Science Lab. Tutors utilize videotaping equipment and a clicker in the Speaking Lab so that students may practice presentations, have them videotaped, and then receive feedback on that presentation. Sixteen of the core [study strategies](#) workshops are taped using Screen-Cast-o-Matic and available through the Center for Student Learning website (and its YouTube channel) with closed captioning, plus more than 60 study strategies handouts are available on the departmental website. [Supplemental instruction](#) (SI) leaders are trained on and utilize facilitation applications such as Poll Everywhere and student personal response clicker systems. TutorTrac (a data tracking system) is used to adequately track student usage of CSL services - it allows CSL to report to faculty and administrators about student usage in real time.

College of Charleston North Campus

Students attending classes at the [College of Charleston North Campus](#) have access to all academic support services that are provided on the main campus. In order to accommodate students who take all or almost all of their classes at the North Campus, a number of services are available.

Academic Support Services located at the North Campus include:

- Academic Advising
- [Center for Student Learning](#)
- [Library/Learning Resources](#)

Non-academic student support services are covered in [Standard 2.10](#) (Student Support Services).

Academic Advising. One full-time staff member focuses on providing the adult population within the School of Professional Studies (SPS) with personalized service. The professional advisor is dedicated to personally engaging and monitoring students and guiding them through their academic journey.

The SPS advisor adheres to the standards and practices of the National Academic Advising Association and the Council on Academic Standards for Advising. Students may walk-in at any time; or they may schedule a one-hour appointment through Appointment Manager. Appointment Manager is a web-based appointment reservation tool that allows students to schedule and cancel appointments online 24-hours a day. SPS students are required to meet with the SPS advisor once per semester. A student that does not meet with the advisor is not able to register for classes. A departmental hold is placed on the student's registration and is removed once the student meets with the advisor. This high-touch model establishes and maintains a strong connection with students, uses a developmental advising approach that secures timely advancement and graduation, and plays a major factor in the school's retention rate.

Table 1. Retention Rates

	Average Retention from Previous Term	Average Retention from Initial Term	Number c
1st to 2nd	98.72%	98.72%	--
2nd to 3rd	91.21%	89.67%	--
3rd to 4th	88.82%	79.40%	2
4th to 5th	100.00%	77.66%	3
5th to 6th	100.00%	77.66%	1
6th to 7th	100.00%	77.66%	1

Center for Student Learning. The Center for Student Learning opened a location at the North Campus in fall 2014. The North Campus is an ideal location for online or asynchronous student support since facilities are available that can be used for video and audiotaping.

During the 2014-2015 academic year, 15 students were tutored in writing for 21 visits and CSL hosted one workshop that was attended by 11 graduate students from the LGC. Additionally, one student was seen for

study strategies appointments that found the North Campus convenient. Finally, the program asynchronously reviewed 245 MBA papers with 36 students over the course of the entire year.

Table 2. Services

Service Type	Visits	Students
Writing Tutoring	21	15
Workshops	11	11
Study Strategies Appointments	6	1
Online Writing Tutoring	245	36
Total Attendance:	283	63

Based on the available evidence, some nontraditional College of Charleston students may prefer to meet at the North Campus.

Library/Learning Resources. A full-time professional librarian is available at the North Campus to assist students and other patrons in regular and timely instruction in the use of the library and other learning/information resources. The library was designed with student comfort and productivity in mind, allowing room for individual study with high-backed privacy chairs and study rooms with write-able walls for group projects, and brainstorming. A small physical book collection has been developed to support Professional Studies students. The library blog is designed to lead students to their respective university library resources, including subject-specific research guides and specialized databases. Tutorials for common research approaches are provided.

First-Year Experience

The [First-Year Experience](#) (FYE) at the College of Charleston integrates first-year students into the academic and cultural community of the College. It is an academic program in which faculty and peer facilitators introduce students to interdisciplinary thinking, academic integrity, and the philosophy of the liberal arts and sciences education, as well as provide the skills to be successful in their academic careers. Faculty are encouraged to use innovative teaching approaches to promote collaborative learning and constructive engagement in the College's academic and local community.

The College of Charleston's First-Year Experience program engages all incoming students in a multi-part, high impact learning experience during their First-Year Experience. The First-Year Experience is an academic program that consists of two curricular choices: [learning communities \(LC\)](#) and [first-year seminars \(FYSE\)](#) that have been a part of national FYE best practices for several decades. The First-Year Experience is designed to create a collaborative network of faculty, staff, and peer mentors and to link the courses to the College's academic and student support services, facilitating high academic achievement and rapid integration into the College's academic and cultural life.

First Year Experience Abroad. [FYE Abroad](#) at the College of Charleston is an academic study-abroad program designed specifically for second-semester freshman students. The First-Year Experience Abroad program offers students the opportunity to continue engaging with ideas from their first semester through participation in a study-abroad high-impact learning experience. Students attend weekly classes in the first half of the spring semester to explore academic content, learn about another culture, and prepare for their travel experience during spring break. After the week abroad, students return to "unpack" the trip, reflecting on what they experienced, what they learned, and what it all meant to them.

The FYE Abroad [website](#) provides course descriptions, including faculty contacts. It is updated annually within a timeframe that supports the new student programs' orientation process so that when new students are on campus for two-day orientations, course information is available for them to review. Additionally, at each orientation session, a specific session was available for first-year students to learn about FYE Abroad.

Honors College

The [mission](#) of the Honors College at the College of Charleston is to provide bright, motivated students with

the opportunity to take responsibility for their learning through class discussions, interaction between students and professors, and through independent scholarly pursuits. Honors College students, faculty, and staff create a living-learning community that provides students with the academic challenge and personal attention that enables them to flourish and evolve into leaders in their communities and the world. As of 2015, there are 639 students in the Honors College. Honors students who complete their first year with a 3.6 GPA or higher are invited to join Phi Eta Sigma. The chapter's total membership is approximately 1,350 members.

The [Honors Hub](#) provides a resource for students for academics, advising and opportunities. The Honors College assistant director for student services send out a weekly email "teaser" to the students to remind them to go to the Hub. It is the primary access point for students to find out what is going on in the Honors College and across the Honors community. Staff also communicates with students and [alumni](#) on the [Honors Facebook Page](#) and through the HSA (Honors Student Association). The associate director of Recruitment and Marketing has developed a comprehensive electronic communication plan to facilitate communication with current students.

A director of advising for the Honors College coordinates all advising and mentoring efforts for its students. Honors advising is carried out primarily by the director of advising (with 300+ advisees), the dean (100+ advisees), and the associate dean (100+ advisees). The director of advising also oversees all Honors course enrollments, registration holds, and transfer credit. The advising of the incoming Honors students begins during orientation, when the director of advising presents the Honors College curriculum and advising procedures to the incoming students. The dean, associate dean, director of advising, faculty fellows, and staff members work one on one with students during orientation to ensure that students are on the path to success in their first year. Student advising is managed through a shared network system.

All Honors freshmen take [Beyond George Street](#) (BGS) as part of their First-Year Experience. Two weeks of BGS are dedicated to advising the freshman cohort. An overarching goal of the BGS course is to engage students in planning ahead for opportunities, both academic and extracurricular. Students are paired with a peer facilitator who served as their mentor, guide, and connecting link across the first semester. The PFs were well trained to provide academic advising support, offer feedback on elements of the portfolio, provide leadership in the community-engagement project, and lend emotional and social support to students as they transitioned to collegiate life. Students work with their peer facilitator to construct a long-term academic plan, called the PACE Navigator. This is a required assignment and provides a document that the student and advisor can use as a guide over the next four years.

A unique feature of the BGS course is its large-scale, service-learning project, [Honors Engaged](#). Now in its fourth year as a required and integral component of BGS, Honors Engaged immerses Honors students in the Charleston community through engaged learning. Substantive readings and trainings focused on community engagement and partnership building equipped students for more intentional service. Reflective discussions and writings encourage them to consider their service experiences through the lens of asset-based community development. Ultimately, Honors Engaged positions its participants to be community assets and, through partnerships with other assets like schools, organizations, and fellow residents, to effect positive social change in the issue of literacy. A faculty team work with faculty around campus, members of the Honors staff, and peer facilitators to design an academic experience for students that provides a dynamic, interdisciplinary introduction to the life of a scholar-citizen.

In addition to the full class of first-year honors students participating in Honors Engaged, honors students may serve as leadership interns. Past project partners included Memminger and Mitchell Elementary Schools, Metanoia, the Green Heart Project, Trident Literacy, St Matthew's ESL program, Reading Partners, and Project Playground. Campus partners included the School of Science and Math, School of Education, Health, and Human Performance, and the Lowcountry Hall of Science and Math. Through these partnerships, honors students can participate in meaningful and impactful community projects.

Honors students are required to participate in undergraduate research. Typically in the junior year, students participate in 150 hours (one semester) of independent research, tutorial, or internship. Additionally, each senior conducts a yearlong research project and submit a senior thesis for graduation. Many students also participate in research activities during the summer.

A senior thesis, or Bachelor's Essay project, is the culmination of the student's undergraduate study. A

research project of this magnitude is an essential component of the Honors College experience and prepares students for the type of work they may encounter in graduate and professional school.

REACH

The [REACH Program](#) is a four-year, fully-inclusive certificate program for students with mild intellectual and/or developmental disabilities. The program promotes the advancement of knowledge and skill in the areas of academics, socialization, independent living, and career development. The [mission](#) of the REACH Program is dedicated to ensuring students with intellectual and/or developmental disabilities have a quality post-secondary program that provides an inclusive experience in academics, socialization, career development, and independent living; honors their dignity and worth; and fosters self-determination.

Students who complete the program receive a REACH certificate and have training and experience necessary for successful, competitive employment. REACH lists the top program priority as employment, followed by self-determination and college course access. The REACH program serves students who have graduated or exited from high school. In the 2014-15 academic year, the program served 30 students from both in and out of state. On average, students are 21 years old, but the programs accepts students as young as 18 years old as long as they have exited high school. Ten new students are accepted into the program each year.

Entrance requirements include having completed a certain number of years in high school, being able to safely navigate the campus independently, basic safety skills in an unsupervised setting, and practical reading and writing skills. Each semester, students take one REACH support course and participate in a planning forum. Students in the REACH program do not receive any college credits. The courses required offer REACH credit, which is equivalent to a CEU. These REACH credits are required for completion of the program but are not recognized by the College of Charleston or other institutions of higher education for the purposes of transfer or credential attainment.

Students in the REACH Program are provided with both typical college classes and specialized classes. Students take two traditional College of Charleston courses and one REACH support course each semester. Students receive information in a non-classroom setting on the topics of personal finance, safety, communication, career development, and social engagement. Students in the REACH Program have access to campus supports, including: tutors (assigned to each student) and access to services in the Center for Student Learning, Writing Lab Center for Disability Services (SNAP), and the Addlestone Library.

The REACH program has served as a federally funded model demonstration project for the past five years as part of the [Transition and Post-secondary Programs for Students with Intellectual Disability](#) (TPSID). As a part of this funding, the TPSIDs programs are required to collect and report student and program data to the national coordinating center. These annual data reports are available to all TPSID staff and are useful in determining if goals are achieved or if program changes are needed.

Undergraduate Academic Services

The [Office of Undergraduate Academic Services](#) (UAS) provides students with information and guidance related to academic policies and procedures, as well as referrals to appropriate academic support offices. UAS works with faculty, staff, students, and parents to uphold and enforce the academic standards and policies as outlined in the [Undergraduate Catalog](#).

Programs managed by UAS that enhance the institution's student-focused community include:

- [Provisional Program](#): This program monitors the academic progress of a select group of incoming students, identified by the Office of Admissions, for their first academic year. The program connects this student population with peer academic coaches, makes referrals to campus resources, trains students in awareness and utilization of personal strengths, and serves as a support resource for personal or academic issues.
- [Faculty/Staff Assisting Students in Trouble](#) (FAST) system: This system (managed jointly by UAS and the Office of the Dean of Students) allows faculty and staff to report concerns about students, so that specialized college staff may provide help to students who are experiencing academic, financial, or personal problems that may impact their ability to be successful at the College.

- [Learning Strategies](#) (EDLS 100): This course is a requirement for students on academic probation. The course is designed to provide knowledge, techniques, and strategies that will allow students to successfully recover their academic standing and make progress toward graduation. The Learning Strategies Peer Leader Program allows former at-risk students to share their knowledge and skills by mentoring other students enrolled in EDLS 100.
- [Successful Transition through Educational Planning](#) (STEP) Program: The STEP program provides academic monitoring and support for conditionally readmitted students. Students are required to attend a one-day workshop prior to readmission that focuses on strategies and supports for their return. Clear expectations for the academic progress that must be achieved in order to be retained are also outlined.
- One-on-one academic advising and counseling: UAS staff members meet regularly with students experiencing extenuating circumstances that affect academic success, students on academic probation, students dismissed for academic deficiency, provisional students, and students seeking conditional readmission to the institution. Students are provided with guidance related to academic policies and procedures and individualized options for academic success and degree completion.

UAS supports and promotes the College of Charleston’s core purpose “to pursue and share knowledge through study, inquiry, and creation in order to empower the individual and enrich society” as well as the core value of a “student-focused community that embraces mutual respect, collaboration, and diversity for the welfare of the individual and the institution.” In this spirit, UAS strives to provide students a highly-personalized educational experience through a number of efforts aimed at increasing student retention and graduation rates and affecting the academic and personal well-being of at-risk students. Such efforts directly tie to the values, goals, and strategies outlined in the institution’s mission and strategic plan.

General information about academic standards, policies, and processes managed by the office include:

- [Academic standards](#)
- [Academic support resources](#)
- [Complete withdrawal](#)
- [EDLS 100: Learning Strategies](#)
- [FAST](#)
- [Leave of Absence](#)
- [Provisional program](#)
- [STEP readmission](#)
- [Three-year option](#)
- [Withdrawal from courses](#)

A link to the Appointment Manager scheduling system is also provided on the [UAS home page](#).

Academic Support Programs for the Faculty

In addition to academic support services for students, the [Teaching, Learning, and Technology](#) (TLT) unit, housed within the Division of Information Technology, supports faculty in the integration of educational technology into pedagogy, assessment, and academic research to enhance student learning and promote effective and innovative instructional practices.

Teaching, Learning, and Technology

The [Teaching, Learning, and Technology](#) (TLT) Department is the leading resource on campus that supports and educates faculty regarding the integration of technology into pedagogy, assessment, and academic research to enhance student learning and promote effective and innovative instructional practices. TLT develops and facilitates a wide variety of professional development opportunities for faculty, as well as one-on-one consultations, in an effort to enhance teaching and learning. Highlights of faculty development programs and services include:

Faculty Technology Institute. The [Faculty Technology Institute](#) (FTI) is an annual faculty development program that delivers sound pedagogical practices, demonstrates technological tools, highlights experiences from College faculty, and provides a forum for open discussion. The curriculum for the FTI changes each year based on feedback from faculty as well as research in the field of education and instructional technology.

Participants explore pedagogical strategies for interactive, engaging, and active classes, and share best practices and lessons learned from peers in order to enhance instruction in all classes

Distance Education Courses. TLT offers an eight-week [professional development course](#) for faculty teaching an online course for the first time. The TLT DE Faculty Readiness Course has been designed so that participants:

- Explore various instructional strategies and technologies for engagement, assessment, communication, collaboration, and content delivery in order to construct a learner-centered approach to online education;
- Develop a community of learners with other instructors who are teaching online courses;
- Experience distance education as a student in order to create a sense of perspective with their students;
- Begin creating the components needed for an online course while having the opportunity for peer review;
- Cultivate the technological skills needed for managing, creating, maintaining, and administering a successful online course.

Professional Learning Clubs. A [Professional Learning Club](#) (PLC) is a group of faculty that meets to collaboratively reflect on and improve their teaching practices. Participating in a PLC involves examining the relationship between teaching practices and student outcomes and then evaluating those practices using the students' work. These clubs consist of six to eight faculty members who take one year to explore, implement, and reflect on specific, empirically grounded instructional strategies. Participants then share their experiences with colleagues at a public forum, such as a roundtable discussion or conference presentation.

Spring/Fall Training. [Spring/fall training](#) is a conference-style professional development opportunity that takes place over spring or fall break (varies by year). A variety of workshops that focus on both pedagogical and technological topics is offered over multiple days in both face-to-face and online environments.

Faculty Technology Center. The [Faculty Technology Center](#) (FTC) provides a number of educational technology resources for faculty. Users can access specialized computer equipment and software and obtain assistance from an instructional technologist. This is a valuable resource for faculty who wish to apply innovative technologies to their teaching strategies, assessment practices, and research endeavors. TLT continually makes improvements to the FTC to offer the best possible space and resources for faculty. TLT ensures that its academic support programs are adequate and appropriate to the needs of faculty:

- TLT meets the needs of faculty by employing a 1-1 ratio of instructional technologist to academic school. With this model, instructional technologists are able to meet the specific disciplinary needs of faculty in a school or program. TLT meets regularly with and receives feedback from faculty, deans, and department chairs.
- TLT faculty professional development programs are designed around sound pedagogical principles and empirical research in the fields of education and instructional technology. To enhance their knowledge and ability to assist faculty, instructional technologists conduct research, explore new tools, and participate in national teaching and learning conferences.

Faculty have knowledge of and access to academic support programs, including distance learning and correspondence programs and off-campus instructional sites by the following methods:

- New Faculty Orientation – TLT leads an annual session during new faculty orientation that exposes all new faculty to the programs and services offered by TLT.
- TLT hosts informational sessions or town hall meetings to announce new faculty professional development programs.
- TLT meets regularly with deans and chairs, and presents at department meetings each semester to inform the faculty of TLT offerings.

Publications, the TLT blog, and the TLT website explain how services are provided:

- [TLT Blog](#)
 - [Faculty Technology Institute](#)
 - [Distance Education Readiness](#)
 - [Professional Learning Clubs](#)

- [Spring/Fall Training](#)
- [Faculty Technology Center](#)
- [TLT Newsletter](#) – The TLT Newsletter is distributed on a monthly basis during the fall and spring semesters.
- [Eventbrite](#) – TLT uses Eventbrite for session registration.

To ensure quality distance learning courses, TLT also provides [distance education resources](#) to faculty teaching online courses, as well as students enrolled in online coursework. Other aspects of academic support services, [faculty research](#), [faculty grants](#), and [professional development](#) is available through the Division of Academic Affairs, as well as opportunities offered by each school at the College of Charleston.

Online Resources

Online resources are available to all students through a [Banner](#) environment (a technology platform by Ellucian), which includes Banner Self Service, Banner INB, and MyCharleston. Banner provides real-time operational data for admissions, registration and enrollment, advising, academic administration, financial aid, human resources, and financial management. Academic and student support services can be accessed by faculty, staff, and students.

Students may utilize a variety of applications through the Academic Services and Student Services tabs in [MyCharleston](#) including academic catalogs, address update, course-instructor evaluations, midterm and final grades, course offerings, course registration features, campus activities, housing work orders, appointment manager, major declaration, major roadmaps, program of study worksheets, GPA calculators, dining services, student government elections, Cougar Job Link, Cougar Alert, and Degree Works (a web-based audit application and academic advisement tool to track degree progress).

[OAKS](#) is the College's learning management system and is built on the Desire2Learn/brightspace platform. Students may access OAKS by logging into MyCharleston. Using OAKS, faculty can post the class syllabus, post course material, conduct online discussions, conduct online chats, deliver quizzes, tests, and exams, collect and grade assignments, and track and calculate student grades.

There are various means by which students, faculty, and staff are notified about academic and student support programs. The [College of Charleston website](#) provides information on all campus departments, academic programs, and academic and student support services. The undergraduate and graduate academic catalogs are also available online and provide information on these services, as well as program of study information. Entering students and their families receive [information](#) before, during, and after orientation through a variety of sessions, email correspondence, information booklets, and a family calendar, which includes an A-Z handbook. Students and families can download a [Guidebook](#) software application that is used on a smartphone or mobile device.

Distance Education

In addition to use by faculty teaching face-to-face classes, [OAKS](#) is also used for distance education. Although most students complete face-to-face classes in addition to online coursework, students enrolled only in online coursework have access to many of the academic support services. Students can easily find contact information and the academic support services available from the [College of Charleston website](#).

TLT has created a number of [instructional videos and tutorials](#) to help students learn how to navigate OAKS, how to create content in OAKS and how to use various other software products that support learning in OAKS.

Academic support services are highlighted via the Internet, and a variety of communication methods is used to promote services to online students. Communication tools include the use of email, Facebook, Twitter, Instagram, departmental blogs, and Skype. Resources provided include online advising resources, GPA calculators, E-journals, databases, subscription databases (including streaming videos and music), electronic books, how-to guides, tutorials, research guides outlining information resources/services by specific discipline or course, and embedded library information from the online course management system.






















The College of Charleston Libraries and the College of Charleston North Campus provide a virtual library for students to access services and research resources. The Interlibrary Loan Department ensures that online students have the same access to physical collections as on-campus students. This is accomplished through timely scanning of print journal articles/book chapters and mailing of hard copy-only books and other physical materials, including an interlibrary loan service at no cost to students. The Ask Us service provides students and faculty with responses via phone, email, or chat and also handles requests for research consultations in person or via Skype. The libraries also have a mobile site to allow easy access from anywhere.




































Academic and student support services collaborate in order to provide students with many opportunities to receive academic and personal support that facilitate student learning, personal safety, health, and personal development.


































Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.8. The College provides multiple avenues of academic support for its students to ensure their success.

Sources

-  [Academic Advising and Planning Center - College of Charleston](#)
-  [Academic Advising and Planning Center Academic Planning Tools Student Resources - College of Charleston](#)
-  [Academic Affairs Faculty Professional Development](#)
-  [Academic Affairs Faculty Research](#)
-  [Academic Affairs Online Learning at the College of Charleston](#)
-  [Athletics Academic Services](#)
-  [Athletics Academic Services list](#)
-  [Athletics Student Handbook](#)
-  [Athletics Website](#)
-  [Banner Access - College of Charleston](#)
-  [CAS Standards _ Council for the Advancement of Standards in Higher Education](#)
-  [Center for Disability Services - Accessibility](#)
-  [Center for Disability Services - Accommodations](#)
-  [Center for Disability Services - Faculty - College of Charleston](#)
-  [Center for Disability Services _ SNAP - College of Charleston](#)
-  [Center for Disability Services Assistive Technology - College of Charleston](#)
-  [Center for Disability Services Language Alternatives - College of Charleston](#)
-  [Center for Disability Services Math Alternatives - College of Charleston](#)
-  [Center for Disability Services News and Events - College of Charleston](#)
-  [Center for Disability Services SNAP Application Process - College of Charleston](#)
-  [Center for Disability Services Success Stories - College of Charleston](#)

-  [Center for Excellence in Peer Education](#)
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-  [Center for International Education Advising Sessions](#)
-  [Center for International Education Cougar Ambassadors - College of Charleston](#)
-  [Center for International Education Study Abroad - College of Charleston](#)
-  [Center for Student Learning - College of Charleston](#)
-  [Center for Student Learning Individual Tutoring - College of Charleston](#)
-  [Center for Student Learning PAC \(Peer Academic Coach\) Program - College of Charleston](#)
-  [Center for Student Learning Study Strategies](#)
-  [Center for Student Learning Supplemental Instruction - College of Charleston](#)
-  [Center for Student Learning Walk-in Labs - College of Charleston](#)
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-  [EDLS 100_ Learning Strategies](#)
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-  [FAM 2016-17 \(Page 172\)](#)
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-  [International Mentor Training Program Certification CRLA - College Reading & Learning Association](#)
-  [International Student Resources - College of Charleston](#)
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-  [OAKS _ Teaching, Learning, and Technology](#)
-  [OAKS Student Tutorials YouTube](#)
-  [Office for the Academic Experience Website](#)
-  [REACH Mission and Vision - College of Charleston](#)
-  [Reach Parent Handbook](#)
-  [REACH Program Information](#)
-  [REACH Program Peer Mentors- College of Charleston](#)
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-  [TLT Conference \(formerly the FTI\) _ Teaching, Learning, and Technology](#)
-  [TLT Faculty Technology Center \(FTC\) _ Teaching, Learning, and Technology](#)
-  [TLT Faculty Training Institute 2015 Agenda](#)
-  [TLT Newsletter _ Teaching, Learning, and Technology](#)
-  [TLT OAKS Student Support](#)
-  [TLT Professional Learning Clubs \(PLC\) _ Teaching, Learning, and Technology](#)
-  [TLT Spring_Fall Training _ Teaching, Learning, and Technology](#)
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-  [Transition and Postsecondary Programs for Students with Intellectual Disabil](#)
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-  [Undergraduate Academic Services Academic Dismissal FAQs](#)
-  [Undergraduate Academic Services Academic Standards](#)
-  [Undergraduate Academic Services Complete Withdrawal](#)

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-  [Undergraduate Academic Services Support Resources](#)
-  [Undergraduate Academic Services Three-Year-Option](#)
-  [Undergraduate Academic Services Withdrawing From Courses](#)
-  [Undergraduate Catalog 2016-2017 \(Page 77\)](#)
-  [Undergraduate Academic Services Academic Probation FAQs](#)

3.4.10

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. The *Faculty/Administration Manual (FAM)* states that the Faculty Senate—a body elected by and from the ranks of the faculty—“shall be concerned with all matters relating to academic programs, the curriculum...degree and certificate requirements, and the utilization of the intellectual resources of the College” ([Article IV, Section 1, FAM](#)). Several [faculty committees](#) conduct the essential work of the faculty related to the content, quality and effectiveness of the curriculum and each reports to the Faculty Senate. In this way, the faculty retains primary control over the curriculum, including its content, its quality, and its effectiveness.

Curriculum Content

All academic programs and courses (regardless of location or mode of delivery) are initiated by the faculty, approved through the faculty governance process, and approved by the administration in compliance with policies, procedures, and practices outlined in the *Faculty/Administration Manual* and described in functional detail for the [Curriculum Committee's website](#) (in the case of undergraduate courses and programs). The Curriculum Committee guides the conceptualization of curriculum with a set of [general principles and questions](#) to consider—made available on the website. These questions inform the committee's review and evaluation of course and program proposals.

Approval routing for undergraduate programs (e.g., new major or minor, change to major or minor, addition or deletion concentration) begins with a proposal by the faculty, which is reviewed and approved by the faculty of the program or department and in some cases the school before advancing. The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that faculty are primarily responsible for the initiation, review, and approval of each educational program.

A similar process exists for the faculty oversight of graduate courses and programs. Instead of the Curriculum Committee, the Faculty Senate's Committee on Graduate Education, Continuing Education, and Special Programs has the leading faculty committee role for graduate curriculum. The Graduate Council, an institutional committee made up primarily of the graduate program directors, also has a curricular role, as described in the *Faculty/Administration Manual*.

Courses, academic programs, and modifications to courses and programs are approved through the faculty governance process. A number of College and Faculty Senate [standing committees](#) enable faculty to review the content and quality of curriculum proposals. Each committee reports and recommends action to the Faculty Senate. See minutes: [Curriculum Committee](#), [Faculty Senate](#), and [Graduate Council](#).

Curriculum Quality

The faculty are responsible for the quality of the curriculum and for the initiation of new curriculum and review of existing curriculum. The faculty and academic department or program proposing the course or program are responsible for ensuring that the course or program is current and relevant in the academic discipline or field of

inquiry, has the appropriate level of rigor, and that an academic program includes a coherent program of study. The [Curriculum Committee](#) provides direction to faculty in creating or making changes to curriculum. In articulating instructions for proposals, the committee provides a context for each action consistent with the guiding principles. For example, faculty initiating a new course proposal are directed to “[Adding a New Course](#)” where they are advised that “New courses should not be developed in a vacuum. They do not stand or fall on their own merits alone; they will be judged according to how they contribute to a student’s course of study.” Members of the Curriculum Committee, and particularly the chair, consult regularly with faculty as they conceptualize and develop each aspect of the curriculum. Any changes to existing curriculum are initiated by the faculty and reviewed by the faculty to ensure that the changes do not negatively impact the quality of the course or program.

An example of faculty exercising primary responsibility for curriculum content and quality is provided by the philosophy department’s proposal to create a new internship course as well as a teaching fellowship (see the curriculum proposal at [pp. 9-17](#)). The department and the dean both approved the proposal, but the Curriculum Committee raised [several questions](#). For instance, the teaching fellowship required the student to complete a portfolio, but did not provide many details about what that portfolio would contain; nor did the proposal specify the exact duties that the teaching fellow would undertake. The committee members acknowledged that the precise content and duties would vary with the subject of the course, but they asked that, in each individual case, the department and student specify these details in advance (thus providing a clearer answer to their question. Much the same was true of the internship course; the committee asked the department to specify the relevance to the student’s overall academic plan (questions 2-3). By asking these questions, the committee was able to verify that these important and high-impact learning courses would maintain an appropriate level of rigor. Once the department provided these answers ([pp. 6-7 and 12-14](#)), the committee approved the courses.









Curriculum Effectiveness











The effectiveness of all academic programs is evaluated systematically through the [ongoing assessments](#) of student learning outcomes, the Program Review Process ([undergraduate](#), [graduate](#)) and [specialized accreditations](#), which together ensure that data about student learning are collected, evaluated, and used by faculty responsible for the program content and quality to inform program improvement. Faculty use various measures for assessment including nationally normed exams, final exams, and assignments evaluated with rubrics.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.10. Consistent with all applicable policies and procedures, the faculty of the College are responsible for the content, quality, and effectiveness of the curriculum. Through the Faculty Senate and its committees, the faculty hold primary responsibility for creating and revising courses and academic programs, as well as for assessing the quality and effectiveness of programs.

Sources

-  [Adding a New Course](#)
-  [AnnualAssessmentCycle](#)
-  [approval-process-new-academic-program-july-15-2016](#)
-  [College and Senate Committees Essential to the Curriculum Process](#)
-  [Faculty Curriculum Committee Minutes](#)
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-  [FAM 2016-17 \(Page 11\)](#)

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-  [PHIL-original \(Page 9\)](#)
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-  [PHIL-revised \(Page 7\)](#)
-  [Program Modification Workflow 1-19-16](#)
-  [Specialized Accreditation Chart](#)

3.4.11

Educational Programs: All:Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston assigns responsibility for program coordination, curriculum development and review of the curriculum to academically qualified faculty. A department chair, a program director identified separately and formally appointed, or a “lead” faculty member carries this responsibility.

The College normally refers to the person assigned these responsibilities as a program director rather than a program coordinator (the former term is used in this narrative). The document [Academic Curricular Program Directors Policy](#), which appears on the Division of Academic Affairs [website](#), lists the responsibilities of a program director as including, as appropriate to the program:

- Communication with all relevant bodies, including the community
- Student recruitment
- Curriculum development
- Scheduling, course staffing and enrollment management
- Evaluation of transfer credit
- Evaluation of program faculty
- Advising
- Planning
- Assessment
- Annual report
- Budgeting

While the program director bears responsibility for presenting any proposed curriculum changes for review by faculty committees, including the Faculty Senate, programs often have an internal curriculum committee. This committee, whose composition changes from year to year also performs a role in developing and reviewing curriculum.

Assignment of Responsibility for Program Coordination

- In many cases, the chair of a department serves formally as the program director for programs housed within the department. Departmental faculty typically assist the chair by playing a major role in developing curriculum, advising, assessment, and student recruitment.
- In cases where a program housed within a department is small and not complex enough to require a formal program director other than the chair, but where the department chair is not academically qualified in the program content area, “lead” faculty members may play a role in developing and reviewing curriculum while the chair serves as the formal program director.
- Occasionally, a departmental or interdisciplinary curricular academic program is sufficiently complex to require a part-time administrator other than the chair. In this case, normally a tenured faculty member will be assigned administrative responsibility for the coordination and oversight of the program as the program director. In a small number of cases, the College has hired externally a junior, untenured tenure-track faculty member or a non-permanent faculty member as program director.

- The provost [appoints program directors](#), including chairs, at the request of the dean through a [form detailing credentials](#), following the dean's consultation with appropriate faculty; such directors serve at the pleasure of the provost. The identification and use of "lead" faculty to support chairs in their formal roles as program directors, when necessary, has typically been handled at the level of the department.

Academic Program Directors Roster

The [College of Charleston Program Directors Roster](#) indicates the nature of the qualifications of the directors of majors within degree programs and certificate programs. SACSCOC guidelines, as articulated within the College's [divisional policy on Instructors of Record and Faculty Credentials](#) and the [Academic Curricular Program Directors Policy](#), are followed in determining the nature of academic qualifications.

The roster contains information on the Classification of Instructional Programs (CIP) code assigned to each College of Charleston academic program. (The explanation of the CIP codes, used nationally for institutional reporting, appears [here](#).) A unique code capturing the content area of each academic program is requested of and assigned by the S.C. Commission on Higher Education (CHE) and is available publicly [here](#), under the Academic Degree Inventory link.

The Division of Academic Affairs also codes each faculty member's terminal degree with a CIP code internally, in consultation with the department chair or program director conducting the hire. These codes are included in the [College of Charleston Program Directors Roster](#).

- If the CIP code assigned to a faculty member's terminal degree is identical to that assigned to the academic program, the faculty member is normally considered appropriately credentialed to direct an undergraduate or graduate academic program (the default is agreement to 6 digits, but occasionally agreement in the coding to 4 digits is sufficient; the use of the latter is noted in the roster).
- A match between the CIP coding of a master's degree and that of an undergraduate academic program is normally sufficient to credential the faculty member to direct that program.
- For some programs, chairs have identified additional CIP codes that automatically qualify a faculty member to teach in or direct a program. For example, a faculty member with a terminal degree in zoology/animal biology (2607xx) is qualified to direct an undergraduate program in Biology (2601xx).
- When this agreement between CIP codes is not present, additional qualifications (such as a concentration in the coursework toward the terminal degree, courses taken at an earlier level, and research, professional and field experience) are all considered. These additional qualifications are documented in the College of Charleston Program Directors Roster.

Finally, as mentioned above, a chair may not be credentialed in all majors offered by a department for which he/she serves as formal program director. In this case, one or more lead faculty academically qualified in the major will be identified to play a leadership role in curriculum development and review. Qualifications for any such faculty are presented in the College of Charleston Program Directors Roster. The chair continues to carry the responsibilities of program director, including that of presenting curriculum changes to the faculty body for approval.









Distance and Online Programs

The College of Charleston offers no online degree programs. The College offers two certificates in English to Speakers of Other Languages (ESOL; approximately 90 percent of coursework is presented online). As noted in the College of Charleston Program Directors Roster, the faculty member who directs these certificate programs has experience in teaching online courses.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.411. Based on the credentials of academic program directors presented in the College of Charleston Program Directors Roster, the College of Charleston has demonstrated compliance with the requirement that it assigns responsibility for program coordination, curriculum development and review of the curriculum to academically qualified faculty.

Sources

-  [3.4.11 Program Director Roster \(AY16 appt\)](#)
-  [Academic Curricular Program Directors Certification](#)
-  [Academic Curricular Program Directors Policy](#)
-  [Academic Director Sample Letter](#)
-  [CHE Academic Programs](#)
-  [CIP user site](#)
-  [Instructors of Record and Faculty Credentials Policy](#)
-  [Procedures and Practices - College of Charleston](#)

3.4.12

Educational Programs: All:Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Technology services for students, faculty, and academic programs are provided and supported by the Division of Information Technology (IT), College of Charleston Libraries, Center for Student Learning, Office of Disability Services, as well as IT support staff employed by academic and administrative units. The College's commitment to technology in the support of student learning is evidenced by the resources committed to areas of student learning which include, but are not limited to, network infrastructure, classroom technology, library resources, distance education, faculty development, student computing support and educational technology applications such as the learning management system (LMS). Technology services and support are provided to the College of Charleston's main campus, the North Campus, and the Grice Marine Laboratory.

IT collaborates with governing bodies, including the IT Strategic Advisory Committee (ITSAC), a committee comprised of faculty, staff, and students and the Faculty Educational Technology Committee (FETC) to provide strategic guidance to IT that align investment of resources and talent to best support the College of Charleston's strategic plan. IT collaborates with ITSAC specifically to form the rolling, three year, [IT Strategic Plan](#), which IT uses to base its annual work and budget requests. From 2012 to 2014, IT also conducted an annual evaluation of services using the Higher Education [Techqual+ Project Survey](#). [Survey results](#) are reviewed and key findings are turned into actionable items for continuous improvement. For example, the campus community desired a more reliable wireless network across campus and at satellite locations so IT embarked on a multiyear wireless upgrade project to provide reliable wireless access, increased bandwidth and speed, and network security to buildings on the main campus, the North Campus, and Dixie Plantation. The following sections provide details of the ways in which technology use enhances student learning:

Part I: Technology Resources to Enhance Student Learning

Part II: Student Access to Technology

Part III: Training and Support in the Use of Technology

Part I: Technology Resources to Enhance Student Learning

Students and faculty have access to a wide range of campus technology resources that are used to enhance student learning. Integrated technology resources are accessed through the MyCharleston portal.

MyCharleston is a single sign-on Web interface that provides access to many resources and allows students to manage their own information. MyCharleston gives users single sign-on access to applications such as OAKS (the College's LMS), email, and Google Apps, as well as access to financial aid, housing, dining, and academic services accounts and information.

Network Infrastructure

The College of Charleston is continuously striving to provide a reliable and large-capacity network connectivity to students, faculty, and staff. Network infrastructure is provided to the main campus, the North Campus, and Grice Marine Lab. The College provides wired gigabit (1000Mbps) to all of campus. IT at the College is able to maintain a high (greater than 99%) mean up-time on network equipment. All network equipment is monitored

around the clock so technicians can provide support. IT currently provides 2Gbps commodity Internet access as well as a 1Gbps connection to Internet2. The capacity to connect to Internet2 through SOX (Southern Crossroads) allows the College to conduct research and collaborate with other educational institutions. Remote sites utilize standardized equipment but in various implementations based on the needs of the site. The average wired network node count per month during the 2016 spring semester was 6,556. The remote campus facilities in general have the same service level as the main campus. All sites offer 1Gbps to the desktop with the same connectivity to the Internet as the main campus. The amount of bandwidth available connecting each site and the main campus varies and is sized based on use.

The [wireless network](#) was upgraded and expanded throughout campus buildings and exterior areas with a reliable wireless solution that has sufficient capacity and functionality to meet the needs of users. Faculty, staff, and students can now accomplish network-based tasks such as checking email or schedules and, accessing the LMS, library, and other informational resources from most places around campus. There are currently over 693 access points (2,591 radios) deployed, and more are planned in order to keep pace as new facilities are added. The College has also begun adding 802.11ac-capable access points, approximately 30 percent with plans to upgrade the College's 802.11n access points to 802.11ac in the future. At the end of the 2016 spring semester, the greatest number of unique wireless devices in a day was 16,487, and the greatest number of unique wireless registered users in a day was 8,552.

Residence halls use a combination of wired and wireless connectivity to provide Internet service. The Department of Residence Life manages the Internet service for the living spaces. The current company providing network and Internet service for the living spaces is Apogee.

Technology-Enhanced Classrooms and Labs

The College maintains 281 classroom spaces for instructional use with 83 percent (251) [employing technology](#) to enhance the student learning experience. Of the 251 classrooms with technology, five are "laptop ready," thus requiring instructors to bring in their own device (e.g., laptop, tablet, etc.) to connect to a projector. The remaining 246 classrooms are "smart classrooms." These classrooms contain, at minimum, a projector and a desktop for the instructor. Twenty-nine of these classrooms are computer labs where students also have access to a computer station. There are currently only 30 classrooms that do not employ computer technology, and these rooms are primarily used for theater and dance classes. Classroom computers are imaged with standard software. Faculty may also request additional [software](#) to be installed in classrooms that require discipline-specific software.

In an effort to bring all classrooms up to a technology standard, the College has made and continues to make significant investments and improvements in classroom infrastructure. The [Classroom Technology Upgrade Project](#) focuses on classrooms with no technology and classrooms with antiquated or troublesome technology. This project provides not only user-friendly control systems and an improved audio/visual experience, but also standardized equipment in classrooms. The AV design and use of classrooms is an ongoing collaborative effort between IT, Physical Plant, the Office of the Registrar, and users in academic affairs. The Classroom Technology Upgrade Project started in 2013 and on average upgrades approximately 20 classrooms per year. To date, 86 classrooms have been upgraded.

Institutional Licensing for Academic Applications

The College has made significant investments in [institutional licenses](#) for a number of different academically focused applications that are used to aid in the student-learning process. Institutional licenses are evaluated and procured when a large contingent of disciplines requires and use the same software and applications with students in their courses.

OAKS. OAKS is the College's learning management system, is based on the Desire2Learn/Brightspace platform. OAKS allows [faculty](#) to post content, administer quizzes, foster discussion, grade assignments, display grades, etc., all in an online environment. [Students access](#) the course materials through OAKS during and after class, participate in class discussions and contact other students in their courses. During the 2014-2015 academic year, more than 1100 faculty and more than 15,100 students accessed the learning management system, clearly demonstrating the widespread use of this system to support teaching and learning. OAKS is the most widely used academic application and helps foster learning in both face-to-face

and online classroom environments.

Google Apps. Google Apps gives students access to a Gmail account as their official means of communication for the College. In addition Google Apps provides access to a suite of productivity tools (documents, spreadsheets, presentations, forms) that enable students, faculty, and staff to work in a collaborative online environment.

Voice Thread. VoiceThread allows users to post media for community feedback. Students post visual media, faculty comment, and peers offer verbal or text-based assessments. [VoiceThread](#) is used extensively in distance education courses but it is also used in face-to-face courses as well. It is a great online tool to help build community and communication. During the 2014-2015 academic year, 190 faculty and more than 3150 students accessed VoiceThread for coursework.

Poll Everywhere. [Poll Everywhere](#) allows users to respond to questions and polls via SMS text messaging, twitter, or web interface with their own mobile device. Poll Everywhere is commonly used in a face-to-face classroom environment to quickly poll students for comprehension but can be, and is, used in a variety of other formats. During the 2014-2015 academic year 86 faculty created a total of 2,678 polls for their courses and received 103,134 responses.

Kaltura MediaSpace. [Kaltura](#) MediaSpace is a media service available to the campus that functions much like YouTube. Faculty use Kaltura MediaSpace to upload their lectures and tutorials, and students use it to produce video projects. This is the only media server available for students, and so it is an important resource for student media projects. During the 2014-2015 academic year, 361 users [contributed](#) 1,505 media entries to Kaltura.

Mediasite. [Mediasite](#) is a lecture capture solution that allows users to upload existing media and create new presentations. There are 19 classrooms that have the ability to record lectures, five on the main campus and 14 at the College of Charleston North Campus. Mediasite is installed in classrooms at the request of users. To date, [Mediasite](#) has been installed in facilities and classrooms that have been part of Capital Projects. Mediasite is installed in classrooms at the request of users through a needs assessments process that is conducted with the end users to design and outfit the spaces with IT/AV equipment.

Library Collections

The [libraries core collection](#) includes:

- 110,032 electronic serial titles
- 388,290 ebooks
- 13,472 audiovisual titles
- 863,721 microtext units
- 22,996 streaming media titles

Access to these resources are available through the library's website 24 hours a day, seven days a week using a password-protected proxy server. [Usage data](#) shows that during calendar year 2014, full-text journal articles were accessed 648,939 times, and e-books were accessed 282,524 times. The library conducts an annual user satisfaction survey (Table 1) to assess a variety of issues. The responses are strongly positive and consistent from year to year.

Table 1. Library User Survey Responses (2013, 2014, 2015)

Library User Survey

2015	2014	2013
------	------	------

Finding books, journal articles, etc and navigation

Answer	Response	%	Answer	Response	%	Answer	Response	%
Definitely	127	38%	Definitely	95	22%	Definitely	89	26%
Very easy	119	36%	Very easy	148	35%	Very easy	126	38%
Somewhat	77	23%	Somewhat	167	39%	Somewhat	101	30%
Not very easy	6	2%	Not very easy	8	2%	Not very easy	17	5%
Definitely not	4	1%	Definitely not	10	2%	Definitely not	3	1%
Total	333	100%	Total	428	100%	Total	336	100%

How much information do you find on your topic? (Why or why not?)

Answer	Response	%	Answer	Response	%	Answer	Response	%
Plenty	120	37%	Plenty	117	28%	Plenty	92	28%
Enough	157	48%	Enough	205	50%	Enough	165	50%
Some	38	12%	Some	72	17%	Some	64	19%
Not much	6	2%	Not much	14	3%	Not much	6	2%
None	4	1%	None	6	1%	None	6	2%
Total	325	100%	Total	414	100%	Total	333	100%

Part II: Student Access to Technology

Marlene and Nathan Addlestone Library

Information Technology manages a [student computing lab](#) in Marlene and Nathan Addlestone Library, with 239 computers providing access to the Internet, and a variety of software, including Microsoft Office, ArcGIS Desktop for analyzing spatial and geographical data, and SPSS statistical software. See [available software list](#). To assist visually impaired students, an open source screen reader, NVDA, is installed on all windows workstations. Additionally, one workstation is equipped with a low vision keyboard and magnification software. There is also a headset with a microphone available for students who may need to listen using a screen reader or dictate to text. The [faculty are asked](#) regularly what software they want installed in the computer labs and classrooms to ensure the necessary resources are available for student use. Workstations are networked to six black-and-white printers and one color printer. Students may also print from their laptops. Students may print up to 300 black and white copies each semester at no charge.

The Marlene and Nathan Addlestone Library offers four classrooms/multipurpose rooms for library instruction, small groups, and independent student work. One is a [Mac lab](#) with a Dell smart projector, 22 seats, and another is a [PC lab](#) with a Dell smart projector and 28 seats. The lecture/event room for 60 is also a smart classroom, and, in the summer of 2014, the library added a [multipurpose room](#) with three LED screens. When not scheduled, all rooms are open for independent or group study.

Students may also use three flatbed scanners and two [KIC scanners](#) to scan documents to email, USB, or cloud accounts. For visually impaired students, the KIC scanners offer options such as scanning text-to-speech files so documents can be listened to, or optical character-recognition technology so that scanned documents can be read using screen reader software.

The Student Multimedia Production Room at the Marlene and Nathan Addlestone Library provides students with two Macintosh computers, a Dell smart projector, and Adobe Creative Suite and Final Cut Express software for editing multimedia. In FY 2014-2015 this room received 430 [reservations](#). To better accommodate larger groups, Adobe Creative Cloud was installed in a room with 22 available workstations at the beginning of

spring 2016.

The Marlene and Nathan Addlestone Library also has the following devices available for [checkout](#):

- 20 MacBook Air laptops (5,547 check outs for 33,382 estimated hours used)
- 5 iPod Touches
- 4 Kindles
- 3 Digital Cameras
- 2 Projectors
- Calculators (Scientific and Graphing)
- Cell Phone Chargers
- Laptop Chargers
- Network Cables
- DVI Cables

Additionally, through the [iPad Classroom Program](#), there are 60 iPads that the faculty may reserve for their classes. In the 2014-2015, [faculty reserved](#) iPads for 12 different classes.

The library provides 20 student study rooms with both wired and wireless network access, thus enabling students to bring in cameras, projectors and other technology to use in a private group setting. One of these rooms is outfitted with a 50" flat screen for students' collaborative work and presentation.

College of Charleston North Campus and Lowcountry Graduate Center Library

The North Campus and Lowcountry Graduate Center provide access to 16 computers (Mac and PC), offering a range of software including Microsoft Office, Microsoft Project, PDF Split & Merge, and SPSS statistical software. The library also provides a scanning station, printer/copier, and color printer.

Marine Resources Library

The Marine Resources Library includes five computers with productivity and Geographic Information System (GIS) software. Laptop users may access the College's Wi-Fi. A convenient KIC scanning and printing station is freely available, and photocopy services are provided for a nominal fee. A recent renovation introduced new carpet, paint, and high density shelving, which significantly expanded available shelf and study space. In response to demand from students and faculty, the College created a technology-rich (including a Dell smart projector) teaching and meeting room within the library.

Center for Student Learning

The Center for Student Learning (CSL) consists of the following labs: Math Lab, Foreign Languages Tutoring Lab, Writing Lab, Accounting Lab, Speaking Lab, and Science Lab. In addition, CSL provides supplemental instruction, individual tutoring services, and study strategies assistance.

- Students have access to 12 computers in the [Math Lab](#), [Writing Lab](#), and [Foreign Language Lab](#) to complete online homework (via Oaks, MyMathLab, WebAssign, ALEKS assessment software, or Hawkes Learning System Essential Calculus), access instructional websites (e.g., in the Foreign Language Lab sites such as Duolingo.com, wordreference.com, or spanishdict.com), or receive instruction in various software packages such as Minitab, MyStatLab, StatCrunch, or Excel.
- Students may borrow TI-83 and TI-84 calculators
- Tutors have access to iPads for tutoring purposes such as an anatomy application
- Tutors utilize videotaping equipment and a clicker in the Speaking Lab so that students may practice presentations, have them videotaped, and then receive feedback on that presentation.
- Sixteen core Study Strategies workshops are taped using Screencast-o-Matic and are available through the CSL's website (and YouTube channel) with closed captioning. More than 60 study strategies handouts are available on the website.
- Several [online workshops](#) are available through the CSL website.
- Supplemental Instructors are trained on and utilize facilitation applications such as Poll Everywhere, Plickers assessment system, and student personal response clicker systems.

The CSL recently replaced an outdated Access system with TutorTrac in order to more adequately track student usage of CSL services. This system allows staff to gather data about student usage in real time with great accuracy.

Center for Disability Services

The Center for Disability Services operates a nine seat computer lab equipped with the following software for direct student use: JAWS screen reader, Dragon, Zoom Text, Math Talk, Kurzweil, Reading Made EZ. In addition to software, the following equipment is available for checkout: FM Systems, Twix, laptops, ring lights, Victor Readers, Livescribe pens and notebooks.

Student Webpage Server

IT's [web page server](#), enables all student to create and host webpages for both coursework and personal use. There are currently 733 active student web page accounts hosted on the student webpage server.

Common Area Computers

IT maintains small clusters of computers around campus, in academic buildings and student common areas. These machines are available at varying times when the facilities are open; they provide students access to Internet resources via Chrome, Firefox, and Internet Explorer, as well as to Microsoft Office applications.

Part III: Training and Support in the Use of Technology

Technology Training for Students in College of Charleston Courses

Faculty in many disciplines and courses provide training in computer software and other technologies. The [student technology training table](#) provides an exemplary list of software and technology training in several College of Charleston course sections taught during 2015-2016. Software products in which students were trained included Omeka, Adobe Photoshop, Oracle Crystal Ball, Argus, and SketchUp.

Marlene and Nathan Addlestone Library Information Desk

The [information desk](#) in the Addlestone Library is a collaborative staffing initiative between the libraries research and instruction department and IT's student computing support team. It provides "Tier 1" assistance across all campuses and Distance Education to faculty, staff, and students regardless of location. Tier 1 assistance includes general inquiries, support for general computing, labs and equipment, and general reference questions. In 2014-2015 the Information Desk responded to [32,380 transactions](#) 30,214 in person, 1,001 via instant messaging, 868 via phone, 152 via email, and 145 via text messaging.

For more complicated questions, students receive "[Tier 2" assistance](#), which includes research consultations (in person and via Skype), support for their computer problems, and referrals to the IT Help Desk. Common technology questions involve wireless setup, common software assistance, and malware and virus removal. In 2014-2015, the student computing support team [provided](#) 396 consultations for Tier 2 services.

The [Ask Us](#) chat service, accessible through a widget on the libraries' web pages and embedded in many databases, received 1,001 chat requests in FY 2014-2015. In addition, patrons search the Ask Us knowledgebase for answers to frequently asked questions. In FY 2014-2015, this service provided answers to 136 questions and received 1,560 views.

As part of the orientation program for all new students, IT staff offers a session introducing the [range of the College's IT services and tutorials](#) on various software, the College's LMS, connecting to the wireless network, and publishing websites to the student server. Students are introduced to the IT website, which provides technical assistance. Over the course of a year, the site received over 429,000 page views with "Instructions for setting up printing from student-owned laptops" receiving the most page views: 7,931. See [page view report](#) for details.

Helpdesk Support Services

The IT Helpdesk provides technical support campus-wide and is available during regular business hours, with limited after-hours support. Users may contact the Helpdesk by email, phone, or through a new walk-in service. Helpdesk is available Monday through Friday, 7:30 a.m. - 5 p.m. for all needs. After-hours support for students, with limited support for faculty and staff, is available Monday through Friday 5 p.m. - 10 p.m. and Saturday and Sunday, 2 p.m. - 10 p.m. After-hours classroom support is available Monday through Thursday 5 p.m. - 10 p.m. The Helpdesk provides support for 88.5 hours per week and typically fields around 50,000 incidents annually. See [Helpdesk usage report](#). The Helpdesk also maintains an [active blog](#) that communicates important information about IT to the campus community.

Teaching, Learning and Technology Department




































[Teaching, Learning and Technology](#) (TLT) manages a [tutorials and apps blog](#) that provides video and written tutorial resources to faculty and students for the more commonly used technology applications on campus. Tutorials are available for OAKS, Poll Everywhere, VoiceThread and other academic applications.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.4.12. The College provides the administration, infrastructure, access, training and technical support to allow effective and efficient integration of technology to enhance student learning and to meet program objectives.

Sources

-  [136 Stats](#)
-  [2014-2015 TLT Statistics](#)
-  [2015 FTI Participation List](#)
-  [2015 Spring Training Participation List](#)
-  [3 4 12 Evidence Table August 2016](#)
-  [Addlestone 120](#)
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-  [Ask Us](#)
-  [Campus Software Licenses](#)
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-  [Collection Development Annual Report \(Page 2\)](#)
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-  [CSL_Foreign_Language_Tutoring_Lab](#)
-  [CSL_Math_Lab](#)

-  [CSL_Online_Workshops](#)
-  [CSL_Writing_Lab](#)
-  [DE Training Spreadsheet](#)
-  [Equipment Checkout](#)
-  [FTI 2015 Agenda](#)
-  [FY17-19 IT Strategic Plan](#)
-  [Information Desk](#)
-  [iPad Lending Program](#)
-  [IT Helpdesk Blog](#)
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-  [Kaltura](#)
-  [Kaltura Usage Report](#)
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-  [Mediasite](#)
-  [Mediasite Growth](#)
-  [OAKS Instructor User Access](#)
-  [OAKS Student User Access](#)
-  [PLC Participant List](#)
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-  [SCS Blog](#)
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-  [TechQual 2014 Infographic](#)
-  [TechQual 2014 Results](#)
-  [Tier2 Usage Stats](#)
-  [TLT Distance Education Readiness Course](#)
-  [TLT Equipment Checkout](#)
-  [TLT FTI Spring Training](#)
-  [TLT Professional Learning Club](#)

 [TLT Tutorials Apps Blog](#)

 [VoiceThread Usage Report](#)

3.5.1

Educational Programs: Undergraduate:General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The general education curriculum at the College of Charleston is a set of college-level course requirements designed to expose students to a breadth of intellectual inquiry in the liberal arts and sciences. The general education requirement serves all students, regardless of major, and assures that students are exposed to the intellectual traditions and fields of learning distributed across seven areas: (1) history, (2) humanities, (3) foreign language, (4) natural science, (5) social science, (6) math/logic and (7) writing. Student learning outcomes in each area were defined by faculty. The [approval procedure](#) for General Education courses ensures that every course meets the expectations for a college-level course. New and revised courses are carefully reviewed before approval by departments, college-wide General Education Committee, college-wide curriculum committee, and the Faculty Senate.

Every year, the College measures the extent to which students attain college-level general education competencies using multiple measures. Faculty have established benchmarks to measure the extent to which students attain each of the learning outcomes across the seven general education distribution areas. Faculty measure progress in meeting established benchmarks in each area of the distribution with course-embedded signature assignments. A second measure is the ETS proficiency profile, administered to a sample of freshmen and senior classes.

College-Level General Education Competencies

The College of Charleston general education curriculum serves all students, regardless of major, and reflects broadly the common values of the liberal arts and sciences distributed across seven distribution areas: history, humanities, mathematics and/or logic, foreign language, natural science, social science, and writing. The general education competencies broadly emphasize acquisition of knowledge, communication and languages, analysis, explanation and problem-solving.

The College of Charleston General Education Competencies are listed in Table 1:

Table 1. General Education Competencies

Distribution Area	Student Learning Outcomes
History	SLO1: Students demonstrate knowledge of history and awareness of the historical experience.
	SLO2: Students situate primary historical records in their context and use sources to construct historical arguments.
Humanities	SLO1: Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
	SLO2: Students examine relevant primary source materials as understood by the area of humanities under study and interpret the material in writing assignments
Distribution Area	Student Learning Outcomes
Math/ Logic	SLO1: Students model phenomena in mathematical terms.
	SLO2: Students solve problems using these models.
	SLO3: Students demonstrate an understanding of the supporting theory behind the models apart from any particular application.
Foreign Languages	SLO1: Students read languages other than English.
	SLO2: Students write languages other than English.
	SLO3: Students understand languages other than English
	SLO4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language
Natural Science	SLO1: Students apply physical/natural principles to analyze and solve problems.
	SLO2: Students explain how science impacts society.
Social Sciences	SLO1: Students apply a social science concept, model or theory to explain human behavior, social interactions or social institutions.
Writing	SLO1: Students articulate clear analytical theses.
	SLO2: Students effectively situate their ideas in relation to sources.
	SLO3: Students select and correctly document relevant and credible sources.

Table 2 given below lists the approval process of student learning outcomes (SLOs) and approval criteria for general education courses. On January 9, 2012, faculty groups organized by the general education distribution area met in an all-day workshop sponsored by the Division of Academic Affairs and the General Education Committee, in order to develop approval criteria for general education requirements. A similar approach was taken to develop student learning outcomes. Faculty groups, organized by distribution area, participated in a workshop on January 31, 2012, to define general education student learning outcomes. During fall 2012, an external consultant, Mary Allen (former director of the California State University Institute for Teaching & Learning), was brought to campus to lead a [workshop](#) where faculty from different distribution areas worked together to create the [rubrics](#) that would be used to assess the student learning outcomes. Faculty consulted the [AAC&U VALUE rubrics](#) as examples and adapted them to the College of Charleston's student learning outcomes for general education.

In spring 2013, the General Education Committee started the process to certify/recertify general education courses following the approval criteria. The procedure is explained in the following section.

Table 2. Approval process of student learning outcomes and approval criteria

Date	Action	Evidence
January 9 and 30, 2012	Faculty Workshops to develop Approval Criteria for each Distribution Area	Approval Criteria
February 7, 2012	Faculty Senate adopted Approval Criteria Student Learning Outcomes developed and approved for each Distribution Area	Faculty Senate Minutes General Education Committee Report 2011-12
Spring 2013	Recertification of existing courses using GE Approval Criteria Report to the Faculty Senate	General Education Committee Report 2012-13 Comparison of Old/New Table Senate Minutes 2-5-2013
Every summer	Campus GE Assessment Retreats	Agenda GE Retreat August 2014 GE Report to Provost December 22, 2014 2015 Assessment Retreat Agenda

Approval Procedure of General Education courses

The general education courses are first [reviewed and approved](#) by individual academic departments. If the course is new, it is sent for approval to the college-wide curriculum committee. Then, it is [reviewed and recommended for approval/denial by the general education committee](#) and finally, [approved/denied by the Faculty Senate](#). As a part of the review, each department completes an [application form](#) on which they specify how the course satisfies the approval criteria for the corresponding distribution area and includes a course syllabus. The [course syllabus](#) must display the relevant general education student learning outcomes, include a statement of where the outcomes will be demonstrated (“signature assignment”) in the course, and assign a percentage of the course grade to the signature assignment. The committee evaluates each proposal and determines whether the opportunity for students to demonstrate achievement of the student learning outcomes is evident. The department must make an argument that the course satisfies the general education approval criteria for the specific distribution area without narrowly focusing on a particular occupation of profession. Following the initial application and review process completed in 2014, the curriculum remains fixed for a period of three years until the next review cycle opens. The courses are reviewed every three years by the General Education Committee.

Student performance on each learning outcome is assessed using direct measures, allowing faculty to determine the extent to which students have attained these college-level general education competencies during their course of study.

Requirements for the general education program are described in full in [CR 2.7.3](#). The [course map](#) for general education links the student learning outcomes to the courses approved for each of the seven distribution areas.

Attainment of Competencies using Direct Measures (Signature Assignments)

Multiple measures are used to assess annually the extent to which students have attained the competencies and to determine if the degree of attainment is acceptable as determined by the faculty. One measure is course-embedded assessment using [signature assignments](#) in every general education course. The assignments are assessed by [30 faculty members](#) in the [assessment reading groups](#) (ARGs) every year. The ARGs are selected by department chairs and approved by the [faculty coordinator for general education](#) (a new position appointed in spring 2013). When an ARG member cannot serve on a specific semester or requires permanent replacement, his/her chair will recommend a new candidate and the faculty coordinator approves the replacement. The second direct measure is the ETS exam, which is completed every spring by seniors and freshmen. More details are described in subsequent sections.

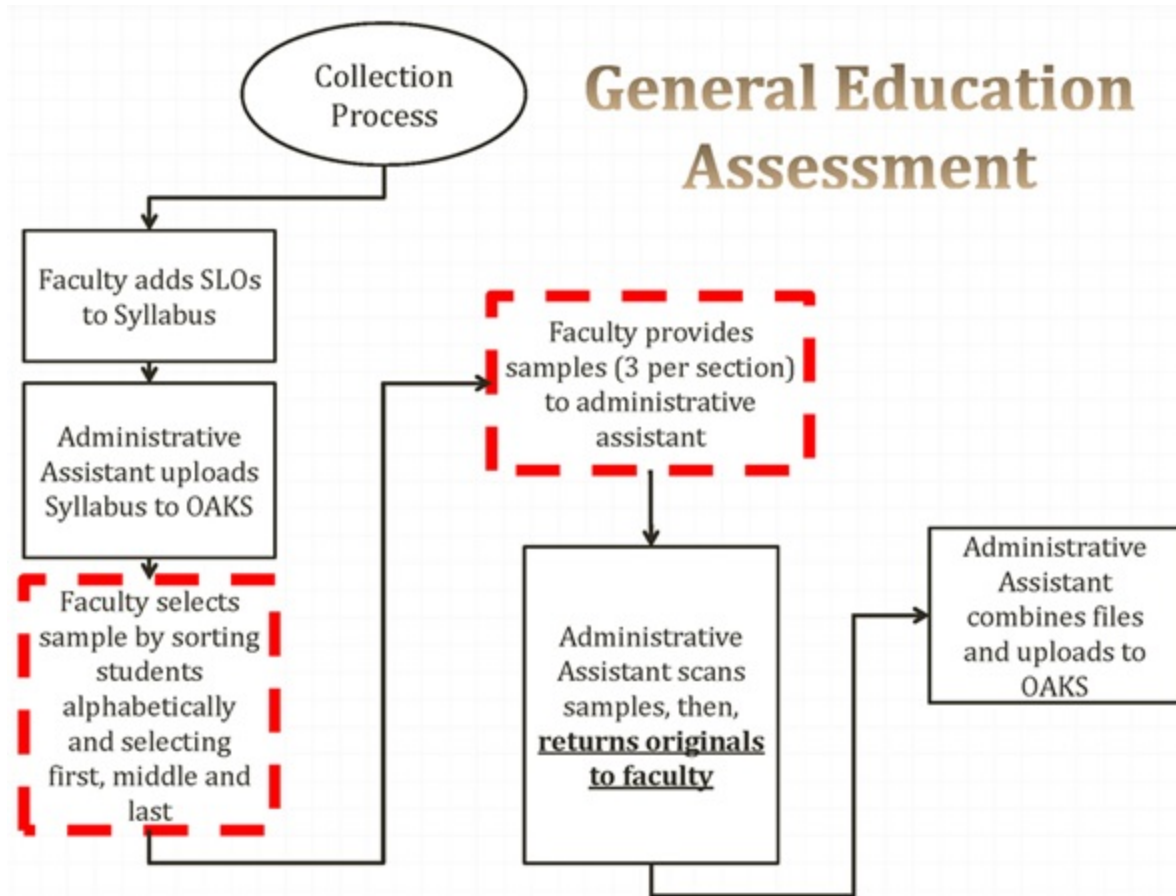
Data Collection for Course Embedded Assessment

The faculty coordinator for general education organizes data collection, including syllabi at the beginning of the

semester and student artifacts at the end of the semester. A copy of each [syllabus](#) is uploaded every semester in the [OAKS GenEd site](#). The faculty coordinator reviews the syllabi to ensure the continuous alignment of individual courses with the published student learning outcomes. Every syllabus for an approved general education course carries the student learning outcomes and specifically identifies the assignment for assessment.

Administrative assistants upload all the collected student artifacts from their departments into OAKS. The collection process is presented in Figure 1.

Figure 1. General Education Data Collection Process for Assessment



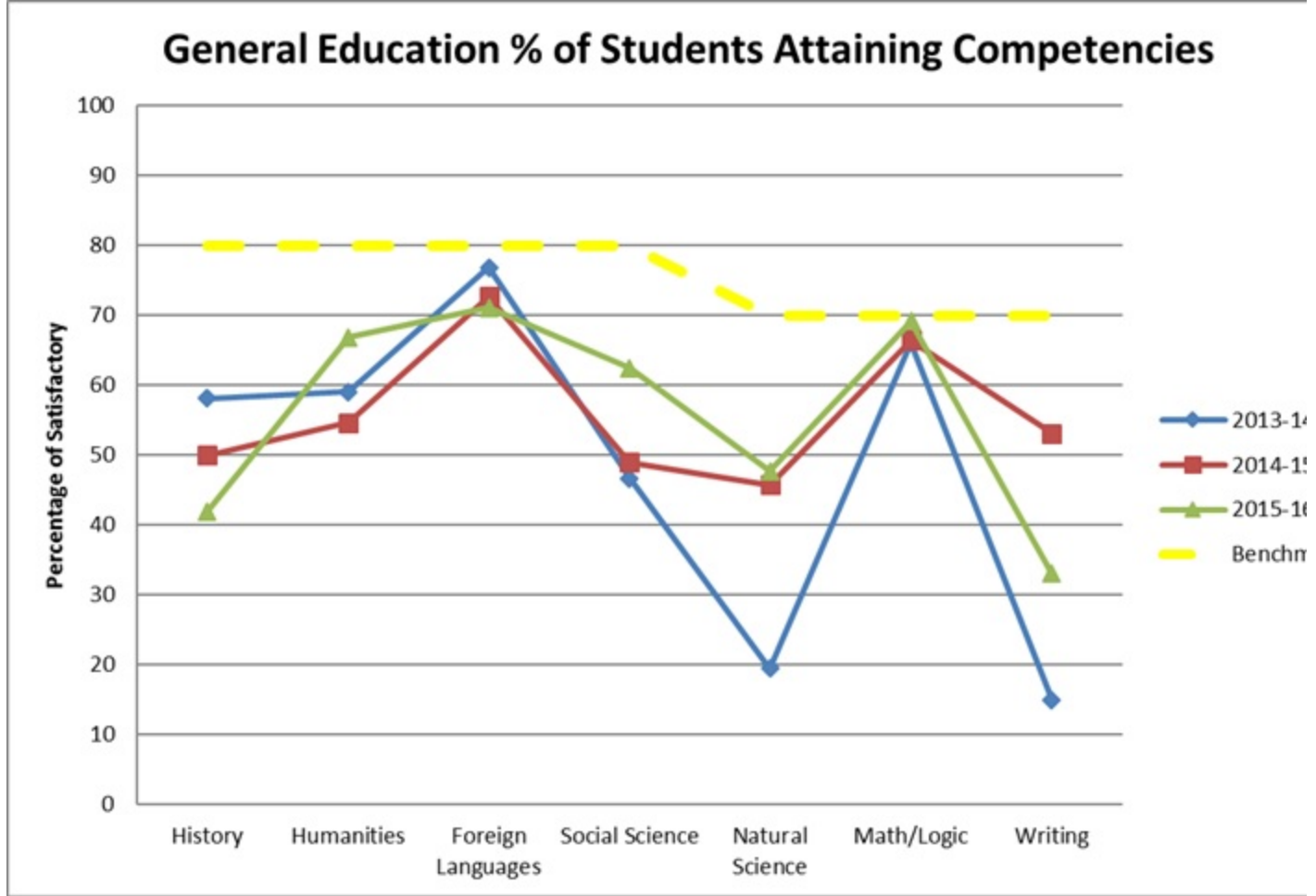
After final exams are completed, the 30 faculty members who serve on the assessment reading groups (ARGs) meet (during the College's [GenEd assessment reading days](#)) to read and score student artifacts using the rubric for their distribution area. The number of ARG hours for assessment days determines the number of artifacts in the sample. The [sampling methodology](#) is stratified to ensure that the sample is representative of the enrollments in each Department. The assessment reading days start with group norming - a process to "calibrate" scoring of student artifacts so that each reader applies the rubric consistently across student artifacts and to increase inter-rater reliability. After norming, two faculty members assess the same set of student artifacts; if there is discrepancy between what is considered acceptable and unacceptable, a third faculty member assesses the artifact(s) and the final results are compiled.

Attainment of Competencies and Dissemination of Results

After each cycle of assessment reading days, ARG members discuss the results and develop action plans that are shared with department chairs and program faculty. Each year, there is a [general education assessment retreat](#), where assessment results are discussed with a larger audience of campus stakeholders, which includes faculty, academic administrators, and students. A general education [website](#) is maintained by the Division of Academic Affairs in order to disseminate information about general education student learning outcomes and assessment. A complete [report with assessment results](#) is distributed to faculty each year and is posted in the [OAKS GenEd site](#). All faculty and staff have access to the [OAKS GenEd site](#). Aggregate results

for the last three years of data are summarized in Figure 2.

Figure 2. Assessment Results (2013-2014 to 2015-2016) by Distribution Area with Target Benchmark



The results are shared with faculty members in an aggregate format and in a more [detailed report](#) by area. The detailed report allows the results to be disaggregated to provide a more thorough understanding of student learning.

History

Table 3. Attainment of Competencies in History (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students demonstrate knowledge of history and awareness of the historical experience.	77.9%	57.4%	50.9%	58.1% (86) 50% (122) 41.9% (229)
SLO2: Students situate primary historical records in their context and use sources to construct historical arguments.	60.5%	57.4%	44.1%	

Humanities

Table 4. Attainment of Competencies in Humanities (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLO Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.	70.5%	64.7%	81.2%	59% (173) 54.6% (346) 66.8% (328)
SLO2: Students examine relevant primary source materials as understood by the humanities area under study and interpret the material in writing assignments 1. Measures use of primary sources 2. Measures writing	a. 82.1% b. 82.1% Both=68.8%	a. 71.7% b. 76% Both=63.3%	a. 80.5% b. 82.1% Both=70.1%	

Foreign Languages

Table 5. Attainment of Competencies in Foreign Languages (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students read languages other than English.	87.1%	82.9%	88.3%	76.8% (155) 72.7% (299) 71.1% (263)
SLO2: Students write languages other than English.	92.3%	88.3%	91%	
SLO3: Students understand languages other than English	93.5%	94.3%	94.4%	
SLO4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language	92.9%	90.1%	85.2%	

Math/Logic

Table 6. Attainment of Competencies in Math/Logic (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in each SLO Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students model phenomena in mathematical terms.	74.9%	72.57%	73.28%	66.1% (233) 66.4% (458) 69.1% (479)
SLO2: Students solve problems using these models.	57.9%	60.88%	61.49%	
SLO3: Students demonstrate an understanding of the supporting theory behind the models apart from any particular application.	65.7%	65.72%	72.38%	

Natural Science

Table 7. Attainment of Competencies in Natural Science (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in each SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students apply physical/natural principles to analyze and solve problems.	15.4%	41.9%	51.6%	19.5% (78) 45.7% (186) 47.7% (192)
SLO2: Students explain how science impacts society.	23.9%	50%	42.9%	

Social Sciences

Table 8. Attainment of Competencies in Social Sciences (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students apply a social science concept, model or theory to explain human behavior, social interactions or social institutions. I: Identify; D: Describe; A: Apply	69.7% I 59% D 60.7% A	71.10% I 63.70% D 60.30% A	84.9% I 69.7% D 75% A	46.7% (122) 49% (204) 62.4% (237)

Writing

Table 9. Attainment of Competencies in Writing (2013-2014 to 2015-2016)

Competencies measured by SLOs	% of Students who achieved competencies			% of Students who achieved competencies in all SLOs Year 2013-14 (n1) Year 2014-15 (n2) Year 2015-16 (n3)
	2013-2014	2014-2015	2015-2016	
SLO1: Students articulate clear analytical theses.	25%	60.2%	56.9%	15% (40) 53.1% (113) 33.0% (116)
SLO2: Students effectively situate their ideas in relation to sources.	53.5%	79.6%	45.6%	
SLO3: Students select and correctly document relevant and credible sources.	62.8%	79.6%	67.9%	

The Second Measure: ETS Proficiency Profile

The ETS Proficiency Profile (abbreviated version) is a standardized test administered at the College of Charleston every three years in the spring semester. The first test was administered in 2012 in 12 “freshmen” classes and 16 “senior” classes resulting in a sample of 193 freshmen and 209 seniors. The second test was administered in 2015 in 9 “freshmen” classes and 25 “senior” classes resulting in a sample of 162 freshmen and 608 seniors.

ETS is the second measure of our general education competencies. The exam aligns with the College of Charleston general education distribution model; however, it does not align individually with each student learning outcome (SLO). ETS was chosen as a secondary measure because it allows the College to compare senior-level versus freshman-level scores; as well as to benchmark against national averages.

Figure 3 shows that seniors score higher than freshmen in all areas (writing, mathematics, humanities, social sciences, and natural sciences). ETS results show that the College of Charleston students score above national averages (see Figure 4).

Figure 3. ETS Results for freshmen and seniors (2012 and 2015)

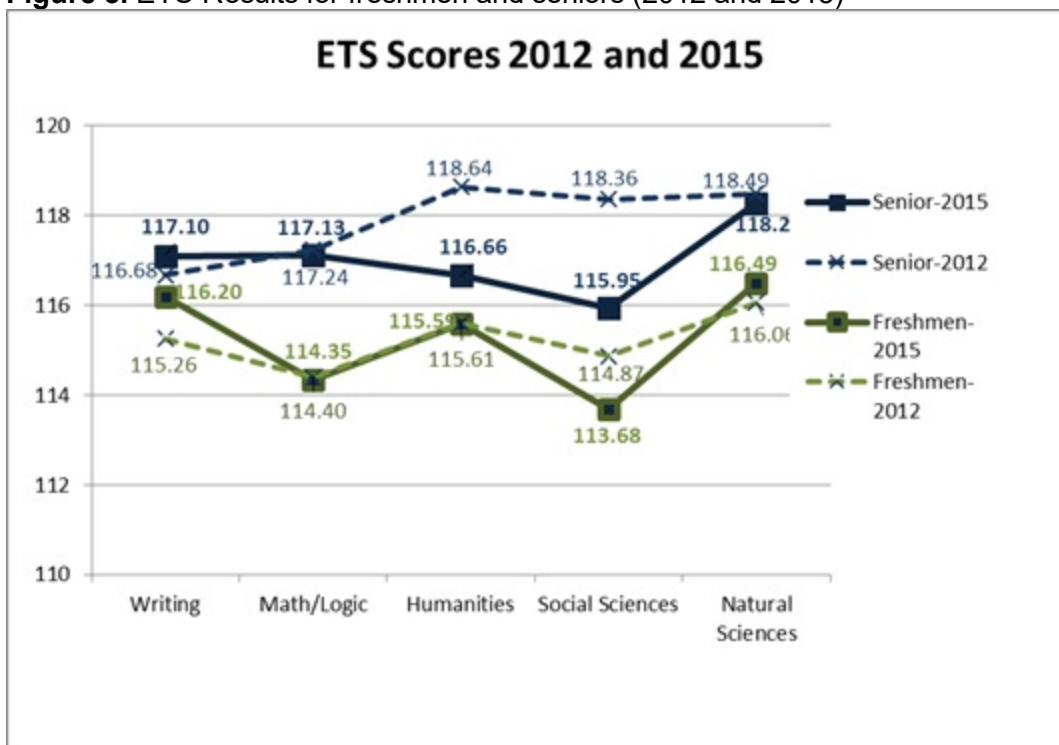
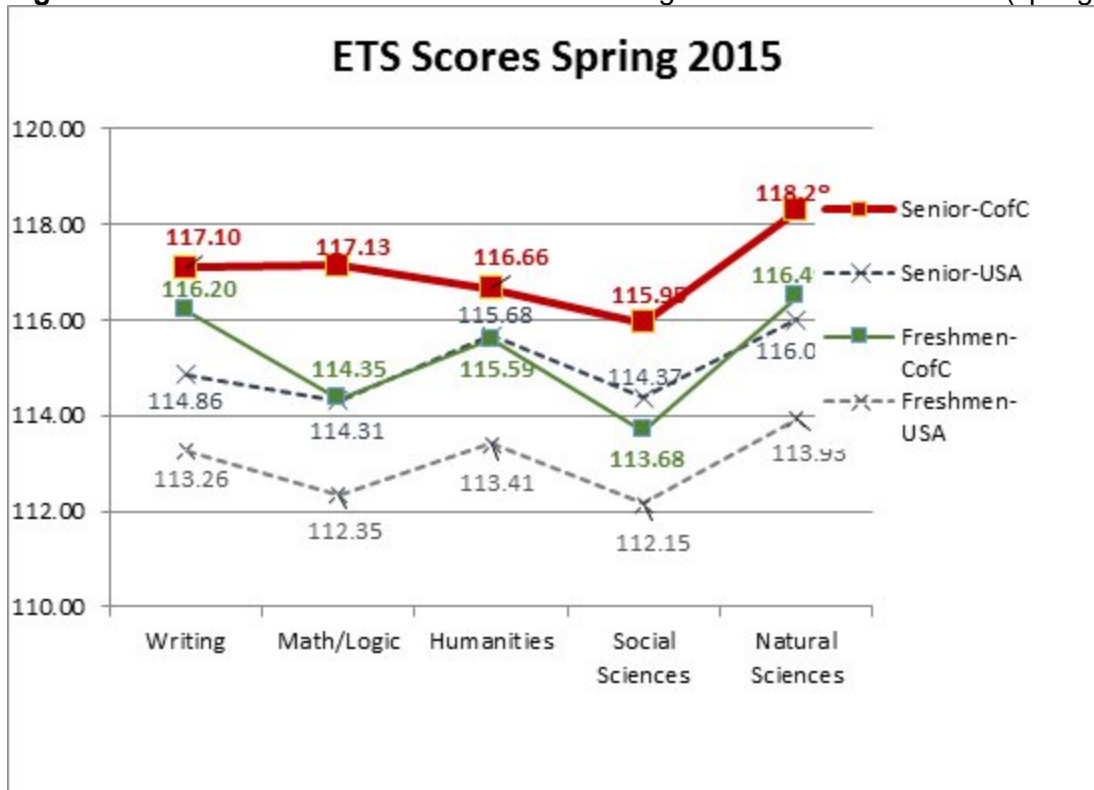
















Figure 4. ETS Results Seniors/Freshmen for College of Charleston and USA (spring 2015)



Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.5.1.

Sources

-  [2011-12 GE report](#)
-  [2015 Assessment retreat agenda](#)
-  [Agenda GE retreat August 2014](#)
-  [Approval procedure](#)
-  [Assessment reading groups](#)
-  [Civic engagement value rubric](#)
-  [Comparison of old/new tabs](#)
-  [course map](#)
-  [Curriculum-report-2013-2014](#)
-  [Example of signature assignments](#)
-  [Faculty coordinator for GE](#)
-  [Faculty Senate approved/denied minutes](#)
-  [GE application forms](#)
-  [GE assessment days](#)

 [GE assessment information website](#)

 [GE assessment retreat](#)

 [GE committee process](#)

 [GE course approval criteria](#)

 [GE report 122214](#)

 [GE sampling methodology](#)

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 [History rubric](#)

 [Math 105 syllabus](#)

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 [Results of assessment GE 2013-16](#)

 [Reviewed by CGE](#)

 [Senate minutes 020513](#)

 [Senate minutes 020712](#)

 [Workshop](#)

3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy “Collaborative Academic Arrangements.”)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

As published in the [Undergraduate Catalog](#) (“Degree Requirements”), all baccalaureate degrees at the College of Charleston require a minimum of 122 credit hours for completion. The [Policy for Applicants for Undergraduate Admission](#) states: “the maximum number of transfer credit hours that may be applied to the requirements for a College of Charleston bachelor’s degree is ninety (90) credit hours,” ensuring that at least 25 percent of the credit hours (32 credit hours or 26 percent) required for the degree are earned through instruction offered by the College of Charleston.

Students admitted prior to the 2016 catalog year were evaluated under a previous transfer credit policy that allowed a maximum of 92 credit hours applied to the requirements for degree (30 credit hours or 24.59 percent). The policy was corrected in November 2015. Students are informed of this policy change on the Office of the Registrar website (“[Transfer Credit Maximums](#)”).

[Degree Works](#), the College’s online degree audit system, is programmed to allow a maximum of 90 transfer credit hours to meet undergraduate degree requirements. Degree Works is maintained by the Office of the Registrar. Responsibility for certifying that all undergraduate degree requirements have been met prior to graduation lies with the Office of the Registrar.

Compliance with the policy is also monitored by the Office of the Registrar. A [weekly report](#) identifies any student who exceeds the transfer credit limit, and action is taken immediately to adjust the transfer credit appropriately.

On the [Official Academic Transcript](#), transfer credit appears separately by institution in a section titled, “Transfer Credit Accepted by the Institution.” Credit hours completed at the College of Charleston are displayed in a section titled, “Institutional Credit.”

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.5.2. The College ensures that at least 25 percent of the credit hours required for the degrees are earned through instruction offered by the institution awarding the degree by enforcing the transfer credit policy contained in the Policy for Undergraduate Admission, by using the online degree audit tool, and by running a weekly report to catch and timely correct errors in transfer credit.

Sources

 [Degree Works Audit](#)

 [RO Website Transfer Credit Max](#)

 [Sample Transcript](#)

 [Transfer Credit Edit Report](#)

 [Undergraduate Admission policy 12.1.6 \(Page 7\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 39\)](#)

3.5.3

Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston publishes requirements for its undergraduate programs, including its general education requirements, in the [Undergraduate Catalog](#). The *Undergraduate Catalog* is the official repository for all approved curriculum and degree requirements. The catalog is accessible online, it is reviewed annually by department chairs, program directors, deans, and the academic leadership, and updated as appropriate. The published requirements (described in detail below) for all undergraduate programs (degrees, majors and minors) are also accessible on the Office of the Registrar website under [Program of Study Resources](#). All other College of Charleston websites that refer to general education or academic program requirements (e.g. admissions, department or program, academic advising) link back to the Office of the Registrar's website. Information about degree, academic program, and general education requirements is disseminated to entering students at a mandatory two-day New Student Orientation (offered ten times over the summer). All enrolled students have access to degree, academic program, and general education requirements in [Degree Works](#) (the College of Charleston's online academic advising and degree audit system).

Undergraduate Degree Programs

The College of Charleston offers four baccalaureate degrees: Artium Baccalaureates (A.B.), Bachelor of Arts (B.A.), Bachelor of Science (B.S.) and Bachelor of Professional Studies (B.P.S). All bachelor's degrees require successful completion of a minimum of 122 credit hours (actual credit hours completed vary by academic program, but a minimum of 122 credit hours applies to all academic programs). In order to graduate with an A.B.*, B.A., or B.S. degree, a [student must](#):

- Complete the First-Year Experience requirement (applies to students who have completed less than one year of college when they enter the College of Charleston);
- Satisfy the liberal arts and sciences general education degree requirements;
- Complete all of the requirements for at least one major;
- Earn a minimum of 122 credit hours, with a minimum overall grade point average of 2.000 in all courses taken at the College;
- Complete instruction in the essentials of the Declaration of Independence, Federalist Papers, and the Constitution and achieve satisfactory performance on an accompanying examination (as required by the South Carolina Code of Laws, Sect. 59-29-120).

*Additional coursework in either Latin or Ancient Greek and Classical civilization is required to earn an A.B. degree.

The Bachelor of Professional Studies (B.P.S.) is an undergraduate degree-completion program. Requirements for the B.P.S. and associated concentrations are published in the [Undergraduate Catalog](#). In order to graduate with a Bachelor of Professional Studies degree, a student must have:

- Completed a minimum of 122 credit hours while maintaining a 2.000 GPA.
- Earned credit in concentration courses required for the degree, with a minimum GPA of 2.000 in all

concentration courses.

- Completed a minimum of 35 credit hours in residence in the B.P.S. program.
- Accumulated 60 credit hours of college work transferred at admission (includes general education distribution requirements completed elsewhere).
- Complete the 4-credit hour transition course.
- Accumulate 12 credit hours of liberal arts common seminars.
- Accumulate 30 concentration credit hours (18 credit hours from the same track; 12 credit hours from related concentration electives).
- Completed the 4-credit hour capstone seminar.
- Completed 12 credit hours of electives (completed in the program or transferred from elsewhere).
- Complete instruction in the essentials of the Declaration of Independence, Federalist Papers, and the Constitution and achieve satisfactory performance on an accompanying examination (as required by SC Statute, Sect. 59-29-120).

In addition to the undergraduate catalog, the College publishes the requirements for each academic program in a [Program of Study Worksheet](#) by catalog year and provides students with [Major Roadmaps](#), a recommended semester-by-semester guide to completing general education and program requirements for each academic program. Students have access to their comprehensive program of study in Degree Works (the College's online degree audit system). These tools identify courses that are designed as introductions to the major, required courses, electives, courses satisfying the general education requirement, capstone or other culminating courses, and any other program requirements. As listed in the undergraduate catalog, each academic program displays all prerequisites and co-requisites in the total credit hours required to complete the program.

Table 1 provides examples of the four primary places where students will find degree requirements for undergraduate programs: the undergraduate catalog, the Program of Study Worksheet, the Major Roadmap, and the Degree Works Audit. For each school, two programs were selected as examples to reflect a program for each degree offered (A.B., B.A., B.S., B.P.S) as well as the addition of concentrations.

Table 1. Degree Requirements

School	Program in Undergraduate Catalog	Program of Study Worksheet	Major Roadmap	Degree Works Audit
Arts	Art History, B.A.	Art History, B.A. POS	Art History, B.A. Roadmap	Art History, B.A. DW Audit
	Theatre, with Concentration in Costume Design and Technologies, B.A.	Theatre with Concentration in Costume Design and Technologies, B.A. POS	Theatre with Concentration in Costume Design and Technologies, B.A. Roadmap	Theatre with Concentration in Costume Design and Technologies, B.A. DW Audit
Business	Accounting, B.S.	Accounting, B.S. POS	Accounting, B.S. Roadmap	Accounting, B.S. DW Audit
	International Business, B.S.	International Business, B.S. POS	International Business, B.S. Roadmap	International Business, B.S. DW Audit
Education, Health and Human Performance	Middle Grades, B.S.	Middle Grades, B.S. POS	Middle Grades, B.S. Roadmap	Middle Grades, B.S. DW Audit
	Exercise Science, B.S.	Exercise Science, B.S. POS	Exercise Science, B.S. Roadmap	Exercise Science, B.S. DW Audit
Humanities and Social Sciences	Communication, B.A.	Communication, B.A. POS	Communication, B.A. Roadmap	Communication, B.A. DW Audit
	Psychology, B.S.	Psychology, B.S. POS	Psychology, B.S. Roadmap	Psychology, B.S. DW Audit
Languages, Cultures and World Affairs	Classics, A.B.	Classics, A.B. POS	Classics, A.B. Roadmap	Classics, A.B. DW Audit
	Spanish, B.A.	Spanish, B.A. POS	Spanish, B.A. Roadmap	Spanish, B.A. DW Audit
Science and Mathematics	Biology with Concentration in Molecular Biology, B.S.	Biology with Concentration in Molecular Biology, B.S. POS	Biology with Concentration in Molecular Biology, B.S. Roadmap	Biology with Concentration in Molecular Biology, B.S. DW Audit
	Physics, B.S.	Physics, B.S. POS	Physics, B.S. Roadmap	Physics, B.S. DW Audit
Professional Studies	Professional Studies with Concentration in Organizational Leadership and Management, B.P.S.	Professional Studies with Concentration in Organizational Leadership and Management, B.P.S. POS	(in progress)	Professional Studies with Concentration in Organizational Leadership and Management, B.P.S. DW Audit

New Degree Program Approval Process

Approval of new academic programs is accomplished through the faculty governance process. All academic programs and courses, regardless of location or delivery, are initiated by the faculty, approved through the faculty governance structure and approved by the College administration in compliance with Division of Academic Affairs policy. The process for new degree programs is published on the [Faculty Curriculum Committee](#) and the Division of Academic Affairs websites. The approval process is defined in a document [provided](#).

Table 2. New Undergraduate Degree Program Approval

Stage	Purpose	Responsible Party
Proposal in program or department	Program is first created and outlined	Department or program faculty
Notification that a new program plan is forthcoming	Verifies that new programs meet the mission of the college	Through Division of Academic Affairs to Commission on Higher Education
Reviewed by program or department faculty and/or committees	Create the full program, any necessary classes and Program of Study	Program, department curriculum committee or department chair
Reviewed by appropriate school (s)	Verifies that the new program is needed and fulfills department and school missions	Dean
Reviewed by Academic Affairs (Provost)	Verifies that the new program is needed and fulfills college and school mission within budgetary considerations	Provost
Business Affairs (course fees only)	Verifies that any course fees are warranted	EVP Business Affairs
Faculty Curriculum Committee (for undergraduate) and Graduate Curriculum Committee and Graduate Council (for graduate programs)	Approves and verifies that the curriculum meets college standards and commonly accepted standards and practices for degree programs	Committee Chairs
Faculty Budget Committee	Look at costs relative to the college budget	Committee Chair
Academic Planning Committee (only new programs)	Verifies that new programs meet the mission of the College	Committee Chair
Faculty Senate	Approves and verifies that the curriculum meets college standards and commonly accepted standards and practices for degree programs. Final faculty approval.	Faculty Senate Secretary
President	Verifies that new programs meet the mission of the College within budgetary considerations; approves for transmission to Board of Trustees, CHE, and SACSCOC	President
Board of Trustees	Verifies that new programs meet the mission of the College within budgetary considerations	Academic Affairs Committee of the Board of Trustees
South Carolina Commission on Higher Education	Verifies final program proposal meets commonly accepted standards and practices in higher education and within South Carolina	Commission on Higher Education
SACSCOC	Reviews and approves, if required	Office for Institutional Effectiveness and Strategic Planning

Example of a New Degree Program Approval: A.B., B.A. Meteorology

- [Proposal submitted to Faculty Curriculum Committee](#) [Minutes December 8, 2015](#)
- [Board of Trustees Resolution—A.B., B.A. Meteorology](#) [Minutes January 29, 2016](#)
- [Proposal as submitted to SC Commission on Higher Education](#) [Minutes May 5, 2016](#)

Degree Program Revision Process

Modification to existing academic programs is accomplished through the faculty governance process and follows a similar path to new degree programs with variation depending on the extent of the modification. For example, modifications might include:

- Change to the name of a major, concentration or minor
- Addition or deletion of a course or courses to a major, concentration, or minor
- Deactivation of an existing course
- Re-activation of a previously active course
- Addition, change or termination of a minor
- Addition, change or termination of a concentration

Each of these processes originates with faculty in the academic department or program and is reviewed by the Division of Academic Affairs (provost or provost's designee), Faculty Curriculum Committee, and the Faculty Senate, (For example, see the [Program Modification Process](#).) These processes ensure that new and revised programs conform to commonly accepted academic standards and align with the mission of the College of Charleston.

General Education Requirements: A.B., B.A., and B.S.

The liberal arts and sciences general education requirement is published in the [Undergraduate Catalog](#) and summarized in Table 3 for A.B, B.A., and B.S. degrees. Students must fulfill the general education requirements in effect at the time of their matriculation at the College of Charleston. Matriculation is defined as the first term of degree-seeking enrollment or the first term of readmission at the College. The general education requirement catalog year remains fixed during the period of time a student is continuously [enrolled](#).

Table 3. A.B., B.A., and B.S. General Education Distribution Area and Credit Hour Requirements

Curriculum Requirement	Required Semester Hours
First Year Writing	4 credit hours
Foreign Languages (Classical or Modern)	12 credit hours*
History	6 credit hours
Humanities	12 credit hours
Social Science	6 credit hours
Mathematics/Logic	6 credit hours**
Natural Science (with lab)	8 credit hours
Total	54 credit hours

*The requirement in Foreign Languages is completion at the 202 level or its equivalency or demonstrated proficiency at that level of an approved course satisfying the foreign language general education requirement. Native speakers of languages other than English who demonstrate a high level of literacy in their first language may be exempt from the general education foreign language requirement; however, no credit is awarded in this case.

**College Policy 12.5.2.4 [Alternative Courses for Core Requirements](#), for which the Center for Disability Services provides managerial support, provides for a [foreign language alternative](#) and [alternatives to the math/logic requirement](#), for students with documented learning disabilities.

Liberal arts and sciences general education courses are designed to provide students with a solid foundation for further study. The liberal arts and sciences general education requirement serves all students, regardless of major, and assures that students are exposed to a breadth of intellectual inquiry distributed across seven areas of the curriculum: history, humanities, mathematics and/or logic, foreign language, natural science, social science, and writing. The fields of knowledge reflected in the College's liberal arts and sciences general education requirement's seven distribution areas constitute a hybrid model, one that draws nearly equally from the mid-20th century "core distribution areas" (humanities, social science, natural science, and later mathematics) and the "traditional liberal arts" originating in the classical curriculum of the colonial colleges (literature, history, philosophy, and foreign language).

The College's system of distribution requirements provides a measure of structure by specifying *which* fields of learning a student must include, but allows for maximum flexibility since each student is free to choose from a large body of courses within each field of learning in the distribution. Students are free to choose their specific courses on the basis of personal interest; or in some cases, a student's course selection may be guided by a desire to lay a curricular foundation for his/her chosen field of study.

In 2013, the General Education Committee led the campus in a certification review process for approval to meet the general education requirement. Departments were invited to submit [course proposals](#) for review by the General Education Committee and approval by the Faculty Senate. The review process -based on [approval criteria](#)- replaced a practice of assigning courses to a distribution area based on the perceived "fit" of the discipline as a whole. (For example, all sociology courses could have been used to satisfy the social science requirement.) Consistent with the [College's Strategic Plan](#), the certification process [reduced the number of courses](#) satisfying the general education requirement by 70 percent, "aligning those courses with the intellectual skills, areas of knowledge and dispositions central to the College's core curriculum." A [course map](#) by distribution area is made available on the [Division of Academic Affairs' website](#). The course map links the distribution area and the student learning outcomes as well as lists all of the approved courses for the entire general education in the liberal arts and sciences program. The majority of courses certified to meet the general education requirement in each distribution area is offered at the 100 and 200 levels, appropriate for and available to all undergraduate students. In the humanities distribution, a wider range of courses (100 through 400 levels) provides students with the opportunity to access intellectually challenging courses, thereby extending general education into the third and fourth years of study. Of the 73 courses approved for humanities general education at the 300 or 400 level, half carry a prerequisite. The prerequisites are typically class standing (junior or senior), a lower-level course approved for general education, a single course or permission of instructor. These prerequisites are important to ensuring that students are prepared to be successful, but they do not exclude students from freely selecting courses in the Humanities. Students regularly make use of 200- and 300-level humanities courses in language, literature or culture when studying abroad. Study abroad is heavily emphasized in the [College's Strategic Plan](#). Each approved course is included in only one of the seven distribution areas. No single course can satisfy more than one general education requirement.

Each of the seven distribution areas of the general education requirement have 1) [approval criteria](#); 2) [common student learning outcomes](#); 3) [common signature assignment criteria](#); and 4) [common assessment rubric](#). Therefore, regardless of which particular course a student selects to meet a distribution requirement, all students are introduced to the defining characteristics of that field of learning and all courses within a distribution area share common learning outcomes. This approach has allowed a [broad representation of academic disciplines](#) and programs (a total of 31) to contribute to general education. The General Education Committee oversees the approval of new courses by applying the approval criteria to ensure alignment and checking for evidence of student learning outcomes on the syllabus. Using the approval criteria as a guide, the General Education Committee ensures that courses approved for general education do not narrowly focus on skills, techniques, and procedures specific to an occupation or profession.

Courses [approved](#) for general education credit in each of the seven distribution areas must meet published approval criteria for the relevant distribution area, carry the approved student learning outcomes and include a [signature assignment](#) for assessment. Courses are first submitted by a department or program for review by the General Education Committee and approved by the Faculty Senate. The approved course list is reviewed every three years. Taken together, the general education course approval process and the assessment process ensure that the curriculum requirement conforms to commonly accepted standards and practices.

General Education Requirements: B.P.S.

The first Bachelor of Professional Studies (B.P.S.) degree was awarded in December 2014. Students pursuing the B.P.S., the College's degree-completion program, must complete the B.P.S. general education distribution requirement (GEDR) as described in Table 4. The B.P.S. program was created by faculty to meet a community need, and the GEDR was intentionally designed to facilitate ease of [transfer for adult students](#) who have completed college-level credit, but who have not earned a degree. In identifying the areas of coursework to include in the GEDR, faculty were guided by SACSCOC compliance, evidence of general education requirements from [South Carolina two-year institutions](#) and evidence from the experiences of

students with transient transcript histories due to military service or work assignments. The GEDR for the B.P.S. program is in compliance with this standard in that it constitutes a substantial component of the B.P.S. degree (a minimum 35 credits of the minimum 122 credits to earn the degree). Degree-completion students GEDR reflects the breadth of knowledge embodied in the liberal arts and sciences in two ways: First, the GEDR requires three courses in the humanities and fine arts, two courses in mathematics, 2 courses in natural science, and 2 courses in the social/behavioral sciences. Courses approved for transfer or completion at the College (using the process described here) are general in nature and do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession. Second, all B.P.S. students complete four liberal arts seminars: “[Ethics of 21st Century Living](#),” “[Science, Technology, and Society](#),” “[Diversity in the Workplace](#),” and “[Understanding Global Issues](#).” These seminars, designed by faculty and constituting a second common core for B.P.S. students, emphasize the contemporary relevance and applications of the liberal arts and sciences. In designing this core set of common seminars, faculty were guided by common principles and research published by the Association of American Colleges and Universities (for example, [It Takes More than A Major](#)).

Table 4. B.P.S. General Education Distribution Area & Credit Hour Requirements

Curriculum Requirement	Required Credit Hours	Number of Courses
Oral and Written Communication	6-7 credit hours	2
Humanities and Fine Arts	9 credit hours	3
Mathematics	6-7 credit hours	2
Natural Science	8 credit hours	2 lecture/lab combinations
Social/Behavioral Sciences	6 credit hours	2

Academic Program Annual Reports: Undergraduate Program Review

As dictated in the [institutional procedures](#), all 70 undergraduate programs undergo a significant peer review every seven years, unless the interval required by the accrediting body is shorter. The undergraduate program review process is conducted by the [Faculty Senate Committee on Assessment of Institutional Effectiveness](#), which has nine standing faculty members. The purpose of these reviews is to provide a time for program faculty to analyze the quality of their programs as a whole, to affirm ways that the program is working well and to implement improvements based on the feedback from the institutional effectiveness sub-committee. Information from these reviews is utilized by the department to identify programs that should be considered for expansion, redesign, consolidation, elimination or additional resources, as well as to provide data to be considered in budget allocation. The undergraduate program review replaced external reviews formerly conducted and funded by the South Carolina Commission on Higher Education, which were de-funded in 2004-05. The College of Charleston used annual reports for eight years to look at program effectiveness. The undergraduate program [review process](#) was revived in 2015-16, and coordinated by the Faculty Senate's Committee on the Assessment of Institutional Effectiveness.

Programs complete a research-based self-study, which is reviewed using a [rubric](#) that examines 14 quality indicators. The 14 quality indicators include a mission statement aligned to the College's Strategic Plan, program goals and learning outcomes with corresponding assessment evidence, active and engaged faculty scholars, evidence of faculty service, high impact practices, enrollment strategies, appropriate reliance on adjunct faculty, and a diverse student and faculty body. As part of the self-study, Chairs or Program Directors are asked to submit annual reports, assessment reports, evidence addressing each of the 14 quality indicators, program of study maps, statements of program goals, program strengths and weaknesses, and resource limitations. In 2015-16, four departments were reviewed internally, in addition to those undergoing specialized accreditation. Those programs were communication (B.A.), French and Francophone studies (B.A.), geology (B.A./B.S.), and studio art (B.A.).

External Accreditation

The College of Charleston currently has 30 undergraduate degree programs that are accredited by disciplinary accrediting agencies. These accrediting bodies have systems in place to ensure coherent and consistent curriculum and program review. Review by these accrediting agencies also ensures that program curriculum conforms to commonly accepted standards and practices and learning outcomes are appropriate, relevant, and current.





















Alignment with SC Institutions and State Assurance of Quality


The [South Carolina Commission on Higher Education](#) (CHE) serves as the coordinating board for South Carolina's 33 public institutions of higher learning. The College of Charleston ensures that its undergraduate curriculum follows commonly accepted practices in higher education by using a combination of strategies. Faculty, as experts in their respective academic fields, are responsible for ensuring that their programs conform to commonly accepted standards and practices in their disciplines, reflect innovations and changes in their fields. Faculty are also responsible for proposing modifications to existing programs and new programs as appropriate to reflect the most current content, methodology and pedagogies. CHE oversees academic program quality including approval of academic programs at public institutions in South Carolina. CHE ensures that the College's programs compare favorably in scope and quality to similar programs at public institutions in South Carolina through the review process. Faculty making a new proposal must document the similarities and differences between the new proposal and existing approved degree programs.



































Closing Statement



























The College of Charleston is in compliance with Comprehensive Standard 3.5.3. The College publishes its undergraduate program and general education requirements, which conform to commonly accepted standards and practices for degree programs.

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3.5.4

Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

At the College of Charleston, at least 25 percent of the student credit hours in each baccalaureate major program were taught by faculty members with a terminal degree in the course discipline during the 2015-2016 academic year.

Requirements for each of the College's baccalaureate majors are listed in the [Undergraduate Catalog](#), promulgated via those catalogs and via Program of Study Worksheets ([samples provided here](#)), and coded for auditing purposes in [DegreeWorks](#), the College's academic advising tool. Such published lists include all courses explicitly required for a given major, whether or not they are courses in the primary discipline for the major, and irrespective of whether they are also designated as general education courses. In conducting the current analysis, courses listed on Program of Study Worksheets were considered. The only exclusions were 100-level courses not in the primary discipline for the major, since including such courses, many of which have large numbers of sections, would provide meaningless data for some majors. This approach provides a useful operationalization of major degree requirements for the present calculation, exclusive of general education and non-major prerequisite courses. Sample course lists, outlining all courses used for the terminal degree calculations, are provided for the following baccalaureate majors: [B.A. in Astronomy](#), [B.A. in Communication](#), [B.S. in Exercise Science](#), [B.S. in Finance](#), [B.A. in French and Francophone Studies](#), and [B.A. in Historic Preservation and Community Planning](#).

Specifically, for each baccalaureate major, the College's calculation of student credit hours (SCH) taught by faculty with terminal degrees takes into account:

- all courses at the 200 level or above required for that major, whether those courses are in or outside the primary discipline for the major, and
- at the 100 level, only the required courses for that major that are in the primary discipline for the major, as determined by course prefix.

For example, since MATH 207 Discrete Structures I is a required course for the B.S. in computer science, the SCH generated for that course are taken into account in the College's terminal-degree calculation, in accordance with the first principle outlined here. However, COMM 104 Public Speaking and MATH 120 Introductory Calculus, both of which are required for the B.S. in computer science, are not considered in the terminal-degree calculation for this baccalaureate major, in accordance with the second principle.

As part of the College's faculty credentialing process, each department or academic program has a memorandum on file outlining the course prefixes they offer, degrees deemed terminal for faculty teaching those course prefixes, and all disciplines from the NCES inventory that the College has deemed appropriate for teaching each of those course prefixes. These memoranda were solicited from each academic program director or department chair and reviewed by the respective deans, with final versions reviewed and endorsed by the provost and SACSCOC liaison prior to being formally recorded. Evidence of the [solicitation](#) of these memoranda, along with a complete [compilation](#) of all approved memoranda, is included.

For each of the College's baccalaureate majors, the following process was used to calculate the percentage of SCH taught by faculty with terminal degrees:

- As outlined above, the major degree requirements were recorded. See Degree Requirements for Terminal Degree calculations.
- Then, using a given major's degree requirements, 2015-2016 course listings were used to produce lists of all sections of courses offered for that major. These lists included faculty assignments and the SCH generated for each section.
- For each section, the faculty assignment and course prefix were then used to determine whether the generated SCH should be counted as "terminally degreed." In particular, the SCH associated with a section were counted as terminally degreed only if the faculty member held a degree deemed to be at the terminal degree level and in a discipline deemed appropriate for that course prefix, as designated by each department or academic program's approved memorandum on terminal degrees and disciplines. (For example, for the terminal degree calculation for the B.S. in computer science, a faculty member teaching MATH 207: Discrete Structures I [a required course] did not qualify as having a terminal degree unless she or he held a doctorate in one of the disciplines listed in the Department of Mathematics Memorandum on Terminal Degrees and Disciplines, while a faculty member teaching CSCI 220: Computer Programming I did not qualify as having a terminal degree unless she or he had a terminal degree in one of the disciplines listed in the Department of Computer Science Memorandum on Terminal Degrees and Disciplines.)
- For each major, the total "terminally-degreed" SCH and total SCH for 2015-2016 were then calculated (by aggregating across the sections identified for the given major).
- For each baccalaureate major, the College then calculated and reported the "terminally-degreed" SCH as a percentage of the total SCH taught in 2015-2016.

Some credential memoranda, particularly for interdisciplinary programs and foreign language programs (e.g., [Jewish Studies](#) and [Spanish](#)), specify that a terminal degree (e.g., a Ph.D.) in certain disciplines is considered a terminal degree for purposes of teaching in the academic program, but only if accompanied by at least 18 graduate credit hours or a "specialization" in the teaching discipline, where "specialization" is as defined in the divisional policy on [Instructors of Record and Faculty Credentials](#). While these requirements were taken into account in the credentialing of each individual faculty member, they are not yet automated for purposes of the College of Charleston's 3.5.4 calculations. Given that, faculty members holding those degrees were generally not counted as terminally-degreed for the relevant academic program, with the result being that for some academic programs, the presented terminal degree percentages under-represent the actual proportion of student credit hours taught by faculty holding a terminal degree in the teaching discipline. In three cases (African American studies, dance, and Jewish studies), it was important to capture those faculty in order to meet the 25 percent requirement. In those cases, program level reviews of the data were conducted to more accurately reflect the faculty members' qualifications in the terminal degree calculations. Additionally, a program level review was conducted on arts management, Latin American and Caribbean studies, and Spanish as well, in order to present more accurate terminal degree percentages for these majors.

At least 25 percent of the student credit hours in each College of Charleston baccalaureate major were taught by "terminally-degreed" faculty in 2015-2016. The table titled [Percentage of Student Credit Hours Taught by Terminally-Degreed Faculty, 2015-2016](#) shows the student credit hours offered towards each major for fall 2015, spring 2016, and the two semesters combined, along with the percentages of those credit hours taught by terminally-degreed faculty.

Disaggregation by Location

The College of Charleston's Bachelor of Professional Studies is offered primarily at the College of Charleston North Campus and the College's B.A. and B.S. degrees are offered primarily downtown. Disaggregation by location shows that for each baccalaureate program, only a minimal number of student credit hours were taught at secondary locations in 2015-2016.

For the main campus for all baccalaureate programs, the percentage of student credit hours taught by faculty with terminal degrees in the discipline is over 25 percent, as evidenced in the [main campus report](#). For the Bachelor of Professional Studies at the College of Charleston North Campus, for all concentrations, the percentage of student credit hours taught by faculty with terminal degrees in the discipline is over 25 percent, as evidenced in the [North Campus report](#).

For the College's B.A. and B.S. programs, only a small proportion of the 2015-2016 student credit hours in the programs were offered at locations other than the downtown campus. The disaggregated terminal degree percentage reports for these two locations ([Grice Marine Lab](#) and the [College of Charleston North Campus](#)) show only the student credit hours taught at each location, so these reports capture only a very small proportion of each academic program listed. Additionally, the [table](#) here shows only those baccalaureate programs for which fewer than 25 percent of the courses at one of these locations (Grice Marine Lab or the College of Charleston North Campus) were taught by faculty with terminal degrees, along with an indication of the program student credit hours offered at that location, the total student credit hours offered in the program across all locations, and terminal degree percentages for both. This [report](#) demonstrates that for all of these programs, the student credit hours taught by faculty with terminal degrees in the discipline are above 25 percent at the main downtown campus or when considered in the aggregate across locations.

Disaggregation by Mode of Delivery

None of the College's baccalaureate programs is currently offered online. Disaggregation by mode of delivery demonstrates that, for all of the College's baccalaureate programs, only a small proportion of the 2015-2016 student credit hours in the programs were offered online. The [terminal degree percentage report for online offerings](#) shows only the student credit hours taught online and, consequently, captures only a very small proportion of each academic program listed. For each program that shows fewer than 25 percent of the online student credit hours were taught by faculty with terminal degrees in the discipline, the [table here](#) provides an indication of the program student credit hours offered online relative to the total student credit hours offered in the program in 2015-2016. For none of these programs do the student credit hours taught by faculty with terminal degrees in the discipline fall below 25 percent when considered in aggregate across mode of delivery.













Listing of Terminally-Degreed Faculty by Program

A [list of "terminally-degreed" faculty for each baccalaureate program](#) is provided here. This list includes all terminally degreed faculty who taught required courses for any College of Charleston baccalaureate major in 2015-2016.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.5.4.

Sources

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3.6.1

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

At the College of Charleston, post-baccalaureate programs are progressively more complex and rigorous than undergraduate programs. The College awards 21 master's degrees. Five of the master's programs are offered jointly with other South Carolina institutions. The College of Charleston participates in one dual-degree program (see Table 3), offering the Master of Business Administration (M.B.A.) while the Charleston School of Law offers the Juris Doctorate (J.D.). All joint and dual programs are required to demonstrate the same curricular requirements, including progressively advanced academic content, as programs offered solely by the College of Charleston (see Table 2). The College does not award doctoral degrees. Table 1, 2 and 3 given below provide details of each degree program.

Table 1. Master's Programs at the College of Charleston

1) Master of Science in Accountancy	12) Master of Arts in History
2) Master of Business Administration	13) Master of Education in Languages
3) Master of Science in Child Life	14) Master of Science in Marine Biology
4) Master of Fine Arts in Creative Writing	15) Master of Science in Mathematical Sciences
5) Master of Arts in Communication	16) Master of Arts in Teaching Middle Grades Education
6) Master of Science in Computer and Information Sciences	17) Master of Arts in Teaching in the Performing Arts
7) Master of Arts in Teaching Early Childhood Education	18) Master of Public Administration
8) Master of Arts in Teaching Elementary Education	19) Master of Education in Science and Math for Teachers
9) Master of Arts in English	20) Master of Arts in Teaching Special Education
10) Master of Science in Environmental Studies	21) Master of Education in Teaching, Learning, and Advocacy
11) Master of Science in Historic Preservation	

Table 2. Joint Master's Programs at the College of Charleston

Master's Program	Partner Institution MOU	
M.S. Computer and Information Sciences	The Citadel, MOU	Evidence Report
M.A. in English	The Citadel, MOU	Evidence Report
M.A. in History	The Citadel, MOU	Evidence Report
M.A.T. in Middle Grades Education	The Citadel, MOU	Evidence Report
M.S. in Historic Preservation	Clemson University, MOU	Evidence Report

Table 3. Dual Master's – Juris Doctorate Program

Master of Business Administration (The College)	Juris Doctorate (Charleston School of Law) MOU	Evidence Report
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The Graduate School administers the graduate programs and oversees the processes monitoring academic content and degree levels. Among other responsibilities, the Graduate School maintains graduate student records and monitors graduate student academic standards. Policies concerning graduate programs and degrees are disseminated in the [Graduate Catalog](#).

All programs of study, at all degree levels, are developed, approved, and implemented by the faculty through a structured process of review that proceeds through faculty committees at the department, school, and college-wide levels, culminating in approval by the Faculty Senate. In the case of new or substantially modified program proposals, the South Carolina Commission on Higher Education (CHE) exercises review and approval. This consultative process provides opportunities for faculty and academic administrators (e.g., deans and the provost) to examine and confirm the academic content and rigor of each academic course and program.

There are a number of indicators of graduate program rigor, each of which is described in detail below, including level of graduate coursework as indicated by course number, and course syllabi that document more advanced learning outcomes, higher-level texts, and more rigorous assignments that include research. This differentiation in academic content and level is monitored through the systematic curriculum review of new courses and programs; by external accreditation for some programs and periodic program review for graduate programs without external accreditation; and by regular assessment of student learning outcomes.

Program Rigor: Graduate Course Numbering and Cross-listed Graduate/Undergraduate Course Policy

Course numbers at the College of Charleston are described in the College's [Course Numbering Policy \(Policy 7.6.9\)](#). Each course is delineated by a four-letter prefix denoting the discipline or interdisciplinary field, followed by a three-digit course number. Undergraduate courses are numbered at the 400 level and below; graduate courses are numbered at the 500 level and above to indicate their additional rigor. Courses that are cross-listed with undergraduate courses are numbered 500-599, and these can only be cross-listed with undergraduate courses with numbers 400-499. Graduate courses not eligible for cross-listing are numbered 600-900.

The course numbering policy defines cross-listed courses by "when two separate courses are equivalent in content or share content to a very significant degree, but where separate course listings are necessary and desirable." The policy further specifies, "Cross-listing of undergraduate and graduate courses shall be permitted only when those involved in the approval process are provided with satisfactory evidence that the student learning outcomes, learning experiences, and assignments will be different and more advanced for students in the 500-level course than for students in the 400-level course. Cross-listing of undergraduate and graduate courses must be approved by the relevant College committees and the Faculty Senate." More advanced graduate courses, at the 600 level and above, cannot be cross-listed with undergraduate courses.

Cross-listed graduate and undergraduate courses [must be approved](#) by the Committee on Graduate Education, Continuing Education, and Special Programs. Approval requires syllabi from both the graduate and undergraduate courses demonstrating the additional work and rigor for the graduate course and delineating different student learning outcomes for graduate and undergraduate courses. The Committee on Graduate Education, Continuing Education, and Special Programs, which enforces the required differentiation between graduate and undergraduate course requirements and student learning outcomes, uses the [400/500 and "Meets-with" Course Syllabus Differentiation Guide](#) to inform graduate programs and undergraduate departments of the ways in which progressively more advanced academic content are to be developed and implemented in course syllabi.

Program Rigor: Research Projects and Capstone Experiences

Graduate theses, capstone, and intern/externship courses in which research and advanced training requirements are embedded are an integral part of the Graduate School experience at the College of Charleston. As [demonstrated here](#), all graduate programs require students to take courses which focus on research and/or professional application as appropriate. In addition, almost all graduate programs offer separate research and/or capstone courses, and half of the master's programs (11 of 21) require a thesis or

capstone course. Non-thesis master's degrees generally require an independent project or other means for students to demonstrate mastery beyond graduate coursework completed and the baccalaureate degree.

Monitoring Academic Content and Level of Graduate Programs through Curriculum Approval

The academic content and progressively advanced rigor of graduate programs are monitored through the College of Charleston's structured process of review that proceeds through faculty committees at the department, school, and college-wide levels culminating in approval by the Faculty Senate. In the case of new or substantially modified program proposals, the South Carolina Commission on Higher Education (CHE) and SACSCOC exercise review and approval. As described in the [Graduate Curriculum Governance Guidelines](#), curriculum proposals must include learning outcomes that reflect graduate-level requirements and expectations consistent with the norms in higher education. The approval process follows a [structured workflow](#) and constitutes an essential element of [shared responsibility](#) for the academic content and rigor of the graduate curriculum.

An example of the approval process can be seen in the Table 4 below, describing the recent approval of the [M.F.A. in Creative Writing](#).

Table 4. Approval process leading to the creation of the M.F.A. in Creative Writing

Date	Activity
10/12	Tim Carens(English M.A. graduate director) and Bret Lott (presumptive program director for M.F.A.) present the idea of the M.F.A. to the department for discussion. Discussion includes summary of best practices and examples of exemplary M.F.A. programs at other accredited institutions.
11/12	English Dept. Graduate Committee reports to the department that they are preparing a three-page planning summary of M.F.A. proposal after discussion with Graduate School Dean.
03/13	Department meeting: M.F.A. proposal discussed, approved in principle.
05/13	Meeting with department chair, Prof. Carens, Prof. Rosko, and Associate Provosts Ford and Diamond.
07/13	Planning summary submitted to Associate Provost Ford.
08/13	Meeting with Carens, Susan Farrell (associate chair), Peeples, and Dean Hale to discuss planning summary.
10/13	Dept. approves planning summary of M.F.A. and votes to make a fiction writing position the department's top hiring priority.
10/13	Dean Hale sends memo of support for M.F.A. to Provost Hynd and Associate Provost Ford.
10/13	Peeples meets with Assoc. Provost Ford to discuss edits to planning summary.
10/13	Planning summary submitted to S.C. Commission on Higher Education (CHE) by Pres. Benson.
07/14	M.F.A. program proposal added to GSO server.
08/14	M.F.A. program proposal (dated July 2014) received and added to the GSO server for 9/30 curriculum meeting.
08/14	M.F.A. course proposals added to GSO server.
09/14	Edits to M.F.A. program proposal received and added to GSO server.
09/14	Citadel endorsement of M.F.A. program received and added to GSO server (M.A. English is a joint College of Charleston-Citadel program).
09/14	Updated M.F.A. program proposal w/new courses added to GSO server, approved by Interim Provost McGee
09/14/	Grad Curriculum Committee Meeting Agenda – M.F.A. was discussed (Meeting Minutes).
10/14	Grad Council approves M.F.A. proposal and courses (Meeting Minutes).
11/14	M.F.A. program approved by Faculty Senate (Meeting Minutes).

Monitoring Academic Rigor and Level of Graduate Programs through Program Review and/or Specialized Accreditation

The Graduate School requires [program review](#) to assess the quality and rigor of graduate programs and determine ways to improve the quality of education, scholarship, and service.

The following programs are reviewed by specialized accrediting agencies: Master of Public Administration (by NASPAA), M.S. in Computer and Information Sciences (by ABET), Master of Business Administration and M.S. in Accountancy (by AACSB International), MAT programs in Early Childhood Education, Elementary Education, Middle Grades Education, Performing Arts, and Special Education, along with M.Ed. programs in Languages, Science and Math for Teachers, and Teaching, Learning, and Advocacy and graduate certificates in English to Speakers of Other Languages, Gifted and Talented Education, and Special Education (by NCATE or, in the future, CAPE). These external accrediting reviews provide quality assurance assessments of the rigor of graduate education.

Each master's program not subject to specialized accreditation reviewers must conduct a periodic self-study and experience an external review, to be led by faculty who are subject-matter experts employed by other universities. As part of the review process, external reviewers examine the program's curriculum, syllabi, and other curricular documentation to ensure that the program's curricular requirements meet the academic practices and expectations of the discipline, and that courses demonstrate the more advanced level of rigor expected of graduate education. External reviewers are asked to evaluate "whether courses demonstrate the rigor expected of graduate education." Evidence of assessment must also be examined as part of the external review.

Examples of the self-studies prepared for previous reviews are [M.S. in Marine Biology](#) (2014) and the [M.A. in History](#) (2012). The external reviewers provided discussions of curriculum quality and changes. For example, external reviewers from Maryland and Arizona, considering the M.S. in Environmental Studies in 2012, referenced the "strong core curriculum We are pleased with the recent changes in the curriculum: the requirement for a social methods course, and increasing the credit hours and strengthening requirements for students in the first year seminar." In 2015, the M.A. in English reviewers from Kentucky and North Carolina noted the "program provides an especially strong foundation for students preparing for doctoral study in literature."

Monitoring Academic Content and Level of Graduate Programs through a Comparison of Learning Outcomes

All academic programs must establish and evaluate student learning and program outcomes. These learning outcomes provide additional evidence of the rigor and more advanced content associated with master's programs, relative to bachelor's degrees. The B.A./B.S. level focuses on the acquisition of content knowledge appropriate to the discipline, while master's programs emphasize higher-order synthesis and application of content to designing research and analyzing problems to derive and evaluate solutions. For example, program level student learning outcomes for the [Accounting B.S. and Accountancy M.S.](#) demonstrate the different and increasingly rigorous expectations of graduate program student learning outcomes.

Closing Statement



































The College of Charleston is in compliance with Comprehensive Standard 3.6.1. At the College, post-baccalaureate programs are progressively more complex and rigorous than undergraduate programs.

Sources

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3.6.2

Educational Programs: Graduate/Post-Baccalaureate:Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

College of Charleston ensures that its graduate curricula include knowledge of the literature of the discipline and ensures ongoing student engagement in research and/or appropriate professional practice and training experiences. Curricula are created by members of the faculty and approved through committee structures, and guarantees both breadth and depth of learning. In particular, the Faculty Committee on Graduate Education, Continuing Education and Special Programs; the Graduate Council; and the Faculty Senate serve as the main arbiters of curricular issues. Evidence of program rigor can be found in course syllabi and through a review of each [graduate program's requirements](#) and [graduate course descriptions](#) listed in the [Graduate Catalog](#). Responsibility for graduate programs resides with the relevant program faculty and the Graduate School

Each master's degree program has a culminating experience which is designed to reflect a broad-based knowledge of the discipline, which varies to include a thesis, a defense of thesis, an internship, and/or comprehensive exams. Specific requirements for each master's program are published in the College of Charleston [Graduate Catalog](#) and on the [Graduate School website](#).

Graduate Curricula Include Knowledge of Literature in the Discipline

Requirements in graduate programs that demonstrate student knowledge of the literature of the discipline include comprehensive examinations, professional (licensure) examinations, thesis defenses, and defenses of applied research such as capstone and internship projects. The Committee on Graduate Education, Continuing Education, and Special Programs, which enforces the required differentiation between graduate and undergraduate course requirements and student learning outcomes, uses the [400/500 and "Meets-with" Course Syllabus Differentiation Guide](#) to inform graduate programs and undergraduate programs of the ways in which progressively more advanced academic content is to be developed and implemented in graduate course content for cross-listed courses. This document explicitly discusses expectations for graduate courses regarding knowledge of the disciplinary literature. [Examples of capstone and thesis projects](#) indicate that these requirements have been successfully implemented.

Evidence of compliance can be found in the following samples, which reflect a representative number of degree programs from College's graduate program offerings. College of Charleston offers [21 masters programs](#). Table 1 shows examples drawn from each academic school of how graduate courses include knowledge of the literature. The literature is introduced in a variety of ways, as demonstrated in the exemplary syllabi linked to Table 1. For example, graduate students in MBAD 530 are introduced to strategic pricing models, forecasting, and social networking, all concepts central to the literature on revenue management. In SPAN 614, graduate students are asked to engage the literary theories relevant to memory, including narrative theory, and the history of the Spanish Civil War -- all germane to the literature of the discipline.

Table 1. Graduate Courses Exemplifying Knowledge of Disciplinary Literature, Practice, and/or Training Experiences

Course	Description	Syllabus
MBAD 530 Principles of Revenue Management in Hospitality (3 credits)	The course introduces the principles and related theory of revenue management, examines the history and application of revenue management, explores the fit of a revenue management strategy to various types of organizations, identifies the requirements of revenue management, outlines the processes for implementation, and examines its place in the organization. Textbooks connect students with the appropriate disciplinary literature.	Spring 2015
COMM 510 Communication Theory (3 credits)	This course focuses on three epistemological approaches to the study of communication - empirical, interpretive and critical. The student will learn to consider each of these approaches, and in particular, what constitutes ways of knowing from each of the three perspectives, leading to an advanced understanding of the main theories of human and mediated communication. Textbooks and selected readings connect students with the appropriate disciplinary literature.	Fall 2015
EDEE 510 Educational Theory, Behavior, and Development of the Young Child: Field Experience (3 credits)	An introduction to early childhood education including 1) historical and philosophical antecedents, 2) developmentally appropriate practice, 3) field-based experiences and 4) characteristics of young children and related program implications. The course includes a 36-hour practicum in a variety of settings to ensure multicultural exposure. Textbooks connect students with the appropriate disciplinary literature.	Fall 2015
EVSS 601 Economic Theory for Policy Analysis (3 credits)	This course covers the application of microeconomic theories to the analysis of contemporary public sector issues, with an emphasis on environmental problems. Attention is given to the conceptual and practical problems associated with resource allocation decisions when there is conflict among efficiency, equity and limited information in policy making. The foundations of welfare economics and applications of cost-benefit analysis as they relate to specific environmental policies and programs are examined as well. Textbooks connect students with the appropriate disciplinary literature.	Fall 2015
PUBA 701 Capstone Seminar (3 credits)	The capstone seminar is designed to be a culminating experience that helps students integrate knowledge and skills acquired throughout the program. Students engage in applied research. Textbooks and selected readings connect students with the appropriate disciplinary literature.	Spring 2016
SPAN 614 Topics in Spanish Culture and Civilization (3 credits)	An intensive exploration and analysis of the culture of Spain through the study of selected topics in history, science, philosophy, the arts and popular culture. Such topics will be	Fall 2015

	<p>approached through the study of primary and secondary texts, artistic works and through film. The goal of this course is to prepare teachers to incorporate and adapt a wide variety of cultural aspects of Spain into their lesson plans as well as to provide an understanding of central aspects of post-1700s Spain. Textbooks and journal articles connect students with the appropriate disciplinary literature.</p>	
MTLA 601 Class, Race and Gender in Education	<p>This course examines contemporary significance of race/ethnicity, class and gender on the educational experience. Drawing on history, sociology, anthropology, philosophy and public policy, it considers the way public educational institutions empower individuals while reproducing social inequalities. Candidates critically examine their own educational experiences in relationship to class, race and gender. Textbooks and selected readings connect students with the appropriate disciplinary literature.</p>	Fall 2015
THRE 610 Theatre for Youth Literature (3 credits)	<p>This course will survey appropriate theatre literature for use in the K-12 classroom, with students creating a catalog of production/performance information/analysis for future reference. The course will also include the history, literature, theory, and current practices in the field. Textbooks, selected readings, and links to web pages containing national standards connect students with the appropriate disciplinary literature.</p>	Fall 2015
ACCT 540 Research in Accounting (3 credits)	<p>Students learn to research relevant areas of the tax laws. Objectives include acquiring the technical skills necessary to identify tax situations, isolating the tax issues, and developing the documentary support and arguments for acceptable solutions to complex tax problems. Upon completion of the course, students are able to use the major tax services (including computerized tax information resources) in order to prepare a tax memorandum that communicates the tax issues and related primary and secondary sources of federal tax law. The procedural processes for representing a taxpayer before the Internal Revenue Service are addressed. Textbooks, selected readings, and professional guides connect students with the appropriate disciplinary literature.</p>	Spring 2016
CHLI 606 Family Issues (3 credits)	<p>A comprehensive overview of family processes transitions throughout the lifespan, and the impact of pediatric illness on the family system. Includes diverse models of the family, family functioning, conflict, and the parent-child relationship. Parenting strategies and effects of medical interventions and end of life issues on the family are examined. Textbooks and journal articles connect students with the appropriate</p>	Fall 2015

	disciplinary literature.	
HSPV 808 History and Theory of Historic Preservation (3 credits)	Survey history of preservation that explores a variety of theoretical issues that impact the discipline. Provides a basis for critical evaluation of historic preservation. Discusses architectural and planning theories that drive preservation policy and application. Textbooks, selected articles, and links to government documents connect students with the appropriate disciplinary literature.	Fall 2015
MATH 515 Complex Variables (3 credits)	Topics to be covered include the complex number system, analytic and harmonic functions, power series, integration, residue theory, analytic continuation, conformal mapping and applications. Textbooks connect students with the appropriate disciplinary literature.	Spring 2016
EDFS 632 Education Psychology Learning, Cognition, and Motivation (3 credits)	This course examines theoretical understandings of human learning, cognition, and motivation, including advances in the study of learning and instruction. Content is focused on the practical classroom applications of findings emerging from the field of cognitive neuroscience. The course offers students opportunities to develop and reflect on their teaching and assessment skills as they further their understanding of learners and learning in the classroom. Textbooks connect students with the appropriate disciplinary literature.	Spring 2016
SMFT 518 Applications of Calculus for Teachers (4 credits)	A course designed primarily for secondary science and math teachers to investigate applications of calculus in science and technology. Topics will include a review of limits, derivatives and integration techniques, as well as applications to physics, geology, chemistry, biology and technology. Investigative labs, utilizing data collection, and interdisciplinary projects will be major components of the course. Textbooks connect students with the appropriate disciplinary literature.	Summer 2015

Student Engagement in Research and/or Professional Practice

Student engagement in research and/or training experiences is a key element of the master's degree programs, as demonstrated by required internships, research courses, and research-based theses. See [master's program requirements](#) and an example of [discipline specific master's program degree requirements](#).

As demonstrated [in the Master's Degrees' Disciplinary Literature, Research, and Professional Course Coverage](#), graduate students at College of Charleston either conduct original research (the product of which is a thesis), engage in professional practice and training, or do both. In order to ensure that graduate students demonstrate engagement in research and/or appropriate professional practice and training experiences, the College requires its graduate students to demonstrate successful completion of their research (by having their thesis or research project formally approved by the discipline) and/or professional practice/training experiences (by having the discipline formally approve their field training, internship, recital, or exhibition). For example, students in the [M.S. in Child Life](#) take required internship and capstone courses and also engage in applied program planning and execution with community partner organizations throughout their graduate program.

First-year (2015-16) students are designing advanced bereavement programming for children and families for the community organization Bridges. A sample project can be found [here](#). The [M.A. in History](#) requires students to either write a thesis based upon original research or to write two article-length seminar papers based upon original research. A sample paper can be found [here](#). Individual course requirements and assignments often bolster program-level expectations for student research. Master of Public Administration students in PUBA 601 Research Methods often work with local municipal and/or nonprofit organizations to conduct research directly applicable to the needs of the organization. See response to community research from (then) City of Charleston Mayor Riley [here](#).




Graduate courses specifically listed as independent study, capstone, and thesis courses are summarized [in the Independent Study, Capstone, and Thesis Course Summary document](#), as they appear in the [Graduate Catalog](#), for each graduate degree program.


























To provide graduate students with the opportunity to present their research findings resulting from their graduate coursework, several graduate programs sponsor research symposia. For example, the MS in Marine Biology requires students to participate in an [annual Student Marine Biology Research Colloquium](#).

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.6.2. The College structures its graduate curriculum to include knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Sources

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-  [Accountancy - College of Charleston](#)
-  [Applying to The University of Charleston, South Carolina - College of Charlesto](#)
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-  [Examples of Capstone and Thesis Projects\(4\)a](#)
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-  [Graduate Catalog 2016-2017](#)
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-  Graduate Catalog 2016-2017 (Page 22)
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-  Graduate Certificate Programs webpage
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3.6.3

Educational Programs: Graduate/Post-Baccalaureate:Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston requires that a minimum of one third of the credits for each graduate degree awarded by the College must be earned through instruction offered by the College.

All degree requirements are published annually in the Graduate Catalog. All graduate degrees require a minimum of 30 graduate credit hours of coursework. A [maximum of 12 credit hours may be transferred](#) into a graduate degree program. A [maximum of six credit hours transferred](#) from another institution may be applied to a graduate certificate. Graduate program requirements, including minimum credit hour requirements are tracked in [Degree Works](#), the College's online degree audit system, where both the College and individual students can track "College of Charleston and transfer credit hours earned."

All degree-seeking graduate students are required to meet the [College of Charleston Residency Policy](#), which requires that "at least one-third of the credit hours required for a graduate or post-baccalaureate professional degree must be earned through instruction offered by the institution awarding the degree. Students seeking a graduate degree from the College of Charleston must earn a minimum of one-third of the credits required for the degree through instruction delivered by the College of Charleston. Individual graduate programs may require more than one-third of required credit hours to be completed through instruction delivered by the College of Charleston."




































Graduate program requirements, including minimum credit hour requirements, are tracked in [Degree Works](#), the College's online degree audit system. See [sample degree plan](#) and Degree Works audit for completion of degree requirements per the degree plan.

Credit awarded by the College is clearly presented on the [student's academic transcript](#). On the [Official Academic Transcript](#), transfer credit appears separately by institution in a section titled, "Transfer Credit Accepted by the Institution." Credit hours completed at the College of Charleston are displayed in a section titled, "Institutional Credit." The Degree Works software prevents any student from "clearing" for graduation if his or her coursework fails to meet the one-third minimum for graduate instruction delivered by the College. No student has ever been identified by the Degree Works software as violating this rule.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.6.3. The College requires graduate students to take at least one-third of their graduate credits through instruction offered by the College of Charleston.

Sources

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-  [Graduate Catalog 2016-2017 \(Page 100\)](#)
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-  UCSC - Citadel English MOU Evidence Report
-  UCSC - Citadel History MOU Evidence Report
-  UCSC - Citadel Middle Grades MOU Evidence Report
-  UCSC-Clemson MOU Evidence Report
-  UCSC-CSL MOU Evidence Report

3.6.4

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston defines and publishes requirements for its graduate and post-baccalaureate professional degree programs annually in the *Graduate Catalog*, which is publicly available to all faculty, staff, and students. The *Graduate Catalog* is available electronically and is updated annually via an established review process by the Graduate School, the Graduate Council, the specific degree/certificate program faculty, and the Committee on Graduate Education, Continuing Education, and Special Programs. The Graduate School also publishes requirements by degree type on its [website](#). Program webpages include degree/certificate titles, program descriptions, admission criteria, information about tuition, application deadlines, program websites, catalog and course information, and contact information. See sample degree program description: [M.S. in Child Life](#). Each of these sources provides clear, complete, and consistent information about the College's graduate programs.

Responsibility for graduate programs resides in the Graduate School. The Graduate School offers 21 graduate degrees at the master's level, 10 graduate certificate programs, and two accelerated bachelor to master's programs (these are shown in Table 1). The College also participates in a dual-degree program offered with the Charleston School of Law.

Requirements Defined and Published

The requirements for the graduate and post-baccalaureate professional programs offered through the Graduate School at the College of Charleston are published in the *Graduate Catalog*. The *Graduate Catalog* is updated annually by the Registrar's Office in conjunction with the program directors at the UCSC. The *Graduate Catalog* contains detailed descriptions of graduate degree programs and their requirements. As described in the *Graduate Catalog policy statement*, the Catalog serves as a guide to the academic requirements, institutional policies, and programs of study particular to the institution. The *Graduate Catalog* is published online once a year and is the official catalog of the College of Charleston. Beginning with the 2007-2008 academic year, prior catalogs are archived online. Earlier catalogs can be found in Marlene and Nathan Addlestone Library.

Students are accountable for the information, policies, rules, academic regulations, and procedures described in the *Graduate Catalog* and must abide by the academic regulations in effect at the time of their matriculation at the College of Charleston. Matriculation is defined as the first term of degree seeking enrollment or first term of readmission into a graduate program. This catalog year remains fixed during the period of time a student is continuously enrolled. Requirements for concentrations, cognates, or tracks associated with a program are attached to the catalog year of that program. If students are enrolled in multiple programs, they must fulfill the program requirements consistent with the catalog year declared for each program. Requests to update the catalog year are generally approved in the case of dual program enrolled students and students whose program of study will be strengthened by updating to current [program requirements](#).

In addition to the *Graduate Catalog* and program information on individual program websites (for example

[Master of Science in Environmental Studies website](#)), the College also provides every student with current information regarding program requirements and the student's academic progress through Degree Works, a web-based degree audit application and academic advisement tool that provides a clear and convenient method for students and advisors to track degree progress. Students and advisors can print copies of their own degree audits at any time. The program is designed to assist students in reaching their academic goals and achieving a better understanding of degree requirements. For example, samples of [completed](#) degree audits and samples of [incomplete degree audits](#) are provided here.

Master's and Graduate Certificate Program Requirements

All programs for the master's degree at the Graduate School require a minimum of 30 credit hours of graduate-level work directly related to the discipline, excluding continuous research enrollment hours. The Graduate School also offers 10 graduate certificate programs. As described in the [Graduate Catalog](#), "The graduate certificate is not defined as a degree by the Graduate School, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Moreover, the graduate certificate is not viewed as a guaranteed means of entry into a graduate degree program. However, credits taken in a graduate certificate program can be subsequently used in a graduate degree program if the student is formally admitted to this program."

The specific requirements for each graduate and post-baccalaureate professional program offered at the College of Charleston are listed in Table 1, as they appear in the appropriate sections of the *Graduate Catalog*.

Table 1. Graduate programs

Master's Degree Programs Published Graduate Catalog description	
M.S. Accountancy	
M.S. Marine Biology	
M. Business Administration	
M.S. Child Life	
M.F.A. Creative Writing	
M.A. Communication	
M.A.T. Elementary Education	
M.A.T. Early Childhood Education	
M.S. Environmental Studies	
M.Ed. Languages	
M.S. Mathematical Sciences	
M.A.T. Special Education	
M.A.T. Teaching in the Performing Arts	
Master's in Public Administration	
M.Ed. Science and Math for Teachers	
M.Ed. Teaching, Learning, and Advocacy	
Joint and Dual Programs Published Graduate Catalog description	
M.S. Computer and Information Sciences (with The Citadel) - Program MOU	
M.A. English (with The Citadel) – Program MOU	
M.S. Historic Preservation (with Clemson University) – Program MOU	
M.A. in History (with The Citadel) – Program MOU	
M.A.T. Middle Grades Education (with The Citadel) – Program MOU	
*Dual M.B.A. and J.D. Degree (with the Charleston School of Law) – Program MOU	
*These degrees are awarded separately and independently: College of Charleston awards the MBA degree, and the Charleston School of Law awards the JD degree.	
Graduate Certificates Published Graduate Catalog description	
Arts Management	
English to Speakers of Other Languages (I)	
English to Speakers of Other Languages (II)	
Gifted and Talented Education	
Operations Research	
Special Education (Post-Baccalaureate)	
Special Education (Post-Masters)	
Statistics	
Urban and Regional Planning	
Joint Graduate Certificate Published Graduate Catalog description	
Cybersecurity (with The Citadel) – Program MOU	
Accelerated Bachelor to Master Programs (4 + 1 programs)	
Computer and Information Sciences	Program Requirements
Mathematics	Program Requirements

Curriculum Content and Processes

The policies and procedures for development and approval of new graduate and professional programs ensure that the degree programs offered by Graduate School conform to commonly accepted standards and practices for degree programs.

The Committee on Graduate Education, Continuing Education, and Special Programs reviews course and program proposals for conformance with commonly accepted standards and practices; the Graduate Council and the Faculty Senate provide a mechanism for additional review. Forms used to modify courses and programs require submission of student learning outcomes consistent with program missions. Additional guidance is given to the committee through policies such as the [course numbering policy](#) and the [associated committee guidelines](#); these describe guidelines for delineating cross-listed courses (courses that can only be taken once by a student enrolled at the College of Charleston) from “meets with” courses (courses that meet in the same room at the same time for the purpose of sharing resources).

The [South Carolina Commission on Higher Education](#) (CHE) oversees concordance with general best practices in higher education. In performing its responsibilities, CHE works closely with institutions to "expand educational opportunities for all the state's citizens, to invest in research for economic development and a better quality of life, and to increase cooperation and collaboration for higher levels of efficiency and quality in higher education opportunities throughout the state."

The policies for developing and administering graduate courses and degree programs on the College of Charleston campus originate with the faculty and follow a well-articulated administrative process. Descriptions of these policies are found through the [College of Charleston website](#). Also listed on this site are the SACSCOC policies to be adhered to when [substantive changes](#) are proposed, as well as [CHE policies](#) for developing and changing courses and programs. These policies identify the best practices to be used within for making programmatic changes, along with copies of forms to be used in submitting the changes to CHE.

The Graduate School maintains a set of [guidelines](#) describing the governance structure to be used in evaluation of graduate programs and courses. The Graduate School also maintains a set of [guidelines](#) to be followed in making graduate curricular changes. These guidelines include committee procedures for curriculum proposals, general guidelines for graduate program proposals, and general guidelines for graduate course proposals.

The approval process follows a structured [workflow](#) requiring [deadlines](#) that are coordinated with many academic units summarized here.

1. The process begins with the new course, program, or policy proposal from within the host academic departments.
2. Upon being approved the host department(s), the proposal is subsequently approved by the graduate program director(s) and school deans.
3. The program is then reviewed by the Division of Academic Affairs and the Registrar's Office to ensure that it is consistent with College policies.
4. After satisfying the aforementioned requirements, the proposal undergoes a thorough vetting by the faculty's Committee on Graduate Education, Continuing Education, and Special Programs (the Graduate Curriculum Committee).
5. The program is next moved to Graduate Council (the College's council of graduate program directors) for review.
6. The proposal is then approved by the graduate dean.
7. The last steps in the campus process are a vote for approval by the Faculty Senate, signature by the senate secretary, and signature by the Registrar's Office.
8. The College of Charleston's Board of Trustees, the South Carolina Commission on Higher Education and/or SACSCOC may require additional reviews.

The forms used to create, modify, and delete graduate courses and programs (including graduate certificates) are summarized in Table 2.

Table 2. Graduate Course and Program Change Forms

Forms	Evidence
Course Numbering	Course Numbering Policy
Graduate course creation, modification, and deletion procedure	Graduate Course Proposal Form
Graduate program creation procedure	New Degree/Program Form
Graduate program modification procedure	Change/Delete Graduate Program Proposal Form
Graduate program change policy	New Graduate Policy or Policy Change Form
Graduate course/program approval process	Graduate Committee Organization Checklist
Graduate curriculum deadlines	Graduate Curriculum Deadlines
Graduate faculty credentialing	Faculty Administration Manual (FAM)
Graduate program review process	Graduate Program Review Process
Requirements for all graduate programs	Requirements for all graduate programs

An example of the approval process can be seen in documentation describing the recent approval of the MFA in Creative Writing (Table 3). The proposal is included [here](#).

Table 3. Approval Process for the Creation of the MFA in Creative Writing

Date	Activity
10/09/12	Prof. Carens (grad director) and Prof. Lott present the idea of the MFA to the department for discussion.
11/13/12	English Dept. Graduate Committee reports to the department that they are preparing a three-page planning summary of MFA proposal after discussion with the Graduate Dean.
03/12/13	Dept meeting: M.F.A. proposal discussed, approved in principle.
05/09/13	Meeting with Scott Peeples (dept. chair), Prof. Carens, Prof. Rosko, and Associate Provosts Ford and Diamond
07/30/13	Planning summary submitted to Assoc. Provost Ford.
08/23/13	Meeting with Carens, Susan Farrell (associate chair), Peeples, and Dean Hale to discuss planning summary.
10/08/13	Dept. approves planning summary of M.F.A. and votes to make a fiction writing position the department's top hiring priority.
10/09/13	Dean Hale sends memo of support for M.F.A. to Provost George Hynd and Associate Provost Lynne Ford.
10/09/13	Peeples meets with Lynne Ford to discuss edits to planning summary.
10/15/13	Planning summary submitted to CHE by Pres. George Benson
07/08/14	M.F.A. program proposal added to GSO server
08/25/14	M.F.A. program proposal (dated July 2014) received and added to the GSO server for 9/30 curriculum meeting
08/29/14	M.F.A. course proposals added to GSO server
09/02/14	Edits to M.F.A. program proposal received and added to GSO server
09/17/14	Citadel endorsement of M.F.A. program received and added to GSO server (needed because of the existing dual MA English degree between UCSC and The Citadel)
09/19/14	Updated M.F.A. program proposal w/new courses added to GSO server
09/30/14	Grad Curriculum Committee Meeting Agenda – M.F.A. was discussed. “The program and courses were unanimously approved.”
10/17/14	Grad Council approves M.F.A. proposal and courses. “The proposal was unanimously approved.”
11/11/14	M.F.A. program approved by Faculty Senate : “The proposal was approved on a voice vote.”
4/7/15 and 4/14/15	M.F.A. courses approved by Faculty Senate : “All the proposals were approved by a voice vote.”
9/3/15	M.F.A. program approved by S.C. Commission on Higher Education (CHE)
2/18/16	MFA program approved by SACSCOC

The form for approval of new programs requires specific descriptions of the ways in which each proposed program supports the mission of the College of Charleston, supports and/or relates to other College programs, and meets tangible needs-including student interests and workforce needs and requirements. Program-level student learning outcomes must be provided and specific assessment methods and performance expectations must be specified. New courses associated with proposed new programs must be approved as well, and this requires the specification of course-level student learning outcomes and course syllabi.

Process for Monitoring the Appropriateness of Degree Requirements for Existing Programs

All graduate degree programs, once approved and regardless of the mode of delivery, begin a cycle of systematic, periodic review to ensure that the degree curriculum, course credits and length are consistent with best practices in the discipline and continues to meet standards. All 21 graduate programs and 10 graduate certificates are required to undergo a significant [external review](#) every seven years unless the interval required by the [accrediting body](#) is shorter. Graduate programs with specialized accreditation must seek such accreditation; programs without specialized accreditation are subject to a [peer external review process](#). A total of 47 external reviews have been completed since the external review process was implemented in fall 2003.




































The Graduate School's [guidelines on program self-studies](#) helps programs conform to commonly accepted practices. It ensures that programs address the program's purpose and goals, its organizational chart, the size of the supporting unit(s), program faculty, students, curriculum, programmatic climate, facilities and equipment, and program assessment. It also describes the role of third party peer review in the process, as well as review timelines.










Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.6.4. The College follows best practices in defining standards and requirements for its graduate and post-baccalaureate professional programs, and it appropriately publishes these requirements

Sources

-  [10.17.14 Grad Council Minutes](#)
-  [4+1WebPageMathV2](#)
-  [7.6.8 CofC Subchng](#)
-  [9 30 14 grad fac comm-minutes FINAL](#)
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-  New-Graduate-Policy-or-Policy-Change
-  Policies-College_of_Charleston
-  Sample Degree Audits Complete
-  SampleDegreeAuditsIncomplete
-  SCHigherEdSummary
-  UCSC Review Schedule

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See *the Commission guidelines "Faculty Credentials."*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Through the policies and procedures outlined below and presentation of a complete 2015-2016 faculty roster, the College of Charleston demonstrates compliance with this standard, as well as ongoing policies and practices to assure continuing compliance.

The College's [mission statement](#) emphasizes a commitment to "providing a high-quality education in the arts and sciences, education, and business" and notes that the College both "retains a strong liberal arts undergraduate curriculum" and provides master's degree programs. As acknowledged, "the College encourages and supports research [by the faculty]" and "provides students the opportunity to realize their intellectual and personal potential."

In determining acceptable qualifications for its faculty, the College of Charleston gives primary consideration to the highest earned degree(s) in the faculty member's teaching discipline(s) in accordance with the divisional policy on [Instructors of Record and Faculty Credentials](#). As outlined in that policy and also in the following section (Policies to Assure Employment of Qualified Faculty), the College also considers competence, effectiveness, and capacity to contribute to effective teaching and student learning outcomes. Additionally, where the highest earned degrees are not sufficient to warrant credentialing, the College of Charleston considers relevant undergraduate degrees, additional graduate degrees outside the teaching discipline, related work experiences in the field, professional licensure and certifications, continuous documented excellence in teaching within the assigned discipline, or other demonstrated competencies and achievements (including honors and awards) that contribute to effective teaching and student learning outcomes in the discipline. In all cases, the College of Charleston holds responsibility for justifying and documenting the qualifications of its faculty, across programs at all levels and all locations.

The College of Charleston policies, business processes, and data standards in place to ensure ongoing compliance with this standard are described below. The College's faculty roster for fall 2015 and spring 2016 is also provided as supporting evidence and demonstrates the competency of the College's faculty members to teach their assigned courses.

Policies to Assure Employment of Qualified Faculty

As outlined in the [Instructors of Record and Faculty Credentials](#) policy, the College of Charleston makes reference to SACSCOC Comprehensive Standard 3.7.1 regarding faculty credentials in determining how best to establish qualifications for its instructional faculty in all programs and at all levels and sites. When determining acceptable qualifications for faculty members to teach their assigned courses, the College's

primary consideration is the highest earned degree. The College further considers other qualifications and employs the following credentials guidelines:

- Faculty teaching baccalaureate courses should hold a doctoral or other terminal degree in the teaching discipline or a closely related discipline, a master's degree in the teaching discipline, or a master's degree or higher with a concentration in the teaching discipline, including a minimum of 18 graduate semester hours in the teaching discipline. For faculty members teaching in a discipline where they do not hold a completed master's degree, a concentration in the teaching discipline may be established through official documentation confirming that 1) as part of the instructor's doctoral or terminal degree program, the equivalent of a master's degree was achieved, and 2) at least 18 hours in the teaching or a related discipline have been successfully completed. Additionally, the College expects that at least 25 percent of the discipline courses in each baccalaureate major should be taught by faculty members holding the terminal degree, usually the earned doctorate, in the teaching discipline.
- Faculty teaching graduate and post-baccalaureate coursework should have an earned doctorate or terminal degree in the teaching discipline or a closely related discipline. Additionally, effective fall 2016 (and documented in College of Charleston [provost's memo dated September 14, 2015](#)), faculty teaching any graduate coursework, including service on graduate theses committees, should be certified as graduate faculty of Type I or Type II in accordance with the graduate faculty definition provided in the College of Charleston [Faculty/Administration Manual](#).
- In disciplines where a non-doctoral degree is widely considered the terminal degree, the chair or program director and dean are responsible for articulating the basis for designating other related degrees as terminal degrees, with the final authority resting with the provost. See [Compilation of Departmental and Program Memoranda Documenting Terminal Degrees and Closely Related Disciplines](#), included as an appendix to the divisional policy on Instructors of Record and Faculty Credentials.
- All non-instructors of record, including graduate teaching assistants, should be assigned a supervising instructor of record (IR) for each course to be taught. The IR should be appropriately credentialed for the course, as outlined above, and there should be an [Instructor of Record / Non-Instructor of Record Agreement](#) on file for each such section each semester.
- In very limited cases, the College has graduate teaching assistants with 18 earned graduate semester hours in the teaching discipline serving as the instructor of record in some 100-level introductory courses, coupled with direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. These teaching assistants are credentialed as a faculty member teaching baccalaureate courses, with the sole exception being that they may not yet hold an earned master's degree.

In addition to academic teaching credentials, the College of Charleston also considers competence, effectiveness, and capacity to contribute to effective teaching and student learning outcomes, including as appropriate, relevant undergraduate degrees, additional graduate degrees beyond the teaching discipline, a documented scholarly record in the teaching discipline or a closely related discipline, related work experiences in the field (including successfully securing and executing grants or professional contracts), professional licensure and certifications, continuous documented excellence in teaching within the assigned discipline, or other demonstrated competencies and achievements (including honors and awards) that contribute to effective teaching and student learning outcomes in the discipline.

At the College of Charleston, consideration of other non-academic teaching qualifications, either in conjunction with or in lieu of academic credentials, is made on a case-by-case basis. Such cases are exceptional and compelling and show substantial and significant evidence of professional progress related to the faculty member's instructional assignment.

Faculty Ranks and Hiring Practices

Assurance of the competence of College of Charleston faculty and of their ability to carry out the College's mission begins with the recruitment and hiring of faculty, which for permanent and visiting faculty, follows the College's [Faculty Recruitment Procedures](#). As noted in the [Faculty/Administration Manual \(Article III.A, The Instructional Faculty\)](#), College of Charleston tenured and tenure-track faculty are required to have a terminal degree, while instructors and senior instructors, who teach primarily at the undergraduate level, are expected to have at least a master's degree in the primary teaching discipline. Some departments also limit their

instructor hires to candidates with terminal degrees. All visiting faculty positions carry ranks, with the minimum degree requirements consistent with those outlined here for each rank. For all roster faculty ranks (those ranks outlined here), the initial determination of competence is made in the hiring process. For adjunct faculty members, the initial determination of competence is made by the department chair or program director at the time of hire.

Credentials Policy and Processes

In all cases, regardless of department, faculty type, teaching level, or location, in accordance with the College's divisional policy on [Instructors of Record and Faculty Credentials](#), the [initial hire](#) is followed by documentation and a second review of faculty credentials for each discipline and each level (graduate or undergraduate) at which the faculty member is expected to teach. Department chairs and program directors initiate this credentialing for faculty teaching courses in their department or program, completing a [Certification of Credentials form](#), providing and reviewing an official transcript of the highest earned graduate degree, along with official transcripts of any other earned graduate degrees pertinent to the credentialing, and a copy of the faculty member's current curriculum vitae. In addition to the items outlined above, in cases of foreign-issued degrees, the College of Charleston also requires an independent translation of any diplomas or transcripts that were not originally issued in English and a certification of United States degree equivalency. These equivalency certifications must be provided by an agency that is a member of the National Association of Credentials Evaluation Services (NACES) or is approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In the case of alternative credentials, the College requires a statement of alternative qualifications on the [Certification of Credentials form](#), outlining the basis for the requested exception, along with appropriate documentation.

When a faculty member adds a new teaching discipline, the department chair or program director for that discipline is expected to review the faculty member's transcript(s) and current curricular vitae, complete a new [Certification of Credentials form](#), including if needed, a statement of alternative qualifications, and collect any additional documentation required, such as an additional transcript.

Once the department chair or program director has completed this preparatory work, credentials forms and required documentation are reviewed by the dean of the school that houses the program, followed by the provost or the associate provost for faculty affairs. In cases of requests for approval of alternative credentials, the College's SACSCOC liaison reviews and acknowledges by signature the request and documentation as well. These reviews include assurances that all required documentation (as outlined above) is included and that such documentation is official and is received by the College of Charleston in a secure manner from the issuing institution or agency.

Fully executed credential forms, including approved statements of alternative qualifications, reside in the faculty member's central credential file, along with his/her official transcript and original foreign equivalency (in cases of foreign-issued degrees). All credentialing documents are housed in both paper files stored in the College's Office of Institutional Effectiveness and Strategic Planning and complete scanned electronic records, both maintained by the Office of the Provost. Department chairs, academic program directors, and deans have access to the scanned files. Additionally, these data are coded in Banner, the College's enterprise system, and are available for regularly scheduled auditing processes, outlined below.

Effective fall 2016, the initial review of faculty qualifications for graduate faculty standing will take place at the same time as the initial credentialing and will include review and approval by the Graduate School dean. Additionally, as required by the College's [definition of graduate faculty](#), there will be scheduled periodic reviews to maintain graduate faculty status. For tenured and tenure-track faculty, those renewal reviews will align with their regularly scheduled tenure, promotion, and post-tenure reviews.

Processes to Ensure Compliance, Including Audit Processes and Assurance of Appropriate Teaching Assignments

The College's divisional policy on [Instructors of Record and Faculty Credentials](#) establishes criteria and expectations for the credentialing of faculty members. This policy requires that department chairs and program directors affirm that faculty members have appropriate credentials prior to assigning them to courses, either upon initial hire or when the faculty member is adding a new teaching discipline. All credentialing documents

are reviewed by the school dean and an associate provost and, in cases of exceptions, by the College's SACSCOC liaison. Additionally, each semester, the associate provost for faculty affairs and SACSCOC liaison are asked to review an "audit faculty roster" listing all course assignments for the term, along with faculty credentials. This audit roster displays Banner-housed data on faculty credentials that are not entered into the College's enterprise system until the faculty member's Certification of Credentials is fully approved and all requisite documentation has been provided. Together, this process and audit ensure, each semester, that faculty members are properly credentialed and that complete documentation is on file for all disciplines in which they are teaching.

Organization and Presentation of Rosters and Faculty Qualifications

The qualifications of all College of Charleston instructional faculty members are documented in the [faculty roster](#), presented for fall 2015 and spring 2016 with this certification of compliance. This roster includes all faculty members who taught credit-bearing courses as an instructor of record for the given semesters, regardless of course level, contract type, or course locations. These rosters are organized alphabetically by department, with the exception of five free-standing academic programs and one administrative unit that houses instructional faculty. Roster faculty (permanent and visiting faculty members) teaching across multiple programs are listed in their home departments, along with all of their courses for fall 2015 and spring 2016, in accordance with the SACSCOC directions for completion of the roster. At the College of Charleston, sometimes adjunct faculty members teach across multiple programs and departments and thus are not coded with a home department in its enterprise systems. In the faculty roster, they are presented with the department or program in which they did the bulk of their teaching during the 2015-2016 academic year.

The presented rosters follow the requirements of the SACSCOC faculty roster and provide links to syllabi and links to each faculty member's curriculum vitae and scanned credentials file, including any and all Certification of Credentials forms, scanned copies of official transcripts, and evidence that those were received directly from the degree-granting institution. The syllabi provided are representative for each 2015-2016 course. When a faculty member taught multiple sections in a given course for 2015-2016, there may be only one representative syllabus for the year. That representative syllabus will appear for each section of that course taught by the specific faculty member in 2015-2016. For individual enrollment courses (e.g., independent studies, theses, and bachelor's essays, internships, and continuous research enrollments), course documentation is attached. This course documentation may include a syllabus, individual enrollment paperwork, or other documentation that demonstrates course content.

The materials provided in the roster are consistent with the documentary requirements of the College's divisional policy on [Instructors of Record and Faculty Credentials](#), including documentation for equivalency of any foreign-issued degrees and/or statements of alternative qualifications and associated documentation, whenever required for credentialing in the teaching discipline(s). Between 2006 and May 2016, the College of Charleston used separate forms for [Certification of Credentials for Undergraduate Teaching](#), [Certification of Credentials for Graduate Teaching](#), and for documenting any [Statement of Alternative Qualifications](#). Copies of these and earlier versions appear in many faculty credential files.

Course listings are provided from the [Undergraduate Catalog](#) and [Graduate Catalog](#).

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.7.1. The College employs competent faculty members qualified to accomplish its mission and goals.

Sources

 [Certification of Credentials for Graduate Teaching old version](#)

 [Certification of Credentials for Undergraduate Teaching old version](#)

-  [Certification of Credentials Form](#)
-  [Credentials Audit Memo \(Oct 2015\)](#)
-  [Faculty Recruitment Procedures](#)
-  [FAM 2016-17 \(Page 49\)](#)
-  [FAM 2016-17 \(Page 56\)](#)
-  [Graduate Catalog 2016-2017](#)
-  [Initial Hire - Sample Offer Letter](#)
-  [Instructor of Record - Non-Instructor of Record Agreement](#)
-  [Instructor of Record and Faculty Credentialing Policy FINAL 8-21-2016](#)
-  [Instructor of Record and Faculty Credentialing Policy FINAL 8-21-2016 \(Page 11\)](#)
-  [Instructor of Record and Faculty Credentialing Policy FINAL 8-21-2016 \(Page 3\)](#)
-  [Mission Statement - College of Charleston](#)
-  [Provost's Memo on Graduate Faculty Criteria \(September 2015\)](#)
-  [Statement of Alternative Qualifications FORM old version](#)
-  [Undergraduate Catalog 2016-2017](#)

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston hires instructional faculty - [tenure-track](#), [tenured](#), [instructor-level faculty](#), [adjunct faculty](#), [visiting faculty](#) -- and [librarian faculty](#), as outlined in the *Faculty/Administration Manual* (FAM) [Sections III.A](#) and [III.D](#) and consistent with the following aspects of the College's mission statement:

- The College provides a “high-quality education in the arts and sciences, education, and business” and “retains a strong liberal arts undergraduate curriculum”;
- “The faculty is an important source of knowledge and expertise for the community, state, and nation” and “the College encourages and supports research”;
- The “College incorporates the University of Charleston, South Carolina (UCSC),” which houses the College's graduate programs.

College of Charleston faculty are evaluated in accordance with the standards and criteria, evidence, and procedures outlined in the College's *Faculty/Administration Manual*. Faculty also are provided with annual evaluation [calendars](#), [annual memoranda](#), and, in some cases, [departmental](#) guidelines. These standards are communicated to faculty in their departments and programs and in a comprehensive orientation for all faculty. Additionally, for tenure-track faculty, orientation includes a departmental-level introduction to any [departmental standards for tenure](#).

Annual and Merit Evaluations

As indicated in the *Faculty/Administration Manual*, [Section VI.E](#), “in keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College's established standards and criteria and with established procedures.” These annual evaluations serve to: 1) “guide the professional development of the faculty member,” 2) “to record part of the evidence upon which personnel decisions and salary recommendations shall be based.” Faculty evaluation requirements are reviewed in all new faculty orientation sessions.

Standards and Content for Annual Evaluations

Annual evaluations of all instructional faculty members include a review of their teaching. [Course-Instructor Evaluations](#) (a.k.a. “student evaluations”) are required in almost all courses each semester and constitute a portion of the data used in faculty evaluations. Depending on the unit and the type of faculty member being evaluated, reviewers also use some or all of the following in annual evaluations of faculty members' teaching: the faculty member's narrative of teaching and associated professional development, course materials, and other items, such as peer classroom observations, grade distributions, or feedback from students.

Additionally, tenured and tenure-track faculty members are also reviewed on their research and professional development, instructors on their professional development, and faculty librarians on their professional competence; and all non-adjunct faculty members are evaluated on their professional service. These annual evaluations include qualitative assessments of performance and, in accordance with the *Faculty/Administration Manual*, [Section VI.E](#), should address “strengths, weaknesses, and specific recommendations for improvement.”

In addition to teaching, adjunct and visiting faculty members are also evaluated on “other faculty activities, if any, as are germane to the specific work of the faculty member.”

While there is no campus-wide form or universal rubric provided for use in annual evaluation, College policies require a written summative report and both summative and formative feedback addressing all of the aspects of faculty performance outlined above. Some departments use their own standardized form; samples are provided [here](#), labelled by department or school and type of form.

Processes for Annual Evaluations

Evaluations of faculty are conducted by or supervised by the chair, program director, or dean of the libraries, with input from any secondary chair or program director for faculty members holding joint appointments. Adjunct faculty members are evaluated by the chair or program director (or by their designees) in each department or program where they are employed. While department chairs, program directors, and the dean of the libraries are responsible for annual evaluations of adjunct and visiting faculty, they may delegate some or all of the associated responsibilities to a tenured faculty colleague or an evaluation committee comprised entirely of tenured faculty in the department or program.

The faculty member undergoing an evaluation submits materials and has an opportunity to review and respond to the evaluation. Each evaluation must be reviewed and signed by the chair, if not written by the chair, and by the dean(s) of the school(s) that houses the faculty member’s program or department. In all cases, the faculty member receives a copy of the written evaluation, signed by the chair or program director and the dean, and there is an opportunity for appeal. Final copies of annual evaluations reside in deans’ offices, with duplicate copies in department and program records.

Scheduling of Annual Evaluations

Annual evaluations are scheduled according to the guidelines outlined below, with allowances for certain faculty to “roll over” annual evaluations for up to three years. In all cases where “roll-overs” are allowed, a full performance evaluation must be conducted at least once every three years, covering the calendar years since the last full performance evaluation or major review (i.e., covering the calendar years since review for tenure and/or promotion, review for renewal as senior Instructor, or application for a “superior” post-tenure rating). Full annual evaluations are done more frequently in any of these cases if requested by the department chair, program director, or dean. Whenever a faculty member requests that a prior performance rating “roll over” and that request is approved by the chair and dean, the faculty member must still provide his/her department chair with a current curriculum vitae.

Faculty Type	Annual Evaluation Requirement and Roll-Over Allowance
Adjunct faculty	Evaluated annually or at the end of each semester, with allowances for roll-overs after three consecutive annual evaluations
Visiting faculty	Evaluated annually or at the end of each semester, with allowances for roll-overs after three consecutive annual evaluations
Instructors	Evaluated annually except in years of major review (either third-year review or senior instructor promotion review)
Senior Instructors	Evaluated annually with allowances for roll-overs
Tenure-track faculty	Evaluated annually except in years of major review (third-year and tenure reviews)
Tenured faculty	Evaluated annually with allowances for roll-overs

These requirements are outlined in the [Faculty/Administration Manual](#) and, in the case of visiting and adjunct faculty members, in an ancillary [divisional policy](#) that provides additional detail.

For certain faculty (tenured, tenure-track, instructors, and senior instructors), the annual evaluation becomes part of the record for merit evaluations and major reviews, which are outlined below. For adjunct and visiting faculty members, annual evaluations become part of their record on which renewal and rehiring decisions are made.

Each year, deans are responsible for ensuring that the faculty members in their schools have either undergone annual evaluations, been approved to “roll over” a recent evaluation in accordance with policies, or undergone a major review in lieu of an annual evaluation. For the most recent evaluation cycle, deans have attested that all faculty (tenured, tenure-track, instructor, visiting, and adjunct) have been evaluated on their 2015 performance or have an approved roll-over in place. Additionally, [sample annual evaluations for regular faculty](#) and [adjunct and visiting faculty](#) are provided here. These are labelled by school and faculty rank for the reviewers’ convenience.

Merit Evaluations

Additionally, in accordance with the *Faculty/Administration Manual*, [Sections VI.E](#) and [VI.F](#), all regular faculty members receive a merit evaluation each year, based on their most recent three years of service to the College and used in providing recommendations for salary increases when funds for such are available. The College uses a standard merit rating system for faculty, with the ratings of Exceptional Professional Performance, High Professional Competence, Demonstrating Professional Competence, and Not Meeting the Merit Threshold.

Major Reviews for Certain Faculty

In addition to annual and merit evaluations, all tenured, tenure-track, and instructor-level faculty members undergo regular major reviews in accordance with the *Faculty/Administration Manual*, [Sections VI.A-D](#) and [VI.H](#). These reviews address both quantitative and qualitative measures of faculty performance and carry substantial performance expectations for faculty members to be retained, tenured, or promoted.

- All tenure-track faculty and instructors undergo a third-year review, which substantiates whether significant progress towards tenure or promotion to senior instructor has been made.
- In the sixth year, tenure-track faculty members undergo review for tenure and, typically, promotion to associate professor, while Instructors undergo review for promotion to senior instructor.
- Tenured associate professors may elect to undergo review for promotion to professor in their seventh year as an associate professor or in any subsequent year.
- Tenured faculty also undergo post-tenure review at least every sixth year after a major review (i.e., tenure or promotion), while senior instructors undergo review for renewal every seventh year.

Standards, Evidence, and Procedures for Major Reviews

These major reviews address the same performance areas as annual and merit evaluations, but unlike annual evaluations, these reviews address multiple years of the faculty member’s performance. For all instructional faculty, these reviews address teaching effectiveness and professional service. They also address research and professional development for tenured and tenure-track faculty and professional development for instructors and senior instructors. For faculty librarians, professional competency is addressed in addition to or in lieu of teaching effectiveness.

Standards for all of these reviews are outlined in the *Faculty/Administration Manual*, [Sections VI.A-D](#) and [VI.H](#), with specific details for third-year, tenure, promotion, and senior instructor renewal reviews also emphasized and articulated in a [joint memo](#) issued each year by the provost and the college-wide faculty Advisory Committee on Tenure, Promotion, and Third-Year Review (hereafter, “Advisory Committee”). For example, The *Faculty/Administration Manual*, [Sections VI.A-C](#), states that “If there are serious doubts as to whether a third-year review candidate will be able to meet the criteria prior to a required tenure decision, a recommendation against retention should be given.”

Departments may articulate additional standards and procedures beyond those in the *Faculty/Administration Manual*. Any such standards must be approved by the department and reviewed and approved by the dean and provost. All approved departmental standards are housed in a repository maintained by the Office of the Provost; [samples](#) are provided here.

For third-year, tenure, promotion, and senior instructor renewal reviews, faculty members submit a [narrative](#) and supporting evidence, which is then reviewed by their peers and a Departmental Evaluation Panel (comprised of tenured faculty). Upon receipt of a written recommendation from the Departmental Evaluation

Panel, the dean makes a recommendation to the provost in the case of most third-year reviews and simultaneously to the Advisory Committee and provost in the case of all other reviews. The provost and Advisory Committee make independent recommendations to the president, who makes the final decision. [Samples](#) from recent reviews are included here. These are labelled by school and review type for the convenience of SACSCOC reviewers.
















Under the College's mandatory post-tenure review, candidates who hold the rank of professor or librarian IV and who continue to perform at the level expected for those promotions may pursue a superior rating. Candidates who have "exhibited evidence of habitual neglect of duty" in teaching by receiving an unsatisfactory rating on teaching for two or more annual evaluations are assigned an unsatisfactory post-tenure rating, with all others receiving a satisfactory. Faculty members receiving an unsatisfactory post-tenure rating are put on a remediation plan, devised by a departmental panel in consultation with the candidate, and reviewed by the dean and the college-wide Post-Tenure Review Committee. The ultimate determination of the satisfactory completion of a remediation plan is made by the Post-Tenure Review Committee.

Faculty members may appeal third-year, tenure, promotion, senior instructor renewal, and post-tenure review ratings only on the grounds of discrimination, violation of academic freedom, or failure to provide due process. Such appeals are heard by the Faculty Hearing Committee, which makes a recommendation to the president. The president's decision can be appealed to the Board of Trustees.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.7.2. The faculty members of the College are evaluated regularly in accordance with published criteria, regardless of contractual or tenured status, and regardless of whether the faculty member teaches online or off-site. The criteria for faculty evaluations are published in the *Faculty/Administration Manual*. Faculty are also provided annual evaluation calendars, annual memoranda, and, in some cases, departmental guidelines. These standards are communicated to faculty in their departments and programs and in a comprehensive orientation for all faculty.

Sources

-  [Adjunct and Visiting Faculty Evaluation Policy](#)
-  [Annual Joint Memo on Tenure Promotion and Third-Year Review 2015-2016](#)
-  [Calendar](#)
-  [FAM 2016-17 \(Page 130\)](#)
-  [FAM 2016-17 \(Page 136\)](#)
-  [FAM 2016-17 \(Page 138\)](#)
-  [FAM 2016-17 \(Page 56\)](#)
-  [FAM 2016-17 \(Page 64\)](#)
-  [FAM 2016-17 \(Page 94\)](#)
-  [New Faculty Orientation Agenda Fall 2015](#)
-  [Sample Annual and Merit Evaluations for Permanent Faculty](#)
-  [Sample Annual Evaluation forms](#)
-  [Sample Annual Evaluations for Adjunct and Visiting Faculty](#)
-  [Sample Course-Instructor Evaluation form](#)
-  [Sample Departmental Standards for Tenure Promotion and Third-Year Review](#)

 [Sample faculty member materials from post-tenure review](#)

 [Sample narratives from third-year tenure promotion and renewal reviews](#)

 [Sample Recommendation Letters](#)

3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston meets this standard by providing a broad array of professional development opportunities for faculty, addressing all areas of faculty responsibility and contributions, including teaching, research and professional development, professional service, and leadership development. These opportunities are available for all types of faculty, including adjunct and visiting faculty members; are supported by College and divisional policies; and are well-communicated to faculty via email, websites, blogs, and in-person sessions, such as new faculty orientation, as demonstrated in the accompanying evidence for specific programs. Additionally, the College provides clear evidence that faculty members avail themselves of these myriad forms of faculty development.

The College provides [orientation programming](#) to new faculty members, introducing them to signature programs; covering academic policies and student support services, critical institutional and faculty policies, and faculty development opportunities; and providing a technology orientation. This new faculty orientation also includes a substantive session on providing inclusive learning environments. Many of the College's academic departments or schools (e.g., political science, biology, and the School of Education, Health, and Human Performance) offer additional orientation and/or mentoring programs for new faculty, including programs specifically for adjunct faculty members. Some of this adjunct faculty development is funded through the College's [Adjunct Professional Development program](#), which provides centralized funding for locally-designed and delivered faculty development. This program has funded a dozen adjunct faculty development opportunities across an array of departments and programs since its inception as a small pilot in 2013-2014.

Faculty Development Associated with Teaching

The College provides an array of faculty development opportunities in support of teaching, including opportunities associated with specific student programs and curricular initiatives.

- The [First-Year Experience New Faculty Workshop](#) prepares faculty who are teaching for the first time in the College's [First-Year Experience \(FYE\) program](#). The FYE is an academic program designed to integrate new students into the academic and cultural community of the College, and the associated faculty development is focused on broadening faculty members' knowledge of first-year pedagogy and their understanding of first-year students' needs. More than 40 percent of the College's permanent faculty members have received this professional development.
- The College's Teaching, Learning, and Technology (TLT) Department provides a [Distance Education Readiness Course](#), an eight-week online course that prepares faculty to teach in an online environment by introducing them to effective online teaching strategies and educational technology tools, while supporting them in the development of some key aspects of their first online course. Participants share in pairs throughout the course and are supported by an assigned mentor. Completion of this readiness course is a requirement for faculty planning to teach online at the College; over 170 faculty members have completed the program since its inception in spring 2012.
- The College of Charleston's [Faculty Liberal Arts and Sciences Colloquium](#) is designed to foster the development of courses that actively engage students with their faculty members and is modeled on the "Great Books" seminars supporting programs such as Columbia's Core Curriculum or Notre Dame's Program of Liberal Studies. Participating faculty commit to developing an FYE learning community or seminar using the texts and ideas discussed in the colloquium. This program has served 64 unique

faculty members since its inception in 2011-2012.

- The College's [Writing Across the Curriculum \(WAC\)](#) is a faculty-driven program run through the FYE office and aimed at developing a campus culture of reflection on writing pedagogy. The week-long [summer WAC workshop](#) offers faculty the opportunity to work in a small-group setting, exploring how writing can be used in classes across many diverse disciplines, and considering novel assessment methods for integrative student learning. This workshop has averaged 14 faculty members a year for the past five years.
- The College also provides support to faculty teaching in REACH, a fully-inclusive four-year certificate program for students with mild intellectual disabilities. Faculty members teaching in REACH receive [professional development](#) in the principles and practices of inclusive classrooms, including principles for modifying assignments, exercises, and assessments.

TLT serves as the leading resource on campus to support, develop, and educate the College's faculty in the integration of educational technology into their pedagogy and assessment, with the goal of enhancing student learning and promoting effective and innovative instructional practices. In addition to the distance education readiness course, TLT offers a variety of programs in support of teaching that are not associated with any specific curricular initiatives, serving 150 to 200 faculty members each semester. They host:

- [brief weekly sessions](#) and [larger showcases](#),
- [Spring Training](#) or a multi-day [Spring Conference](#) each year, featuring sessions covering a variety of teaching and learning strategies as well as educational technology tools,
- a week-long summer [Faculty Technology Institute \(FTI\)](#).

The College's Summer 2015 FTI focused on strategies for activities, assessment, and content delivery to create a more engaging and active learning environment. TLT also offers a [small grant program](#), provides check-out equipment, and supports a [Faculty Technology Center](#), where faculty can use specialized computer equipment and software and receive assistance from an instructional technologist. Their webinars and their tutorial and apps blog are popular among faculty, receiving over 45,000 views in 2015, and they provided over a thousand individual consultations with faculty members during the 2015-2016 academic year.

To support faculty members in their independent development initiatives, the College also offers the [Innovative Teaching and Learning in the Liberal Arts and Sciences small grants program](#). While proposals in support of innovative teaching and learning in any area of the liberal arts and sciences are eligible, this program prioritizes proposals that promote areas of strategic emphasis, such as diversity, internationalization, integrative learning, and high-impact learning experiences. Funded projects are expected to have the potential for long-term impact. In 2015-2016, the College awarded \$20,850 in funds to 17 faculty members under this program.

Faculty Development in Support of Research and Professional Development

The College provides substantial support for faculty research and research-related professional development, including support for research stipends, professional travel in support of research efforts, conference attendance, and presentations. The College's [sabbatical program](#) is well-funded, supporting an average of [almost forty](#) faculty members per year with semester-long sabbaticals at full pay and full-year sabbaticals at two-thirds pay at an annual cost of \$80,000-130,000. Faculty from all schools participate, and [approved projects](#) cover a breadth of topics. Faculty members are required to provide a final report within two months of returning from their sabbatical and present their results to an audience at the College within two semesters. Additionally, the College's [Faculty Research and Development Committee](#) is allocated over \$95,000 per year to be awarded in a college-wide competitive faculty grants program. In 2015-2016, 49 faculty applied for small research grants under this college-wide program, and 33 were funded. The College also provides standing departmental and school-level research and development budgets totaling over \$320,000 and \$85,000, respectively, which are available to support departmentally-awarded summer research grants and professional travel, including conference attendance and presentations.

The College's [Office of Research and Grants Administration \(ORGA\)](#) also provides faculty development support, through assistance for faculty members seeking external funding for research, scholarly activities, and grant-funded instruction and service, and through research protections and compliance support. They identify funding opportunities, provide assistance with navigating the various requirements for developing and

submitting grant proposals, and provide assistance for grant management once awards are made. In [research protections and compliance](#), they provide support for funded and non-funded research that involves human participants or vertebrate animals, as well as support for responsible conduct of research by faculty and students, including [RCR training](#). In 2015-2016, ORGA staff worked with faculty members to submit 119 external grant proposals, provided support to 16 faculty members submitting protocols to the College's Institutional Animal Care and Use Committee (IACUC), and provided support to 72 faculty members submitting proposals to the College's Institutional Review Board (IRB) for human participant research. The IACUC and IRB figures here count unique faculty members and do not account for multiple submissions by an individual faculty member, even for multiple projects. These figures also do not count student protocols submitted to the IRB, even though those require a faculty mentor.

To support faculty members in their research efforts throughout the academic year, the College offers [Writers' Retreats](#) during times when classes are not in session. Retreats provide a quiet environment, support from reference librarians, lunch and snacks, and the camaraderie of colleagues during lunch breaks, paired with the commitment to write at least six hours per day. An average of three retreats are offered a year, depending on the academic calendar and availability of facilities, with participation averaging between 15 and 20 writers per day. To supplement Writers' Retreats, the School of Languages, Cultures, and World Affairs has [launched](#) a research "matching program" and modest support for interdisciplinary research groups. In 2015-2016, the College also participated in the International Write-In and hosted a [workshop](#) on writing journal articles, featuring a panel discussion with journal editors and providing the incentive for faculty members to create a work plan for a specific project.

In addition, the College has in place a number of campus policies and systemic local efforts in support of faculty research and professional development. Most tenure-track faculty members receive a one-course release during their first year, awarded by their school or department, along with a commitment of a modest summer research stipend prior to their third year. Under the [College's Controller's Office Grant Accounting Policies and Procedures](#), 50 percent of the indirect cost funds from external grants, totaling over \$900,000 in 2015-2016 (not including June 2016 cost recoveries), are provided to the Office of the Provost, schools, and departments for use in support of faculty research. Currently, 80% of these monies (equivalent to 40% of the received indirect cost funds) are provided to schools to supplement monies budgeted for school- and departmental-level faculty development. College policies also allow faculty members to receive leaves of absence to accept competitively awarded fellowships, including leaves early in their tenure-track appointments, and allow them to buy out teaching obligations through external grant support.

Faculty Development in Support of Professional Service and Leadership

In recognition of the importance of faculty development for professional service and leadership, the College provides a variety of development opportunities.

- The [College Colloquium](#) engages faculty and staff, convening in small groups, in the ongoing national dialogue about the evolution of higher education and its potential impact on the College. The theme for the 2015-2016 College Colloquium was "the forces that surround us," acknowledging that "the educational spaces we inhabit, and the world our students will enter after graduation, are constantly in flux, buffeted by politics, economics, technology, and other forces" and aiming to create a greater understanding of these forces so members of the College community can become more empowered and capable of adapting to these changes while maintaining the College's institutional core values.
- In 2015-2016, The College Reads! program also engaged faculty, staff, and upper division and graduate students in a [Spring Initiative](#), centered around colloquium-like work based on Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. A number of complementary events were offered, bridging the themes of [Freedom Summer](#), [the College's 2015-2016 College Reads! selection](#), and *The New Jim Crow*.
- The College recognizes the faculty's critical role in assessment, and, each semester, faculty assessment of student learning outcomes is coupled with ongoing [faculty development](#) to ensure and enhance faculty expertise in assessment.
- In recognition of the key leadership role that the College's department chairs and program directors play, the College provides [substantial chair and program director orientation](#) sessions and ongoing development opportunities. A recent item of particular note was a workshop on [diversification through faculty recruitment](#) in summer 2015, led by Kecia Thomas, founding director of the Center for Research

- and Engagement in Diversity at the University of Georgia.
- As an incentive to recruiting strong chairs, the College also provides significant professional development funds to chairs as they step back to full faculty positions (\$4,000 to be spent in their first two post-chair years), supporting them in re-engaging in more active research programs than may have been possible while serving as chair.
- The College's small Administrative Faculty Fellows program, launched in spring 2013, provides the opportunity for faculty to contribute to a division-wide effort while developing administrative and leadership skills. The College's five faculty fellows have worked on adjunct welfare and adjunct faculty development, distance education, and diversity efforts. The College's standing [adjunct faculty development program](#), funded divisionally with offerings developed and led at the program/department level, arose from and was piloted through an administrative faculty fellow appointment.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.7.3. The College meets this standard by providing a broad array of professional development opportunities for our faculty, addressing all areas of faculty responsibility and contributions, including teaching, research and professional development, professional service, and leadership development, and available for all types of faculty, including adjunct and visiting faculty members. These opportunities are supported by the policies and are well-communicated to faculty, and the College has provided clear evidence that faculty members avail themselves of these myriad forms of faculty development.

Sources

-  [Adjunct Faculty Development Program](#)
-  [Approved Sabbaticals for 2015-2016](#)
-  [chair orientation agenda 2015 FINAL ANNOTATED](#)
-  [College Colloquium Announcement](#)
-  [Distance Education Readiness Course information](#)
-  [Diversification through Faculty Recruitment - Kecia Thomas workshop Summer 2015](#)
-  [Faculty Liberal Arts and Sciences Colloquium - Announcement and Application Form](#)
-  [Faculty Professional Development for General Education Assessment](#)
-  [Faculty Research and Development Grants - Announcement and Proposal Guidelines](#)
-  [Faculty Sabbaticals Awarded and Taken](#)
-  [First Year Experience - Home Page](#)
-  [First Year Experience Workshop Agenda 2016 and Report](#)
-  [First Year Experience Writing Across the Curriculum Report 2015](#)
-  [First Year Experience Writing Across the Curriculum Workshop 2016](#)
-  [Grants Policies and Procedures](#)
-  [Innovative Teaching and Learning in the Liberal Arts and Sciences Small Grants Program - Announcement, Guidelines, and Application Form](#)
-  [Journal Article Writing - Workshop Announcement](#)
-  [LCWA interdisciplinary faculty research groups](#)
-  [New Faculty Orientation Letters and Agenda](#)

-  ORGA - Home Page
-  ORGA - Research Protections & Compliance
-  ORGA - Responsible Conduct of Research
-  REACH Program - faculty training for spring 2016
-  Sabbatical Calendar and Policy
-  The College Reads 2016 - Freedom Summer Reading Guide
-  The College Reads Spring Faculty-Staff Development Initiative - The New Jim Crow
-  TLT Grant Info 2015 and 2016
-  TLTFTC_Webpage
-  TLTTraining_Advertisements_CourseList
-  TLTTraining_FacShowcases2015
-  TLTTraining_FTISU2015
-  TLTTraining_SpringTraining2015
-  TLTTraining_TLTCon2016
-  Writers Retreat Announcement

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College adheres to the definition of academic freedom and responsibility of faculty as set forth in the *Faculty/Administration Manual*, at [Article IV.C](#). The Manual states that each faculty member “is entitled to full intellectual freedom in research,” as well as “freedom in the classroom in discussing his or her subject” and “freedom to address any matter of institutional policy or action.”

The *Faculty/Administration Manual* contains policies that safeguard academic freedom. [Article V, Section 3.B.11](#) of the faculty by-laws indicates the Faculty Hearing Committee - made up of five tenured faculty members elected by the regular faculty of the College - is responsible for hearing “cases involving alleged violation of academic freedom.” [Article VI.D.13.ii](#) of the administrative portion of the *Faculty/Administration Manual* lists alleged violations of academic freedom as one of the grounds under which a faculty member may request a hearing. The Faculty Hearing Committee procedure is described in [Article X, Section I](#) of the *Faculty/Administration Manual*.

The College of Charleston’s *Statement of Academic Freedom* and associated policies and procedures are included in the College’s *Faculty/Administration Manual*, published annually on the Office of the Provost’s website at academicaffairs.cofc.edu. The publication of each year’s *Faculty/Administration Manual* is announced to all faculty via email and, annually, at the September meeting of the Faculty Senate.

The Faculty Hearing Committee received one [grievance](#) alleging a violation of academic freedom during the 2015-2016 academic year.

The Faculty Hearing Committee declined to hear the grievance on the grounds of insufficient evidence.

An issue involving academic freedom at the College of Charleston took place during the 2013-2014 academic year. During that year, some South Carolina state legislators and College of Charleston Board of Trustees members questioned the College’s selection of *Fun Home*, the book for The *College Reads!* program in that year.

On February 21, 2014, members of the Joint Legislative Committee to Screen Candidates for College and University Boards of Trustees voiced their disapproval of the book choice, questioning candidates for appointment and renewal to the College of Charleston Board of Trustees. These legislators asked for the trustees’ assurance that they had not known of the book or approved of its choice. “So this could happen again?” one of the legislators asked. “No, sir. It will not happen again,” responded one trustee. Other trustees asserted that they found the book unsuitable; some said they refused to read it because they understood it was obscene. A [transcript](#) of these legislative proceedings was posted on the legislative website and soon became a source of concern to College of Charleston faculty and students. Later in 2014, the South Carolina General Assembly voted to require the College of Charleston to spend \$52,000, the amount the College spent in 2013-2014 on The *College Reads!* program, in support of instructional efforts related to the Declaration of Independence, the Federalist Papers, and the U.S. Constitution.

The Board of Trustees chair spoke to the Faculty Senate on March 11, 2014, where he provided an unqualified [defense of academic freedom](#), stating that the faculty’s “academic freedom has not and will not be threatened in any way by the Board of Trustees.” Shortly thereafter, the Board of Trustees unanimously [approved a statement](#) in support of academic freedom on March 19, 2014.


Despite these Board statements, many College of Charleston faculty, staff, and students interpreted the events of the academic year as challenges to academic freedom. A total of 21 academic departments and programs, the College's academic deans, the Student Government Association, and the Faculty Senate endorsed statements in support of academic freedom and the appropriateness of the *Fun Home* choice. On April 1, 2014, the [Faculty Senate cited concerns](#) for the protection of academic freedom in its resolution of "no confidence" in the Board of Trustees. This resolution passed unanimously.

[The College Reads!](#) program continues to rely on a committee made up of faculty, staff, and students to recommend the annual book selection. Every book recommended by the committee since the selection of *Fun Home* has been approved by the College's provost. Since 2014, the College of Charleston Board of Trustees has not adopted any motion restricting, or relevant to, The *College Reads!* program. The program's funding model and support remain unchanged. Further, the South Carolina General Assembly has approved no additional legislation related to *Fun Home* or The *College Reads!* program.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.7.4. The College has effective policies and procedures for safeguarding and protecting academic freedom.

Sources

-  [Board Minutes.March 2014](#)
-  [College Reads](#)
-  [Faculty Grievance Documents.Spring 2016](#)
-  [Faculty Senate Minutes.March 2014](#)
-  [FAM 2016-17 \(Page 12\)](#)
-  [FAM 2016-17 \(Page 128\)](#)
-  [FAM 2016-17 \(Page 183\)](#)
-  [FAM 2016-17 \(Page 31\)](#)
-  [Screening Committee Transcript.2014](#)
-  [Senate Resolution of No Confidence \(April 2014\)](#)

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston publishes policies on the responsibility and authority of the faculty in the institution's *Faculty/Administration Manual*. The *Faculty/Administration Manual* contains both the [faculty bylaws](#) (hereafter, "bylaws"), as approved by the faculty, and the administrative portion of the manual, which contains various policies of the College. The bylaws define membership in the faculty, specify the Faculty Senate as the "primary legislative body of the faculty," and define the system of Faculty Senate and College standing committees that support the faculty's role in governance. The bylaws are under the jurisdiction of the faculty and procedures for their amendment are outlined within them. The *Faculty/Administration Manual* is posted on the [Office of the Provost's website](#) and at the College's [policy website](#) as Policy 13.7.

The *Faculty/Administration Manual* is jointly maintained by the Office of the Provost and the standing Faculty Senate Committee on the Bylaws and *Faculty/Administration Manual*. An [announcement](#) is sent to all faculty and senior administrators each year when the new *Faculty/Administration Manual* has been published, including a log summarizing all changes made to the *Faculty/Administration Manual* in the new edition. These logs are also posted on the [Office of the Provost's website](#) alongside the current edition of the *Faculty/Administration Manual*.

College of Charleston Faculty Governance Structures

The Faculty Senate

The Faculty Senate is the faculty's primary legislative body. [Article IV, Section 1](#) of the bylaws summarizes the Faculty Senate's functions. Specifically, the Faculty Senate "shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees."

The Faculty Senate establishes and instructs committees as may be necessary for the performance of its functions. The Faculty Senate is also authorized by the College faculty to approve all degree candidates for graduation. Finally, according to [Article IV, Section 1.G](#) – "the specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:

1. Plans and policies to strengthen the educational programs and academic organization of the College;
2. The College budget;
3. Plans for the physical and educational development of the College;
4. Plans for the athletics programs of the College;
5. Academic freedom of members of the College faculty;
6. Academic responsibilities of members of the College faculty;
7. The general welfare of the College community;
8. Policies concerning the College's relations with its supporting community;
9. Policies concerning the College's relations with outside agencies; and

10. Rules and procedures of the College concerning the conduct of its members.”

The Faculty Senate is presided over by two elected officers, the Speaker of the Faculty and the Faculty Secretary. The procedures for their election are outlined in [Article III](#) of the faculty bylaws. The Faculty Senate is made up of 50 Faculty Senators (see [2016-2017 Faculty Senate Roster](#)), apportioned by the percentage of faculty in each school, including the library, plus three adjunct faculty senators. The appropriate electorates (i.e., department, school, or adjuncts) elect all senators. All questions (except for changes to the by-laws) put before the Faculty Senate are decided by a majority vote. Changes to the faculty by-laws require a two-thirds vote of the Faculty Senate and subsequent ratification by the full faculty.

Meetings of the Faculty Senate are open, and all members of the College faculty have floor privileges. Agendas must be distributed at least one week prior to a meeting, and minutes must be distributed by the following two weeks to all College faculty.

The Senate roster, agenda, minutes, committee membership, and other materials relevant to the [Faculty Senate](#) are posted online at [Faculty Senate webpage](#).

In addition to the Faculty Senate, the regular faculty, as defined in [Article I, Section 1](#) of the bylaws, may also be called together in ordinary and/or extraordinary meetings.

Senate and College Standing Committees

A significant portion of the College faculty's role in governance is conducted through the work of standing committees. [Article V](#) of the faculty bylaws specifically outlines the duties, compositions, and charges of the Faculty Senate and college standing committees.

Three standing Faculty Senate committees - the Academic Planning Committee, the Budget Committee, and the Committee on the Bylaws and the *Faculty/Administration Manual* - support the Faculty Senate. Their memberships must include senators.

In addition to these three standing Faculty Senate committees, 19 standing college committees are responsible for specific subject matter on topics, such as undergraduate and graduate curricula, including general education; faculty welfare; faculty compensation; and educational technology. These standing faculty committees are:

- Committee on Nominations and Elections,
- Committee on Graduate Education, Continuing Education, and Special Programs,
- Faculty Welfare Committee,
- Committee on the Library,
- Committee on Student Affairs and Athletics,
- Committee on Academic Standards, Admissions, and Financial Aid,
- Advisory Committee on Tenure, Promotion, and Third-Year Review,
- Curriculum Committee,
- Faculty Advisory Committee to the President,
- Faculty Grievance Committee,
- Faculty Hearing Committee,
- Faculty Research and Development Committee,
- Honors College Committee,
- Committee on Assessment of Institutional Effectiveness,
- Post-Tenure Review Committee,
- Educational Technology Committee,
- Faculty Compensation Committee,
- Committee on General Education, and
- Advisory Committee on First-Year Experience.

Committees may initiate or solicit items of business related to their charges, they may have items remanded to them by the Faculty Senate, and they may have items brought to them by the College's administration. They may also report to the Faculty Senate on items of business related to their charges and may recommend

actions to the Faculty Senate. The following evidence of Faculty Senate and faculty committee activity is provided:

- [2016-2017 Faculty Senate calendar of meetings](#);
- [sample agendas](#) from 2015-2016 Faculty Senate meetings;
- [Report](#) presented to Faculty Senate by 2015-2016 faculty Budget Committee;
- [Notice of proposal to change *Faculty/Administration Manual*](#) to provide for adjunct faculty titles, presented by the Committee on the Bylaws and *Faculty/Administration Manual*; and
- [2015-2016 faculty committee rosters](#).

Departmental Bylaws

In addition to the Faculty Senate bylaws, academic units have the option to adopt supplemental departmental or school bylaws, as permitted by the *Faculty/Administration Manual*. In these units, the local bylaws further specify the responsibility and authority of their faculty. Samples of bylaws from seven departments and one school are provided:

- [Department of Communication](#)
- [Department of Psychology](#)
- [Department of English](#)
- [Department of German and Slavic Studies](#)
- [Department of Hispanic Studies](#)
- [School of Education, Health, and Human Performance](#)
- [Department of Teacher Education](#)
- [Department of Health and Human Performance](#).

Additionally, provided below are examples to demonstrate that such policies are published and complied with:








- [Emails](#) from the chair of the Department of Hispanic Studies addressing constitution of departmental committees and review of curricular proposals, and
- An [email](#) from the chair of the Department of Communication to departmental faculty indicating adherence to departmental bylaws in the pending appointment of a new associate chair and director of undergraduate studies.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.7.5. The College publishes policies on the responsibility and authority of faculty in academic and governance matters.

Sources

-  [3.7.5 Publication and Dissemination of FAM.2015-2016](#)
-  [Adjunct Title Change Bylaws-FAM Committee notice of intent to change FAM](#)
-  [Departmental Bylaws - Communication](#)
-  [Departmental Bylaws - English](#)
-  [Departmental Bylaws - Example of adherence - Department of Communication](#)
-  [Departmental Bylaws - Example of adherence - Department of Hispanic Studies.docx](#)
-  [Departmental Bylaws - German and Slavic Studies](#)
-  [Departmental Bylaws - Health and Human Performance](#)
-  [Departmental Bylaws - Hispanic Studies](#)
-  [Departmental Bylaws - Psychology](#)

-  [Departmental Bylaws - Teacher Education](#)
-  [Faculty Budget Committee Presentation to Faculty Senate March 15 2016](#)
-  [Faculty Senate - 2015-2016 Committee Rosters - College of Charleston](#)
-  [Faculty Senate - About the Faculty Senate - College of Charleston](#)
-  [Faculty Senate - College of Charleston](#)
-  [Faculty Senate - Sample 2015-16 meeting agendas](#)
-  [Faculty Senate Roster 2015-16 Sep2](#)
-  [Faculty Senate Schedule 2016-2017 - College of Charleston](#)
-  [Faculty_Administration Manual - Webpage](#)
-  [FAM 2016-17 \(Page 11\)](#)
-  [FAM 2016-17 \(Page 12\)](#)
-  [FAM 2016-17 \(Page 18\)](#)
-  [FAM 2016-17 \(Page 21\)](#)
-  [FAM 2016-17 \(Page 6\)](#)
-  [FAM 2016-17 \(Page 8\)](#)
-  [School Bylaws - School of Education Health and Human Performance](#)
-  [Screenshot Policy Website section 7](#)

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

In consonance with the College of Charleston's mission to "provide a high-quality education in the arts and sciences, education and business," the libraries provide the facilities, learning resources, and services to support teaching, research, and service.

The [Library system at the College of Charleston](#) is comprised of the Marlene and Nathan Addlestone Library, which includes Special Collections and the Lowcountry Digital Library. Three smaller, specialized libraries support the diverse teaching and research needs of the institution: the Avery Research Center for African American History and Culture; the Marine Resources Library; and the North Campus and Lowcountry Graduate Center Library.

Facilities

The Marlene and Nathan Addlestone Library

The three-story library opened in 2005. The facility is 140,000 square feet and has 239 computer workstations for students. [Floor plans](#) found online and displayed throughout the building indicate the location of each service point, group study room, instructional space, elevator, and print collection. Wireless access is available throughout the library and in the adjacent Rivers Green for both users affiliated with the College of Charleston and guests. The building has 20 group study rooms. It has seating for a total of 1,600 users. The building is Americans with Disabilities Act (ADA)-compliant, with handicapped access from both entrances of the building.

During most of the academic semester, the Addlestone Library is [open 112.5 hours per week](#). In addition, beginning one week prior to finals until the last day of finals, it is open 24 hours a day, seven days a week. A public safety officer is stationed in the library Sunday-Thursday, 10 p.m. - 2 a.m., and other public safety officers conduct random walkthroughs when the library is open. With a gate count of [1.04 million visitors](#) for the 331 days the library was open during the 2014-2015 academic year, the library saw an average of 3,142 patrons per day. The National Center for Educational Statistics' [American Libraries Survey 2012](#) indicates that only one peer institution, Elon University, was open more hours in a typical week than the Marlene and Nathan Addlestone Library.

The Marine Resources Library

The [Marine Resources Library](#), located at the [Grice Marine Laboratory](#), is 4,160 square feet and seats 18 at four tables and four carrels (one is handicapped accessible). The library also provides five desktop computer workstations and eight easy chairs. There is one [classroom](#) that seats 20 and is used for student presentation practice, group study space, meetings, and library instruction. It is equipped with a whiteboard and networked projector. The library is open to the public Monday-Friday 8:30 a.m. - 5 p.m., and is available 24 hours a day to faculty, staff, and students in the College's marine biology graduate program. The library also serves its partners at the South Carolina Department of Natural Resources Marine Resources Research Institute; the National Oceanic and Atmospheric Administration National Ocean Service Center for Coastal Environmental

Health and Biomolecular Research and Hollings Marine Laboratory; and the National Institute for Standards and Technology.

North Campus and Lowcountry Graduate Center

The [Lowcountry Graduate Center Library](#) is located at the [College of Charleston North Campus](#). The library is 1,064 square feet with 16 computer stations, six study rooms seating a total of 26, and six chairs for individual study. This library serves faculty and students; neighborhood groups; business groups; the Center for Creative Retirement, Continuing Education and Professional Development; The Citadel; the College of Charleston; Clemson; University of South Carolina; the Medical University of South Carolina and the College of Charleston School of Professional Studies, which is housed at this location.

The Avery Research Center for African American History and Culture

The [Avery Research Center for African American History and Culture](#) is about 15,585 square feet. One classroom, accommodating 35 to 40, is used for variety of instructional purposes and for meeting space. The Phillis Wheatley Literary and Social Club Reading Room has 12 seats and serves students and researchers using the collections. This historic building also includes an auditorium that accommodates up to 99 for events and programs. Additionally, the [Avery Room](#) seats 20 people. The Avery Research Center serves students, scholars, researchers, educators, and members of the community who are interested in the history and culture of African Americans in South Carolina and the Lowcountry.

Learning/Information Resources

The College of Charleston libraries adhere to the [ACRL Standards for Libraries in Higher Education](#), providing "spaces and resources where users interact in both physical and virtual environments to expand learning and facilitate the creation of knowledge." The [libraries](#) partner with the campus and distance learning communities, and are dedicated to making available a comprehensive collection of scholarly materials and library services congruent with the institution's present and anticipated instructional and research requirements.

The Marlene and Nathan Addlestone Library

The [student computing lab](#) at the Addlestone Library is equipped with 239 computers, which provide access to the Internet and a variety of software, including Web browsers, Microsoft Office, ArcGIS Desktop for analyzing spatial and geographical data, and SPSS statistical software. See available [software list](#). Screen-reader software is available on all general-purpose computers, as is a variety of equipment and software to assist patrons with vision, hearing, learning, and/or mobility-related issues. Workstations are networked to five high capacity laser printers and one color printer. Workstations require a College of Charleston login. College students and faculty may also print [wirelessly](#) from their laptops.

The Addlestone Library offers four classrooms/multipurpose rooms for library instruction and events. When not scheduled for use, these rooms are open to students for independent or group work. This dual usage works well. Two computer instruction classrooms, one [Mac lab](#) with 22 seats, and one [PC lab](#) with 28 seats are equipped with teachers station, visual presenters, and Dell interactive projectors. These classrooms are used extensively by librarians for information-literacy sessions. Each room includes one handicapped-accessible seat. In 2014-2015, the classrooms were [scheduled](#) 366 times for instruction for a total of 506 hours, or 9.85% of the time, thus leaving them available for general computing use 90.15 percent of the time. A [lecture/event room](#), seating 60, was reserved for 174 sessions: 18 classes, 45 meetings, and 75 lectures and events. The [flex room](#) on the third floor seats 50 and is equipped with three LED screens for presentations.

Students may also check out a variety of technology tools from the circulation desk. Table 1 provides the number of checkouts for each device and an estimate of the number of hours used. A self-checkout kiosk is located on the second floor near the book stacks.

Table 1. Addlestone Library Circulation Statistics 2014-2015

Item	Number of Items	Number of Checkouts	Estimated Number of Hours Used
MacBook Airs*	20	499	2,994
Digital Cameras	3	54	3,888
Projectors	2	56	1,344
iPads - Student Circ.	5	231	16,632
iPads – Classroom	60	541	181,776
Laptop Chargers	20+	484	2,904
iPod Touch	4	9	648
Kindles	4	67	22,512
Network Cable	Not Barcoded	1,033	2,066
iPad Mini**	20	51	446,760
Microscope	1	54	108
Geology Kits	13	2,141	4,282

*DVI cords were provided to students if needed; however, they were not barcoded for checkout.

**iPad Mini's are checked out for one year to recipients of the School of Education's Teacher Education Scholarship.

There are 20 [study rooms](#) (with six seats each) that students may reserve for small-group collaboration. If the classrooms not already reserved, students are encouraged to use them on a first-come, first-serve basis. The library was open 5,136 hours, and students have access to 20 study rooms, which provides a total availability of 102,720 hours. The rooms were booked 30,061 times during the 2014–2015 year, 29 percent of the available hours, thus leaving these rooms available for "drop-in" use 71 percent of the time ([2014-2015 Study Room Summary](#)).

The [graduate study room](#) seats 28 and is primarily used by graduate students and others seeking silent study. Faculty also have a dedicated room with 12 seats for writing and research, reviewing student papers, and other individual or collaborative scholarly pursuits. This room is equipped with a Scantron machine, a projector, a screen, and a printer. This room was booked 220 times in 2014-2015 and a total of 346.5 hours were spent using the room ([Library Circulation Report](#)). The room and service provided are both adequate and sufficient based on the library being open for 5,136 hours and the room only being reserved for 346.5 hours, or 7 percent of the library's open hours.

A [multimedia/meeting room](#) is available for patrons (primarily students) to produce multimedia assignments, view webinars, facilitate virtual meetings, and participate in other instructional activities. The room is equipped with a projector and two Macintosh computers with USB 2.0, FireWire ports, DVD burners, and a variety of programs for editing audio, video, and images, authoring DVDs, and publishing multimedia projects. See equipment available for checkout [here](#). For the year 2014-2015, this room was reserved 434 times for a total of 750 hours, or 15 percent of the library's 5,136 open hours. The room and the service provided in room 136 are both adequate and sufficient based on availability and [user feedback](#). Input is requested from faculty each semester regarding software and hardware requests to ensure the necessary resources are available for student use.

Students, faculty, staff, and the community have access to two digital microfilm readers-printers, six black-and-white copiers, three flatbed scanners, and two [KIC scanners](#), which provide accessibility features including optical character recognition, text to speech, scan to USB, email or cloud features, and handicapped access.

Access to the electronic resources are available through the library's website 24 hours a day, 7 days a week, using a password-protected proxy server. In addition to the commercially available collections, the College of Charleston has built several notable unique collections:

- The [Lowcountry Digital Library](#) (LCDL) is an online, freely-available repository of digitized archival content focused on the South Carolina Lowcountry and historically interconnected sites in the Atlantic

World. It is a collaborative project with more than fifteen contributing organizations, with the College of Charleston serving as the project's host and the largest contributor. LCDL's collections feed into the South Carolina Digital Library, as well as the Digital Public Library of America, giving it a truly global reach. In the 2014-2015 academic year, [Google Analytics](#) showed that the LCDL had 51,422 users, with 452,976 pageviews.

- With strengths in 18th and 19th century natural history, civil war, Charleston and South Carolina history and southern Jewish heritage, Special Collections includes 40,000 rare books and 600 manuscript collections. In the 2014-2015, the department received over 1,200 research visits and answered over 4,000 research inquiries online and over the phone ([Reference Activity Report](#)). The recent partnership between Special Collections and the South Carolina Historical Society more than doubled the number of unique manuscripts available in the building.

The Research and Instruction Services Department provides library services to students, faculty, and staff, including individual and classroom instruction, reference, orientation, and interlibrary loan. The Circulation Department maintains monthly quality control measures for books and periodicals to insure that library items are returned to the shelves in the proper location and in a timely manner. The [Annual Library Survey](#) indicates that almost a quarter of patrons visit either the Circulation desk (23 percent in 2015) or the Research and Information Desk (26 percent in 2015) and patrons consistently ranked library staff knowledge and helpfulness high.

The Marine Resources Library

The [Marine Resources Library](#) has just over 37,000 volumes and 651 serial subscriptions. The Marine Resources Library has long-standing partnerships with the National Oceanic and Atmospheric Administration (NOAA) and the South Carolina Department of Natural Resources (SCDNR) Marine Resources Research Institute (MRRRI). Through these partnerships, the Marine Resources Library has received additional funding for library materials and staff positions, and each agency's library collections have been consolidated into one location, administered by Marine Resources Library faculty and staff. This funding has also allowed the Marine Resources Library to provide more library services, such as reference and interlibrary loan, to all agencies and the College of Charleston community.

North Campus and Lowcountry Graduate Center Library

The North Campus and Lowcountry Graduate Center Library provide services to College of Charleston student and faculty on the North Campus and in the bachelor of professional studies program and the graduate programs offered through the Lowcountry Graduate Center.

The Avery Research Center for African American History and Culture

The Avery Research Center maintains an archive of primary and secondary source material with a focus on the African and African American experience in the South Carolina Lowcountry. In the 2014-2015 fiscal year, the archives received over 250 in-person visits, and the staff answered over 100 phone and email inquiries ([Activity Report](#)).

Appropriateness of Library Facilities and Resources

The data included in Table 2 is based on the list of peer institutions from the College of Charleston's Office of Institutional Research Planning and Information Management for [benchmarking](#) of institutional performance and best practices. In comparison to the peer group, College of Charleston libraries provide sufficient facilities. Lecture, conference, and classroom spaces are equal to or greater than our peer institutions', and only two of the [peer institutions](#) have a higher number of group-study rooms per Full-Time Equivalent (FTE).

Table 2. Comparison of Facilities by Peer Institutions

Comparison of Facilities by Peer Institutions

	FTE	Lecture/Conference/Classroom	Reading Room	Group Study Room/Group Viewing/Graduate Study	Digital Media/Idea/Think Lab	Game Room	Tutoring Center/Writing Center	Faculty Room	Teaching/Training/Learning Technology Center	Group Room FTE
College of Charleston	10,354	4	1	21	1		1	1		
Appalachian State University	16,265	2	9	29	1	1	1	1	1	
Elon University	5,761	2	10	21			2		2	
James Madison University	18,763	4		7 study areas					1	
The University of Tampa	6,258			11						
University of Mary Washington	4,443	1		12	1					
University of North Carolina at Wilmington	12,025	3		8	1				2	
Western Washington University	13,963	4		11	4		2		1	

Data is based on National Center for Educational Statistics' *American Libraries Survey 2014*. ([Addlestone floorplans](#), [App State Library Floorplans](#), [Elon Library Floorplans](#), [James Madison Floorplans](#), [University Tampa Floorplans](#), [University Mary Washington Floorplans](#), [UNC Wilmington Floorplans](#), [Western Washington University Floorplans](#).)

The library conducts an annual student satisfaction survey (Table 3) to assess a variety of service and facility issues. The responses are consistent from year to year, and students consistently find the library a welcoming and comfortable place for research, study, and assistance with their academic pursuits. In 2015, 325 of the 11,456 students responded to the on-line survey.

Table 3. Library User Survey 2015 Results

Survey Question	Overall Satisfaction*
Finding books, journal articles, etc and navigation	97%
How much information do you find on your topic? (Why or why not?)	97%
Does the library offer enough assistance on how to use its resources and databases?	97%
Is the staff helpful, knowledgeable and courteous?	99%
Is the library an adequate place to study?(too noisy, too busy, just right, abundant resources, etc.)	96%




























*Overall satisfaction based on combined ratings.

To help determine the appropriateness of services, the library also utilizes several advisory boards. The Faculty Committee for the Library is comprised of seven faculty members who receive and forward faculty members' and schools' recommendations and suggestions related to the library. The committee meets with library personnel to discuss possible improvements. The [Student Library Advisory Board](#), comprised of undergraduate and graduate students, also advises the library administration on facility needs, policies, and services that affect on-campus and off-campus students.

Closing Statement

College of Charleston's library facilities, services, and other learning and information resources are appropriate to support its teaching, research, and service mission.

Sources

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-  [Addlestone 120](#)
-  [Addlestone 120-122 Stats](#)
-  [Addlestone 122](#)
-  [Addlestone 136](#)
-  [Addlestone 227](#)
-  [Addlestone 338](#)
-  [Addlestone 360](#)
-  [Addlestone floorplans](#)
-  [App State Library Floorplans](#)
-  [Avery Floorplan](#)
-  [Avery Ref Stats](#)
-  [Campus Map](#)
-  [Circulation Statistics](#)
-  [Circulation_Visitors](#)
-  [Collection Counts ILS](#)
-  [Elon Library Floorplans](#)
-  [Hours of Operation Chart](#)
-  [Hours Typical Week Peers](#)
-  [James Madison Floorplans](#)
-  [KIC Scanner](#)
-  [LCDL](#)
-  [LCDL Stats](#)
-  [Library Mission Goals](#)
-  [Library User Survey Question 17](#)
-  [Lowcountry Graduate Center LibraryInfo](#)
-  [Marine Resources Library Floorplan](#)
-  [MRL Conference Room](#)
-  [Multimedia_Room_Equipment_Checkout](#)
-  [North Campus Flr Plans Library](#)

-  Peers FTE
-  SLAB
-  Software Request Email
-  Special Collections Stats
-  Student Computing Lab Software
-  Student Computing PC Availability
-  Study Room Usage
-  Study Rooms
-  UNC Wilmington Floorplans
-  University Mary Washington Floorplans
-  University Tampa Floorplans
-  Western Washington University Floorplans
-  Wireless

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston libraries have a comprehensive program to ensure users have access to regular and timely instruction in the use of the libraries and other learning/information resources ([Libraries Instruction Program](#)). This multifaceted approach provides scheduled instruction throughout the curriculum as well as instruction at the user's point of need and uses a wide variety of instructional methods that are formal and informal, onsite and online. The program, guided by the Library [Instruction Advisory Committee \(LIAC\)](#), adheres to the American Library Association's [Association of College and Research Libraries \(ACRL\) standards and framework](#) for information literacy in higher education. [Assessment](#) results from the various facets inform program changes. The [program](#) is overseen by the head of research and instruction services and staffed by faculty librarians assigned to each subject area.

To "assist and instruct the College community in the use and evaluation of information resources from the library's traditional and virtual collections," the libraries provide a wide range of instructional services in a variety of formats. Scheduled instruction includes a one-credit Library 105 Resources for Research course; embedded librarian instruction in First-Year Experience, English 110, and other courses; single-session information-literacy special lectures in courses throughout the curriculum; and library and computing orientations and tours for new students. Point-of-need instruction occurs in person at the service desks, through the Ask Us live chat and knowledge-base, the subject- and course-specific research guides, and in the library and learning-resources tutorials. Student-computing support consultations and research consultations for in-depth assistance and instruction for specific projects are also available.

In FY 2015-2016, scheduled instruction in library and other learning/information resources included nine sections of LIBR 105 with a total of 143 students, 393 information-literacy sessions for 7,061 participants, and 2,457 orientations and tours for 6,975 participants. In addition, the libraries and student computing support provided point-of-need research and computing instruction by answering 30,903 desk questions and conducting 1,155 consultations ([Libraries Instruction Report](#)).

Instruction of library and other learning/information resources was provided from the following [locations](#): Marlene and Nathan Addlestone Library on the College of Charleston's main campus, Avery Research Center for African American History and Culture also on the College's main campus, Marine Resources Library at Grice Marine Laboratory, and the North Campus and Lowcountry Graduate Center (LGC) Library.

Marlene and Nathan Addlestone Library

The Marlene and Nathan Addlestone Library is the main library serving faculty, staff, and students of the College of Charleston and the University of Charleston, South Carolina (UCSC).

Scheduled Instruction

Library 105: Resources for Research. The libraries offer a one-credit elective library course, LIBR 105: Resources for Research, which instructs students in the skills and strategies needed to locate, evaluate, analyze, and apply information resources from a variety of media. Each year, the library offers at least six

sections of this course and enrolls 20-28 students in each section. Because of student demand, the library has increased the number of sections to eight for FY 2016-2017 and will be offering the class on-line and in a classroom ([Undergraduate Catalog](#)). In FY 2014-2015, six sections of LIBR 105 were offered to a total of 122 students ([Libraries Instruction Report](#)). Four of the sections met in classrooms (95 students), and two sections were delivered entirely online (27 students). The demand was met for face-to-face course offerings as enrollment has settled to near capacity by the end of the drop/add period. Due to requests for overrides into online sections, the libraries increased the number of online offerings in 2015-2016 to meet the demand.

Course-Embedded Librarians. [Course-embedded librarians](#) work closely with teaching faculty in their courses, providing a librarian presence for students throughout the entire semester. Librarians work with professors in their assigned subject areas to collaborate and create viable library assignments that utilize library resources and answer students' questions regarding library materials. This program creates an integrated and sustained collaboration with teaching faculty instead of a parallel interaction through traditional library instruction. As part of the program, College of Charleston librarians provide instruction in library and other learning/information resources, individual research consultations, tutorials, and research guides. In addition, the professor may embed the librarian in the College's learning management system (OAKS), thus allowing the librarian to access the course and allows the students to email their librarian from the class list.

English 110. Librarians are embedded in English 110 courses to instruct students on accessing library materials, avoiding plagiarism, and using MLA citation style to fulfill research paper requirements. Each semester, the Libraries' Coordinator of Instruction works with the coordinator of first-year writing to assign librarians to each class. The librarians communicate with the instructing faculty on how to best provide online and in-person instruction on library resources for each class based on the students' assignments. In FY 2015-2016, librarians provided 68 English 110 instructional sessions to 1,245 participants ([Libraries Instruction Report](#)).

First-Year Experience. The libraries coordinator of instruction works closely with the director of the first-year experience (FYE) and the Director of the Center for Excellence in Peer Education to find innovative and effective ways to improve information literacy among College of Charleston students. Librarians are embedded in all FYE courses as assigned by the Coordinator of Instruction.

Activities in FY 2014-2015 included an instructional library tour to fulfill the library component of the FYE program. Librarians partnered with Peer Facilitators in the FYE program to develop the tour route and script based on what the peer facilitators wished they'd known as freshmen about using library and student-computing resources to complete course assignments. Peer facilitators together with their embedded librarians conducted 76 tours for 1,399 participants. In addition, embedded librarians, in collaboration with FYE faculty members, taught 21 special lecture information-literacy instruction sessions to 380 students in FYE courses ([Libraries Instruction Report](#)).

Single-Session Information-Literacy Instruction (Special Lectures). The librarians actively collaborate with the College's teaching faculty to offer [special lecture](#) information-literacy instruction sessions in courses throughout the curriculum and across all schools and locations. Most instruction sessions are course-integrated, and each session has specific learning outcomes based on the course assignments or the instructor's goals. Course-integration ensures that library instruction is timely and relevant to the research assignment at hand. In FY 2015-2016, librarians taught 120 course related special lecture information-literacy instruction sessions, reaching 2,279 students ([Libraries Instruction Report](#)).

In addition to collaborating with the teaching faculty for course-related instruction, the libraries' digital scholarship and Services department partners with other campus departments to offer workshop-style information-literacy instruction for students, faculty, and staff. Partnership programs for 2014-2015 included the [Study Skills Workshop](#) Series with the Center for Student Learning, and the Speedy Consolidation and Transition ([SPECTRA](#)) [Workshop](#) Series with Multicultural Student Programs and Services. Topics in FY 2014-2015 included class blogging, building online digital portfolios using WordPress, Google Drive and Apps, library media collections and streaming video, digital exhibit building using Omeka, augmented reality and interactive print, current awareness, digital imaging, mobile technologies and apps, digital storytelling and video production, digital mapping, and various digital production tools available at the library. In FY 2015-2016, librarians in the Addlestone Library taught 27 Digital Scholarship and Services information literacy workshop instruction sessions, reaching 331 participants ([Libraries Instruction Report](#)).

Orientation Sessions and Tours. The library's coordinator of Instruction and the student computing support services coordinator collaborate extensively with New Student Programs to provide orientation instruction sessions and tours for incoming undergraduate students during new student orientation each summer. In addition, the head of research and instruction services works closely with the Graduate School of the University of Charleston, South Carolina, to offer orientation instruction sessions throughout the year and collaborates with the Graduate Student Association to host a reception/orientation at the beginning of each fall and spring semester. In FY 2015-2016, Research and Instruction Services provided 118 library orientation instruction sessions and tours to 2,307 participants, and Student Computing Support provided 101 technology orientation sessions to 1,923 participants ([Libraries Instruction Report](#)).

Point-of-Need Instruction

Information Desk. The Marlene and Nathan Addlestone Library [Information Desk](#) is an instructional service point where patrons may receive immediate assistance for most research and computing questions. Staff solicit immediate feedback from patrons as to whether their needs were met. In FY 2014-2015, the information desk responded to 32,380 transactions: 30,214 in person, 1,001 via instant messaging, 868 via phone, 152 via email, and 145 via text messaging ([Libraries Instruction Report](#)). In addition, in FY 2014-2015, published online FAQs in the Ask Us knowledge base received 17,179 public views ([Ask Us Knowledge Base FAQ Views Report](#)).

The information desk is a collaborative staffing initiative between the library's Research and Instruction Services Department and the Division of Information Technology's Student Computing Support Department that provides general research and computing assistance to all College of Charleston faculty, staff, and students, regardless of their location. The desk is staffed by a combination of librarians, staff, student computing support personnel, and peer staff student employees. To ensure consistent service, all staff members upon hire receive the same Information Desk [training](#) through the College's learning management system.

Instruction provided at the information desk includes guidance for general research inquiries, support for student computing, help using the computer lab and equipment, and answers to general directional questions ([Tier 1](#)). Instruction is available in person as well as via phone, text, and email. In addition, the [Ask Us](#) live chat is embedded in all of the libraries' virtual tools, including webpages, research guides, databases, the catalog, and discovery service and is available during staffed [information desk](#) hours. Patrons may also search the Ask Us knowledge base anytime for answers to frequently asked questions.

Consultations. Individuals and groups requiring more in-depth instruction than can be provided at the Information Desk ([Tier 2](#)) are referred to research and student computing support (SCS) and interlibrary loan (ILL) office areas adjacent to the desk. In these locations, librarians provide research instruction, ILL staff provide instruction and troubleshooting for ILL requests, and SCS personnel provide software assistance and instruction through consultations. During the regular semester, immediate walk in research consultations are available Monday-Friday, 9 a.m. - 9 p.m., Saturday, 10 a.m. - 6 p.m., and Sunday, 1 p.m. - 9 p.m. Immediate ILL and SCS consultations are available Monday-Friday, 8 a.m. - 4 p.m.

In addition, appointments with individuals and small groups for [research consultations](#) with the librarians are available in person or virtually via Skype to provide instruction focused on specific assignments or needs. Students and faculty use the Research Consultation Request form on the library website to request an appointment. To ensure timeliness, users provide the due date of their assignment. The librarian assigned by the Head of Research and Instruction Services contacts the user typically within 24 hours of receiving the request. Appointments are available seven days a week when classes are in session.

In FY 2014-2015, research and instruction services, including ILL [provided](#) 218 research consultations. SCS [provided](#) 396 computing consultations.

Special Collections

Special Collections evaluates, acquires, organizes, preserves, makes available, and provides instruction on the access to and use of rare printed and archival materials to the students, faculty, and staff of the College of

Charleston, as well as to researchers.

Scheduled Instruction

In FY 2015-2016, Special Collections [provided](#) 38 instruction sessions attended by 648 participants.

Point-of-Need Instruction

In FY 2015-2016, Special Collections [provided](#) instruction through its service desk and through research consultations for 4,133 inquiries made in person, by phone, and via email.

Avery Research Center for African American History and Culture

The Avery Research Center instructs on accessing and using its archival repository of primary and secondary source materials that focus on the African and African American experience in the South Carolina Lowcountry.

Scheduled Instruction

In FY 2015-2016, the Avery Research Center [provided](#) a total of 14 instructional classes reaching 350 participants and tours to 2,200 participants.

Point-of-Need Instruction

In FY 2014-2015, the staff in the archives at the Avery Research Center [provided](#) 350 research consultations in person, by phone, and via email.

Marine Resources Library

The Marine Resources Library at Grice Marine Laboratory serves students, faculty, staff, and scientists by providing individual and class instruction, reference, orientation, and interlibrary loan assistance.

Scheduled Instruction

In FY 2015-2016, the Marine Resources Library [provided](#) two instruction sessions to 21 participants and eight orientations and tours for 23 participants.

Point-of-Need Instruction

In FY 2015-2016, the Marine Resources Library staff [answered](#) 373 reference questions at the library's instructional service point.

North Campus and Lowcountry Graduate Center Library

The North Campus and Lowcountry Graduate Center Library provide instruction and support to faculty, staff, and students. The Lowcountry Graduate Center is a joint effort of The Citadel, the College of Charleston, Clemson, the University of South Carolina, and the Medical University of South Carolina that seeks to expand graduate opportunities in the area.

Scheduled Instruction

In FY 2015-2016, the North Campus and Lowcountry Graduate Center Library [provided](#) 18 instructional sessions for 310 participants and 30 tours with 522 people attending.

Point-of-Need Instruction

In FY 2014-2015, the North Campus and Lowcountry Graduate Center librarian [provided](#) instruction for 693 inquiries at the library's service point and through research consultations.

Instruction for Faculty

The associate dean for public services meets with new College faculty during new faculty orientation each year. In addition, librarians are assigned in each subject area through the library liaison program to provide individual [instruction for faculty members](#) regarding instructional support, collection development, ILL, research resources, media, and technology. These [assigned librarians](#), as well as discipline-specific library resources, may be found through the library website. In addition, the Division of Information Technology's Teaching, Learning, and Technology (TLT) department [offers faculty members](#) tutorials, face-to-face training sessions and one-on-one and small group consultations for educational technology applications. Faculty members who prefer to learn at their own pace are encouraged to visit the [TLT Tutorials](#) Blog for step-by-step written and video tutorials and links to additional resources. Those who prefer face-to-face training sessions are encouraged to visit the [online training calendar](#) and registration site.

Online Instructional Resources

In addition to the Ask Us live chat staffed by the Marlene and Nathan Addlestone Library Information Desk, the libraries provide instruction in library and other learning/information resources 24 hours a day, seven days a week, through [online research guides and tutorials](#). In FY 2014-2015, the libraries maintained 379 published research guides that received 87,136 views ([Research Guide Views Report](#)). Each guide leads researchers to the most critical resources in a subject area. Librarians also developed guides for use in course-specific classes, as well as How-To Guides and guides on Special Topics. The librarians also offered [online tutorials](#) posted on the CofC Libraries Information Desk YouTube channel. In FY 2014-2015, 88 online tutorials received a total of 3,365 [views](#).

Distance Education Instruction Support

In FY 2014-2015, the libraries designed and delivered an interactive learning tutorial and [online toolkit](#) to prepare distance education (DE) students for fully online courses. The tool kit is linked on the College's [online learning website](#) and included in a [Research Guide](#) specifically for DE students. Librarians also provided [course specific instruction](#) using campus-hosted systems such as Kaltura and VoiceThread that were embedded in Research Guides linked in DE courses.

DE students and faculty may access the [Ask Us](#) chat for point-o-need instruction through a widget featured on the library's webpages and embedded in many databases. Through the service, Information Desk librarians and staff provide instruction through instant messaging, text messaging, email, telephone, and Skype. The Ask Us service is also embedded in the campus learning management system. Library services and resources were accessed 2,254 times from within Desire to Learn, the campus learning management system, during 2014-2015 ([Access Report](#)).

Assessment

Scheduled Instruction

Each year the College of Charleston libraries provide a comprehensive update of the Library [Instruction Assessment Plan](#). The College of Charleston libraries' instruction assessment research guides facilitate the deployment of [assessment instruments](#) and the reporting of results across the libraries.

Library 105: Resources for Research. In FY 2014-2015, the student learning outcomes for LIBR 105 were the following:

Outcome 1: Students identify and locate a variety of relevant sources to support their chosen topic.

Outcome 2: Students differentiate scholarly, authoritative sources appropriate to the chosen topic.

Outcome 3: Using an established standard citation style appropriate to the topic, students correctly construct, format, and produce an annotated bibliography.

An annotated bibliography is the signature assignment used to [assess LIBR 105](#). At the end of the spring 2015 semester, six random samples of the 51 submitted signature assignments from the two offered sections of LIBR 105 were read and scored using a scale from 1(not meeting expectations) to 4 (meeting all expectations)

by librarians who had not taught the course. The goal was to have at least 70 percent of samples to receive a score of three or better. All six samples received a score of three or better, which indicated we had met the learning outcomes designated for this phase of assessment.

English 110. ENGL 110 is one of the College's General Education courses and is [assessed](#) by the Writing Assessment Reading Group (ARG) according to the General Education Assessment Writing Requirement (2014). The English faculty has set the following student learning outcomes for this course:

Outcome 1: Students articulate clear analytical theses.

Outcome 2: Students effectively situate their ideas in relation to sources.

Outcome 3: Students select and correctly document relevant and credible sources.

Library instruction is designed to contribute to outcomes 2 and 3 by demonstrating to students how to find and evaluate sources related to their topics and how to document these sources in MLA citation style. The English faculty set a benchmark desiring that at least 70 percent of students score 3 or 4 on each dimension of their assessment rubric. In fall 2014, students exceeded the benchmark for outcome 2 (87.93%) and outcome 3 (89.66%). In spring 2015, students were slightly under the benchmark for Outcome 2 (65%) and Outcome 3 (68.85%). The Group will continue to work with the ENGL 110 faculty to design specific library instruction targeted to first-year writing student learning outcomes.

FYE, Orientations, and Tours. Each year, the Marlene and Nathan Addlestone Library Coordinator of Instruction works with College staff and student employees in New Student Programs (NSP) and the FYE to orient incoming students to library and SCS resources and services. Librarians are allocated 20 minutes in each orientation session to introduce new students to the physical layout of the library and 50 minutes in the FYE synthesis seminar to introduce new students to the library's resources. SCS is allocated 20 minutes in each orientation session to introduce new students to the College's instructional technology.

In FY 2014-2015, a [new student research guide](#) was developed to accompany a research and computing presentation for new student orientation. In FY 2014-2015, tours usually given during new student orientation were moved to FYE since the library was under construction. In collaboration with the librarians, the tours were developed and led by FYE student peer facilitators. FYE students and peer facilitators were [surveyed](#) regarding the tour. The majority of the FYE students indicated they learned something about the library they had not known previously. In addition, the majority of the [peer facilitators](#) felt the library tours successfully introduced FYE students to the library. One area for improvement identified in the peer facilitator survey was the handout given to students at the end of the tour. In 2014-2015, FYE gave students an image of the FYE Research Guide to alert them that more information was available online. However, the peer facilitators indicated they'd refer a more detailed, stand-alone handout. A new [handout](#) was developed with peer facilitator input for 2015-2016.

Special Lectures. Over the years, the libraries have used a wide range of tools to assess special lectures. Between 2013 and 2015, the libraries developed a standardized assessment tool to determine the effectiveness of [special lecture instruction](#). This assessment tool was piloted by the Digital Scholarship and Services department to assess their workshop series. Using a scale of 1 (poor) to 4 (excellent), participants gave the Study Skills Workshop Series an overall rating of 3.9 in fall 2014 and 3.81 in spring 2015. Participants gave the SPECTRA [Workshop Series](#) an overall rating of 3.9. In 2015-2016, this assessment tool was migrated to an online format to be used for all [special lectures](#) across all locations.

Peer Comparison

Using the most current National Center for Education Statistics available (2012) for [peer comparison](#), College of Charleston Librarians gave 40.81 presentations/1,000 Full-Time Equivalent (FTE) placing us third of eight in the peer group and well above the 33.83 group average.

Point-of-Need Instruction

Research Consultations. Following each research consultation, librarians email students a link to a [satisfaction survey](#). Using a scale of 1 to 5 with 5 being the highest, students assigned a rating for "The librarian helped me feel confident that we would find good information for my research." and "The information

the librarian and I found together will help me do well on my assignment.” Between July and December 2014, research and instruction librarians provided 112 individual and small group research consultations, assisting 120 people. During this time period, we received 30 research consultation feedback surveys, a 27 percent response rate. On the two rating-based items, respondents gave scores of 4 and 5 on a scale of 1 to 5; average scores were 4.97 and 4.93, respectively. Between January and June of 2015, research and instruction librarians provided 100 individual and small group research consultations, assisting 107 people. During this time period, we received 45 research consultation [feedback surveys](#), a 45 percent response rate. On the two rating-based items, respondents gave scores of 4 and 5 on a scale of 1 to 5; average scores were 4.98 and 4.96, respectively. These scores indicated a high level of satisfaction for the instruction students received. In addition, students reported learning the following during their consultations: discovering available databases, more effective searching strategies and techniques, refining and narrowing search results, and availability of ILL services.















Overall




































In the 2014 TechQual survey, 194 [students reported](#) their actual experience exceeded their minimum expectations for “getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.” In addition, 139 [faculty members](#) also reported their actual experience exceeded their minimum expectation for “getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.” Finally, in the College of Charleston [libraries' 2015 user survey](#), 87 percent of respondents said that the library offered “plenty” or “enough” assistance on how to use its resources and databases.

Closing Statement

To ensure that all of its stakeholders have access to regular and timely instruction in the use of the library and other learning and information resources, College of Charleston uses a wide variety of instructional methods that are formal and informal, onsite and online. The Libraries collaborate closely with the College's faculty to teach information literacy skills and create instructional materials that support what is being taught in courses at all levels.

Sources

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-  [ACRL Framework](#)
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-  [Ask Us](#)
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-  [Assessment 2015 Library User Survey](#)
-  [Assessment CofC Libraries Instruction Update 2015](#)
-  [Assessment DSS Results 2014-2015](#)
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-  [Assessment FYE Peer Facilitator Feedback Library Tour](#)
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-  [Online Research Guides](#)
-  [Online Research Guides Views](#)
-  [Online Tutorials](#)
-  [Online Tutorials Views](#)
-  [Peer Comparison](#)
-  [Research Consultation Form](#)
-  [SCS Tier2 Usage Stats](#)
-  [Special Lecture Sample](#)

 [Special Lectures Spectra](#)

 [Special Lectures Study Skills](#)

 [Undergraduate Catalog 2016-2017 \(Page 779\)](#)

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Directly linked to the [College of Charleston's mission](#) of "providing a high-quality education in the arts and sciences, education and business," the College of Charleston libraries' team of qualified faculty, staff, and students work together to fulfill the [mission of the library](#): "to make available a comprehensive collection of scholarly materials and library services congruent with the institution's present and anticipated instructional and research requirements." Evidence that includes the number of librarians and support staff per Full-Time Equivalent (FTE), qualifications, and experience, as well as report and survey data, indicate that the College of Charleston libraries have a sufficient number of qualified faculty and staff to support the College's mission.

Sufficient Number of Qualified Faculty and Staff

The College of Charleston libraries are comprised of the Marlene and Nathan Addlestone Library (the main library), the Avery Research Center for African American History and Culture, the Marine Resources Library, and the North Campus Lowcountry Graduate Center Library.

In FY 2015-2016, the libraries employed 27 library faculty, four part-time librarians, 28 full-time staff, five part-time staff, 34 student employees, and two grant-funded positions at these four locations (Table 1). In addition, four full-time staff from the Student Computing Support Department, housed in the Marlene and Nathan Addlestone Library, provide students with assistance to their technology questions, and four staff members from the South Carolina Historical Society provide reference and research assistance to patrons in Special Collections at the Marlene and Nathan Addlestone Library.

Table 1. Library Employees by Location

	<u>Addlestone Library</u>	Avery Research Center	Marine Resources Library	North Campus and <u>Lowcountry Graduate Center</u>	Total
Faculty Librarians	21	4	1	1	27
Full Time Staff	22	4	2		28
Part-time Staff	5				5
Part-time Librarians	6				6
Student employees	29	5			34
SCHS librarians staffing Special Collections	4				4
Grant-Funded employees	2				2
Student Computing Support Employees	4				4
Total	93	13	3	1	110

The [library organization chart](#) outlines personnel by location and by department, and the academic qualifications and professional experience of the 27 library faculty are summarized in Table 2. Their recent awards, [publications](#), presentations, and grants, along with their curricula vitae are evidenced. The

qualifications of the 28 full-time staff and four student computing support employees are summarized in the [staff credentials chart](#).

Table 2. Qualifications of Faculty Librarians (all full-time)

Name	Title	Department	Academic Qualifications + Years in Libraries/ Archives	Professional Experience
Battle, Mary	Public Historian	Avery Research Center for African American History and Culture	PhD Emory University; MA University of Mississippi, BA University of South Carolina 8 years working in libraries	3 years graduate student in Emory Libraries 2 years digital curatorial coordinator in Adde with Lowcountry Di 3 years Public Historian at Research Center
Barnett, Lindsay	Metadata Librarian	Addlestone Library – Technical Services	MLIS University of South Carolina, BA Converse College. One year of professional library experience and 8 additional years working in libraries	Metadata Librarian of Charleston, 5 years working in academic libraries and 3 years in public libraries
Brown, Barrye	Reference and Outreach Archivist	Avery Research Center for African American History and Culture	MS Library Science, University of North Carolina at Chapel Hill; MA History, Rice University; BA History Dillard University,	3 years working in academic libraries
Callicott, Burton	Coordinator of Instruction	Addlestone Library - Research and Instruction Services	MLIS University of South Carolina; MA English University of South Carolina 20 years professional library experience	2001 - present Research Instruction Librarian Charleston 1999 - 2001 Reference Librarian Long Island University Brooklyn 1996-1999 Reference Librarian Borough Public Library
Cao, Dongmei	Research & Instruction Librarian/Science Specialist	Addlestone Library - Research & Instruction	MLISc, University of Hawaii at Manoa; 15 years professional library experience	15 years as a science librarian
Elliott, Christine	Research & Instruction Librarian	Addlestone Library - Research & Instruction	MLIS Valdosta State University; BA Macon State College 3 years professional library experience	3 years as Reference Librarian, 1 year as Librarian
Fairchild, Mary Jo	Manager of Research Services	Addlestone Library - Special Collections	MA History College of Charleston; MLIS University of South Carolina, BA College of Charleston 9 years professional library and archives experience	3 years Reference Librarian 5 years Director of Research 1.5 year Manager of Services in Special Collections
Flenner, Angela	Systems Librarian	Addlestone Library - Digital Scholarship & Services	MLIS, University of South Carolina, MS Historic Preservation, Clemson University/College of Charleston, BS	3 years project coordinator Lowcountry Digital 5 years Systems Librarian

			Presbyterian College. 8 years professional library experience	
Gilbert, Heather	Head of Digital Scholarship and Services	Addlestone Library - Digital Scholarship and Services	MLIS University of South Carolina. MFA, Pennsylvania Academy of Fine Arts, BA Loyola University 5 years professional library experience	5 years of increasing duties in the field of librarianship and digital
Greene, Harlan	Head of Special Collections	Addlestone Library – Special Collections	B. A. College of Charleston 40 years professional experience in archival and special libraries administration	4 years as senior research archivist, Special Collections, 10 years, director of archival reference services, Center for African American History and Culture; 2 year founder of) Special Collections Charleston County educational consultant Carolina State Library adjust professor, School and Information Science of North Carolina 10 years, found and directed Carolina Preservation 4 years, assistant director of archival project Historical Society; 3 SC Historical Society research consultant Historical Society;
Finch, Jannette	Librarian	North Campus, School of Professional Studies, Lowcountry Graduate Center	MLIS University of South Carolina, BA College of Charleston 11 years professional library experience	November, 2005- present reference services at Lowcountry Graduate College of Charleston
Lessane, Patricia Williams	Executive Director	Avery Research Center	Ph. D University of Illinois at Chicago, MA in Library Studies Dartmouth College, BA Fisk University 6 years professional experience in libraries and archives	Executive Director of Avery Research Center since 2008 Assistant Professor University 2008-10 Museum of Science Public Programs and Developer, The Field (5 yrs), Project Administrator
Lewter, Brandon	Interlibrary Loan Coordinator / Research and Instruction	Addlestone Library - Interlibrary Loan / Research and Instruction	MLIS, Library and Information Science; University of North Carolina at Greensboro; BA Appalachian State University 5 years of professional	5 years Interlibrary Loan Coordinator / Research and Instruction Librarian 1 Year served on Project Universal Borrowing

			library experience	
Minor, Joshua Alexander	Manager of Archival Processing	Addlestone Library - Special Collections	MLIS, University of South Carolina, 2011, BFA, University of the Arts, 1990 3 years professional experience working in libraries and archives	3 years Manager of Processing
Mobley, Tyler	Digital Services Librarian	Addlestone Library - Digital Scholarship and Services	MLIS University of South Carolina, BA University of South Carolina 7 years professional library experience	6 years as Digital S
Phillips, C. Michael	Research and Instruction Librarian	Addlestone Library - Research and Instruction	MLS University of South Carolina, MM Piano Performance University of Missouri-Kansas City; BS College of Charleston 26 years professional library experience	26 years Reference Instructional Librarian; 17 years as Coordinator Loan, 17 years Ass Reference, 2 years Embedded Librarian Education
Poparad, Christa	Head of Research & Instruction Services	Addlestone Library - Research & Instruction Services	M.S.L.I.S. Simmons College, B.S.E.E. Florida Institute of Technology 20 years professional library experience	5 years as Head of Instruction Services of Charleston 2 years as Head of Information Service College 13 years in previous librarian positions in libraries
Profit, Steven K.	Research & Instruction Librarian	Addlestone Library - Research & Instruction.	MLIS, University of South Carolina, BA Florida State University 13 years professional library experience	13 years Reference Instruction including Reference Services
Rosengarten, Dale	Curator of the Jewish Heritage Collection	Addlestone Library - Special Collections	Ph.D. Harvard University, M.A. Harvard University, BA Radcliffe College 21 years professional library experience	21 years Historian & Special Collections, Charleston. 3 years Co-Curator African Art, Long Is 5 years McKissick M University of South Columbia, South C.
Seay, Jared A.	Assistant Head Research and Instruction Services	Addlestone Library - Research & Instruction	MLIS, University of South Carolina, BA Illinois State University. 24 years professional library experience	24 years Reference years Head, Media years Assistant Hea
Stackel, Martha	Head, Catalog	Addlestone Library –	M. Ln., Emory University,	11 years, Head, Ca

	Department	Technical Services	BA Wittenberg University 36 years professional library experience	Department; 15 years Librarian; 10 years, Services Librarian
Strauch, Katina	Assistant Dean, Technical Services and Head, Collection Development	Addlestone Library - Technical Services	MLS University of North Carolina, AB University of North Carolina 46 years professional library experience	5 years nursing librarian; 1 librarian; 1 year technical librarian; 3 years academic librarian; 26 years collection development librarian; assistant dean
Timms, Geoffrey	Librarian	Marine Resources Library	MLIS University of South Carolina, BS University of London 9 years of professional library experience	2.5 years Electronic Reference Librarian Electronic Resources Services Librarian, Librarian, 1 year Lit Marine Resources
van Arnhem, Jolanda-Pieta	Instructional Design Librarian	Digital Scholarship and Services	MLIS University of South Carolina, MFA Vermont College of Fine Arts, BS Southern Illinois University 15 years professional experience in libraries and academic computing	Instructional Technology Training Coordinator years Head, Technology & Department, 3 years Instructional Design
White, John	Dean of Libraries	Addlestone Library - Administration	Ph.D. University of Florida, MA College of Charleston, BS Bridgewater College 15 years professional library experience	12 years experience historian in Special 1 year as Interim Director 2 years as Dean
Williams, James III	Associate Dean for Public Services, Technology and Administration	Addlestone Library - Administration/Public Services	MLIS University of South Carolina, BA College of Charleston 20 years of professional library experience; 37 total years of library experience	4 years Reference 8 years Head of Circulation 1 year Assistant Dean Services 6 years Associate Director Services, Technology Administration

Data from the 2012 National Center for Education Statistics (the most current available) (Table 3) suggests that library staffing levels compare favorably with the seven institutions designated by the College of Charleston as peers (Appalachian State University, Elon University, James Madison University, University of Mary Washington, University of North Carolina at Wilmington, University of Tampa, and Western Washington University) in terms of professional and total staff per 1,000 FTE. Since 2012, the libraries have increased the number of librarians and staff, raising the number of librarians to 2.36 and total staff to 5.85 (not including student workers) per 1,000 FTE students.

Table 3. National Center for Education Statistics - Library Staffing Levels by Institution (2012)

Library Name	Librarians	Other Professional Staff	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 FTE Students	Total Staff	Total Staff Per 1,000 FTE Students
University of North Carolina at Wilmington, NC	21	0	21	1.75	42	4.11
The University of Tampa, FL	9	0	9	1.44	18	4.15
James Madison University, VA	24	3	27	1.44	54	4.56
Western Washington University, WA	14.65	4.83	19.48	1.4	38.96	4.94
College of Charleston, SC	20	0	20	1.88	40	5.16
Elon University, NC	14.5	1	15.5	2.69	31	5.44
University of Mary Washington, VA	12	0	12	2.7	24	7.26
Appalachian State University, NC	34.6	3.5	38.1	2.34	76.2	7.65

Library Faculty Qualifications, Hiring Process and Evaluation Processes

Librarians at the College of Charleston are faculty with tenure or tenure-track status and are recruited at a national level. As members of the faculty, librarians have representation in the Faculty Senate and serve on numerous standing and ad-hoc committees. In addition to their service to the College of Charleston, library faculty members serve on state and national organizations.

The library follows the College's [faculty recruitment procedure](#). Selection committees carefully consider new faculty's qualifications and potential in contributing to the library's mission. The department head, consults with the dean and/or associate/assistant dean and other librarians in the department and outlines the required qualifications, preferred qualifications, and job duties for each new or vacated faculty position to be filled. Faculty librarians are expected to hold master's degrees in library or information science from a program accredited by the American Library Association, per the [ACRL statement of terminal degree](#). The [job post](#), with the approval of the dean of the library, is forwarded to the Office of the Provost and the president for approval. Once approved, a search committee is formed, and a national search process begins.

Notification of a position opening is advertised in professional publications, on listservs, and websites; underrepresented faculty populations are sought through position announcements sent directly to institutions and leading representatives in the profession such as Spectrum Scholars, Archivists and Archives of Color Roundtable, and the Latin American and Caribbean Cultural Heritage Archives Roundtable.

Applicants for open faculty positions submit specified materials through an online employment system prior to a published deadline. The search committee reviews the applicants with supporting materials and recommends candidates, who are then invited to campus to meet faculty and staff in the library, teaching faculty (as appropriate), and the dean of the libraries. Candidate selections are made to the provost and president or their designees, who make faculty appointments in [writing](#).

Tenure-track library faculty are subject to the same tenure and promotion process as the teaching faculty ([Faculty/Administration Manual](#)), which includes levels of review by the Library Tenure and Promotion Committee (departmental evaluation panel), the dean, the Faculty Advisory Committee on Tenure (college-wide), the provost, and finally the president. The Library Tenure and Promotion Committee consists of all tenured members of the library, one external member of the teaching faculty, and the dean of the libraries, who is an ex-officio non-voting member. The Faculty Advisory Committee on Tenure consists of five elected, tenured faculty and the provost, who is an ex-officio non-voting member.

To ensure continued excellence in job performance and to recognize contributions to the library, all library faculty are evaluated annually by the dean of libraries with contributions from the faculty member's supervisor.

Once tenured, every library faculty member is [reviewed yearly](#) by the dean of libraries with input from the faculty member's supervisor(s). In addition, following college-wide practices in the [Faculty Administration Manual](#), library faculty members undergo a [post-tenure review](#) every six years.

Library Staff Qualifications, Hiring Process, and Evaluation Processes

The library follows the [College's procedures](#) for hiring staff positions, similar to the process for hiring faculty. The department head, in consultation with the dean and departmental staff and faculty, outlines the required qualifications, preferred qualifications and job duties. The job posting, with the approval of the dean, is forwarded to the Office of the Provost and the president for approval. Once approved, a search committee is formed, and a search begun with notifications to listservs and library associations at the local and statewide levels. Applicants submit their materials through the College's designated portal; the search committee reviews applicants, selects candidates for campus interviews, conducts on-site interviews, and makes recommendations to the dean of libraries. The provost reviews the recommendations and forwards them to the president for approval.

Full-time staff are also evaluated on an annual basis ([Employee Performance Management System](#)). Each staff member is rated on his/her values and characteristics, performance of job duties, and effectiveness at completing projects.

See an example of an employee performance evaluation [here](#).

Student Employees

The libraries employ 25 students at the Marlene and Nathan Addlestone Library and five students at the Avery Research Center. [Library Policy 25](#) outlines the process by which students apply for jobs, are interviewed, and evaluated. All new student employees attend a four-five hour orientation program, which includes a review of policies and procedures and provides an overview of all library departments and services. James Williams discusses this successful program in "[Starting Off on the Right Foot: A Library New Student Employee Orientation](#)." In addition, student employees who staff the Information Desk must complete an additional four-hour [training](#) module.

Diversity

The College of Charleston libraries make a concerted effort to hire and nurture a diverse roster of faculty and staff, as described in the libraries [diversity policy](#). Of 27 librarian faculty members, 19 percent identify as minority; 40 percent of the full-time library staff identify as minority. The diverse nature of the faculty and staff reinforces the library's commitment to ensuring that all patrons feel accepted, welcome, and confident that their questions and needs can be addressed fully.

Staffing by Facility

Marlene and Nathan Addlestone Library

Staffing levels allow the main library to maintain regular hours of operation seven days (112.5 total hours) a week during the spring and fall semesters. There are three service desks at the main library: the circulation desk, the information desk, and the special collections desk. Their hours of operations and staffing levels are outlined in the [hours of operation chart](#). Data from the National Center for Education Statistics (Table 4) indicate that the hours of operation for the College of Charleston main library compares favorably to the seven institutions designated by the College of Charleston as peers.

Table 4. National Center for Education Statistics - Hours of Operation by Institution (2012)

National Center for Education Statistics

Academic Libraries Survey Fiscal Year: 2012

Averages	Hours Open in a Typical Week
University of Mary Washington, VA	90
The University of Tampa, FL	94
Western Washington University, WA	96
Appalachian State University, NC	104
University of North Carolina at Wilmington, NC	107
College of Charleston, SC	112
James Madison University, VA	113
Elon University, NC	143

For a minimum of one week prior to and during final exams, the main library is open 24 hours a day, seven days a week. In addition to comparative statistics, [gate counts](#) for the hours between 2-6 a.m. (when the library is open 24 hours a day), indicate that the library has very low usage during these hours. In spring 2016, there was an average of 39 occupants at 4 a.m. and 32 occupants at 6 a.m. during the period of time that the library is open 24 hours a day (April 15-28). These occupancy numbers have been relatively consistent since 2009 and indicate that the library is open a sufficient number of hours to serve the needs of our students.

At the Information Desk, staff answer questions in person, by phone, by text, email, and via synchronous chat software. The libraries recorded 32,380 total transactions in FY 2014-2015. In addition, librarians provided 218 in-depth research consultations.

The service desk in Special Collections is staffed by personnel from the College of Charleston as well as the South Carolina Historical Society. Since 2014, the College has partnered with the South Carolina Historical Society, housing and providing access to the Historical Society's rich collection of historical materials in the library. As part of that agreement, staff from both institutions provide students, faculty and researchers with service in person, via email, chat, and phone. Each of the Historical Society's three library staff members holds a master's degree in library science, while the visual materials archivist holds a master's degree in historic preservation. In FY 2014-2015, personnel from the South Carolina Historical Society and the College of Charleston's Special Collections received 1,201 research visits, answered 2,721 emails, and 1,748 questions from patrons in person or by phone or online chat.

The Avery Research Center for African American History and Culture

The Avery Research Center is open to the public 10 a.m. – 5 p.m. Monday through Friday. In FY 2014-2015, the Avery Research Center assisted 350 patrons with research queries, hosted 1,160 visitors for scheduled tours/educational programs, and provided impromptu tours to an additional 1,000 visitors. The Avery Research Center also hosts a wide array of [programs](#) each [semester](#), including brown bag lunches, lectures, symposia, and exhibitions. The Avery Research Center staff consists of four faculty (executive director, manager of archival services, reference and outreach archivist, public historian, and four staff members (associate director, processing archivist, office manager and the museum educator). A cadre of interns and student workers assist with events and special projects.

The Marine Resources Library

The Marine Resources Library is staffed 8:30 a.m. – 5 p.m. Monday through Friday, with one full-time librarian and two full-time staff serving the 450 students, faculty, staff, and marine scientists using this facility. Services include individual and classroom research instruction, reference, orientation, and interlibrary loan. The library is open 24 hours a day, seven days a week to authorized graduate students, researchers, and faculty with a magnetic key card. In FY 2014-2015, the Marine Resources Library assisted patrons with 417 questions; gave seven presentations, tours, and lectures to 70 participants; fulfilled 159 of 200 borrowing requests; and filled 308 of 421 lending requests.

North Campus and Lowcountry Graduate Center Library

North Campus and Lowcountry Graduate Center Library is open from 8 a.m. - 10 p.m. Monday through Thursday, and 8 a.m. to 6 p.m., Friday and Saturday. A full-time librarian is available from 9:30 a.m. to 6 p.m. weekdays and by appointment on Saturdays. When the librarian is not available, patrons are encouraged to contact the reference librarians at their home institution. In FY 2014-2015, the librarian provided 30 instructional sessions for 642 participants and 68 tours for 983 participants.

Professional Development

As part of the annual performance review process, the dean evaluates each faculty member annually on his/her “professional growth and development” and looks for continuous improvement as specified in the *Faculty/Administration Manual*. Each staff member is evaluated by his/her supervisor on their “learning” as part of the annual evaluation system. The library faculty are actively and productively engaged with a number of presentations, publications, exhibitions and successful grant-writing as evidenced by the [faculty activity report 2013-2015](#).

To support and encourage professional development, a three-member Research and Development Committee reviews travel and professional development requests and makes recommendations to the dean of libraries. For FY 2014-2015, 16 library faculty and staff received library [funding](#) for a total of 21 professional development opportunities. The total amount awarded was \$10,500.00 ([Faculty Research and Development Travel Funds Report](#)).

In addition to library-supported professional development opportunities, the College of Charleston’s Department of Human Resources provides orientation for new employees and offers ongoing training opportunities to enhance job skills, performance, and satisfaction. In FY 2015-2016, two librarians attended supervisory training sessions.

Effectiveness of Service/Assessment

The services and educational experiences provided by the library personnel are consistently highly rated by the students. Each year, the libraries administer a [library user survey](#). In the 2015 library user survey, 92 percent of users responded to the question, “Is the library staff helpful, knowledgeable and courteous” with an answer of either “Very” or “Completely.” In the same survey, 87 percent of respondents said that the library offered “plenty” or “enough” assistance on how to use its resources and databases.

The Faculty Committee for the Library, a standing College committee, meets with the dean of libraries regularly to discuss issues, provide feedback, and review the materials budget. As noted in the “Library Strength” section of the final report for FY 2014-2015, “recently hired librarians possess the computer science skills necessary to manage our college’s rapidly growing virtual library.”

Closing Statement

College of Charleston Libraries’ highly qualified faculty, staff, and students work together to accomplish the mission. Resources are developed and shared based on the values of excellence, diversity, and community.

Sources

-  [ACRL Statement of Terminal Degree](#)
-  [Annual Librarian Evaluation Letter](#)
-  [Avery Calendar Fall 2015](#)
-  [Avery Calendar Spring 2015](#)
-  [Barnett CV](#)

-  Battle CV
-  Brown CV
-  Callicott CV
-  Cao CV
-  Christine CV
-  College Mission
-  Divesity Policy
-  Employee Performance Management System (EPMS) Policy
-  Faculty Activity Report 2013-2015
-  Faculty Evaluation Redacted
-  Faculty Job Posting
-  Faculty Recruitment Procedures
-  Faculty Research and Development Funds
-  Fairchild CV
-  FAM 2016-17 (Page 111)
-  FAM 2016-17 (Page 112)
-  FAM 2016-17 (Page 114)
-  FAM 2016-17 (Page 138)
-  Finch CV
-  Flenner CV
-  Gatecount During Finals
-  Gilbert CV
-  Greene CV
-  Hours of Operation Chart
-  Information Desk Staff Training
-  Lewter CV
-  Librarian offer letter_Redacted
-  Library Faculty Publications
-  Library Mission
-  Library Org Chart May 2016
-  Library Policy 25 Student Employment
-  Library User Survey 2013-2015
-  Minor CV
-  Mobley CV

-  Phillips CV
-  Poparad CV
-  Profit CV
-  Research and Development Committee Funds 2014-2015
-  Rosengarten CV
-  Seay CV
-  Spelbring CV
-  Stackel CV
-  Staff Credentials
-  Staff Evaluation Redacted
-  Staff Workflow for Hiring
-  Starting off on the Right Foot
-  Strauch CV
-  Timms CV
-  VanArnhem CV
-  White CV
-  Williams CV
-  Williams-Lessane CV

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston publishes comprehensive and appropriate policies delineating student rights and responsibilities. Students who elect to affiliate with the College's campus community do so freely and are expected to adhere to practices consistent with the College's values of educational excellence, mutual respect and collaboration, and advancement of the College's public mission. The policies are disseminated through various channels to the campus community. The [Statement of Student Rights and Responsibilities](#) reflects the fundamental principles upon which the College functions are built: the free exchange of ideas; participation in all areas and activities free from any form of discrimination; protection of personal privacy; and a fundamentally fair student conduct process. The statement and [Student Handbook](#) introduce students to their rights, freedoms and responsibilities as students enrolled at the College of Charleston. The *Student Handbook* includes a description of the community standards, policies governing student disciplinary systems, the student complaint and grievance policy, and the policy related to release of student information. Students are alerted that they are held accountable to the College's codes and regulations and their affiliated procedures. Distance-learning students engaged in online courses are afforded the same rights through these policies and procedures.

The [Student Handbook](#) is published online through the [Division of Student Affairs' website](#). Hard copies are available upon request from the main office of the Division of Student Affairs and Residence Life. The College's Honor System, the focus of the *Student Handbook*, covers academic integrity and non-academic behavioral standards for students. The [preamble to the Honor System](#) states that the Honor System is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. The *Student Handbook* includes other policies and procedures involving student rights and responsibilities, such as the [South Carolina law on English Fluency](#) and [Student Grievance/Complaint Policy and Procedures](#).

The [Student Honor Code](#) and [Code of Conduct](#) and their affiliated procedures are derived from the [model student conduct code](#) by Edward Stoner and John Lowery. Any member of the campus community can propose a modification to the codes or a new stand-alone policy by directing the proposal to the dean of students or the executive vice president for student affairs or going through a registered student organization. Major modifications to the codes are shared with the Student Government Association and the Graduate Student Association for review and action. The executive vice president for student affairs, with the assistance of the Office of Legal Affairs, has the responsibility to follow the campus-wide policy making procedures and to finalize any changes to the codes.

Communication of Student Rights and Responsibilities

The values and expectations threaded through the Statement of Student Rights and policies affiliated with student rights and responsibilities are communicated to students and the College community through multiple formats and sites:

New Student Orientation

During each new undergraduate student orientation session, a representative from the Office of the Dean of Students conducts a [presentation](#) regarding the Honor System and its underlying values. The dean of the Graduate School and the graduate program directors make students [aware](#) of the College's expectations with regard to academic honesty and civil behavior during separate orientation sessions for the Graduate School and the graduate programs.

Hard Copy

During each new undergraduate and graduate student orientation session, students are asked to read and sign a [summary of the Honor Code and Code of Conduct](#). Each student keeps a copy of the signed summary and the other copy is delivered to the office of the dean of students or the dean of the Graduate School.

The Student Handbook

The Honor System and many other regulations are provided in the electronic version of the [Student Handbook](#). Students receive an [email](#) at the beginning of the semester stating that the *Student Handbook* is available online. The email also highlights key provisions and sanctions affiliated with the Honor System.

College of Charleston Website

Students can access the *Student Handbook* from the main page of the College's website by typing "Student Handbook." Faculty can access [information about the Honor Code](#) tailored for them from the main page of the College website by typing "Honor System." Students can connect to the Student Handbook and [FAQs](#) about the procedures linked to the Honor System by typing "FAQs Honor System."

Catalog

The [Undergraduate Catalog](#) and the [Graduate Catalog](#) include a section on student rights and responsibilities. The catalogs are available electronically. All catalogs are reviewed annually by faculty and staff to ensure that they are accurate and user friendly.

Division of Student Affairs Website

The Division of Student Affairs provides a link to the *Student Handbook* and the *Compass* (rights of recognized student organizations) on its main [web page](#).

The Office of the Dean of Students Website

The Office of the Dean of Students provides a link to the *Student Handbook* on its main web page. Also included on this [web page](#) are instructions about how anyone can submit an on-line report of a student concern or alleged violation.

Residence Life Website

The Department of Residence Life outlines the community standards and regulations that all residential students are expected to abide by. The Department of Residence Life distributes an electronic copy of the [Guide to Residence Living](#) to each resident living on campus. The guide is reviewed during student floor meetings with the resident assistant and is available on the residence life webpage. Policy violation procedures for residential students are clearly presented so that students know what to expect.

Academic Integrity

The continual promotion of academic integrity falls on the entire campus community. The Office of the Dean of Students, new faculty orientation, the College of Charleston Library, and the Office of the Academic Experience (which oversees the first year experience and the Center for Peer Excellence) collaborate to reiterate the fundamental values underlying academic integrity. The dean of students annually sends to instructors [sample language regarding the Honor Code to include in syllabi](#), a concise [guide on how to report suspected violations of the Honor Code](#), and likely outcomes.

The process used to develop and review the Honor Code at the College involves the Honor Board, the [Faculty Academic Standards Committee](#) and the [Faculty Senate](#). Students and faculty from the Honor Board, student government representatives and professional staff from the Office of the Dean of Students [periodically meet](#) to discuss campus trends and promising practices as identified by the Center for Academic Integrity and the Association of Student Conduct Administration. Any proposed changes to the Honor Code must be sent to the Faculty Academic Standards Committee for review and debate. This committee makes the determination whether to take any recommended changes forward to the Faculty Senate for a vote.

Family Educational Rights and Privacy Act (FERPA)

In accordance with regulations issued under FERPA, the College of Charleston provides an annual notification to the enrolled students of their rights under FERPA. Such rights include the right to inspect, review and amend the student's education record; consent to disclosures of personally identifiable information contained in the student's education records; opt-out from the release of information designated as directory information by the College; and file a complaint with the US Department of Education. The [list of student rights under FERPA](#) is also included in the *Student Handbook*. New employees must complete a FERPA quiz in order to gain access to the campus network and our student information system.

Prohibition of Discrimination and Harassment

This campus-wide policy promotes and protects the College's learning and living environment where civil discourse, respect for the individual and appreciation for the diversity of human experiences are valued as compelling academic interests. Accordingly, the institution will investigate and potentially sanction any employee or student who [discriminates or harasses](#) students or employees, or applicants for admission to the College or applicants for any College employment position, based on gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veterans' status, genetic information or disability. This same policy also prohibits retaliation against any person arising from the good faith reporting of a suspected violation of the policy, or for participating in an investigation of discrimination under this policy.

Employees and students are introduced to this policy during orientation and new employees must watch a training video as a component of their on-boarding.

Students with Disabilities

The rights of students with disabilities are actively and affirmatively enforced. The College seeks to accommodate any currently enrolled student with a certified disability according to the regulations established by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 and its 2008 Amendments. Based on these laws, the College assures that all programs and services at the College are accessible and will provide reasonable academic accommodations that do not affect essential components of the course to all qualified students. The rights of students with disabilities can be found in *The [Student's Guide to SNAP](#)* (Student Needing Access Parity), which is available in hard copy or electronically on the webpage of the Center for Disability Service.





















Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.9.1. The College publishes documents that outline student rights and responsibilities. These documents are publicly accessible and are updated regularly.

Sources

 [Code of Conduct and Disciplinary Actions Policy](#)

 [College of Charleston Traditions](#)

-  [Division of Student Affairs SH page](#)
-  [Email notice all students student handbook policies](#)
-  [Email notice to all students financial aid and drug offenses and drug free schools act](#)
-  [Faculty Guide to the Student Honor System](#)
-  [Faculty Senate page](#)
-  [FAM 2016-17 \(Page 24\)](#)
-  [FAQs Honor System for Students](#)
-  [Grad School Honor Code Acknowledgement](#)
-  [Graduate Catalog 2016-2017 \(Page 42\)](#)
-  [Guide to Residence Living \(2015-2016\)](#)
-  [Honor Code Review Committee 2015-16](#)
-  [Honor Code Sample Language for Syllabi](#)
-  [Honor Code Violation Reporting Procedures 2015-2016](#)
-  [Honor System Sign-Off Form](#)
-  [Office of the Dean of Students SH page](#)
-  [Prohibition of Discrimination and Harassment](#)
-  [SNAP Student Guide](#)
-  [Stoner and Lowery Model Student Conduct Code](#)
-  [Student Handbook 2016-2017](#)
-  [Student Handbook 2016-2017 \(Page 11\)](#)
-  [Student Handbook 2016-2017 \(Page 69\)](#)
-  [Student Handbook 2016-2017 \(Page 7\)](#)
-  [Student Handbook 2016-2017 \(Page 8\)](#)
-  [Student Handbook 2016-2017 \(Page 82\)](#)
-  [Student Handbook 2016-2017 \(Page 83\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 73\)](#)
-  [Undergraduate Student Orientation 2015 Honor System Presentation](#)

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston protects the security, confidentiality, and integrity of its student records through adherence to the regulations set forth by the Family Educational Rights and Privacy Act (FERPA). The College utilizes its technology infrastructure and administrative oversight and has established policies and procedures to maintain security measures designed to protect, store, and back-up student record data.

The [Privacy Policy and Procedure on the Security of Protected Information](#) (“policy and procedure”) governs the security and confidentiality of personal information entrusted to the care of the College of Charleston to carry out its mission and to certain other sensitive information that is generated and owned by the College. This policy and procedure also establishes the principles and processes by which that information will be maintained and managed.

Education Records, as defined in the Privacy Policy and Procedure on the Security of Protected Information, “means those records, files, documents, and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

The term "education records" does not include (i) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute; (ii) records maintained by the Department of Public Safety of the College that was created by that law enforcement unit for the purpose of law enforcement; (iii) in the case of persons who are employed by the College but who are not in attendance as a student at the College, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or (iv) records on a student which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.”

The Office of the Registrar is the central repository for student academic records and relevant supporting documentation at the College of Charleston. The College stores academic records and information in an electronic format for all student files from fall 1976; earlier records are available on microfilm, physically secured by the Office of the Registrar in [fire-resistant cabinets](#) behind locked doors.

The campus community is notified of all policies concerning student records through the Office of the Registrar [website](#); the [Undergraduate Catalog](#) and [Graduate Catalog](#); the College of Charleston [policy website](#); and the [Student Handbook](#).

Administrative offices across campus may maintain non-academic confidential records. All departments within

the Division of Student Affairs are trained to know the stipulations of the Family Educational Rights and Privacy Act (FERPA) and how to operationalize these rules. Within the Division of Student Affairs, the following are examples of record maintenance:

The [Office of the Dean of Students](#), [Residence Life Office for Residential Student Rights and Responsibilities](#), the [Office of Equal Opportunity Programs](#) (Title IX coordinator), and the [Office of Victim Services](#) all utilize a web-based program called [Maxient Conduct Manager](#) to manage and maintain their student cases. The type of cases managed through this software include student conduct (academic integrity and civil behavioral expectations), student behavioral intervention, and student sexual misconduct. This software goes beyond simple storage of data in that it provides the tools needed to automate, monitor, and optimize the College's processes. It is a standalone product that is populated with data fields from the College's student information system. Maxient houses College of Charleston data in a secure hosting facility located out of state. The onsite database administrators (ODA) are the individuals who have the highest level of access (level 5) and who manage other users. There are three ODAs at the College of Charleston (Title IX coordinator, dean of students, and the office manager of the Office of the Dean of Students). The ODAs have the ability to create, delete, and alter user accounts. They can monitor usage and change the configuration of groups, users, charges, etc. Cases in the database can be restricted based on group membership. Access restriction allows the ODAs to prevent some users from viewing certain cases. For example, othe College's resident assistants can enter an incident report, but they cannot view any sort of cases. The ODAs confer about configuring user groups and determining level of access. The scope of one's responsibilities and position title determine his/her level of access. The associate dean of students and the director and associate director of residence life are level 4 because they have authority to update and delete two case types: conduct and behavioral intervention. The retention schedule of the records maintained in Maxient adheres to the federal guidelines dictated by the [Clery Act](#) (seven years) and campus policies (indefinite for pending cases and cases resulting in expulsions).

Incidents originating through on-line classes, the North Campus or Grice Marine Lab can be entered into Maxient from the off-site location. The communication with the parties related to an incident can be managed through electronic channels and all case updates are entered into Maxient.

Office of Victim Services

The Office of Victim Services (OVS) is staffed by two certified victim assistants. One is nationally certified, and the other is state certified. Both victim assistants have years of continuing education. Students referred to OVS are notified of the option to keep confidential the information shared. If warranted by federal or state law and the preference of the student, the staff of OVS will only provide an overview of the circumstances and withhold identifying information when relaying information to the Department of Public Safety. Records maintained by OVS, prior to their use in Maxient, are stored in locked cabinet files within designated offices that have special locks and keys and without the capability of master key entry. The file cabinets are fireproof.

Career Center

Student employment is managed through the Career Center. All student employees must complete the E-Verify process. The documents submitted by students for the I-9 and W-4 federal forms are scanned into the College's Banner Document Management System (BDMS). All employees who have a role in managing student employment are trained specifically on how to handle the types of documents received and record retention. The retention schedule for these documents and the student's employment record is set by the State of South Carolina: three years after the student graduates or leaves the institution. There are two full-time employees and one part-time employee devoted to student employment. The North Campus' and Grice Marine Laboratory's student employees are processed through the Career Center on the downtown campus. Currently, these employees must come to the main campus to present all necessary documents and attend the mandatory student employee orientation session.

The Career Center also coordinates the College's on-line job and internship listing system CougarJobLink. This system is password protected, and the students provide written consent electronically, which provides the Career Center authorization to send and share their information. Depending on the job or internship requirements, students may enter personal information that is not directory information such as cumulative grade point average (GPA) and specific courses completed. Students must get to CougarJobLink through [MyCharleston](#) and voluntarily release non-directory information to potential employers. Potential employers are

routed through directions on the [Career Center webpage](#) to learn how to properly post a position and recruit employees. The Career Center also posts a [Site Supervisor Internship Handbook](#) which covers the expectations of the institution and the relevant state and federal laws. Three full-time professionals in the Career Center have access to the information stored within CougarJobLink.

Student credentials (i.e. résumé, references, cover letters, internship certificates) and a signed release from the student were previously scanned and electronically stored in the College's BDMS. As of August 1, 2015, the Career Center has affiliated with a company named [Interfolio](#). Students are directed to communicate with Interfolio for credential management. Students contact Interfolio to set up a credential file account and send the desired documents. Interfolio sends the file upon request after a fee is paid.

Student Health Services

Student Health Services (SHS) has numerous policies in place regarding the release of medical records, medical records retention and destruction, medical records confidentiality and medical records copying. SHS provides a [Notice of Health Information Practices](#) to students describing the personal information it collects, and how and when it uses or discloses that information. Additionally, SHS provides Privacy Policy/Records Release information on its [website](#). Paper files are maintained on students until they graduate. These files are stored in fire-resistant filing cabinets under lock and key in the SHS office. Once the student graduates, all paper documents are scanned and electronically stored in the BDMS. The paper documents are then shredded.

Security Controls

Ellucian Banner

The College of Charleston uses Ellucian Banner, an enterprise resource planning system, as the authoritative source for student, employee, and financial records. Access controls are in place to ensure that employees with access to Banner have access to job-related information only.

To obtain access to Banner, employees must complete and sign a [Banner Student Access Form](#) indicating their understanding and willingness to comply with all governing security and confidentiality of College of Charleston records before access is granted to Banner. The request form lists areas to which the employee is requesting access. This form is then sent to each data-owning department, and access is granted if approved by the data-owning department. For example, the Office of Financial Assistance and Veteran Affairs controls access to the financial aid portions of the system; the Office of the Registrar controls access to the student data portions of Banner. The employee must also complete and pass a FERPA quiz with a score of 10 or greater before access can be granted.

In addition, the College of Charleston has implemented strong security controls on the Banner system to prevent access to the system from the Internet without a secure Virtual Private Network (VPN) connection. Pulse [VPN](#) access must be approved by the information security team and the requesting employee's supervisor before access is granted ([Request for Pulse VPN Form](#)).

Operational Data Store (ODS) and Cognos Reporting Environment

Data security within the reporting environment of the Operational Data Store (ODS) and Cognos has many layers. To access data, a person must have an Oracle ID on the Production or Test ODS database, an Active Directory account in one or more of the Cognos security groups, an Active Directory account in one or more of the Cognos data/tools groups, and a link between the two accounts. To get all three of these, a user must additionally attend training offered monthly by the information management team in the Division of Information Technology (IT). Multiple groups within IT and the data owners' offices participate in applying the various pieces of the policy, but it is all initiated by a request of either the data owner's office or the end user.

The various levels of security ensure that the College's Cognos users have a variety of permissions allowed. The CognosDataAccess_OU Active Directory group gives users in Cognos with explicitly granted permission the ability to access each type of data on which their job relies. The CognosRoles_OU and CognosDataAccess_OU combination also ensures that an end user is able to run reports or publish reports

based on the approved and granted access. Other Active Directory groups are used to give users permission to reports that have been published and need to be secured to particular fields within reports. An ODS Oracle Account ensures that the permissions granted in Banner are the same permissions granted in Cognos and the ODS. Folder and Package permission with Cognos ensure a second level of [security](#) for the users' data type permissions.

Confidentiality. The College of Charleston complies with the [Family Educational Rights and Privacy Act](#) (FERPA) confidentiality stipulations and adheres to procedures dealing with student education records and directory information. Student information is released only upon request by the student, except where student consent is not required by FERPA. All requests for student records by persons other than the student must be made to the Office of the Registrar or the Office of Legal Affairs, and will only be released per guidelines outlined by FERPA.

All College of Charleston employees must complete and sign a [Banner Student Access Form](#) indicating their understanding and willingness to comply with all governing security and confidentiality of College of Charleston records before access is granted to Banner. The Banner Student Access Form includes a non-disclosure agreement, which ensures College employees who have access to information that contains personal and/or confidential information about College employees, students, or other individuals (hereafter, "records") are aware of their responsibility to maintain the privacy and security of such records. The employee must also review the [FERPA Overview](#) and [FERPA Quick Tips](#) documents, as well as complete and pass a [FERPA quiz](#) with a score of 10 or greater before access can be granted. The quiz is located in the [MyCharleston portal](#) on the Home tab.

The Office of the Registrar maintains a [webpage](#) with information regarding FERPA, directory/non-directory information, and relevant forms. FERPA is discussed in the [Student Handbook](#), the [Undergraduate Catalog](#), and the [Graduate Catalog](#).

In accordance with regulations issued under FERPA, the College of Charleston provides an [annual notification](#) to its enrolled students of their rights (to inspect, review, and amend the student's education record; consent to disclosures of personally identifiable information contained in the student's education records; opt out from the release of information designated as directory information by the College; and file a complaint with the U.S. Department of Education) under FERPA, as well as an explanation of the exceptions under FERPA that allow the College to disclose information from the student's education record without consent.

Retention and Destruction of Records. Records retention (management) is designed to provide control over records from the time of their creation or receipt to their ultimate disposition. The institutional records officer, located in the Office of the Registrar, oversees the retention and destruction of records at the College of Charleston in accordance with the [General Records Retention Schedule for State Colleges and Universities](#) and the [General Records Retention Schedule for Data Processing and Electronic Records](#). The records officer monitors departmental adherence to the approved schedules and procedures and coordinates these practices with the [South Carolina State Department of Archives and History](#) (SCDAH) in accordance with all state mandates on public records keeping.

The College of Charleston has department-specific schedules of broad applicability for the following: [course evaluations](#); [Cougar Card agreement](#); [risk management insurance claims](#); [student employment personnel files](#); [student medical information file](#) (Center for Disability Services); [placement tests and attendance data](#) (Center for Student Learning); [students' graded exams, papers and homework](#); [research compliance and protocols](#); [contract release file](#) (Residence Life and Housing); [students' court subpoenas](#) (summer sessions); and [Legal Residency Office](#).

The College maintains a [web page](#) containing helpful information for campus members regarding records retention schedules and policies.

Administrative Oversight. The [Data Governance Council](#) (DGC) is designed to have directive authority on recommendations for campus data management, data policy development, oversight of subcommittees, compliance audits, and promotion of improved data governance practices including collection, storage, compilation, and reporting of data. DGC activities and responsibilities revolve around risk management, compliance, and campus-wide and department-specific data governance interests. The DGC also monitors

alignment of data collection, storage, and reporting with strategic planning goals. One of the primary tasks for the DGC is to review, document, and recommend business process standards for data management including data definitions, data storage, privacy, reporting, and business intelligence tools.

In regards to campus-wide data administration standards and policies developed by the DGC, the provost/executive vice president for academic affairs and the executive vice president for business affairs have final approval authority.

Security Measures for Data Protection and Backup. On a nightly basis, IT conducts a full backup of the student information database. The College retains the last 30 days of backups. Every night, the backup is then replicated over a point-to-point VPN connection from a storage device on campus to a storage device in Greenville, S.C., using a manufacturer provided proprietary algorithm for security. In essence, without its replication partner to “decode” the transmission, the data is not in a useable format. The Greenville location is owned by [Immedion](#). This data center and disaster recovery location is considered to be low risk for disasters.

The College of Charleston follows the [National Institute of Standards and Technology’s \(NIST\) Security and Privacy Control for Federal Information Systems and Organizations 800-53 Revision 4](#) security controls. These controls “focus on the fundamental safeguards and countermeasures necessary to protect information during processing, while in storage, and during transmission.”

The [Data Loss Prevention Policy](#) establishes the principles by which the College will identify and respond to the unauthorized disclosure of Protected Information by electronic means. This policy is applicable to all members of the College community including faculty, staff, students, invitees, and contractors who have access to College data regardless of the electronic medium in which such data are stored and regardless of where such data may be located.

It is the policy of the College to engage in sustained and substantial efforts to provide for the confidentiality and integrity of protected information; to promptly discover and remedy any security breach or misuse of information technology resources; and to expeditiously take those measures needed to reduce the probability of a security breach or a misuse of IT resources. The College of Charleston has an information security breach response plan. The chief information security officer (CISO), as delegated by the senior vice president/CIO, is responsible for ensuring that [security incident response](#) and [reporting](#) is part of the College of Charleston Information Security Team responsibilities. IT security incidents are reported to the information security office by the person observing or discovering the occurrence. The information security office is responsible for recording and reporting security incidents for the purpose of tracking and reconciliation of the suspected incident. Suspected IT [security incidents](#) will be [reported](#) to the CISO immediately after their occurrence by phone or email. The College of Charleston also carries a [Cyber Liability Insurance Policy](#) with the Beazley Group through KeenanSuggs.

Regarding its records retrieval in the event of a disaster, the College's current plan is to recover operations on campus to a point where the data could be restored and recovered in its campus data center. This could be an extremely lengthy process. The College is looking at ways to provide processing capability where it could quickly resume normal operations without having to endure a lengthy localized outage. The [disaster recovery plan](#) (DRP) captures, in a single repository, the information that describes the College of Charleston’s Division of Information Technology's ability to continue normal or near-normal processing after a disaster has occurred, as well as the steps that must be undertaken to reestablish normal processing after a disaster.













Closing Statement


The College of Charleston is in compliance with Comprehensive Standard 3.9.2. The College vigorously enforces policies and procedures to safeguard the security, confidentiality, and integrity of its student records.

Sources

 [Banner Access Sample Actual Form](#)

 [Career Center Policies](#)

-  [Cognos Security Overview](#)
-  [College of Charleston Policy Website](#)
-  [Cyber Liability Insurance Policy](#)
-  [Data Governance Council - College of Charleston](#)
-  [Data Loss Prevention Policy](#)
-  [Dept of Education Federal Register](#)
-  [Disaster Recovery Plan](#)
-  [FERPA Annual Notice to Students](#)
-  [FERPA Overview](#)
-  [FERPA Quick Tips](#)
-  [FERPA Quiz Channel MyCharleston Screenshot](#)
-  [FERPA Registrar page](#)
-  [File Cabinet Label](#)
-  [General Records Retention Schedule](#)
-  [General Records Retention Schedules for Data Processing](#)
-  [Graduate Catalog 2016-2017](#)
-  [Graduate Catalog 2016-2017 \(Page 42\)](#)
-  [Immedion](#)
-  [Incident Categories and Guidelines](#)
-  [Information Security Incident Response](#)
-  [Interfolio](#)
-  [Intern Supervisor](#)
-  [IR Incident Form](#)
-  [Jeanne Clery Act Information](#)
-  [Maxient bases sample case_Redacted](#)
-  [MyCharleston](#)
-  [NIST Special Publication](#)
-  [Notice of Health Information Practices](#)
-  [Office of Equal Opportunity Programs page](#)
-  [Office of Victim Services page](#)
-  [Privacy Policy 11.1](#)
-  [Privacy Policy and Procedure Security of Information](#)
-  [Records Retention - College of Charleston](#)
-  [Remote Access Request Form](#)

-  [Remote Connections Off Campus page](#)
-  [Residential Student Rights and Responsibilities page](#)
-  [SC Dept of Archives Records Retention Schedule](#)
-  [SC Dept of Archives Records Retention Schedule Contract Release](#)
-  [SC Dept of Archives Records Retention Schedule Cougar Card](#)
-  [SC Dept of Archives Records Retention Schedule Ins Claims](#)
-  [SC Dept of Archives Records Retention Schedule Placement Tests](#)
-  [SC Dept of Archives Records Retention Schedule Proof of Res](#)
-  [SC Dept of Archives Records Retention Schedule Research Compliance](#)
-  [SC Dept of Archives Records Retention Schedule Student Court](#)
-  [SC Dept of Archives Records Retention Schedule Student Emp Files](#)
-  [SC Dept of Archives Records Retention Schedule Student Medical File](#)
-  [SC Dept of Archives Records Retention Schedule Students Exams](#)
-  [SC Dept. of Archives and History](#)
-  [Security Incident Reporting](#)
-  [Student Handbook 2016-2017](#)
-  [Student Handbook 2016-2017 \(Page 69\)](#)
-  [Student Health Privacy Policy page](#)
-  [The Office of the Dean of Students page](#)
-  [Undergraduate Catalog 2016-2017](#)
-  [Undergraduate Catalog 2016-2017 \(Page 73\)](#)

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Appropriate and effective student programs and services are central to student learning and development. In order to carry out such programs and services, College of Charleston employs student affairs professionals with the credentials and expertise appropriate to the duties and responsibilities associated with their positions. See Division of Student Affairs [organizational chart](#).

Division of Student Affairs employees' efforts are aligned with the [College mission](#) to facilitate the cultural, social, emotional, physical, ethical, and intellectual development of all students. Consistent with the [division's mission statement](#), the Division of Student Affairs is dedicated to the development of all students so that they may be responsible, respectful and effective individuals.

The Division of Student Affairs upholds the recommendations provided by the Council for the Advancement of Standards (CAS) in Higher Education (2015) as it relates to human resource guidelines. CAS suggests that student affairs units should establish procedures for personnel recruitment and selection, training, performance, planning, and evaluation. To determine the appropriate background for professional personnel, [CAS suggests](#) that "Professional personnel either must hold and earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience. National searches are conducted for professional staff positions using the hiring processes required by the Office of Human Resource which are aligned with College of Charleston policies. An assessment of an employee's job duties and responsibilities is conducted as part of the annual evaluation ([Employee Performance Management System \(EPMS\) Policy](#)). See examples of annual evaluations [here](#).

During the 2015-2016 academic year, the division employed 71 permanent full-time staff, four temporary full-time staff, 48 temporary part-time staff, 19 graduate assistants, and 247 student employees. Position Descriptions and summaries of the leadership team are outlined in the [roster](#).

Table 1 lists senior staff in the Division of Student Affairs, along with their titles, responsibilities, and qualifications.

Student Affairs Leadership Summary of Qualifications

Table 1. Student Affairs Leadership

Name	Title	Responsibilities	Educational Qualifications
Alicia Caudill, CV	Executive VP for Student Affairs, Position Description	Leadership for the Division, Serve on College Executive Team	M.Ed. Student Personnel Services Ph.D. College Student Affairs Administration
Jeri Cabot, CV	Associate Vice President and Dean of Students, Position Description	Oversight of Student Conduct and Students of Concern, Civic Engagement, Counseling and Substance Abuse, Disability Services, Student Life, Upward Bound, and Victim Services	Ph.D. in Political Science
Michael Duncan, CV	Assistant Vice President and Director of the Higdon Student Leadership Center, Position Description	Direct oversight of the Higdon Student Leadership Center, advisor of the Student Government Association, supervise Fraternity and Sorority Life, Multicultural Student Programs and Services, and Campus Recreation units within the Division of Student Affairs.	M.S., Education and Human Development, student affairs administration B.S., Political Science
Melantha Ardrey, CV	Director of Residence Life, Position Description	Provide leadership and oversight for the Residence Life experience in the student housing enterprise, including supervision of all live-in staff and management of 24-hour on-call process.	M.A. History Extensive Professional development through mentorship and training in professional organizations
Jim Allison, CV	Executive Director of the Career Center, Position Description	Provide leadership and oversight to the Career Center and its initiatives	M.S. Counseling
Bridget M.	Interim Director of	Provide leadership and daily	BA, BSN, MSN, APRN, FNP-C,

McLernon Sykes, CV	Student Health Services; Campus Nurse Practitioner, Position Description	oversight to the student health center operation. Provide direct patient care.	PMHNP-BC. Board Certified as NP in Family Medicine and Psychiatric Mental Health since 2008
Susan Payment, CV	Director of Student Life, Position Description	Provide leadership for Student Life functions including programming, student center, student organizations and student media. Responsible for fiscal management and oversight of all Student Life and student organization budgets and creates additional revenue streams to provide supplemental financial resources.	EdD Leadership Studies MEd Counseling MA Applied History BA History
Stephanie Visser, CV	Director of Civic Engagement, Position Description	Identify, develop, and implement civic engagement programs, provide supervision to staff and student leaders	B.S. Management Master of Public Administration
Deborah Mihal, CV	Director of Disability Services, Position Description	Provide leadership to disability service office and direct service to students with disabilities.	Master of Social Work Bachelor of Social Work
Robin LaRocque, CV	Director of Victim's Services, Position Description	Provide leadership and direction over of the department, and direct services to survivors of crime - 24/7/365 response Ensure operations are in compliance with state and federal laws Coordinate Annual Security Report (Clery Act)	BS Workforce Education, Training and Development (4 courses remaining) AD Public Service SC certified victim advocate SC Victim Assistance Academy (Basic, Mid-level and Advanced) SC Criminal Justice Academy

Gene Sessoms, CV	Director of Campus Recreation Services, Position Description	Provide leadership and oversight for campus recreation including facilities, programming, and budgetary responsibilities.	MA, Physical Education BS, Secondary Education
Sarah Loge Franciscus, CV	Director of Fraternity and Sorority Life, Position Description	Develop and oversees educational programming Review and develop policy and procedure Manage budget Supervise staff Advise members and IFC and NPHC council officers Oversee review process Develop and promote leadership programming Coordinate with Housing on fraternity and sorority housing	MS in Education (Higher Education and Student Affairs Administration) BS in Education
Teresa Smith, CV	Director of Multicultural Student Programs and Services, Position Description	Provide leadership and supervision to the programs and services provided to under-represented students, including directing a summer bridge program. Strategic Initiatives. Budgetary responsibility.	Ed.D. in Higher Education- Org. Leadership MA Management BA Economics
Talim Lessane, CV	Director of Upward Bound And Pre-College Programs, Position Description	Provide leadership and direct service for the administration of our TRIO Upward Bound program grant; provides outreach to community regarding college access and awareness on behalf of the College.	M.Ed., Counseling Psychology BA, Psychology

		Maintains relationships with other campus and community entities and support stakeholders as well as target school administrators	
David M. (Dave) Aurich, CV	Associate Dean of Students, Position Description	Director of Student Conduct; serves on Students of Concern committee; investigates/adjudicates violations of College policy; supervises Assistant Director of Student Conduct, and, Honor Board Chair	Ph.D. in Higher Education Administration M.Ed Counseling & Personnel Services/Student Affairs BS Business Administration/Management
Susan Hartman, CV	Executive Asst. to Exec. VP for Student Affairs, Position Description	Manage complex business and program support and accountability in division administration for the EVP primarily and the AVP's for Student Affairs. Supervise Technology Coordinator and serve on Student Affairs Leadership Team.	B.A. Interdisciplinary Studies
Frank Budd, CV	Director of Counseling and Substance Abuse Services, Position Description	Manage Dept., consultation, counseling students	Ph.D., ABPP

Collaborative leadership in the division is provided through the student affairs leadership team (SALT). This team consists of the executive vice president, assistant vice president, associate vice president and dean of students, associate dean of students, assistant to the executive vice president and all unit directors. SALT meets at least one time per month for division updates, college updates, and training. See example [SALT agendas](#) and [SALT minutes](#). SALT also participates in retreats in the spring and fall focused on team building and continuous improvement. See example SALT retreat [agenda](#), [minutes](#), and [feedback](#). Staff members are encouraged to regularly participate in division professional development programs, college-wide professional development, and to connect with state, regional, and national professional associations.

Division of Student Affairs Culture of Professional Development

To ensure continuing use of best practices, employees in the Division of Student Affairs are provided opportunities for and participate in professional development activities. See examples of professional

development activities by division for 2014-2015 and 2015-2016 [here](#).

The Division of Student Affairs facilitates the Student Affairs Staff Development Committee, chaired by the assistant vice president for student affairs. In addition to the committee chair, the Student Affairs Staff Development Committee membership also includes the chairs of three sub-committees – New Professionals, Education and Communications, and Special Events. Each sub-committee meets regularly to plan events and programs throughout the year. The executive vice president for student affairs also meets regularly with the Steering Committee to discuss future goals and direction of the committee.

1. The New Professionals subcommittee provides new professionals (anyone with five or less years of experience in the field) opportunities to evolve and develop within the Division. The primary work of the committee is facilitating a mentoring program, which matches new employees with seasoned professionals in the division. A lunch-and-learn topic with a speaker is hosted each month. Topics vary from speakers to panels to information on how to collaborate and get involved. The committee organizes after-work social opportunities as well.
2. The Education and Communications subcommittee creates unique educational and training opportunities for all student affairs employees, with a focus that complements the efforts of the other committees. Programming and topics vary each semester.
3. The Special Events subcommittee provides engaging opportunities/programs for all members of the division to develop relationships and networks. Annual programming includes the State of the Division Breakfast, semester pot lucks, drop-in receptions, and the Salute to Student Affairs Awards and Luncheon. Additionally, this committee hosts division-wide professional development program at least one time each semester.
4. In 2016-2017, a division task force will be established to create a consistent on-boarding process for all employees hired into the division. Additionally, a diversity and inclusion liaison will be named to the Student Affairs Staff Development Committee to further enhance the integration of diversity and inclusion into the work of the committee.

Professional Involvement

Employees in the division are encouraged to engage in campus, local, state, regional and national opportunities that enhance their professional development and assist in keeping current in the profession. Employees in the division teach courses on and off campus, work on academic coursework, conduct research, write for publication, facilitate workshops and presentations, and serve in leadership in professional associations. Attendance at professional conferences is supported (as budget is available). Resources are allotted for staff members who require training for licensure or certification and to support involvement in professional association leadership roles.

Weekly Recognition of Professional Accomplishments

Beginning in spring 2016, the division began a weekly recognition of excellent work in the division with the [StuArt award](#). StuArt is a stuffed cougar who is passed around the division. This award is given to an employee in the division who demonstrates the positive values of working in student affairs at the College of Charleston. At least one time per week, StuArt is passed on to another member of the division by the most recent recipient. The person passing StuArt on will then share an email and photo with the division listserv explaining why the award was presented to that employee.

Innovation Team

Members of this team come together one to two times per semester to work with division leadership to create innovative ideas and solutions to topics or challenges that arise. Potential topics for discussion may include: budget, school spirit, employee morale, student engagement, diversity and inclusion, policy feedback, and current trends or issues.

Additionally, the division supports an assessment committee whose members work with each unit in the division and the Office of Institutional Effectiveness and Planning on the creation and completion of assessment reports (plans and results). This committee also organizes training and workshops for division assessment coordinators. The work of this committee ensures employees receive continual training and

support with assessment and planning, further enhancing their qualifications to successfully fulfill their roles at the College.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.9.3. The College has a sufficient number of qualified staff in student affairs to accomplish the mission of the College.

Sources

-  2015 Annual Evaluation
-  CAS Statements
-  College of Charleston Mission
-  CV (Associate Dean of Students)
-  CV (AVP-Dean of Students)
-  CV (AVP-Director Higdon Leadership Center)
-  CV (Director Campus Recreation Services)
-  CV (Director of CASAS)
-  CV (Director of Civic Engagement)
-  CV (Director of Disability Services)
-  CV (Director of Fraternity and Sorority Life)
-  CV (Director of Multicultural Student Programs)
-  CV (Director of Office of Victim Services)
-  CV (Director of Residence Life)
-  CV (Director of Student Life)
-  CV (Director of Upward Bound)
-  CV (EVP Student Affairs)
-  CV (Executive Assistant to EVP)
-  CV (Executive Director of Career Center)
-  CV (Interim Director of Student Health Services)
-  Division of Student Affairs Leadership Summary of Qualifications
-  Division of Student Affairs Leadership Team Spring Retreat
-  Division of Student Affairs mission
-  Division of Student Affairs Organization Chart
-  Division of Student Affairs Professional Development Committee Programming
-  Division of Student Affairs roster
-  Employee Performance Management System (EPMS) Policy
-  PD (Associate Dean of Student)

-  PD (AVP-Dean of Students)
-  PD (AVP-Director of Higdon Leadership Center)
-  PD (Director of Campus Recreation Services)
-  PD (Director of CASAS)
-  PD (Director of Civic Engagement)
-  PD (Director of Disability Services)
-  PD (Director of Fraternity and Sorority Life)
-  PD (Director of Health Services)
-  PD (Director of Multicultural Student Programs)
-  PD (Director of Residence Life)
-  PD (Director of Student Life)
-  PD (Director of the Office of Victim Services)
-  PD (Director of Upward Bound)
-  PD (Executive Assitant to the EVP)
-  PD (Executive Director of Career Center)
-  PD (Executive Vice President for Student Affairs)
-  Professional Development Opportunities Outline (2016-2017)
-  SALT Meeting Agendas
-  SALT Meeting Minutes
-  SALT Retreat (September 2015)
-  SALT Retreat Feedback (September 2015)
-  SALT Retreat Minutes (May 10, 2016)
-  Student Affairs Staff Awards
-  The Student Affairs StuArt Award Recipients

3.10.1

Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston has a documented history of financial stability, defined as a sound financial base and adequate resources to meet the College's mission and maintain the quality of the educational and co-curricular experiences for students, regardless of fluctuations in enrollments, state appropriations, or other revenue sources. This stability is demonstrated by financial data provided in the College's audited financial statements for the fiscal years ending [June 30, 2011](#); [June 30, 2012](#); [June 30, 2013](#); [June 30, 2014](#); and [June 30, 2015](#). The audited financial statements are included in the financial section of the Comprehensive Annual Financial Reports (CAFR). These statements document a consistent pattern of growth in revenue, expenditures, and net position. The most recent audit confirms the College's financial strength with a net position of \$163.5 million, which is an increase of \$8.0 million over the previous year.

As shown in the Schedule of Revenues below ([Table 1](#)), state appropriations to the College of Charleston in FY2015 (\$21,843,143) were 110% of the amount appropriated in FY2011 (\$19,794,261). While appropriations have not returned to levels of the pre-recession years, they have remained stable in the past five years. Additionally, state appropriations have remained constant as a percentage of total operating and non-operating revenue over this five-year period, fluctuating less than one-third of one percent of the total (8.74% of total in FY2011 to 8.44% of total in FY2015). Revenue from tuition and fees increased 19.3% from \$118,767,774 to \$141,681,798 from FY2011 to FY2015. Similar to state appropriations, the percentage of total operating and non-operating revenue represented by student tuition and fees remained fairly stable at 52.43% (FY2011) and 54.74% (FY2015). As two of the three largest components of revenues (auxiliary enterprises being the third), stability in student tuition and fees and state appropriations demonstrates the overall stability of the College's revenue sources. Federal grants and contracts, gifts and interest, and investment income have remained steady, and represent only two percent of total revenue.

Table 1. Schedule of Operating and Nonoperating Revenues by Source

SCHEDULE OF OPERATING AND NONOPERATING REVENUES BY SOURCE

	For the Fiscal Year Ended June 30,				
	(amounts expressed in thousands)				
	2015	2014	2013	2012	2011
Operating Revenues:					
Student tuition and fees (net of scholarship allowance)	\$ 141,682	\$ 139,892	\$ 133,936	\$ 128,093	\$ 118,768
Federal grants and contracts	8,390	8,151	9,278	8,939	8,244
State grants and contracts	19,681	18,810	18,671	18,140	17,981
Local grants and contracts	327	241	176	176	184
Nongovernmental grants and contracts	1,292	1,334	541	165	192
Sales and services of educational and other activities	2,052	1,940	1,949	1,950	1,845
Sales and services of auxiliary enterprises (net of scholarship allowance)	47,276	45,072	43,532	43,517	40,593
Other operating revenue	549	860	474	1,116	211
Total Operating Revenues	\$ 221,249	\$ 216,300	\$ 208,557	\$ 202,096	\$ 188,018
Nonoperating Revenues:					
State appropriations	\$ 21,843	\$ 20,881	\$ 19,810	\$ 18,872	\$ 19,794
Federal grants and contracts	10,583	10,560	10,298	10,216	14,792
Gifts	3,772	3,498	3,230	3,008	2,515
Interest and investment income	1,130	678	417	1,169	855
Other grants and contracts	231	165	391	525	539
Total Nonoperating Revenues	\$ 37,559	\$ 35,782	\$ 34,146	\$ 33,790	\$ 38,495
Total Operating and Nonoperating Revenues	\$ 258,808	\$ 252,082	\$ 242,703	\$ 235,886	\$ 226,513

Similarly, expenses and total net position have grown consistently ([Table 2](#)). The two largest expense components are 1) personnel costs and benefits and 2) supplies and services. The College continues to invest in its capital assets, recently evidenced by the purchase of a new building, major renovations to two key leased facilities, and the major renovation of the Rita Liddy Hollings Science Center. The [Statement of Unrestricted Net Position](#) shows relatively stable balances over the past five years, as these funds have been used for the capital asset investments.

Table 2. Schedule of Operating and Nonoperating Expenses by Use

SCHEDULE OF OPERATING AND NONOPERATING EXPENSES BY USE

	For the Fiscal Year Ended June 30,				
	(amounts expressed in thousands)				
	2015	2014	2013	2012	2011
Operating Expenses:					
Personnel costs and benefits	\$ 141,587	\$ 134,171	\$ 126,016	\$ 120,436	\$ 113,725
Supplies and services	66,247	68,659	61,625	52,849	51,465
Utilities	8,774	8,273	8,807	7,990	7,971
Scholarships and fellowships	15,091	15,091	15,457	15,965	15,675
Depreciation	14,611	13,555	12,858	14,725	14,757
Total Operation Expenses	\$ 246,310	\$ 239,749	\$ 224,763	\$ 211,965	\$ 203,593
Nonoperating Expenses:					
Interest and amortization expense on capital assets and related debt	\$ 8,150	\$ 7,532	\$ 9,367	\$ 8,690	\$ 8,503
Loss on sale or disposal of capital assets	115	162	43	73	-
Total Nonoperating Expenses	\$ 8,265	\$ 7,694	\$ 9,410	\$ 8,763	\$ 8,503
Total Operating and Nonoperating Expenses	\$ 254,575	\$ 247,443	\$ 234,173	\$ 220,728	\$ 212,096

Table 3. Schedule of Net Position and Changes in Net Position

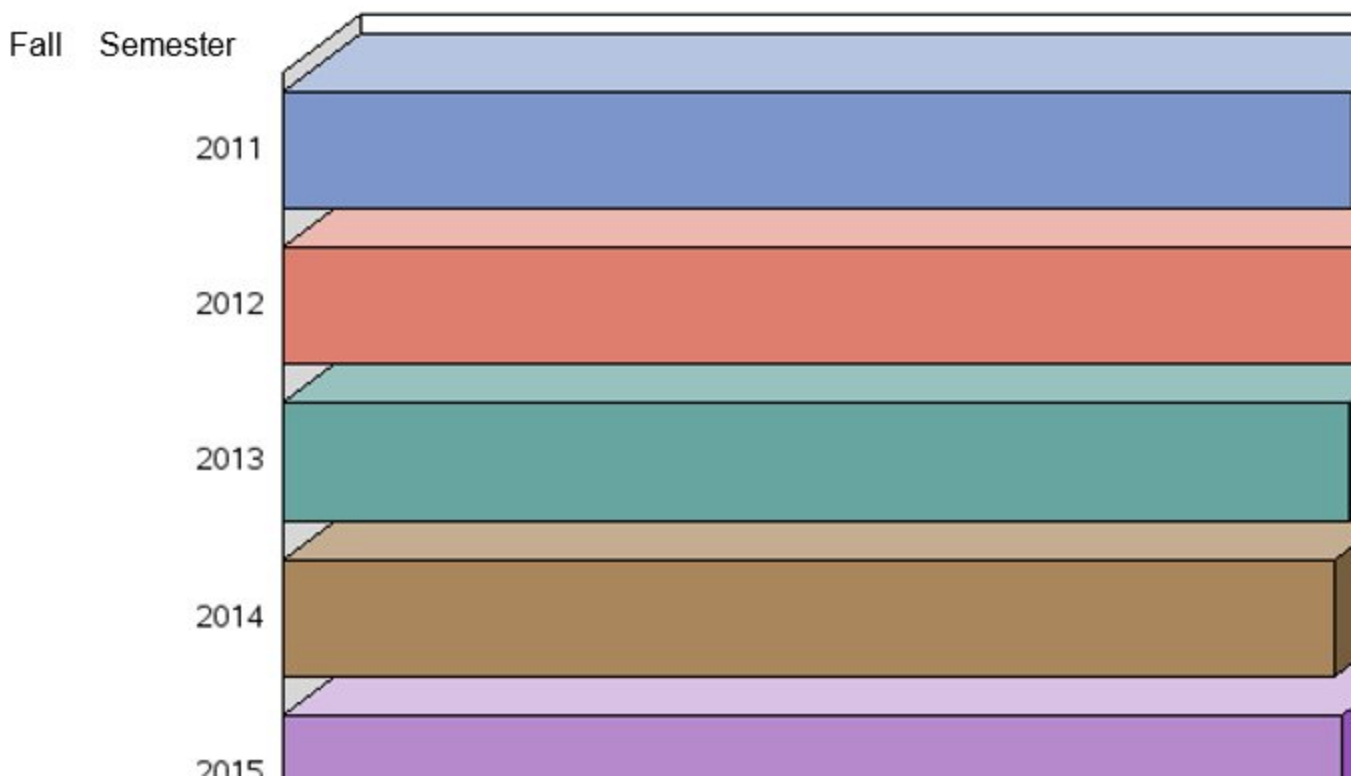
SCHEDULE OF NET POSITION AND CHANGES IN NET POSITION

For the Fiscal Year Ended June 30,
(amounts expressed in thousands)

	2015	2014	2013	2012	20
Total revenues (from schedule of revenues by source)	\$ 258,808	\$ 252,082	\$ 242,703	\$ 235,886	\$ 22
Total expenses (from schedule of expenses by use and function)	(254,575)	(247,443)	(234,173)	(220,728)	(21
Net income before other revenues, expenses, gains or losses	\$ 4,233	\$ 4,639	\$ 8,530	\$ 15,158	\$ 1
Capital improvement bond proceeds	-	-	-	-	
Capital gifts	125	1,500	982	460	
Capital appropriations	3,609	3,766	3,753	3,431	
Prior period adjustment	(130,610)	-	-	-	
Net Position, beginning	286,181	276,276	263,011	243,962	22
Net Position, ending	\$ 163,538	\$ 286,181	\$ 276,276	\$ 263,011	\$ 24
Net investment in capital assets	\$ 192,937	\$ 176,597	\$ 164,856	\$ 159,379	\$ 15
Restricted - expendable	69,293	62,993	53,289	50,544	4
Restricted - nonexpendable	1,124	1,203	1,163	1,110	
Unrestricted	(99,816)	45,388	56,968	51,978	4
Total Net Position	\$ 163,538	\$ 286,181	\$ 276,276	\$ 263,011	\$ 24

Additional evidence of stability can be found in the five-year enrollment data from fall 2011 to fall 2015 (Figure 1). The enrollments demonstrate little shift in either the headcount or full-time-equivalent (FTE) students (Figure 2) over the five-year period.

Figure 1. Student Headcount by Semester - All Levels



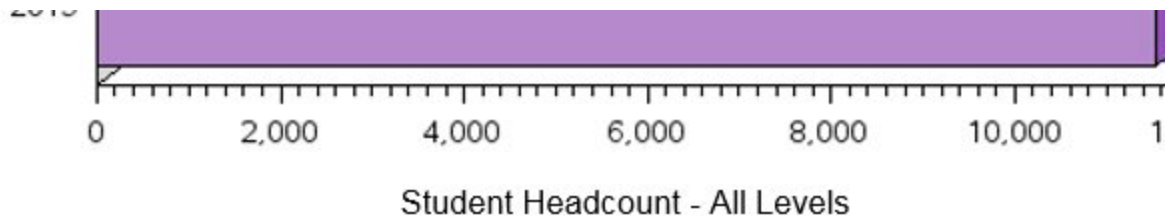
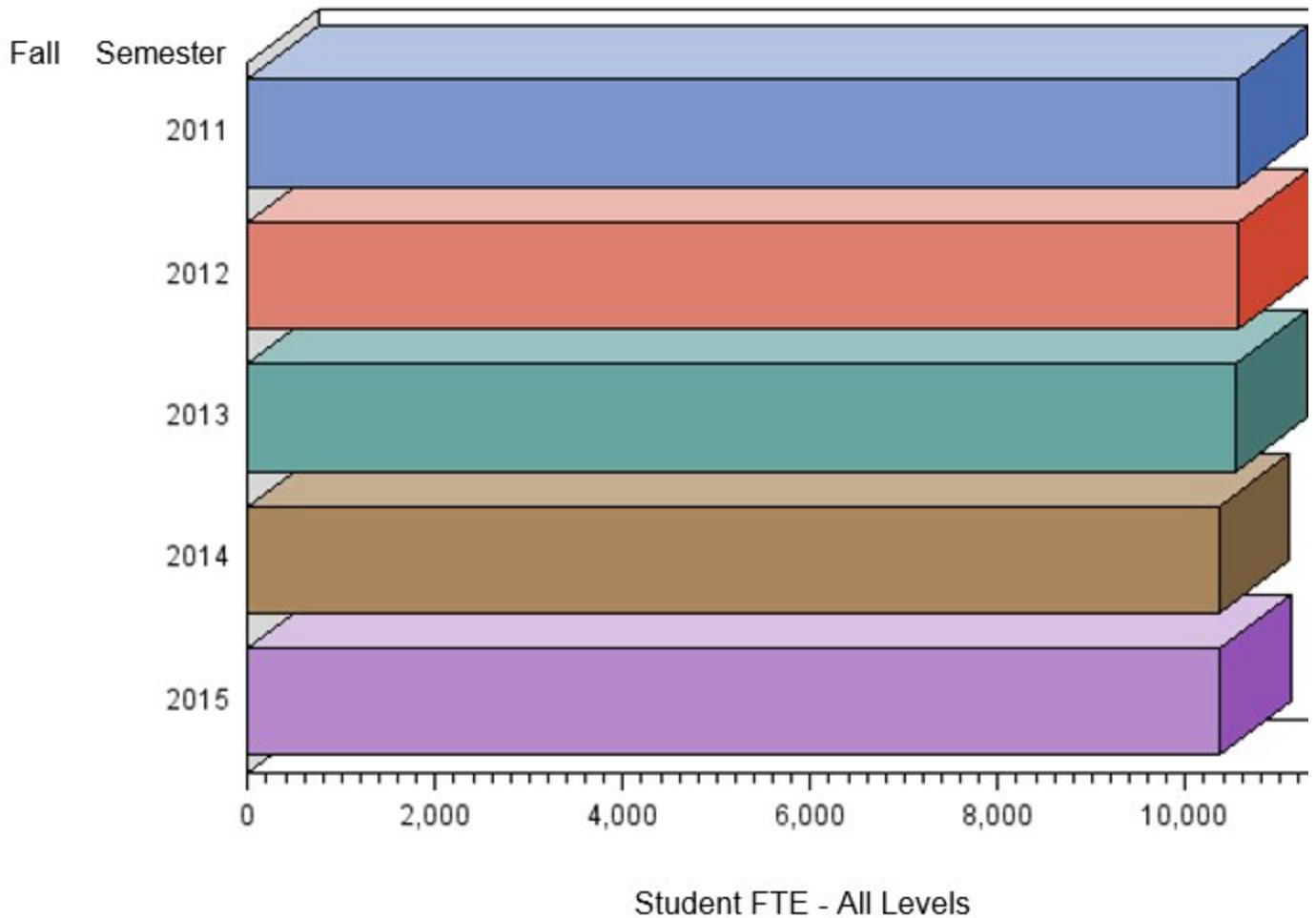


Figure 2. Student Full-Time-Equivalent - All Levels



A critical factor in continuing the quality of the College’s academic and research programs and residential life experience is the acquisition, construction, and improvement of its capital assets. The College continues to make significant investments in its building and infrastructure as it implements its long-range plan to modernize its complement of older teaching and research facilities, balanced with new construction. The College had approximately \$361.3 million invested in capital assets, net of accumulated depreciation of \$179.3 million at the end of [June 30, 2015](#). Total capital assets increased in 2015 by \$10.1 million or 3% in comparison to 2014. Accumulated depreciation for the year ended June 30, 2015, was \$179.3 million - as compared to \$165.5 million in 2014.

Debt Management

The acquisition, construction, and improvement of capital assets are partially supported by the issuance of long term debt. The College does not generally participate in any type of short-term debt. The College is specifically authorized by state statutes to issue two classes of revenue bonds: Higher Education Facilities Revenue Bonds and Academic and Administrative Facilities Revenue Bonds. Revenue bonds are payable solely from

and secured equally and ratably by a lien upon the net revenues of the Higher Education Facilities and a Mandatory Capital Improvement Fee. The revenues are irrevocably pledged to the payment of debt after adequate provision for operation and maintenance expenses. Total capital improvement fee collections for FY15 were \$16,373,664. Currently, \$483 of the \$804 capital improvement fee is pledged and is part of the revenues, and is more than adequate to cover debt service requirements.

State Institution Bonds are general obligation bonds of the State backed by the full faith, credit, and taxing power of the State of South Carolina. Tuition revenue is pledged up to the annual debt requirements for the payment of principal and interest on State Institution Bonds. The maximum amount of annual debt service on State Institution Bonds for each institution shall not exceed ninety percent of the sums received from tuition fees for the preceding fiscal year. The College continues to be in compliance with this requirement, and all applicable bond covenants.

The most recent bonds issued were Series 2014A in the amount of \$54,255,000. The proceeds from these bonds are being used to renovate the Rita L. Hollings Science Center, currently scheduled to be completed in June, 2017. As of June 30, 2015 the total outstanding principle balance for all bonds was \$230,690,000 with \$6,615,000 due within one year. Bonds with interest rates ranging from 3.00% - 5.625% are scheduled to mature between 2019 and 2044. Provided is a five year [debt history](#).

College of Charleston Foundation

The College of Charleston Foundation and Subsidiaries (the "Foundation") provides support to the College for student scholarships, programs of education, research, student development and faculty enrichment. The Foundation's primary financial statements are included in the College's Comprehensive Annual Financial Report as a component unit. Net assets of the Foundation increased \$24.7 million from June 30, 2011, to June 30, 2015, for a total of 102.4 million. The full audited financial statements of the Foundation are provided for [2015](#), [2014](#), [2013](#), [2012](#) and [2011](#). Major sources of income consist primarily of donor contributions and investment income. The Foundation maintains master investment accounts for its donor-restricted and board-designated endowments. Investment income and expenses, including unrealized gains and losses from securities in the master investment accounts, are allocated monthly to the individual endowments based on the relationship of the fair value of each endowment to the fair value of the master investment accounts, adjusted for additions to or deduction from those accounts.

Based on the College of Charleston Foundation's [Investment Policy Statement](#), the primary investment objective for the Foundation's investment portfolio is preservation of assets and growth, with a secondary objective of being on par or ahead of investment returns of comparable portfolios. The primary goal for total portfolio return is the CPI + 5%, net of fees. An evaluation of the investment manager(s) performance is conducted quarterly to include not only measurements with respect to the standards outlined in the IPS but also an overall qualitative evaluation of strategy during each quarter and the past year. Specific quantitative measures are used over a full market cycle, typically a 3- to 5-year period. The Investment Committee of the Foundation Board is the governing body overseeing the IPS.

The Foundation has a policy of appropriating for expenditure each year up to 4.5% of its endowment funds' average fair value using the prior twelve quarters through the calendar year-end preceding the fiscal year in which the distribution is planned. In establishing these policies, the Foundation considered the expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 3.75% annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity for a specified term as well as to provide additional real growth through new gifts and investment return. For the period June 30, 2011 through June 30, 2016 total endowment net assets have increased from \$56,176,452 to \$75,253,624 (unadjusted and unaudited). Due to a classification change in FY15, certain temporarily restricted endowments have been reclassified going forward.

The BOUNDLESS Campaign for the College of Charleston started October 1, 2009 as a comprehensive campaign aligned to the College's Strategic Plan, Gateways to Greatness, App.2009, Rev. 2013. With an emphasis on scholarships and academic and student enhancement, the Campaign succeeded not only in exceeding its overall goal of \$125M but in generating greater levels of philanthropic support for the College of Charleston on an annual basis. Compared to the baseline year of FY09, when total fundraising measured in

new commitments was just over \$6M, new commitments have averaged \$13.2M over the 7 years of the Campaign. See [Summary of Charitable Giving](#). If all things stay equal and investment into the Advancement operation returns to Campaign levels, the College can expect to raise between \$12M and \$14M in new commitments annually.

Qualified Personnel

As described in Comprehensive Standard 3.10.3 (Financial Resources: Control of Finances), highly qualified employees ensure the knowledge base to manage, control and sustain financial resources. Employee education, experience and skills are reviewed in comparison to specific position responsibilities. All critical financial personnel have the requirements to perform their duties, and are subject to background and credit checks prior to being hired. Additionally, all personnel are formally evaluated on an annual basis, which ensures continued performance monitoring.

As additional evidence of the College's financial stability, in October 2014, [Moody's Investor's Service](#) assigned the College a rating of A1 with a stable outlook. The rating action noted that the rating and stable outlook "reflect the College of Charleston's history of solid operating performance, adequate balance sheet strength, and sound capital project planning."

Closing Statement

The College of Charleston is financially stable, and has established successful, long term practices and procedures to monitor its financial condition to ensure it has a sound financial base to accomplish its mission. Through these processes and practices, the College is in compliance with comprehensive standard 3.10.1- Financial Stability.

Sources

-  [Capital Assets 2015](#)
-  [Debt History](#)
-  [Financial Statement 2011](#)
-  [Financial Statement 2012](#)
-  [Financial Statement 2013](#)
-  [Financial Statement 2014](#)
-  [Financial Statement 2015](#)
-  [Foundation 2015](#)
-  [Foundation Comparison of Giving](#)
-  [Foundation Financial Statements 2011](#)
-  [Foundation Financial Statements 2012](#)
-  [Foundation Financial Statements 2013](#)
-  [Foundation Financial Statements 2014](#)
-  [Foundation Financial Statements 2015](#)
-  [Foundation Investment Policy](#)
-  [Moody's Investors Service](#)
-  [Statement of Unrestricted Net Position](#)

3.10.2

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston is in good standing with the U.S. Department of Education and has no sanctions governing the administration of its financial aid programs. The College is currently covered by the [United States Department of Education Eligibility and Certification Approval Report](#), the [United States Department of Education Federal Student Aid Program Participation Agreement](#), and the [United States Department of Education Federal Student Aid Application for Approval](#). The College of Charleston has contracted with [Elliott Davis Decosimo LLC](#), a member of The [Leading Edge Alliance](#) (an international professional association of independently owned accounting firms based in the U.S.), to conduct the annual audit of federal aid programs as required by the Single Audit Act of 1984, as amended in 1996 and implemented by the Office of Management and Budget (OMB) Circular A-133. The College of Charleston makes available on the Controller's Office's [website](#) the OMB A-133 reports. The College's Internal Auditor has copies of the audit for the most recent three years, as well. The audit reports for [2013](#), [2014](#), and [2015](#) are included.

The College of Charleston received an unmodified opinion in the auditor's report on compliance and on [internal control over financial reporting](#) based on an audit of financial statements performed in accordance with governmental auditing standards, and there have been no material weaknesses in any of the three most recent audit reports. Though not a material weakness, a significant deficiency was found in the 2013 audit and described on [pages 15-18 of the 2013 audit report](#): Finding: 2013-1 for Program: FDA No. 84-038 – Federal Perkins Loan Program. The Condition: The College communicated incorrect separation dates for a number of students who separated from the College during the 2012-13 fiscal year, resulting in the students' loans being converted to repayment later than required. This issue was researched, the cause was identified, the student separation dates were corrected, and the recommendation on procedures to prevent future issues were implemented. The subsequent [2014](#) and [2015](#) audit reports confirm no further errors with the separation dates.

Auditing of state aid programs is the responsibility of the S.C. Commission on Higher Education. Institutions are not audited every year. In the 2015 year, the state programs were reviewed, and there were no exceptions found to the state aid programs. A copy of the [2015 state aid programs review](#) is provided.

Closing Statement

Audits of financial aid programs at College of Charleston are conducted as required by federal and state regulations. These audits have not resulted in any limitation, suspension or termination from the Department of Education with regard to the student financial aid or other financial aid programs.

Sources

 [Approval Letter](#)

 [Audit Report 2013](#)

 [Audit Report 2013 \(Page 17\)](#)

-  [Audit Report 2014](#)
-  [Audit Report 2015](#)
-  [College of Charleston External Financial Reports](#)
-  [ECAR](#)
-  [Elliott Davis Decosimo - Accounting, Tax, Consulting Firm](#)
-  [Independent Account Report](#)
-  [Leading Edge Alliance - LEA Global](#)
-  [Program Participation Agreement](#)

3.10.3

Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The [Office of the Executive Vice President for Business Affairs](#) is charged with the primary responsibility for control over the College's financial resources. This requirement is satisfied by exercising appropriate control over all of its financial resources through maintaining a system of strong internal controls; employment of qualified fiscal staff; the use of a robust financial system; enforcement of policies and procedures; budgetary control and management; and annual audits. Internal controls include segregation of functions and duties, systematic procedures for verifying information and detecting errors, safeguarding assets, and ensuring proper authorization of all transactions.

Organization

The organizational structure of the [Division of Business Affairs](#) in and of itself substantiates adequate segregation of functions and duties – a primary characteristic of strong internal controls. The division has several major departments over which the control, management, and accountability of the College's financial resources is distributed: fiscal services (includes the Controller's Office, Treasurer's Office, and budgeting and payroll services), procurement and supply services, business and auxiliary enterprises, and the Office of the Internal Auditor.

Fiscal Services

The [Controller's Office](#) is responsible for general accounting and financial reporting, accounts payable, developing and maintaining the accounting information system consisting of accounts payable, general ledger, and fixed assets, grants and contract administration, and compliance with state and federal laws as well as accounting standards.

The [Treasurer's Office](#) is charged with the responsibility of collecting and depositing all College funds in accordance with state and federal laws and regulations and internal policies and procedures; ensuring the security of billing and payment transactions, both physical and virtual. The Legal Residency Office is part of the Treasurer's Office and is solely responsible for the determination of residency status of students for tuition and fee purposes. Accounts receivable and debt collection manage outstanding balances, and pursue collection of delinquent student and third-party accounts to include Perkins and Baruch loan funds.

The [Office of Budgeting and Payroll Services](#) can be broken down into three distinct functions. The first area is concerned with the more traditional budget functions defined as the direction of budgetary processes to include policy recommendation and interpretation; the development of budgetary procedures; the analysis of existing and proposed programs and financial requirements; the internal budgetary process; the analysis of accounts for deficits and/or surplus funds; working with program and fund administrators to evaluate budgetary control and provide training.

The second is the area of personal services budgeting and control. This includes the responsibility for the management and operation of a position control system, which is the central component of the personnel/payroll system consisting of all state-approved FTE (full-time equivalent) positions as well as all temporary employees, adjunct faculty, and students. This includes maintenance of detail, such as funding sources, authorized positions, and assignment of data necessary to link employees to payroll.

The third is the actual generation of pay through the payroll process. This includes the review and management of time input of hours worked for temporary and student employees, as well as all leave and adjustments for all employees. Additionally, the Payroll Office monitors and manages the pay generated, the distribution of pay, and the remittance of carrier bills, taxes, and other deductions.

Procurement and Supply Services

The [Office of Procurement](#) is made up of two branches: procurement and fleet and supply. The office is organized to best serve the College community in the selection, acquisition, and utilization of material or services necessary to its operation in an organized manner, and in a manner that provides for accountability of College expenditures. Fleet oversees the acquisition and maintenance of College vehicles and the proper training of drivers using College vehicles. They serve as the College's liaison with the South Carolina Fleet Management Office as necessary. Supply oversees receiving and delivery of goods, manages a central warehouse and a central stores function that stocks small-dollar supplies for purchase by the campus, and oversees inventory management and accountability of College property.

Business and Auxiliary Services

The [Office of Business and Auxiliary Services](#) is responsible for the administrative and management activities for campus [auxiliary enterprises and business services units](#) at the College of Charleston, including the College of Charleston Bookstore, campus housing, the Copy Center, the Office of Cougar Card Services, dining services, mail services, parking services, and the Sottile Theatre. The office is also responsible for administering campus insurance, real property leases, and the Spoleto contract.

Office of the Internal Auditor

The mission of the [Office of the Internal Auditor](#) is to assist management and members of the College of Charleston Board of Trustees in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations and information concerning activities reviewed. The Internal Auditor supports all levels of administration in the achievement of the College's goals and objectives by striving to provide a positive impact on the efficiency and effectiveness of administrative functions.

Qualifications of Staff

Highly qualified employees within these areas ensure the knowledge base to interpret and implement policies, procedures, and practices that safeguard the financial resources of the College of Charleston. Additionally, all employees hired within these areas are subject to background and credit checks prior to being hired. Information for key members of these areas is listed in Table 1.

Table 1. Information on Members of the Business Affairs Division

Name	Education/Certifications	Title	Higher Education Experience
Stephen Osborne	B.A. Political Science, M.P.A., M.B.A.	Executive Vice President for Business Affairs/CFO	Higher Ed: 9 State of S.C.: 27
Samuel Jones	B.S. Business Admin., Accounting	Vice President for Fiscal Services	27
Dawn Willan	B.S. Accounting, CPA	Controller	20
Kenneth "Rick" Mims	M.S. Accountancy, CPA	Deputy Controller	10
Patrick Fillippa	B.S. Accounting, CPA	Deputy Controller	10
Phyllis Singleton	A.S. Business	Associate Controller	36
David Katz	B.S. Business Admin., Economics	Treasurer	17
J. Everett McInnis	M.S. Accountancy	Payroll Director	9
Matthew Nichols	M.S. Accountancy	Budget Director	8
Wendy Williams	B.A. Communication, CPPB, CPPO, CPM, CPCM	Procurement Director	20 Procurement: 27
Cynthia Washington	B.S. Computer Science, CPPB	Assistant Director Procurement	20
Amy Orr	M.B.A.	Director of Business and Auxiliary Services	20
Gail Long	B.S. Business Admin., CPA	Internal Auditor	9 Private Sector: 25

The Division of Business Affairs has the responsibility for ensuring compliance with state and federal laws, rules, and regulations as related to financial resources, as well as College policies and procedures. Departmental staff develop, promulgate, and enforce various financial and administrative policies and procedures and other information for campus-wide use. [Policies](#) and procedures cover a vast array of topics including [Cash Receipts](#), [Change Funds and Petty Cash](#), [Credit and Debit Cards](#), [Procurement](#), [Property Management](#), [Travel](#), and [Disbursements](#). Policies are communicated via departmental web pages, a centralized college policy website, [training manuals](#), and training classes provided by procurement, budgeting and payroll services, the Treasurer's Office, and the Controller's Office. Policies are enforced by disciplinary actions, such as those outlined in the [Purchasing Card Discipline Guidelines](#) section of the Purchasing Card Manual (pages 9-11), and evidenced in the [Procurement Card Audit Report](#) issued by the Internal Auditor.

Budget Management

Budget management and control is accomplished through both centralized and decentralized levels. This process begins with the approval of a proposed budget, and the associated tuition and fee structure necessary to support it, by the Board of Trustees in June of each year prior to the beginning of the fiscal year for which the budget is applicable. The [approved budget and fee information for FY 2016-2017](#) is provided as an example. Each budget manager has real-time online access showing the budget allocation, the actual expenditures, the open commitments, and the available balance. Additionally, budget, expenditure, commitment, and available balance reports are available to be run at any point at both the departmental and divisional level for use by senior-level management. For budgetary control and accountability on a broader scale, the College prepares both interim monthly and quarterly budgetary statements. The monthly reports are provided to the Budget and Finance Committee of the Board of Trustees, and the quarterly reports are, through the Committee report, provided to the full Board. The quarterly reports include a variance analysis comparing actual to budget; a comparison to prior year actual; and detailed information of any budget

adjustments or revisions. These [quarterly adjustments](#) are reviewed and approved by the Committee, and subsequently by the full Board. These reports enable the Board to exercise its fiduciary responsibilities, manage risk, and control funds.

Fixed Assets

The College records all assets costing \$1,500 or more and having a useful life of at least one year. The College's Property and Inventory Control Unit of the Office of Procurement and Supply Services is responsible for tracking fixed asset purchases and deletions. This unit also performs an annual physical review of the fixed assets as required by South Carolina law. The following items are submitted as sample evidence to support the process: [initial letter](#) to department, [closing letter](#) to department, [report of items verified/not verified](#), and [department notification](#) of report to Public Safety for items not verified. [Disposal of all College property](#) requires external approval of the State Fiscal Accountability Authority-General Services Division-Surplus Property Management. Checks and balances of the fixed assets are achieved through the Controller's Office staff reconciling the general ledger accounts to subsidiary ledgers maintained by the staff of Property and Inventory Control Unit. The [April 2016 document](#) is presented as an example. The College has adopted a monthly depreciation convention using class life schedules set by the State Comptroller General. The [depreciable amounts](#) are tracked in the BANNER finance system and report in the College's CAFR.

The College's [Physical Plant](#) oversees all capital and major facilities maintenance project accounts. The Controller's Office monitors the appropriation and cash balances. An added level of accountability exists at the state level through the State Fiscal Accountability Authority's State Permanent Improvements Reporting System ([SPIRS](#)) reporting requirement of state institutions, which is reviewed monthly to identify any discrepancies.

Accounts Receivable

The College of Charleston's Treasurer's Office pursues the accounts receivables that arise from services rendered to our students and any other constituency in which services were provided by the various departments on campus. The [State of South Carolina Inspector General's Office](#) conducted an inquiry of all state agencies, whether an educational entity or not, and cited the College as a "model account" for receivable programs. The [report, on page 5](#), stated, "The core of this successful program was based upon a continuous improvement model of management. The program developed policies, procedures, and workflows in sufficient detail to set clear expectations on how employees executed the program. Then, it did what poor programs fail to do - measured results, compared results to expectations, and modified the program to continuously improve."

Financial Systems

The College of Charleston uses an integrated enterprise resource system, Ellucian [BANNER](#), which includes applications for its students (student billing and receivables), human resources (payroll), and finance (procurement, accounts payable, travel, asset management, and general ledger) functions. System access and security are managed by the specific-area data stewards and the Information Technology [BANNER](#) security administrator, and follow the principle of least privilege. The [Division of Institutional Advancement](#) maintains the gift accounting system for contributions through the College of Charleston Foundation on Blackbaud's Raiser's Edge software.

Internal Audit

The internal auditor assists the administration and members of the College of Charleston Board of Trustees in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations, and information concerning activities reviewed. The role of the [Board of Trustees' Audit Committee](#) is one of oversight, and it serves as the Board of Trustees' overall guardian of the College's financial integrity. With respect to such matters, the committee serves as the focal point of communication between the Board of Trustees, the internal auditor, and external auditors. The internal auditor is appointed by the president upon consultation with the Audit Committee. The internal auditor reports directly to the president/president's designee (the executive vice president for business affairs) for day-to-day administrative purposes, but has an open and unrestricted reporting relationship with the Audit Committee. The internal auditor provides a

quarterly report to the Audit Committee. Additional examples of internal audit reporting are the [Procurement Card Audit Report](#), the [Federal Research and Development Report](#), and the [Financial Aid Audit](#). Each year the internal auditor examines the [petty cash funds](#), and participates in the storeroom inventory.

External Audit

The College of Charleston is under contract with Elliot Davis Decosimo LLC, certified public accountants, to conduct its annual external financial audit. The contract is approved by the South Carolina State Auditor's Office. Each year the College prepares and publishes a variety of audited financial statements including [Comprehensive Annual Financial Report \(CAFR\)](#), a [Statement of Revenues and Expenses of the Intercollegiate Athletic Program](#), and the Office of Management and Budget (OMB) [Single Audit Report of Federal Programs](#).

The CAFR contains a variety of significant facts in addition to the basic financial statements and required supplementary information. Included in the College's CAFR are the discretely presented financial statements of two component units: the College of Charleston Foundation and the College of Charleston Cougar Club. An external audit (conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States of America) certifies the reliability of the reported information. The [Independent Auditors' Report](#) substantiating the fair presentation of the financial position and operating results is contained in the CAFR. The opinion included in the most recent [Independent Auditor's Report, dated June 30, 2015](#), is that the College's financial statements present fairly in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the College, and the respective changes in financial position and, where applicable, cash flows in accordance with generally accepted accounting principles (GAAP). The audit reports for fiscal years 2013 and 2014 also included unmodified opinions in regards to the financial statements. Elliott Davis Decosimo LLC also provides an annual report to the Board of Trustees, which summarizes certain matters required by professional standards to be communicated to the board. This document serves as a management letter for the College. The [report for fiscal year 2015](#), dated October 7, 2015, and including a subsequent letter dated December 18, 2015, notes "no deficiencies in internal control that we consider to be material weaknesses."

During 2015, the College of Charleston underwent an examination by the Internal Revenue Service. The purpose of the audit was to review the College's 2013 form 941. The College was notified of the audit on January 29, 2015, and it was officially closed on November 6, 2015. There were no findings, assessment of taxes/penalties, or tax adjustments. This is an exceptional outcome for such an audit and is evidenced by the [letter from the IRS auditor Clifford Brown](#), dated November 16, 2015. It states, in part, "I have worked in some capacity with the Internal Revenue Service since 1980. It is difficult for me to think of another taxpayer that I have met during those years that has been more thorough than you and your staff. It is obvious that you work hard to understand the various aspects of the Federal Employment Tax laws, and also to comply with these laws. It is clear that due to your efforts, along with the efforts of Gail Long, your Internal Auditor, many of the problem areas that commonly exist in a payroll tax examination were not present during the examination of the College."

Management of and Distribution from Foundation Endowment

The College of Charleston Foundation and Subsidiaries (the "Foundation") provides support to the College for student scholarships, programs of education, research, student development and faculty enrichment. Major sources of income consist primarily of donor contributions and investment income. The Foundation maintains master investment accounts for its donor-restricted and board-designated endowments. Investment income and expenses, including unrealized gains and losses from securities in the master investment accounts, are allocated monthly to the individual endowments based on the relationship of the fair value of each endowment to the fair value of the master investment accounts, adjusted for additions to or deduction from those accounts.























The Foundation has a policy of appropriating for expenditure each year up to 4.5% of its endowment funds' average fair value using the prior twelve quarters through the calendar year-end preceding the fiscal year in which the distribution is planned. In establishing these policies, the Foundation considered the expected return on its endowment. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 3.75% annually. This is consistent with the Foundation's






















objective to maintain the purchasing power of the endowment assets held in perpetuity for a specified term as well as to provide additional real growth through new gifts and investment return.

Closing Statement

College of Charleston exercises appropriate financial controls through a system of checks and balances to ensure proper use and accountability of financial resources.

Sources

-  [2016-2017 Budget Book \(Budget and Fees\)](#)
-  [Audit Plan 2015](#)
-  [Audit Report 2013](#)
-  [Audit Report 2014](#)
-  [Audit Report 2015](#)
-  [Auditors' Report to Board of Trustees 2015 post letter](#)
-  [Banner Finance Training](#)
-  [Banner System Main Menu](#)
-  [Board of Trustees Meeting Minutes January 29 2016](#)
-  [BoT Audit and Governance Committee page](#)
-  [Budgeting and Payroll Services page](#)
-  [Business Affairs Organizational Chart](#)
-  [Business and Auxiliary Services Org Chart](#)
-  [Business and Auxiliary Services page](#)
-  [CAFR 2015](#)
-  [CAFR 2015 \(Page 20\)](#)
-  [College of Charleston Policy Website Excerpt](#)
-  [Controller's Office page](#)
-  [Depreciation Report with Banner screen shot](#)
-  [Division of Business Affairs page](#)
-  [Federal Research and Development Report June 2015](#)
-  [Financial Aid Audit June 2015](#)
-  [Fixed Asset Reconciliation](#)
-  [Institutional Advancement page](#)
-  [Inventory Letter 1](#)
-  [Inventory Letter 2](#)
-  [Inventory Letter 2a](#)
-  [Inventory Letter 3](#)

-  [IRS Audit Correspondence](#)
-  [NCAA 2015](#)
-  [Office of the Internal Auditor](#)
-  [PCard Discipline](#)
-  [Petty Cash Audit Report FY14-15](#)
-  [Physical Plant page](#)
-  [Policy 2.2.2.1 \(and Sub-Policies\) Regular Disbursements](#)
-  [Policy 2.2.3.1 Cash Receipts](#)
-  [Policy 2.2.3.2 Credit - Debit Card](#)
-  [Policy 2.2.3.3 Change Fund Policy](#)
-  [Policy 2.3.1.1 Authority to Contract](#)
-  [Policy 2.5.1 Travel](#)
-  [Policy 2.6.1 Inventory Control](#)
-  [Procurement and Supply Services page](#)
-  [Procurement Card Audit Report 2015](#)
-  [Procurement Card Audit Report Q4, 2015](#)
-  [SPIRS Sample Report](#)
-  [State of South Carolina Inspector General's Office Report](#)
-  [State of South Carolina Inspector General's Office Report \(Page 6\)](#)
-  [Surplus Property Disposal](#)
-  [Treasurer's Office page](#)

3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

In accordance with standard accounting and sponsored program administration practices, the College has in place an effective system of internal controls that provides reasonable assurance of the achievement of the following objectives: effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations.

The majority of the College's sponsored project expenditures are federally funded. The College's continued receipt of federal grants attests to its management of external funding through effective grant accounting and administration. Total federal fund expenditures (less the student financial assistance cluster during the past five years) are as follows:

Table 1. Total Federal Fund Expenditure

2011	\$11,488,263
2012	\$ 7,132,207
2013	\$ 7,118,716
2014	\$ 6,599,466
2015	\$ 6,856,126

Offices with Relevant Responsibilities for Internal Control Over Sponsored Funding

Institutional control over sponsored research and other externally funded projects is maintained through the offices of the executive vice president for business affairs and the provost/executive vice president for academic affairs.

The [Controller's Office](#) (CO), a department of the Office of Fiscal Services in the Division of Business Affairs, provides an array of services to the students, faculty, and staff incorporating best business practices and compliance with financial regulations. The CO is charged with the responsibilities inclusive of general accounting and financial reporting; developing and maintaining the accounting information system consisting of accounts payable, general ledger, and fixed assets; grant and contract administration; and compliance with state and federal laws as well as accounting standards.

The CO executes the responsibilities for the operations of post-award accounting administration of sponsored awards. The combined experience relevant to financial management of sponsored funding for those with grant accounting responsibilities in the CO is more than 40 years. The number of years of experience for each of the staff with these responsibilities is noted on the CO organization chart.

The assistant vice president for research/director of the [Office of Research and Grants Administration](#) (ORGA) discharges the responsibilities for the operation of pre-award and non-accounting post-award administration of sponsored awards. Grant management experience among current ORGA staff exceeds 30 years; the ORGA organization chart lists the number of years of experience for staff with these responsibilities.

ORGA reports to the provost/executive vice president of academic affairs. ORGA applies for and receives sponsored (external) funding on behalf of the College of Charleston. When needed, ORGA also negotiates awards with external funding sponsors. In addition, ORGA coordinates the establishment of sponsored project

accounts with CO's grant accounting staff.

Organization charts of the [Controller's Office](#) and [Office of Research and Grants Administration](#), noting relevant experience levels, are provided.

Internal Financial Control Over Externally Funded and Sponsored Research Programs

As part of its responsibilities, ORGA promotes external funding for research, academic projects and scholarly activities, and compliance with applicable regulations and College policies and procedures relating to research activities. [ORGA staff](#) provides individual assistance and group education and training to faculty, staff, and students in support of externally funded research, training, and demonstration projects, from conceptual development and planning through implementation and management of externally funded projects.

An example of this process is a \$652,390 National Science Foundation (NSF) collaborative project entitled "[unPAK: Undergraduates Phenotyping Arabidopsis Knockouts](#): A distributed genomic approach to examine evolutionarily important traits." This project is a multi-year collaborative effort that involves multiple subawards to various university partners, both in- and out-of-state, and one international entity. ORGA developed the complex budget with revisions as needed in the proposal process; collected required pre-award documents from subrecipients; and conducted a Principal Investigator (PI) briefing with the CofC senior personnel upon award. ORGA also worked with the PI and the subrecipients in the process of awarding funding under this award to each entity and manages the annual awarding process for each entity. ORGA is responsible for ensuring that subrecipients are invoicing and reporting on time by conferring with colleagues in the CO as well as the PI. When issues arise in the partnerships, ORGA is called on by the PI and co-PIs to assist in resolving those issues. ORGA meets with the PIs annually to discuss project progress and to address any barriers to success.

ORGA provides assistance in developing proposal narratives and budgets; completing standardized application forms and submitting electronic applications; assuring compliance with applicable federal and state regulations; negotiating grant awards and contracts; and administering funded projects. For example, ORGA has been deeply involved in a US Department of Education project funded through the South Carolina State Department of Education known as the Math and Science Partnership (formal title: "[Partnering to Improve Science and Mathematics Instruction and Student Achievement](#)"). This project is a collaboration between two College of Charleston Schools (Science & Mathematics and Education, Health, & Human Performance) that involves faculty from both Schools participating in workshops to advance teacher instruction in the sciences and math. ORGA assists with the project's narrative and budget development, which is an annual process, and ensures that the application forms are completed according to SC Department of Education's specifications. ORGA also assists the PI with managing the project's progress during the year, including budget queries, tracking down expenses, and planning for the next year's proposal.

Before ORGA submits a sponsored award application, ORGA circulates the internal routing sheet for approvals. A sample routing sheet is provided [here](#). This sheet documents financial information, and when an application is approved by a sponsor for funding, ORGA includes this document with the materials that are provided to grant accounting staff in the CO in order to establish the new grant account ("index").

When a new account is established, ORGA meets with the PI and grant accounting staff, as well as other administrative or program staff who may be involved in administering the sponsored project, and briefs them on the sponsored project terms and conditions, including financial management of the grant. If the award spans multiple years, a briefing is held on the anniversary date of the grant as well to make sure fiscal and program management is maintained. A [sample PI briefing document](#) is provided, which references a [sample effort report](#).

The PI briefing process also addresses required reporting to sponsors, of which the PI submits program reports and the grant accounting staff submits financial reports and invoices.

Grant and contract accounting staff in the Controller's Office ensures compliance with applicable laws, regulations, College policies, and specific sponsored agreement conditions as they relate to expenditures and the management of cash. The CO's website indicates procedures addressing regular disbursements, travel, IDT's, invoice processing schedule, scholarships, fellowships, stipends, prizes and awards, and reason for

return of invoices. In addition, the procurement office's website addresses purchases, all of which may be part of the financial management of sponsored programs.

The CO also supplies all information needed during federal and other financial audits of sponsored projects and prepares the federal and other reports such as the Standard Form 425 (Federal Financial Report), ensuring the timely submission thereof and compliance with the Federal Cash Management Improvement Act. A [sample SF425](#), submitted at the end of the third fiscal year quarter, is provided.

The indirect cost proposal is developed and negotiated by the Controller's Office as well. The Department of Health and Human Services is the federal cognizant agency. The College's current approved [indirect cost type](#) is predetermined at 47.86% for on-campus locations and 10.42% for off-campus locations. The base is calculated on Modified Total Direct Cost (MTDC), which excludes capital expenditures; that portion of each sub-award in excess of \$25,000; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, and fellowships).

Indirect cost recoveries for research projects are split between academic programs and the general institution as follows: 50% is allocated to business affairs; 40% is allocated to the school in which the PI is based; and 10% is allocated to the provost. Indirect cost recoveries for non-research projects whose annual award amount is more than \$200,000 are remitted to the State of South Carolina General Fund as required by law.

Grant accounting staff provide support to PIs in proper financial management of the grant programs. Each PI has the primary responsibility for financial control over his/her sponsored project. After the award documentation is received from ORGA, and the PI briefing is held, a member of the grant accounting staff establishes the index (grant account for that project) and sends an email to the PI informing him/her of the new index number and instructing the PI to complete the appropriate forms (Self-Service Banner Authorization Request Form and the Index/FOP Access Form). A [sample message](#) transmitting that information is provided.

External Financial Control Over Externally Funded and Sponsored Research Programs

The College has contracted with Elliott Davis Decosimo LLC, certified public accountants, to conduct the annual audit of federal award programs in accordance with U.S. Office of Management and Budget (OMB) Circular A-133/2 CFR 200 Single Audit requirements. The College's financial controls are assessed by the external auditor as a component of the single audit. The College of Charleston OMB Circular A-133 Report for the Year Ended June 30, 2015, disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

The opinion expressed in the audit was that the College complied, in all material respects, with compliance requirements relevant to the College's major federal programs. The College maintains its status as a low-risk auditee.

Additionally, the College of Charleston is included in the state-wide single audit report, although not in the detail schedules since the College has its own separate audit. A copy of the [2015 single audit](#) is provided.

Closing Statement






The College of Charleston is in compliance with Comprehensive Standard 3.10.4. The College has established processes and procedures to monitor, assess, evaluate and continuously improve its financial control over externally funded and sponsored research programs.

Sources

 [2015 Audit](#)

 [About the ORGA Staff](#)

 [CONTROLLER'S OFFICE ORGANIZATION CHART August22 2016_Notated](#)

-  [Controller's Office page](#)
-  [Example of Electronic SF-425](#)
-  [Indirect Cost Rate Agreement](#)
-  [MSP_Grant_Awardees](#)
-  [ORGA - College of Charleston](#)
-  [ORGA Org Chart_Aug2016](#)
-  [Sample Effort Report](#)
-  [Sample Message Establishing Grant Access](#)
-  [Sample PI Briefing Document](#)
-  [Sample Routing Sheet](#)
-  [unPAK_NSF](#)

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston exercises appropriate control over its physical resources through the utilization of a series of internal policies and state regulations and the employment of a combination of manual processes and electronic systems. Real property is tracked, managed, maintained, and controlled using AiM, an integrated Workplace Management Software System. Plant property is labeled with serialized tags for tracking and management. Property that is no longer needed or usable is surplus according to the South Carolina Consolidated Procurement Code.

Real Property

The College utilizes [AiM™](#), an Integrated Workplace Management Software System (IWMS), to manage its inventory of real property. The Space Management module of AiM tracks property financial, logistical, historical, and usage information as well as detailed data on how each space within the properties is classified and utilized. Organizational space allocations and individual lab and office assignments are also tracked in AiM Space Management. The Office of Campus Planning is responsible for maintaining AiM Space Management to include space data maintenance, CAD drawings, and facility-related reports, such as the following: [Property Inventory Report](#), [Property Functional Use Report](#), [Space Allocation by Organization Report](#), and [Graphical Space Allocation by Department, Annotated by Use](#). The Office of Campus Planning consists of a planning manager, a CAD manager/interior designer, and a facilities data coordinator ([Organizational Chart](#)).

The [AiM Operations and Maintenance Module](#) is used to manage the care of the physical facilities and includes mechanisms for tracking routine, corrective, deferred, and preventative maintenance. A third AiM Module is currently being implemented that will manage capital planning and project management.

Deferred maintenance is managed by the engineering staff of the Physical Plant. Every facility on campus is assigned to a liaison from the engineering staff who is tasked with ensuring that the buildings are properly maintained. Building liaisons continually assess the overall condition of their buildings and collectively maintain a [prioritized list](#) of maintenance needs that exceed what is to be determined as routine. These deferred maintenance needs are organized into capital improvement projects and are managed by the respective building liaison. Biweekly, a team (consisting of engineers, management, planners, and finance representatives and led by the executive vice president for business affairs) reviews the status of the maintenance needs list as well as any ongoing capital projects. See [list of meetings](#).

Routine maintenance is managed by the Physical Plant Maintenance Department and is driven by the work order request system ([How to Enter a Work Order Request](#)). Students, faculty, and staff use the work order request system to alert the maintenance department to corrective maintenance needs as well as requests for space modifications, event setup, and other facilities-related requests. The Physical Plant uses this system to drive their work assignments, record the associated costs, and maintain a history of work conducted on facilities and its assets ([example work order report](#)).

Capital planning is driven by the [Campus Master Plan](#), the five-year [Comprehensive Permanent Improvement Plan](#), the prioritized list of deferred maintenance needs, and departmental requests. Capital improvement projects are managed by the Physical Plant engineering staff and help the institution address deferred maintenance needs, capital renewal, space utilization, and the modernization of learning and living spaces.

Property Control

The College of Charleston has addressed property management and accountability in the College of Charleston's [Business, Financial & Accounting Policy, Property Management and Accountability, 2.6.1](#) and on the Procurement and Supply Services' webpage - [Inventory Control Procedures for Accounting of College Property](#) - to assure that the College's physical resources are used only for educational, research, or public service purposes of the College and in accordance with the requirements of the [Code of Laws of South Carolina, Section 10-1-140](#), and other applicable laws and regulations governing state property. Implementation of this policy is evidenced by various examples cited and shown below.

The purpose of the Property Control Program is to establish responsibility for property, provide for better utilization of property, facilitate the physical inventory of property, establish insurance requirements, and comply with state policy. The College uses an automated Property Inventory System as part of the Banner Financial COTS suite of software to process property management activity. Each master item record contains the following: property tag number, department index number, item description, building and room location, purchase order and amount, date acquired, serial number, property code, and last inventory date - [Master Item Record a\)](#), [Master Item Record b\)](#), [Master Item Record c\)](#), [Master Item Record d\)](#). Each department has one individual assigned as the "Departmental Custodian."

Physical Plant property, for the purpose of inventory control, is defined as furniture, furnishings, equipment, and IT equipment that have a value of \$1,500 or greater and a useful life of one year or more. All items meeting these criteria are tagged and inventoried. Specific exceptions to the tagging policies may be made if Inventory Control determines that tagging an item is not practical.

Basic control and identification of a College property item is usually accomplished through a serially numbered tag affixed to the property item, [Tag Example](#). Some items do not have tags affixed because of the type of item; if possible, the number is etched or painted on these items. The property inventory specialist is responsible for ensuring that all property items are tagged, when possible. A decal or other permanent marking is affixed directly to the piece of movable property and is used to identify the property throughout its lifetime. The property inventory specialist is responsible for affixing an appropriate tag, decal, or other marking as soon as possible after the item is acquired.

[Section 10-1-140](#) of The Code of Laws of South Carolina requires capitalized property (\$5000+), except for expendables, be inventoried annually, as shown on Inventory Verification List. Accountability for security to prevent misuse or loss of College plant property as well as the responsibility for the location, custody, and maintenance of such property, and communicating changes to Inventory Control has been delegated to the deans, department heads and directors of the area for whom it was procured or to whom it has been assigned regardless of funding source.

Responsibility for performing annual inventory of plant property and maintaining inventory records is delegated to the director of procurement, supply manager, and the inventory control officers. The detailed inventory records for the College are maintained within the Office of Procurement and Supply. As new items are acquired, they are tagged by Central Receiving or, if delivered directly to the Division of Information Technology, by the IT staff.

Expendable property, which is any item which is consumed or becomes unidentifiable with use, is categorized as supplies. Property that is not expendable, but does not meet the criteria to be inventoried, is also categorized as supplies. Additionally, an item that becomes part of a building or facility, regardless of acquisition value, is not classified as plant property. All employees have the responsibility for the prudent use, care, and safeguarding of College property. Responsibility for ensuring that property is safeguarded, regardless of value, whether or not recorded on property records, belongs to the custodial department.

Inventory Control receives an Origination Tag (O-Tag) [Asset Extraction report](#), every three days that lists all goods and equipment purchased for \$1,500 or more. Inventory Control personnel review each purchase order to verify and approve items requiring tags, and they assign a tag number. During this review, Inventory Control personnel also determine which item(s) valued at \$5,000 or more should be capitalized. If plant property valued at \$1,500 or more is acquired through means other than purchase, [Property on Loan](#), and delivered

directly to a department, it is the department head's responsibility to notify Inventory Control of the acquisition.

A property inventory specialist or a designated IT representative physically affixes property tags within 10 working days of determination of requirement or notification. A property inventory specialist performs an annual physical inventory in each department ([Annual Inventory Start](#)), and submits a monthly status report to the director of procurement ([Annual Inventory Not Verified](#)). Inventory Control personnel must physically verify the location and tag number on all plant property listed on the plant property inventory list: Inventory Verification List. After completion of the physical inventory, Inventory Control personnel report the findings to the department head for review and action as required ([Annual Inventory Completion](#)). The department head has 15 working days to respond, if necessary. Inventory Control reports all missing property to Public Safety for [investigation](#) if not previously reported by the department. See the [Annual Inventory Public Safety Report](#).

All College property is insured for losses resulting from a catastrophic occurrence, such as fire, wind, water, or theft. Any occurrence and loss is reported to the insurance manager for disposition. Catastrophic loss of inventoried material or missing property is reported to Inventory Control using the Change in Accountability Form.




Property Surplus




































Property Inventory personnel maintain files and reports on disposition of all surplus property in accordance with S.C. Consolidated Procurement Code, Section 11-35-3810, 11-35-3820, and 11-35-3830 ([Code Reference to Surplus](#)). Surplus Property, as defined in [R 19-445.2150\(1\)](#) of the S.C. Consolidated Procurement Code, Reg. 19-445.2150, is all state-owned supplies and equipment, not in actual use, with remaining useful life and available for disposal. Whenever property is determined to be excess to the needs of the department and/or College, the property must be disposed of through the State Surplus Property system. However, prior to notifying the state of any excess material, the property is made available to other College of Charleston departments at no cost. Periodically, the property inventory specialist notifies all departments of material available using College email. If the property cannot be utilized by another department, the property must be reported within 90 days of the surplus declaration date to State Surplus Property with a [Turn-In Document](#). A state screener will view the property and determine what is of value and what is junk. The items of value are picked up and transferred to State Surplus Items; items declared junk are screened again by a property inventory specialist to determine if they have any residual salvage value or can be recycled. If, in the property inventory specialist's opinion, the item does have salvage value or is recyclable, it is sold to a salvage company or recycled appropriately. If the property has no value, it is discarded according to state property regulations and deleted from the inventory lists and documented on a Justification for Deletion document.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.11.1. The College exercises control over its physical resources through financial and operational reports, inventories, and internal audits.

Sources

-  [2012 Campus Master Plan](#)
-  [AIM Asset Management Services & Software Solutions _ AssetWorks](#)
-  [AiM Customer Request](#)
-  [AiM Facility Management Software](#)
-  [AIM Operations and Maintenance](#)
-  [Annual Inventory Completion](#)
-  [Annual Inventory Not Verified](#)
-  [Annual Inventory Public Safety Report](#)

-  Annual Inventory Start
-  Asset Extraction Report
-  Bell Building - FLOOR 5-DWF
-  Campus Planning Organization Chart
-  Capital Projects Meetings
-  Change in Accountability Form 12.18.1
-  Code of Laws - Title 10 - Chapter 1 - General Provisions
-  Code of Laws - Title 10 - Chapter 1 - General Provisions (Page 3)
-  Code Reference to Surplus
-  College of Charleston CPIP 2016
-  College of Charleston Property Inventory
-  College Property Inventory Control and Accounting Procedures 12.17.12
-  EG and RL Breakdown Major and Minor projects for 16 June 2016
-  Example Work Order Report
-  Gross Square Footage by Primary Building Function
-  How to Enter a Work Order Request
-  Insurance Coverage Letter
-  Justification for Deletion
-  Letter confirming property coverage
-  Master Inventory List Equipment
-  Master Inventory List Property
-  Master Item Record
-  Master Item Record (a)
-  Master Item Record (b)
-  Master Item Record (c)
-  Master Item Record (d)
-  Missing Property Report
-  Policy 2.6.1
-  Property Change in Accountability Form 12.18.12[1]
-  Property Control Program
-  Property on Loan from Foundation
-  R 19-445.2150
-  Sample Surplus Turn-In Docs
-  Space Allocation by Organization
-  Surplus Property - College of Charleston

 Tag Example

 Turn-in Document (TID)

3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston makes every effort to provide a [healthy, safe and secure environment](#) for all students, faculty, staff, and campus visitors at its main campus and all off-campus locations (College of Charleston North Campus, Grice Marine Laboratory, and 701 East Bay Street). The College firmly believes that without a fully developed health and safety program, its students, faculty, and staff cannot reach their full potential. Supported by the president and the executive team, the primary responsibility for the physical and environmental safety and security of the campus is led by the chief of police and the director of environmental health and safety and their respective units, Department of Public Safety and the Office of Environmental Health and Safety. Together, these two units routinely patrol and monitor the campus, investigate various criminal and environmental health incidents, and manage crisis response and communication.

Administration Responsibility for the Health, Safety, and Security of Campus & the Regular Review of College Grounds and Facilities

Department of Public Safety (Law Enforcement)

The [Department of Public Safety](#) is a division of the Office of the President and is led by the chief of police. On the law enforcement side of the Department of Public Safety, the chief of police is assisted by a deputy chief, two captains (operation support services commander and operation services commander), and a director of security technology services. The department has 38 sworn officers, supported by 20 non-sworn officers, six dispatchers and five civilians, operating 24 hours a day, 365 days a year. Each sworn officer must attend a 12-week training program and holds certification by the [South Carolina Criminal Justice Academy](#). Each officer holds statewide jurisdiction in South Carolina. The Department of Public Safety maintains the highest certification of campus police organizations and holds accreditation from both the [Commission on Accreditation for Law Enforcement Agencies \(CALEA\)](#) and the [International Association of Campus Law Enforcement Administrators Accreditation Commission \(IACLEA\)](#). Sworn law enforcement officers are governed by their published Departmental Standing Orders. These orders are developed in consultation with the College's general counsel and are thoroughly reviewed by outside law enforcement professionals to ensure conformity with national best practices as part of both the CALEA and IACLEA accreditation processes.

The uniformed patrol division of the Department of Public Safety is divided into [four shifts](#) and practices [Community Oriented Policing](#). While maintaining the highest level of professionalism and the order of law, the Department of Public Safety embraces the unique population it protects and seeks to make the entire college experience a leaning environment. In addition to the customary and routine patrol of campus, the Department of Public Safety provides many other safety oriented services and programs, such as:

- [Bicycle Registration](#): As a convenience to the campus community, no registration fees are charged when registering a bicycle. Registration is available at the Department of Public Safety headquarters. This program allows students, faculty, and staff to register their bicycles with Public Safety (which records the serial numbers, make and model of bicycles) so that they can be readily identified if stolen.
- [Project Identification](#): To assist students in protecting personal property, campus police offer an ultra violet (invisible) pen or engraving tool to loan to students so they may engrave or mark their property with an identifying number of the owners choosing.

- **Computer Registration:** To assist the students in protecting personal technology property, the Department of Public Safety has implemented computer registration, which allows students to record a serial number, make and model, thus making the item readily identifiable if lost or stolen. Campus police offer an ultra violet (invisible) pen or engraving tool to loan to students so they may engrave or mark the computer with an identifying number of the owner's choosing.
- **Security Surveys:** A crime prevention officer is available to conduct residential security surveys. These surveys help in determining potential and actual safety/security problems in residences. Once the survey has been conducted, the crime prevention officer provides a list of problems to the residents, who can work in partnership with landlords to heighten personal/property safety and security. This service is free of charge to members of the College of Charleston community.
- **Rape Aggression Defense System:** The Rape Aggression Defense (R.A.D.) System is a program of self-defense tactics and techniques. The R.A.D. System is a comprehensive course for women that begins with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. R.A.D. is not a martial arts program. Courses are taught by the College of Charleston Public Safety officers who have attended training and are certified by R.A.D. Systems as instructors. The R.A.D. manual outlines the entire physical defense program for reference and continuous personal growth. The R.A.D. System of Physical Defense is currently being taught at many venues. The growing, widespread acceptance of this system is primarily due to the ease, simplicity, and effectiveness of its tactics, solid research, legal defensibility, and unique teaching methodology.
- **Residence Hall Safety Meetings:** Crime prevention officers hold informal meetings with students from all residence halls to discuss safety and security within the residence halls, and safety precautions to take while away from campus. Students are reminded that they must conduct themselves off campus as they would do on campus.
- **New Employee Orientation:** To assist and provide new employees with information pertaining to safety and security, officers take part in the orientation of new College of Charleston employees. Employees are briefed on emergency call boxes, escort program, and personal property protection.
- **New Student Orientation:** New Student Orientation provides incoming and prospective students with a wealth of information pertaining to crime prevention, with a concentration on being away from home for the first time, and being responsible.
- **Yearly Campus Safety Walk:** This activity gives students the opportunity to conduct a walk-through of the campus with Public Safety officers. Students have the opportunity to identify areas they feel may be a safety hazard. All deficiencies are passed on to the appropriate department for correction.
- **Monthly building/lighting checks:** Officers assigned to various buildings on the campus are responsible for reporting any lighting or maintenance discrepancies for repairs. All requests for repairs require an online Physical Plant work order. A confirmation is sent when a work order is received by Physical Plant and when the repairs are completed.

The patrol division is, led by a departmental captain (operation services commander) and is supported by a unit of security technology services. This unit, led by the director of security technology services, maintains the campus IT security infrastructure. This network is primarily made up of emergency call boxes and a campus-wide video surveillance system:

- **Emergency Call Boxes:** Security on the College's campus is enhanced through the installation of emergency call boxes. Currently, there are 52 emergency call boxes in operation at various locations to provide immediate interaction and assistance. Remote activation devices for individuals with special needs may be obtained through the Department of Public Safety.
- **Video Surveillance System:** Public Safety operates a video surveillance system made up of 610 cameras, including high resolution digital color cameras and domes. These state-of-the-art pan-tilt-zoom and fixed cameras are placed in both public and non-public areas, and are monitored directly at Public Safety headquarters. Public Safety uses the newest digital net video transmission devices with a mix of both analog and digital technologies.

The records and investigations division, led by a departmental captain, (operation support services commander), is responsible for maintaining all department records and [incident reports](#) in compliance with applicable laws ([Clery notifications](#)) and conducting investigations as necessary. Most common investigations involve larceny or the theft of personal property.

In addition to the law enforcement team, the Department of Public Safety also houses the Division of Fire and

Life Safety. [Fire and Life Safety](#) is tasked with the protection of the College's personnel, guests, buildings, and assets from the destruction of fire as well as responding to campus medical emergencies. Under the direction of the chief of police, Fire and Life Safety personnel respond to [campus medical emergencies](#), maintain the campus' automatic fire suppression system, routinely inspect and certify fire suppression apparatus (fire extinguishers), routinely inspect fire alarms, monitor campus buildings to ensure compliance with state and local fire code, and conduct evacuation drills for campus facilities. Division staff members maintain current certification in both fire suppression and medical response.

Environmental Health and Safety

The Office of [Environmental Health and Safety](#) (EHS), is housed within the Division of Business Affairs and is led by the director of environmental health and safety. EHS assumes primary responsibility for campus compliance with applicable U.S. Environmental Protection Agency, S.C. Department of Health and Environmental Control, and U.S. Occupational Safety and Health Administration law, standards, and regulations.

The operation of EHS is largely divided between incident response and prevention/safety education. On the incident response side, inspections of the campus buildings and grounds are conducted at least annually. Inspections also occur in response to specific incidents. For example, given the College's climate of high heat and high humidity, a common environmental investigation is related to indoor air quality. Concerns regarding indoor air quality are initiated through the Physical Plant [work order request system](#). Physical Plant works with Environmental Health and Safety to conduct a site inspection and if necessary begin [air monitoring](#). Based on the results from this monitoring effort further action occurs or the incident is closed. The director also makes an effort to routinely self-monitor areas of campus that have previously been subject to prior concerns. Self-monitoring occurs on a quarterly basis. Examples of emails regarding EHS self-monitoring can be found [here](#).

The other primary responsibility of EHS's operation is prevention and safety education. EHS provides prevention and safety education for a broad range of activities from automobile operation to capital project site safety, to handling hazardous materials. Some examples include:

- [Waste Management](#) – EHS has implemented a comprehensive program for the management of hazardous materials from the College operations. EHS manages the hazardous material disposal program and provides oversight. Hazardous waste is picked up routinely on the third Monday of each month by an outside contracted service. Departments accumulating hazardous waste must create a dialogue and compliance discussion with EHS, which arranges for containers, documentation, labels, and schedules. Departments wishing to submit hazardous waste for pickup must comply with the process requirements and must submit an inventory of the waste to be picked up by including the name and the quantity to EHS at least 10 days before the pickup date, so that the waste can be profiled by the vendor.
- [Emergency Procedure Guidelines and Evacuation Routes](#) – EHS recently canvassed the entire campus and placed [Emergency Procedure Guidelines Placards](#) and Evacuation Route Placards in designated areas. This new documentation will ensure all campus occupants (faculty, staff, students, and visitors) are aware of campus [procedures](#) in the event of an emergency.
- [Chemical Hygiene](#) – EHS supervises the use of all chemicals in campus through the implementation of the College of Charleston Chemical Hygiene Plan. Per the plan, all persons who handle hazardous chemicals must review and attest in writing their knowledge and compliance with the plan.

Crisis and Emergency Response and Communication

The final component to securing the physical and environmental safety of the campus is with crisis response and communication. Crisis is defined as a time-limited event that requires a campus health and safety response above and beyond normal and typical daily operations. This task is shared between Public Safety and Environmental Health and Safety. Once in a crisis situation, these two departments are assisted by the Division of Marketing and Communication. In large part, the campus' crisis response is dictated by the [Emergency Preparedness and Management Plan](#). The elements of the plan are routinely tested in accordance with the requirements of the Clery Act. Members of the [Emergency Operations Team](#) are [trained](#) and participate in [tabletop exercises](#) and [monthly meetings](#), which review and discuss plan elements. The plan has been tested on occasion of bomb threat, storm and flooding responses, and emergency communication








notifications. Public Safety, in partnership with necessary local law enforcement, assumes primary tactical response. The partial tactical response is dictated by the events of the crisis, and in some cases (i.e., hurricanes) may be limited to simply securing property.












The primary means of communication in a crisis situation is the [CougarAlert System](#). CougarAlert is a multi-mode communication system that can quickly disseminate important information to the entire campus community. The system has phone, text, social media, and email capabilities. CougarAlert is routinely tested and used periodically throughout the year. After each actual use or test, the director of EHS and the police chief review a [delivery report](#) of the CougarAlert System to ensure its effectiveness. The EHS director is the primary point of contact for CougarAlert. In the event of an actual emergency, once an initial CougarAlert has been issued, the Division of Marketing and Communications assumes communication responsibilities for the College. The bifurcation of duties in a crisis situation allows law enforcement to focus on response and EHS to focus on quick notification.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.11.2. The units responsible for ensuring a healthy, safe, and secure environment for the College of Charleston community are the departments of Public Safety (including Fire and EMS) and the Office of Environmental Health and Safety. Working with these departments, deans, directors, department chairs, and administrators are responsible for fostering professionalism in the protection of safety and health and for directing that all operations under their control are performed with regard for the safety and health of students, employees, and visitors to the College. Employees are responsible for complying with safety standards and for working cooperatively to maintain a safe and healthful work and study environment.

Sources

-  [2012 Tabletop Scenario Chem Spill](#)
-  [Annual Security Report \(2015-2016\)](#)
-  [Basic Information about Concentrations of CO2 in Air](#)
-  [Bike Registration Form](#)
-  [Blackboard Cougar Alert Homepage](#)
-  [CALEA and IACLEA Award Letters](#)
-  [Campus Safety Walk – Flyer](#)
-  [Campus Safety Walk Findings 2015](#)
-  [Chemical Hyg Plan](#)
-  [Community Policing](#)
-  [Computer Registration Form](#)
-  [Cougar Alert Actual Notification](#)
-  [Cougar Alert Delivery Report](#)
-  [Current State of Cameras \(July 2016\)](#)
-  [Department Orientation](#)
-  [DHEC License](#)
-  [EHS Mission](#)
-  [EHS Organizational Chart](#)

-  Emergency Management Meeting Agenda (9.16.2015)
-  Emergency Preparedness Plan
-  Emergency Preparedness Plan (Page 13)
-  Emergency Preparedness Plan (Page 14)
-  Emergency Quick Reference
-  EMS Drug License
-  Examples of EHS monitoring
-  Fire and EMS Mission
-  Hazardous Waste Label
-  Incident Report Example
-  Lighting check 30
-  MarComm Air Sampling Locations
-  McConnell Residence Hall - IAQ
-  New Student Orientation PPT
-  Personal Protective Equipment and Use Guidelines QT
-  Public Safety Organizational Chart
-  Public Safety Res Hall Meetings
-  RAD Flyer
-  Residence Hall Meetings
-  RSS 2nd Floor- Floor Plans
-  Rutledge Remediation-Safety Plan
-  Sample Faculty-Staff Orientation Agenda
-  Shift Roster
-  Sorority Houses Lighting Survey
-  Sorority Houses Security Survey
-  Student Handbook 2016 amended SCCJA
-  Timely Warning
-  Training Certification Respiratory
-  Work Order Assignment Report Environment Health and Safety AiM WO

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston manages and maintains 157 facilities consisting of 3,845,465 gross square feet (GSF) across six locations (Table 1). Beyond its historic main campus, the College utilizes three off-campus instructional locations and two off-campus ancillary locations to fulfill its academic programming, support services, and administrative needs. The College operates and maintains its physical facilities in a manner that supports its strategic plan, academic programs, support services, and other mission-related activities. This is accomplished through routine maintenance, repairs, grounds maintenance, energy management, custodial services, engineering, construction, space management, and capital planning.

Table 1. Primary Building Use

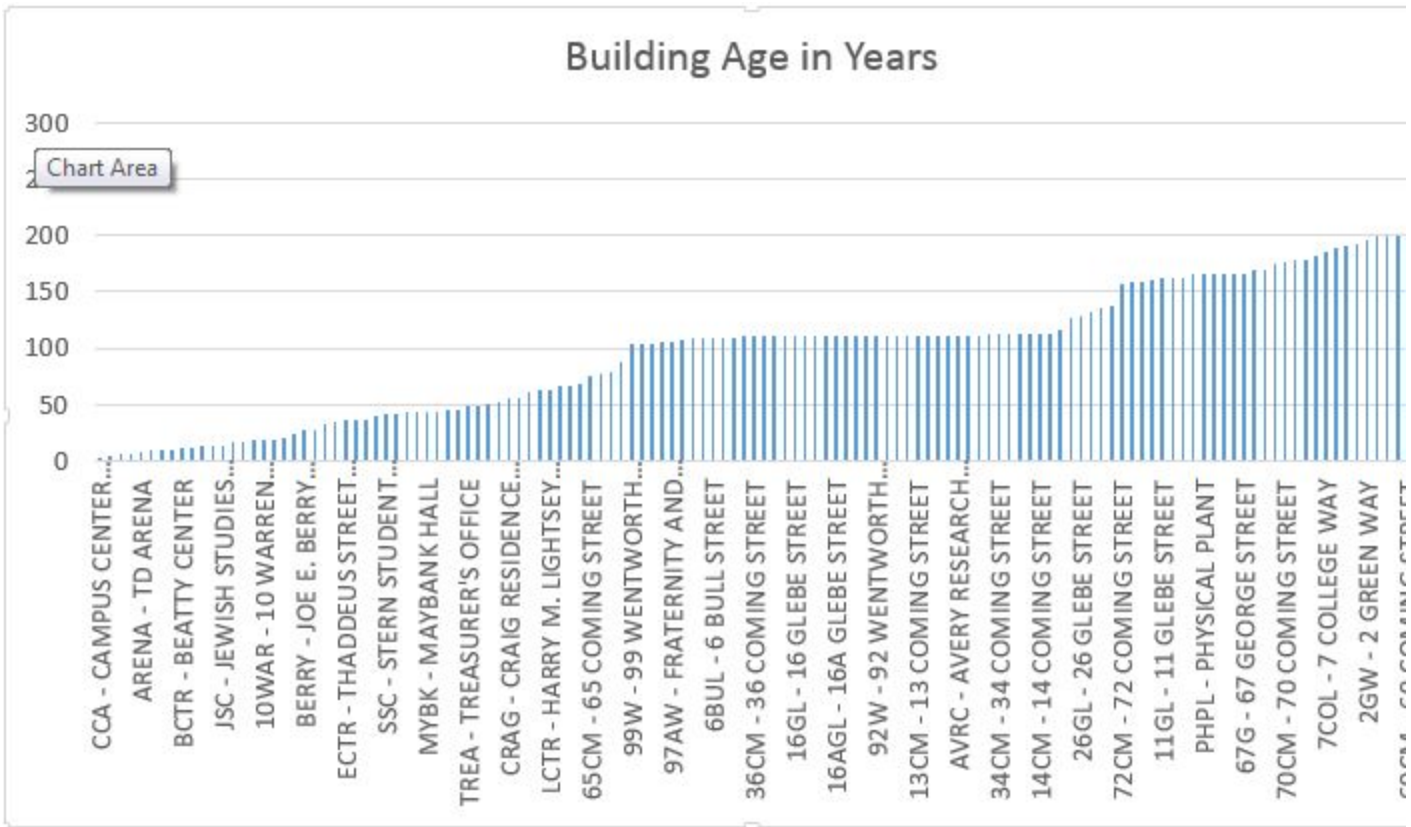
Description	GSF
Instruction	1,302,431
Public Service	67,902
Academic Support	169,335
Student Services	227,010
Institutional Support	166,557
Operation and Maintenance of Plant	36,280
Student Housing	1,079,004
Auxiliary Enterprises	634,874
Unoccupied Space (Under or Awaiting Renovation)	162,072
Total GSF	3,845,465

Main Campus

The College of Charleston's [main campus](#) is located on 71 acres in the heart of the historic district of downtown Charleston, South Carolina. For the past 246 years, the College and the city of Charleston have grown and modernized together while carefully preserving their historic charm. The College's urban, historic location and sense of place are considered some of the College's most prized attributes. The College's main campus blends classical, colonial, antebellum, Victorian, and modern architecture. Its learning spaces vary from large, high-tech lecture rooms in modern academic buildings to small studios and laboratories housed within historic homes. The physical facilities honor the rich history of the urban campus, while providing 21st century living and learning experiences.

The average building on the College's main campus is 101 years old. Out of the 134 buildings that make up the main campus, 62% are over 100 years old. See Table 2.

Table 2. Building Age



The College of Charleston North Campus

The [College of Charleston North Campus](#) is an off-campus instructional facility located in North Charleston, eight miles from the main campus, as seen on this [map](#). The campus consists of a single 50,000 GSF leased building. The facility was built-out to the College's specifications in 2014 and contains state-of-the-art classrooms, meeting rooms, and banquet spaces. The facility is home to the School of Professional Studies and the Lowcountry Graduate Center (LGC). The School of Professional Studies is a degree-completion program designed for non-traditional students, and the LGC is a collaborative effort of S.C. institutions, providing graduate-level programs to the tri-county area. Continuing education and professional development programs are also taught at the North Campus.

Grice Marine Laboratory

The [Grice Marine Laboratory Complex](#) is an off-campus instructional facility located on the Charleston Harbor on James Island, 7.5 miles from the main campus. The Grice complex supports the marine science undergraduate and the graduate teaching programs as well as faculty and student research efforts. The Grice complex facilitates collaborative interdisciplinary marine research among academic departments as well as with other institutions and marine research facilities, particularly those within the Fort Johnson community. See Table 3 for details regarding the buildings.

Table 3. Grice Marine Laboratory Complex

Bldg #	Building	Primary Use	Year Built	GSF
131	Gmla - Grice Marine Lab Annex	Instruction	1974	7,144
132	Gmag - Grice Powder Magazine	Instruction	1904	539
133	Mrri - Marine Resources Research Institute	Instruction	1972	56,000
134	Hml - Hollings Marine Laboratory	Instruction	1905	152,262
153	Glm - Grice Marine Lab Main	Instruction	1932	17,011
Total GSF				232,956

701 East Bay Street, Charleston, SC 29403

701 East Bay Street, is an off-campus instructional facility utilized by the Master of Historic Preservation Program, jointly controlled by the College and Clemson University. The College is not responsible for the operation or maintenance of this facility. The space is leased by Clemson University.

Dixie Plantation

The [Dixie Plantation](#) consists of 881 acres along the Stono River and Intracoastal Waterway in Hollywood, 17 miles from the main campus. In conjunction with the Lowcountry Open Land Trust, the College is restoring the property to its original purpose as a “[conservationist’s classroom](#).” This living-learning laboratory is utilized by students and faculty from disciplines such as marine biology, forest management, and historic preservation. See Table 4 for more details regarding the buildings and their primary use.

Table 4. Dixie Plantation

Bldg #	Building	Primary Use	Year Built	GSF
139	Dcare - Caretaker's House	Institutional Support	1900	1,986
158	Shed - Maintenance Shed	Plant O&M	2013	1,250
159	Barn - Dixie Plantation Barn	Institutional Support	2013	5,079
160	Stud - Dixie Plantation Studio	Institutional Support	1960	1,140
161	Tnt1 - Dixie Plantation Tenant House 1	Institutional Support	1900	600
162	Tnt2 - Dixie Plantation Tenant House 2	Institutional Support	1900	600
173	Dfspt - Dixie Field Station Ponds Tract	Instruction	2015	3,499
174	Dfset - Dixie Field Station Education Tract	Instruction	2015	3,499
Total GSF				17,653

Patriots Point and Athletics

Located six miles from the downtown campus, the Patriots Point Athletics Complex is home to the baseball, softball, tennis, soccer, and sailing teams (Table 5). In concert with the College’s comprehensive campaign, the Department of Athletics has developed a [master plan](#) for facilities upgrades and enhancements. The College leases space for the equestrian and golf teams.

The College of Charleston is home to 19 NCAA Division I teams that currently compete in the Colonial Athletic Association. On the main campus, the TD Arena is home to basketball and volleyball as well as administrative and coaching offices. The Johnson Physical Education Center and Silcox Physical Education and Health Center provide additional office space for some coaching and administrative staff.

Table 5. Patriot's Point Athletics Complex

Bldg #	Building	Primary Use	Year Built	GSF
135	Pat - Patriots Point Athletics Complex	Auxiliary	2000	12,614
136	Sail - Patriots Point Sailing Center	Auxiliary	1999	1,267
137	Pptc - Patriots Point Tennis Center	Auxiliary	2000	4,200
150	Pptb - Patriots Point Training Building	Auxiliary	2000	1,809
151	Pptkb - Patriots Point Ticket Building	Auxiliary	2000	412
152	Ppmb - Patriots Point Maintenance Building	Auxiliary	2000	1,206
Total GSF				21,508

Physical Facilities Management

The College of Charleston has a robust facilities management program that is supported by the Division of Business Affairs, primarily the Physical Plant department, the Office of Facilities Planning, and the Office of Campus Planning. The staff members of these three areas collaborate to plan, design, construct, maintain,

and operate the College's facilities.

The facilities management program includes:

- Operations and Maintenance
- Integrated Workplace Management System
- Campus Master Planning
- Capital Planning and Project Management
- Space Planning and Management
- Information Technology Services

Operations and Maintenance

Facility maintenance is considered a high priority at the College of Charleston as it directly relates to the College's strategic plan, particularly its goals to establish and promote a vibrant campus-life atmosphere and to enhance academic, co-curricular, and extra-curricular programs through the provision of up-to-date facilities and infrastructure. Modern, safe, and adequate facilities aid in student recruitment and retention as well as provide opportunities for advancement in research, academic pursuits, and public service. In addition to facility maintenance's direct correlation to the College's mission, the College upholds an additional responsibility to maintain and preserve one of the state's largest inventories of historic buildings.

The College's academic facilities are supported by the College's [Physical Plant](#) department, which routinely assesses facilities and prescribes and executes preventative and corrective actions when needed ([FY 2015 Maintenance and Repair Projects](#)). The campus work order system allows students, faculty, and staff to communicate their needs and desires related to the campus facilities and residential spaces ([example customer request](#)). The system also schedules preventative and deferred maintenance work. The Physical Plant uses this system to drive their work assignments, record the associated costs, and maintain a history of work conducted on facilities and their assets ([example work order report](#)). Requestors receive email notifications when the status of their request and subsequent work order changes. After the completion of a maintenance work order, the requestor receives an email inviting them to complete a [service satisfaction survey](#). Invitations to the survey are also hung on office doors after work has been completed. Feedback from these surveys is reviewed weekly in order to improve satisfaction and facility care.

Every facility on campus is assigned a liaison from the in-house facilities engineering staff who is tasked with ensuring that the buildings are properly maintained. Building liaisons routinely assess the overall condition of their buildings and collectively maintain a [prioritized list](#) of maintenance needs that exceed what is to be determined as routine. The building liaisons are responsible for coordinating larger-scale maintenance or repair needs that require the establishment of a capital project. Biweekly, a team led by the executive vice president for business affairs reviews the status of the maintenance needs list as well as any ongoing capital projects.

The South Carolina Commission on Higher Education has devised a formula to quantify the maintenance needs of SC universities and colleges. The figures generated by this formula are understood to be estimations and do not account for the special requirements and expenses associated with the College's historic buildings and urban environment. This survey was most recently updated in 2014 and can be found here: [Projected Deferred Maintenance Needs 2014](#).

The College allocates \$8M of its annual budget to the operations and maintenance of its E&G spaces. The College also maintains a reserve fund used to address deferred maintenance. The College routinely commits \$4.5M annually to address the deferred maintenance of its E&G facilities and an additional \$2M for residence halls. Deposits beyond the routine amounts vary based on urgent maintenance needs and the availability of additional resources.

Integrated Workplace Management System

The College is in the process of implementing a new Integrated Workplace Management Software System (IWMS), called AiM, which permits its facilities staff to take a fuller, more quantitative and holistic approach

when analyzing and addressing the various needs of the physical campus. The IWMS consists of five major modules – Space Management, Operations and Maintenance, Capital Planning and Project Management, Energy Management, and Assessment and Needs Analysis. The Space Management Module, which is used to manage property-related data and space allocation information, has been in production since June 2015 ([example property profile from AiM](#)). The implementation of the Operations and Maintenance Module, used as the campus work order system, was completed in February 2016. The implementation of the Capital Planning and Project Management Module began in May 2016 and is projected to be complete in early 2017. The Energy Management and Assessment and Needs Analysis (ANA) Modules will be implemented in 2017. The ANA module will utilize system data such as mechanical system age, condition assessment, and recurring corrective work orders to predict when renovations and major system replacements will be needed.

Campus Master Plan and Space Planning

In January 2012, the College's Board of Trustees adopted the [2012 Campus Master Plan](#), which is an update of the 2004 plan. The plan, (a major implementation document of the College's [strategic plan](#)) provides direction for physical improvements and alterations that are needed to realize the College's strategic vision. The 2012 Campus Master Plan represents a year-long effort led by the master planning firm of Hanbury Evans Wright Vlattas based in Virginia. Two committees informed and guided the process, and students, faculty, staff, City of Charleston staff, and local neighborhoods had an opportunity to participate as well.

The development of the Campus Master Plan was guided by the following principles:

- Scholarship – Defining “place” as a catalyst for educational excellence
- Engaged Stewardship – History, traditions, and natural assets of place inspire a bold vision
- Interdisciplinary Collaboration – A mixed use, integrated, dynamic living/learning environment
- Global, Holistic, High Impact – Nurturing emotional, social, intellectual, and physical growth
- Financial Sustainability – Security to excellence through new financial models and paradigms

A [Space Utilization Study](#) was conducted in 2010 and was used as a tool in the Campus Master Planning process. The study identified a 280,000 GSF space deficit based on national standards and planning norms. The most problematic areas of the space deficit were classroom, lab, physical education, student service, and assembly spaces. To address these space shortages, the Campus Master Plan provides four five-year phases to include major renovations, new construction, and property acquisitions. The College has completed two of the eight projects of the first phase and has commenced planning or execution of the remaining six projects. Since the space deficit was identified in 2010, the College has utilized a combination of capital improvement projects, leases, and new acquisitions to add 108,436 assignable square feet of academic space to its inventory. Capital projects currently underway will add another 26,958 GSF of academic and administrative space.

The College's planning processes endeavor to increase and improve the quality and quantity of space in order to provide appropriate learning, research, and living environments. The process is motivated by mission alignment, including prioritizing research, academic, and student life needs. The institutional mission and strategic directions determine priorities. The Campus Master Plan is driven by program and space needs, learning outcomes and curriculum delivery, land use opportunities, and funding mechanisms. While current facilities are sufficient to meet the College's mission, facilities enhancements are important to the realization of the College's strategic plan and more effective service to institutional constituencies.

Capital Planning and Project Management

Major capital improvements are governed by the South Carolina Code of Laws, which includes review and approval by the S.C. Commission on Higher Education, Joint Bond Review Committee, and the State Fiscal Accountability Authority. A major capital improvement is defined as any renovation, repair, alteration, equipment installation or demolition of an existing facility in which the total cost exceeds 1M; any new construction in which the total cost exceeds \$500,000; any capital lease purchases exceeding 1M; or any acquisition of real property. The majority of capital projects under \$1 million do not require approval by these three bodies, but such projects are reviewed and approved by the executive vice president for business affairs. Major capital projects (\$1 million +) are presented to the Board of Trustees and its Facilities Committee and Budget and Finance Committee on a quarterly basis.

The College maintains a five-year [Comprehensive Permanent Improvement Plan \(CPIP\)](#), which serves as a prioritized road map of the College’s major capital improvements. The CPIP document contains all major capital improvements the College intends to initiate within a five-year time period. Detailed information of projects that will be initiated within the first two years of the plan is provided, to include institutional needs, scope of work, cost estimations, and funding sources. Years 3-5 of the plan contain a summary listing of intended projects. The document also contains a narrative summary of the condition and needs of campus facilities, as well as any influencing demands and trends. The institution’s approach to funding and resolving maintenance needs is also included in the narrative. The CPIP is reviewed and updated annually by a capital planning committee. The annual review process begins with a status report of all open major capital projects and all projects included in the previous year’s CPIP. The report includes each project’s priority ranking, status, scope, cost, and funding source, as well as its relationship to the Campus Master Plan, space considerations, programming, and facility size. The College’s Physical Plant then compiles a prioritized list of its recommendations for new capital improvements based on building condition, maintenance needs, and health and safety considerations. The members of the capital planning committee receive and review the two reports.

The committee then participates in a series of meetings to discuss the current and proposed projects, make recommendations, and come to consensus on a master list of capital priorities. The list is created in consideration of space needs, funding availability, adherence to the Campus Master Plan, alignment with the College’s strategic plan, and resource availability. The project list is then refined and sequenced based on the above mentioned priorities, logistics, and limitations. New additions to the plan are then researched. The projects’ scopes are developed, cost estimates refined, and funding sources verified. Details of existing projects are reaffirmed. The CPIP document is constructed and internally approved. It is then submitted to the SC Commission on Higher Education for approval.

The annual five-year CPIP is used to build the [capital planning schedule](#), which manages the timing of the College’s capital project portfolio. The CPIP guides capital planning discussions and informs decisions throughout the year, and serves as an annual update and working document for the Campus Master Plan.

Since the space utilization study in 2010, the College has completed several significant capital projects. These projects have netted approximately 108,000 assignable square feet (ASF), primarily in the areas with the greatest space needs (classroom, lab, assembly and student center):

Jewish Studies Center Addition. The \$6.35M project created a 15,000 GSF LEED certified addition to the Jewish Studies Center. The addition consists of a kosher/vegetarian kitchen and dining room, classrooms, and academic support offices. The expanded first floor houses the dining hall, which opened in January 2016, and is utilized by students, faculty, staff, and the public. The Jewish Studies Advisory Board raised \$1M for the dining area. The expanded second and third floors added approximately 220 classroom seats as well as study rooms.

Table 6. Jewish Studies Center Addition

Space Type	ASF
Classroom + Service	4,922
Dining Hall	2,156
Administrative Office + Service	59
Other Academic Spaces	306
Total	7,443

Addlestone Library Adaptation. Addlestone Library is quickly becoming the premier research center for the region, which necessitated the need to adapt current space. This \$4.75M project added more general purpose seating, small group study rooms, and a 45-seat modular lecture classroom. The Special Collections reading room was modified to allow for expanded seating and 35,000 additional linear feet of shelving for rare books and manuscripts. With such, the South Carolina Historical Society contributed \$500,000 in private funds to the project and relocated its highly prized collection to the library in order to expand, preserve, and make these unique materials more accessible. More shelving for the library’s general book collection was added, and the Digital Scholarship and Services Center was created, which will enable further collaborative research between students and faculty on digital projects.

Dixie Plantation Development. The College is in the process of restoring the 881-acre [Dixie Plantation](#) to its original purpose as a “conservationist’s classroom”. The College of Charleston Foundation owns the land of Dixie Plantation with all capital investments made and owned by the College.

- The existing barn was renovated and converted into an air-conditioned, multi-purpose event, class and meeting space (classified below as assembly/exhibition space).
- The existing studio was renovated and converted into an exhibit space for the works of John Henry Dick and the history of the plantation.
- Two new 3,500 square-foot field research stations were constructed to support environmental science research and instruction. The College received a \$1M matching funds grant for the field stations.
- A nature trail was created, a student garden was established, and the utility infrastructure was upgraded.

Table 7. Dixie Plantation Development

Space Type	ASF
Class Laboratory	4,984
Assembly / Exhibition	3,398
Total	8,382

College of Charleston North Campus. The North Campus was relocated during the summer of 2014 after the previous facility’s landlord sold the property. The College secured a long-term lease for a new 50,000 GSF facility in the North Charleston area. The new leased space provided the College the opportunity to address its space deficits in many areas as well as prepare for the growth of the new School of Professional Studies. The facility was built out to the College’s specifications and contains state-of-the-art classrooms, meeting, and banquet spaces.

Table 8. North Campus

Space Type	Old Facility ASF	New Facility ASF	Increase ASF
Classroom + Service	12281	17201	4920
Class Laboratory + Service	0	2553	2553
Open Laboratory + Service	250	435	185
Academic Office + Service	4124	4746	622
Other Academic Spaces	852	6526	5674
Student Service	0	3442	3442
TOTAL	17507	34903	17396

Harbor Walk. In 2014, the College entered into a long-term lease for a facility called [Harbor Walk](#), 35,101 net assignable square feet of academic space less than one mile from the core of the main campus, as seen on this [map](#). The west building was upfitted to the College’s specifications to serve as swing space for the School of Science and Mathematics while the Rita Hollings Science Center is renovated. After the completion of the renovation the building will be modified and reused as swing space for other academic departments so that other major academic buildings can be renovated. Space within the first and third floors of the east building were upfitted to become the new home of the Computer Science. It contains state-of-the-art laboratories and classrooms, study spaces, and academic office and office service spaces.

Table 9. Harbor Walk Space Inventory

Space Type	ASF
Classroom + Service	8,210
Class Lab + Service	14,255
Open Lab + Service	1,002
Research Lab + Service	4,599
Academic Office + Service	5,895
Other Academic Spaces	1,140
TOTAL	35,101

School of Sciences and Mathematics Building Build-out. The second and final phase of the construction of the School of Sciences and Mathematics Building (SSMB) was completed in 2014. The build-out included 11 new academic offices on the first floor and classrooms, laboratories, offices, and support spaces for the Department of Geology and Environmental Geosciences. The first phase of construction of the School of Sciences and Mathematics Building was completed in December 2009.

Table 10. School of Sciences and Mathematics Building Build-Out

Space Type	ASF
Classroom + Service	2,226
Class Laboratory + Service	11,586
Research Laboratory + Service	4,266
Academic Office + Service	4,882
Exhibition	2,647
Other Academic Spaces	209
TOTAL	25,816

George Street Fitness Center. The College entered into a long-term lease for a student fitness facility from neighboring Sterling Campus Center Apartments. The [George Street Fitness Center](#) is 14,298 square feet.

The following capital improvement projects are currently in progress:

Rita Hollings Science Center Renovation. The project will provide for the complete renovation of the Rita Hollings Science Center, as well the demolition and reconstruction of the adjacent Physician’s Memorial Auditorium as a three-story addition to the Rita Hollings Science Center. The new addition and reconfiguration of existing spaces is projected to net the institution 10,958 assignable square feet of academic space. The Campus Master Plan identified a need for a third science building on the main campus and the new addition will satisfy this need. The first floor of the new addition will consist of three large lecture classrooms that can be converted into a 6,300 ASF configurable auditorium space which helps to satisfy the institution’s need for additional classroom and assembly space. The project will create modern learning spaces, research labs, faculty offices, and other academic support spaces. The project will seek Green Globes certification at the Two Globes level.

Table 11. Rita Hollings Science Center Renovation and Addition

Space Type	Old	New	Increase/ Decrease
Classroom + Service	4,207	11,629	7,422
Class Lab + Service	34,036	32,023	-2,013
Open Lab + Service	6,899	784	-6,115
Research Lab + Service	8,995	25,312	16,317
Academic Office + Service	11,147	9,399	-1,748
Other Academic Space	341	3,007	2,666
Assembly + Service	5,571	*See Note	
Total	71,196	82,154	10,958

*Adjoining classrooms can be configured into assembly space

Rutledge Rivers Residence Hall Renovation. The Rutledge Rivers Residence Hall was taken offline in August 2013 due to the discovery of moisture intrusion and water pipe leaks. The 41-year-old building is being renovated to remediate these issues as well as achieve current building and ADA codes, increase space efficiency, and replace aging building systems. The project will recognize significant energy and space efficiency improvements and will seek LEED certification. The 27,824 GSF renovated hall will house 21 suites with a total of 109 beds.

The Lesesne House Renovation. The Lesesne House, constructed in 1846 and last renovated in the early 1970's, is receiving a complete renovation and restoration. The project will address structural and wiring issues, as well as improve the safety, utilization, and accessibility of the building. Formerly used as student housing, the renovated Lesesne House will become the Center for Sustainability, will be LEED silver certified, and will serve as a real-world learning opportunity for students of sustainability and historic preservation. The converted building will provide office space for seven staff members, academic study space for graduate students and interns, meeting space, and hoteling offices for faculty and staff whose offices are not located on the main campus.

176 Lockwood Renovation. The College purchased this surplus property from the State of South Carolina in 2015 and is in the process of fully renovating the facility to meet College safety, technology, and programming requirements. This opportunity has allowed the College to expand its footprint and help alleviate its space deficit. It is expected that this acquisition and renovation will provide approximately 16,000 assignable square feet of office, office service, and assembly space. The new building will be reconfigured into an open office concept to maximize space and will be Green Globe certified to minimize its environmental footprint. The College will relocate administrative functions from the core of campus to this location, which will allow for approximately 6,000 square feet of space in the campus core to be repurposed for academic functions. Together the Lesesne House Renovation and the acquisition of 176 Lockwood will also allow the College to release 8,000 GSF of less appropriate and less efficient leased space.

Simons Center for the Arts Renovation. The project will provide for the renovation and expansion of the Simons Center for the Arts, which was originally constructed in 1979. The building is in need of infrastructure renovation as well as alterations to meet current and future program needs. Specifically, the project will provide: a state-of-the-art black box theatre; renovated support spaces for performance areas; a renovated Emmett Robinson Theatre; upgrades to printmaking, sculpture, and painting studios; new computer and design labs; and faculty and staff offices.

Information Technology Services

Information Technology (IT) provides a reliable and large capacity network infrastructure to physical facilities, both on and off the main campus, which is accessible to students, faculty, and staff. IT provides wired gigabit (1000Mbps) access to all of campus as well as a robust wireless network that has been upgraded and expanded throughout campus buildings and exterior areas. Network Engineering continually monitors the wireless network for usage and statistics in order to provide sufficient capacity to meet the needs of the campus. Residence halls use a combination of wired and wireless connectivity to provide internet service. Residence Life manages the Internet service for the living spaces. The current vendor providing network and Internet service for the living spaces is Apogee. Information Technology is also in the third year of a six-year fiber project that will replace antiquated fiber, and install new, fiber to facilities across campus which will increase networking capacity and speed.



















In an effort to bring all classrooms up to a technology standard, the College has made and continues to make, significant investments and improvements to classroom infrastructure. The [Classroom Technology Upgrade Project](#) focuses on upgrading classrooms with no technology and classrooms with antiquated or troublesome technology. This project provides user-friendly control systems and an improved audio/visual experience, as well as standardizing equipment in classrooms. The upgrades project began in FY 2013, and on average, approximately 20 classrooms are upgraded per year. To date, 86 classrooms have been upgraded. Classrooms are designed in collaboration with the end users, but a survey is also administered to the users after they've spent time in the classroom to determine if their needs are being met.

Distance education continues to evolve at the College of Charleston. In academic year 2015-2016, 185 course sections were delivered fully online with an additional 40 courses being taught in a hybrid format. All distance education courses are facilitated using the College's self-hosted Learning Management System (LMS), OAKS (built on the Desire2Learn Brightspace platform). The LMS runs on six application servers, which allow the load (concurrent users) of the LMS to be distributed across the servers, to optimize resources use and increase reliability of the application. The College has also made investments in other cloud-hosted media applications which are used in an online environment, such as VoiceThread, Kaltura Mediaspace, Mediasite, and PollEverywhere.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.11.3. The College is dedicated to providing quality physical facilities through its procedures to assure that the facilities are sufficient for, and enhance, the educational mission of the institution and the support activities necessary to fulfill that mission.

Sources

-  [2012 Campus Master Plan](#)
-  [3800 Paramount Dr - Google Maps](#)
-  [AiM Customer Request](#)
-  [Campus Map](#)
-  [Classroom Upgrade Project - College of Charleston](#)
-  [CofC Maintenance Needs- CHE survey](#)
-  [College of Charleston CPIP 2016](#)
-  [College of Charleston FY 2015-16 Institutional Repair Maintenance Projects as of May 31](#)
-  [Customer Survey Form](#)
-  [Dixie](#)
-  [Dixie Plantation - College of Charleston](#)
-  [EG and RL Breakdown Major and Minor projects for 16 June 2016](#)
-  [Example Work Order Report](#)
-  [FY2016 Major Capital Projects 6.26.2016](#)
-  [George Street Fitness Center - College of Charleston](#)
-  [Grice Marine Lab - College of Charleston](#)
-  [Harbor Walk - College of Charleston](#)
-  [Harbor Walk Location](#)

-  North Campus
-  Patriots Point Master Plan
-  Physical Plant - College of Charleston
-  Property Profile
-  Space Needs Analysis Study
-  Strategic Plan

3.12.1

Substantive change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (See *Commission policy "Substantive Change for Accredited Institutions."*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

College of Charleston notifies the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of substantive changes in College programs and scope, and, when required, seeks approval before initiating such changes. To ensure that the institution reports such changes promptly and consistently, the College has formalized reporting procedures.

The [Office for Institutional Effectiveness and Strategic Planning \(OIEP\)](#) acts as the campus unit that oversees mechanisms of accreditation, strategic planning, and institutional effectiveness assessment; part of this work helps to ensure that the College of Charleston notifies the commission of changes in accordance with the commission's substantive change policy. The [College of Charleston's Substantive Change policy and procedures](#) can be found on the [OIEP website](#). This policy makes it clear that the College complies with the [Substantive Change for SACSCOC Accredited Institutions Policy Statement](#), requiring the College to report all substantive changes accurately and efficiently to the commission. This Substantive Change Policy was updated on June 6, 2016, to conform with recent changes made by SACSCOC. The campus community was [notified](#) of the policy update by President McConnell on June 7, 2016. The College of Charleston's current internal policy for substantive change is comprehensive, addressing all aspects of substantive change outlined by the commission. The policy is made available to all faculty and administrators on the College's [policy website](#). The College has also put in place a [new academic policy](#) to ensure students who have matriculated in master's programs cannot earn more than six graduate credit hours as part of a study abroad program or experience.

Annually, the College's SACSCOC accreditation liaison [distributes](#) the [College of Charleston's Substantive Change Policy](#) and an [online tutorial](#) to administrators, department chairs, program directors, and faculty for self-instruction on substantive change policy and decision-making. The president also electronically distributes the "Substantive Change for SACSCOC Accredited Institutions Policy" to the College's academic and administrative officers annually. These senior administrators are charged with notifying the SACSCOC accreditation liaison of significant pending modifications or expansion of the nature and scope of the institution so that the liaison can notify SACSCOC and seek approval if necessary. Once a substantive change is approved, a copy of the SACSCOC letter is [distributed](#) by the SACSCOC accreditation liaison to the President's Office; Provost's Office; the Registrar's Office; the Office of Institutional Research, Planning and Information Management; the Division of Marketing and Communications; the relevant program director; department chair; dean; and other stakeholders.

The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that each educational program for which academic credit is awarded is approved by the faculty and the administration. Additional approval, as required, is obtained from the S.C. Commission on Higher Education (CHE) and SACSCOC. These procedures for curriculum change at the program level support the timeline for gaining SACSCOC notification and approval before implementation.

The College of Charleston uses required submission documents for [notification](#), [prospectus](#), and [teach-out plan](#) to facilitate the notification and approval process for initiating substantive change requests. As per the

[Substantive Change Policy](#), “The president is required to notify the College’s accrediting organization of any proposed changes to the College’s essential structure. The College’s faculty, staff, and administration are obligated to assist in recognizing and reporting such substantive changes.”

Additionally, per the College policy: "College of Charleston’s Substantive Change Policy," the SACSCOC ["Reporting the Various Types of Substantive Changes"](#) chart, the [undergraduate](#) and [graduate](#) substantive change tracking charts are published on the Office for Institutional Effectiveness and Strategic Planning (OIEP) website and provide a log of substantive change notifications submitted by the College since its last reaffirmation. OIEP maintains hard-copies and logs of all institutional correspondence with SACSCOC related to substantive change, including letters of notification, submission of prospectus proposals, and letters of approval. Table 1 (below) provides an example of substantive change procedure for the Master of Fine Arts in Creative Writing- from notification to the SACSCOC approval. OIEP also maintains a log of all SACSCOC-approved distance education and off-site locations, copies of all procedural documents and prospectuses related to distance education, and/or off-campus instructional sites.

Table 1. Master of Fine Arts in Creative Writing Substantive Change Approval

Notification sent to SACSCOC November 14, 2014	Response from SACSCOC April 2, 2015	Change in start date sent to SACSCOC April 16, 2015	Response from SACSCOC August 13, 2015	Prospectus sent to SACSCOC September 28, 2015
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The College has also submitted requisite documents for substantive change, such as program/site, which received approval from SACSCOC. See Table 2 (below) for details.

Table 2. Off-Campus Instructional Sites

Name of Site	Physical Address	Approval Date
College of Charleston Grice Marine Laboratory	205 Fort Johnson Drive Charleston, SC 29412	November 4, 2013
College of Charleston North Campus/Lowcountry Graduate	3800 Paramount Drive North Charleston, SC 29405	September 13, 2012 (old address approval) July 24, 2014 (address change)
Universite de La Rochelle*	23, avenue Albert Einstein 17071 La Rochelle cedex 9, France	March 27, 2013
Clemson Design Center(former 292 Meeting Street)	701 East Bay Street Charleston, SC 29403	March 18, 2016 (Clemson received approval**)




*Previous approved site, which currently has 13% of the program offered at the site.


























** Joint program with Clemson: sent location change, Clemson received approval, and the College approval is still pending (letter sent January 25, 2016).

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.12.1. The College ensures compliance with the commission’s substantive change policy through adherence to the College’s Substantive Change Policy and through the College’s academic program approval process for internal notification that ensures the substantive change is not activated without SACSCOC approval.

Sources

-  [Approval of MFA prospectus from SACSCOC 2.18.16](#)
-  [Divisional Policy_ Study Abroad and Master's Students](#)
-  [email _circulation of tutorial and subchange policy](#)

-  email of approval of MFAprogram from SACSCOC
-  graduate tracking chart SACSCHE
-  grice-msmb-apv 11.4.13
-  Implementation change letter sent to SACSCOC for MFA 4.16.15
-  Memo from President announcing SubChange Policy
-  MFA full prospectus 9.28.15
-  MS in Child Life prospectus approval
-  New address acknowledgement CofC North Campus LGC 7.24.14
-  New site approval (Clemson approval letter) Clemson design center
-  new-academic-program
-  Notification - BA Meteorology
-  Notification of MFA to SACSCOC 11.14.14
-  OIEP Sub Change Site
-  Policy List
-  Program Modification Workflow
-  Response from SACSCOC in implementation change letter 8.13.15
-  Response from SACSCOC needs prospectus 4.2.15
-  SACS La Rochelle acknowledgement
-  SACSCOC off-campus accreditation letter North campus 9.13.12
-  SACSCOC subchange doc
-  Sub Change Policy 7.6.8
-  SubChange Tutorial
-  Teach-out example Public Health
-  undergraduate tracking chart SACSCHE
-  Various types of substantive change

3.13

Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston's compliance with the comprehensive standard 3.13 is demonstrated in the narratives of the following:

3.13.1

3.13.2

3.13.3

3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body. **Documentation:** The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

At the College of Charleston, 30 undergraduate programs and 13 graduate programs hold specialized accreditation; of those, 16 baccalaureate programs and 10 master's programs are accredited by USDE-recognized accreditors.

Table 1 presents:

1. Federally-recognized (USDE) agencies that currently accredit academic programs.
2. Date of the most recent review by each agency; no negative action by any accreditor.
3. Copy of submission to each accreditor that describes the College of Charleston.
4. No agency has terminated accreditation of any program.
5. No program has voluntarily withdrawn from accreditation.




Table 1. Accrediting Decisions of Other Agencies

Academic Program Degree	College Submission to USDE recognized accreditors	Accredited	Date of Most Recent Review	Negative Action	Date of Next Review
Music (B.A.) Performing Arts, Choral Music (M.A.T.)	NASM	Yes	2011	No	2020-2021
Theatre (B.A.) Performing Arts, Theatre (M.A.T.)	NAST	Yes	2014	No	2023-2024
Athletic Training (B.S.) Early Childhood Education (B.S.) Early Childhood Education (M.A.T.) Elementary Education (B.S.) Elementary Education (M.A.T.) Languages (M.Ed.) Middle Grades Education (B.S.) Middle Grades Education (M.A.T.) Performing Arts (M.A.T.) Science & Mathematics for Teachers (M.Ed.) Special Education (B.S.) Special Education (M.A.T.) Physical Education (B.S.) Secondary Education, Biology (B.S.) Secondary Education, English (B.S.), Secondary Education, Math (B.S.), Secondary Education, Chemistry (B.S.), Secondary Education, Physics (B.S.), Secondary Education, History (B.S.), Secondary Education, Political Science (B.S.), Secondary Education, Sociology (B.S.), Teaching, Learning, and Advocacy (M.Ed.)	NCATE	Yes	2012	No	2019

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.13.1.

Sources

-  [2011 NASM Self Study](#)
-  [NAST Self Study](#)
-  [NCATE Institutional Report 2012](#)

3.13.2

Policy Compliance: Agreements Involving Joint and Dual Academic Awards: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their joint and dual academic awards (as defined in this policy). These awards must address the requirements set forth in the SACSCOC policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the awards, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements. **Documentation:** The institution should provide evidence that it has reported to the Commission all dual and joint awards (as defined in this policy) that included signed final copies of the agreements outlining the awards. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "College") notifies and provides SACSCOC with signed final copies of agreements governing collaborative academic arrangements. The College also assumes responsibility for the integrity of the collaborative agreement and monitors the joint and dual programs.

Notification and Approval Process

The [College of Charleston's Substantive Change Policy](#) ensures that SACSCOC is notified and provided copies of signed final agreements. The Graduate School has five joint and one dual program with other institutions in the state. The College has entered into one such agreement (dual degree) and one joint program since collaborative arrangements became reportable as substantive change (see Table 1). The signed documentation of this agreement and the notification letter demonstrate compliance with the [College of Charleston Substantive Change Policy](#) and [Substantive Change for SACSCOC Accredited Institutions Policy](#).

Table 1: Collaborative Academic Arrangements since 2007 (since last reaffirmation)

AGREEMENT	SACSCOC NOTIFICATION WITH AGREEMENT	APPROVAL
Joint Master of Arts in Teaching in Middle Grades Education with The Citadel	SACSCOC Approval	June 25, 2010
Dual degree Master of Business Administration and Juris Doctor with The Charleston School of Law	SACSCOC Approval	July 22, 2013

The College monitors the substantive change approval process through a [graduate](#) and [undergraduate](#) tracking chart to ensure appropriate state and SACSCOC approval is granted. The [New Academic Approval Process](#) and the [Program Modification Process](#) demonstrate that each educational program for which academic credit is awarded is approved by the faculty and the administration. Additional approval, as required, is obtained from the S.C. Commission on Higher Education (CHE) and SACSCOC. These procedures for curriculum change at the program level support the timeline for gaining SACSCOC notification and approval.

before implementation.

The College has previously entered into agreements involving joint and dual academic awards, prior to the announcement of the more recent substantive change requirements. These agreements have been appropriately documented. The Memoranda of Understanding (MOUs) for these agreements include a joint Master of Science in Historic Preservation with Clemson University and a joint Master of Arts in History, a joint Master of Arts in English, a joint Master of Science in Computer and Information Sciences, and a joint Master of Arts in Teaching in Middle Grades Education with The Citadel.

The joint Master of Science in Historic Preservation with Clemson University, the joint Master of Arts in History, the joint Master of Arts in English, the joint Master of Science in Computer and Information Sciences with the Citadel were reported in the 2007 Compliance Certification document. The College notified SACSCOC of the dual JD/MBA between the College of Charleston and the Charleston School of Law and SACSCOC approved the dual degree on [July 22, 2013](#). The College received approval from SACSCOC to offer a joint Master of Arts in Teaching in Middle Grades Education with The Citadel in [June 2010](#).

Transcripts

The College assumes responsibility for the quality of the credits displayed on students' College of Charleston transcript as well as compliance with any accreditation requirements with respect to these agreements. [Transcripts from MS in Historic Preservation with Clemson University](#), and [MA in History with The Citadel](#) are provided as samples.

Integrity and Quality of the Programs







The College includes the SACSCOC disclaimer when entering into agreements with institutions not accredited by SACSCOC for the awarding of either dual or joint academic awards. The College took the additional step to amend international exchange agreements to add the disclaimer statement. The [J.D./M.B.A. agreement](#) and the student [exchange agreement with University of Sussex \(UK\)](#) are examples of application of this statement.

The joint and dual graduate programs share the same assessment and external review processes as the individual institutional graduate programs. Each graduate program undergoes a significant [external review](#) every seven years unless the interval required by the accrediting body is shorter. The external reviews address curricular and administrative aspects of the MOU and offer suggestions to improve programs.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.13.2. All joint and dual degree programs have undergone thorough evaluation by external program review and close collaboration with the partnering institution. The Office of Institutional Effectiveness and Strategic Planning ensures all Memoranda of Understanding meet SACSCOC requirements, and the Office notifies SACSCOC of the agreements.

Sources

-  [7.6.8 CofC Subchng](#)
-  [apv-mat-middlegradeedu SACSCOC 6.25.10](#)
-  [England-University of Sussex](#)
-  [Graduate Program Review Process guidelines \(Page 5\)](#)
-  [graduate-tracking](#)
-  [Historic Preservation Transcript](#)

 History Transcripts

 JD_MBA_MOU signed 2012

 jd-mba-approval from SACSCOC 7.22.13

 SACSCOC SubstantiveChange policy

 undergraduate-tracking-chart

3.13.3

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation. **Documentation:** When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.) When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston supports the rights of students to enter written formal complaints, file grievances, and appeal conduct and other administrative decisions. Students are assured that they can conduct such acts without concern for retaliation or other adverse consequences. The College's [student grievance/complaint policy and procedures](#) are reasonable, fairly administered, and available for review through the *Student Handbook* and the campus policy website. This policy, the discrimination complaint procedures, and other appeal procedures are available and disseminated to the students through various methods, including the campus policy website, the *Student Handbook*, and departmental websites. In addition, the College provides contact information on its [website](#) for complaints to the South Carolina Commission on Higher Education and SACSCOC for complaints that are not resolved through internal procedures.

College of Charleston employs a decentralized record-keeping process in regard to student grievances, grade appeals, and complaints. Under this format, records of grievances, appeals, and complaints were kept within the respective college or division offices (see Table 1). All record keeping for on-campus and distance students is governed by [FERPA regulations](#) to ensure the confidentiality and security of student records.

Table 1. College of Charleston Complaint and Appeal Types

Type of Complaint or Appeal	Office Responsible	Where Record Maintained
Academic		
Instruction/Faculty	Academic department or Program	Department or Program main office
Admissions - Undergraduate	Office of Admissions	Director's Office
Admissions - Graduate	Graduate School; Graduate Program Director	Dean's Office – Director of Graduate Admissions
Admissions - Professional Studies	Dean, School of Professional Studies	Dean's Office
Academic Policy - Undergraduate	Registrar's Office; Undergraduate Academic Services; Advising	Associate Vice President for the Academic Experience
Academic Policy - Graduate	Office of the Dean of the University of Charleston, South Carolina	Dean's Office
Financial Assistance and Veteran's Services	Office of Financial Assistance and Veterans Services	Director's Office
International Students	Center for International Education	Associate Provost for International Education
Student Records	Registrar's Office	Director's Office
Non-Academic		
Students with Disabilities – Requests for Accommodations	Center for Disability Services	Director's Office
Discrimination, including sexual misconduct	Office of Equal Opportunity Programs	Director's Office
Residence Life – Live-in Staff and Residential Living Rules	Residence Life	Residence Life Director's Office
Campus Housing – Contract and Facilities	Housing Administration; Environmental Health and Safety	Housing Director's Office
Student Conduct– Honor Code and Code of Conduct Cases and Appeals	Office of the Dean of Students	Dean's Office
Student Services (Student Health Services, Counseling, Campus Recreation Services, Multicultural Student Programs and Services, Student Life, etc.)	Directors	Directors' offices
Campus Safety	Chief, Public Safety; Chief, Fire & EMS; Emergency Management	Vice President for Administration
Financial Accounts	Treasurer's Office	Director's Office
Residency	Treasurer's Office	Director's Office
Parking	Parking Services	Director of Business and Auxiliary Services
Dining Services	Dining Services	Director of Business and Auxiliary Services

The [common elements](#) to the processing of formal written student complaints include: acknowledgement of receipt of complaint; exchange with the complainant; investigation; written summary of findings; communication of resolution or other forms of outcome by decisional authority to all parties; and notice of opportunity for appeal or further review if applicable.












The College recently established a [web-based system](#) for students to enter formal written complaints. Students first see the option to identify whether the formal complaint involves an academic or non-academic

matter. Then the user is able to select the appropriate department within these two broad areas. Once the written complaint is received by the department, the time frame specified in the grievance policy is activated. Each department chairperson or office director is responsible for reviewing the number and types of complaints periodically. The web-based system constructs a log of written complaints and the action steps for each department. The deans of the academic schools, the School of Professional Studies, Honors College, and the dean of the Graduate School are responsible for discerning the patterns of complaints across and within the departments they supervise and for devising modifications if necessary. The executive vice president for academic affairs/provost is responsible for discerning patterns of complaints across the academic support services. The Office of the Provost is guided by the information about complaints collected by the associate vice president for the academic experience and the assistant vice president for admissions and financial aid. As directed by the executive vice president for student affairs (EVPSA), department directors review the logs of the [student complaints received](#) in their departments. The EVPSA conducts a regular conversation about student complaints with the Student Affairs Leadership Team to delineate patterns and explore new response options.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.13.3. The College supports the rights of students to present complaints, file grievances, and appeal in an environment free of fear, retaliation, or other adverse consequences. The College's student grievance policies and procedures are reasonable, fairly administered, and well-publicized.

Sources

-  [Appeal Outcomes Office of the Dean of Students and Res Life 2013-2016](#)
-  [CHE and SACSCOC Complaint](#)
-  [CHE link from Web Page of Office of Institutional Effectiveness](#)
-  [CHE Student Complaint Form via Office of the Dean of Students Web Page](#)
-  [FERPA Overview](#)
-  [Operating Procedures for Processing Complaints Against Faculty and Staff Administrators](#)
-  [Student Complaint Application](#)
-  [Student Formal Complaint Flow Chart Grievance Policy](#)
-  [Student Grievances Complaint Policy and Procedures \(12.6.1\)](#)
-  [Student Handbook 2016-2017](#)
-  [Student Handbook 2016-2017 \(Page 83\)](#)

3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. An institution includes a review of its distance and correspondence education programs in the Compliance Certification. An institution includes a review of all its branch campuses and its off-campus instructional sites. **Documentation:** In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to (1) its distance and correspondence education programs and courses, (2) its branch campuses, and (3) its off-campus instructional sites. The institution should describe its process for incorporating the review and analysis of these programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston reviews distance learning activities and programs and has incorporated this review into the evaluation of the institution's compliance with each principle of accreditation applicable to distance education programs. Regardless of whether the program is taught on campus, at an off-site location, or online, the curriculum, qualifications of faculty, and student learning outcomes of all programs meet the same criteria. Student evaluations of instruction, quality of projects, and measures of student success are aligned to the same standards stated through the compliance report. The technology infrastructure and resources provide students access to the campus resources: the libraries, support services, and training to use the services. The [faculty coordinator for eLearning and distance education](#), through directorship of the distance education program, provides "leadership, coordination, management, and support to distance and online activities of the College of Charleston by collaboratively working across the college community" as outlined in the [Distance Education Policy](#).

Distance Education Offerings

The College of Charleston offers no fully online programs. The College offers a number of courses for credit that may be counted toward a degree by distance education:

- distance education courses through its summer school program ([94 courses in summer 2015](#), comprising 21.5% of summer offerings) in varied program content areas;
- 86, or 1.9%, of 4,612 course sections in [fall 2015 and spring 2016](#) combined;
- credit toward two 12-hour certificate programs (both in English as a Second Language, or ESOL, approximately 90% online) and the Bachelor of Professional Studies Program, in which a majority of courses might be obtained through blended or distance education (any fully online courses in these programs are included in the counts in the first two bullets).

The College also offers some professional development courses in teacher education online.

Because of the limited number of courses offered online, the majority of students taking online courses are College of Charleston degree-seeking students who are registered in face-to-face courses during fall and spring semesters. Specifically, according to the [Summary of Distance Education Student Counts](#),

- in AY15, of 1831 students taking non-professional development courses online, only 58 took online courses exclusively. Of this group, 29 were degree-seeking and thus on campus most semesters.

As a result, the majority of the students taking online courses have physical/face-to-face access to all facilities and services. In addition, units on campus make extensive use of technology to facilitate access to services by

all students. The narrative response to the relevant core requirements, comprehensive standards, and federal requirements demonstrate the College's compliance with the principles. A summary is provided below.

(CR 2.4)

Distance education is not specifically mentioned in the mission of the College of Charleston, as the College historically has focused on serving traditional undergraduate and graduate students in a face-to-face classroom setting.

(CR 2.7.1)

The College uses semester credit hours for calculating hours towards all degrees and follows the S.C. Commission on Higher Education (CHE) and SACSCOC program length guidelines of at least 120 credit hours at the baccalaureate level and at least 30 semester hours at the master's level. Program length for all College of Charleston academic programs remains the same regardless of the mode of delivery or program location.

(CR 2.8)

The proportion of student credit hours (SCH) and number of courses carried by full-time faculty teaching in distance education courses are adequate. In the summer term, distance/online education courses are taught primarily by full-time faculty. For instance, in summer 2015, full-time faculty offered all but five of the 94 distance education courses. The situation appears slightly different for fall 2015 and spring 2016 (45.6% of the 4304 distance education SCH were taught by full-time faculty in AY16), but the data are skewed by both the limited offerings and the fact that two faculty classified as part-time (a permanent music staff member who manages both instruction and equipment for the music program and a retired faculty member in mathematics who continues to teach online for the College), together, provided many of the online SCH (fully 48% of SCH in distance education in fall 2015).

(CR 2.9)

Library collections, resources, and services support students in online courses.

- All of the libraries' electronic resources may be accessed remotely by individuals with College of Charleston credentials.
- The libraries have made distance learners a focus of their research and instruction services by offering the "Ask Us" Knowledge Base tutorials and by producing a number of research guides that provide subject specific information as well as research strategies and training on using library resources.
- Librarians may be embedded in specific courses in the College's Content Management System (CMS) to provide research consultations and tutorials through online social collaboration tools such as Skype and Google Hangout.

(CR 2.10)

Student support services use a variety of communication methods to promote services to online students. Departments interact with students via multiple channels and personalize the services that are delivered. Department professionals use email, Skype, Facebook, Twitter, OAKS postings, and other methods to communicate with students away from campus. The narrative response to CR 2.10 provides more detail about particular departments' approaches to ensuring distance education students have appropriate access to services.

(CR 2.11.2)

The distance education course offerings at the College of Charleston do not require devoted physical resources.

(CS 3.3.1.1)

The ESOL courses included in the ESOL certificate programs also serve the ESOL concentration in the M.Ed. in Languages Program. This program is assessed by the School of Education, Health, and Human Performance in accordance with both NCATE (now CAEP) and SACSCOC requirements. Other distance education courses are assessed as regular departmental offerings.

(CS 3.3.1.2)

The narrative response points out that a quality assurance model is followed for distance education as well as

for other units. As an example of assessment results leading to budget decisions, the Teaching, Learning and Technology (TLT) Department implemented nine strategies to improve the course and faculty development opportunities within the Distance Readiness Course, based on faculty participant feedback. TLT used these assessment results to request a new instructional technologist for distance education and was granted the new position to support the strategies for improvement.

(CS 3.4.3)

Admissions policies for the ESOL program are found in the Graduate Catalog. Admissions policies for students registering in the College's other distance education course offerings, whether as degree-seeking or non-degree-seeking students, are identical to those for registering for traditional offerings.

(CS 3.4.6)

Time requirements for distance education courses are outlined in Policy 12.1.5, Assignment of Credit Hours. Briefly, they state that for every one hour of online academic engagement (the equivalent of class time in a face-to-face course), students will have a minimum of two hours of additional academic work and preparation beyond the instructional time.

(CS 3.4.9)

Academic support services can be accessed by faculty, staff, and students. Online resources are available to all students through a Banner environment, a technology platform that provides real-time operational data for admissions, registration and enrollment, advising, academic administration, financial aid, human resources, and financial management. Students may utilize a variety of applications through Academic Services and Student Services tabs, including academic catalogs, address update, course-instructor evaluations, midterm and final grades, course offerings, course registration features, campus activities, housing work orders, appointment manager, major declaration, major roadmaps, program of study worksheets, GPA calculators, dining services, student government elections, Cougar Job Link, Cougar Alert, and Degree Works (a web-based audit application and academic advisement tool to track degree progress). Through Banner, they also access OAKS, the College's learning management system, which is used for distance education as well as for face-to-face instruction. Students are notified about and provided with academic and student support programs through various electronic and social media means. The narrative for CS 3.4.9 provides further detail on specific services offered by various academic support services units.

(CS 3.4.11)

The program director for the ESOL certificate programs and the dean of the School of Professional Studies, who is also the director of the Bachelor of Professional Studies Program, both have experience in teaching distance education courses.

(CS 3.4.12)

Technology services for students, faculty, and academic programs are supported by the Division of Information Technology (IT), the College of Charleston Libraries, the Center for Student Learning, the Center for Disability Services, as well as IT support staff employed by academic and administrative units. The College's commitment to technology in the support of student learning is evidenced by the resources committed to areas of student learning, which include, but are not limited to, network infrastructure, classroom technology, library resources, distance education, faculty development, student computing support and educational technology applications, such as the learning management system (LMS). The narrative for CS 3.4.12 provides extensive detail, organized as follows:

Part I: Technology Support Organizational Overview

Part II: Technology Resources to Enhance Student Learning

Part III: Student Access to Technology

Part IV: Training and Support in the Use of Technology

(CS 3.5.3)

The College of Charleston publishes requirements for its undergraduate programs, including its general education requirements, in the Undergraduate Catalog, which is accessible online. The requirements for all undergraduate programs (degrees, majors and minors) are also accessible on the Office of the Registrar website. All other College of Charleston websites that refer to general education or academic program requirements (e.g., admissions, departments or programs, academic advising) link back to the Office of the Registrar's website. Information about degree, academic program, and general education requirements is

disseminated to entering students at a mandatory two-day new student orientation. All enrolled students have 24 hour, seven days a week access to degree, academic program, and general education requirements in DegreeWorks, the College of Charleston's online academic advising and degree audit system.

(CS 3.6.4)

A majority of the credit toward two 12-hour certificate programs (both in English as a Second Language, or ESOL) might be obtained through blended or distance education offered through the Graduate School of the University of Charleston, S.C. (UCSC) at the College of Charleston. The requirements for the graduate and post-baccalaureate professional programs offered through the Graduate School are all described in the *Graduate Catalog*, the official version of which is available online.

(CS 3.8.1)

Staff members of the College of Charleston Libraries facilitate delivery of library services to distance students and the faculty who teach them. Distance education students and faculty have access to and information about services and resources available through online subscription databases (including streaming videos and music), electronic books, how-to guides, online tutorials, research guides outlining information resources/services by specific discipline or course, and embedded library information in the online course management system D2L (locally named OAKS). The subject liaisons initiate and sustain contact with distance education (DE) students and faculty to ensure success in finding needed information/services. The Ask Us service provides DE student and faculty queries with responses via phone, email, or chat and also handles requests for research consultations in person or via Skype. The College of Charleston Libraries also have a mobile site to allow easy access from anywhere.

The Interlibrary Loan Department ensures that DE students have the same access to physical collections as on-campus students. This is accomplished through timely scanning of print journal articles/book chapters and mailing of hard copy-only books and other physical materials, including interlibrary loan returns, at no cost to students.

As the College of Charleston offers more distance education courses, the College of Charleston Libraries are keeping pace in a variety of ways. Librarians are now: 1) teaching LIBR 105 Resources for Research (a one-credit-hour course delivered face-to-face and totally online); 2) working with faculty who are teaching courses via DE to provide resources and tutorials for students studying online; and 3) serving on College-wide DE committees.

(CS 3.8.2)

The College of Charleston Libraries are committed to ensuring that all patrons have access to regular and timely instruction in the use of the library and other learning/information resources. The libraries provide numerous services that specifically support distance education and online learning by providing online collections and asynchronous and synchronous services. Librarians also work closely with instructors and students with resources and tutorials. The range of their services to distance education students have been formalized in a policy provided as evidence for 3.8.2. Additional detail is provided in that narrative, as well as documentation of activities in AY 2014-2015 supporting distance education.

(CS 3.9.1)

The Statement of Student Rights and Responsibilities can be found online in the *Student Handbook* and other publications and is available to all face-to-face and online students in the same manner.

(CS 3.9.2)

The College of Charleston stores and protects records of students taking distance education courses in the same manner it stores and protects records of students who take face-to-face courses. The narrative for 3.9.2 details the extensive measures taken by the College to ensure access to such records is available only to authorized persons.

(CS 3.11.3)

The technological infrastructure is sufficient for current distance and online education programming needs of the institution. The primary tool -the learning management system - houses all courses offered in any given semester.

(FS 4.2)

Two graduate-level certificates in English to Speakers of Other Languages (ESOL Certificate I and ESOL Certificate II) are available principally through distance education (90% of required coursework is online). Providing these certificates primarily online allows educators throughout South Carolina to gain expertise in language acquisition, culture, principles and strategies, and assessment compatible with the growing educational demands of a demographically diverse state.

(FR 4.3)

Academic calendars, grading policies, and refund policies are made available to distance education students in the same manner they are made available to traditional students: through the College's website, and they are identical to those for face-to-face courses.

(FR 4.4)

Program length for all concentrations in the Master of Education in Languages Program, including the ESOL concentration (where 90% of coursework is online), is identical and consistent with the length of other graduate programs.

(FR 4.5)

Written student complaint procedures apply to distance education students as well as traditional students. While further detail is provided in the Compliance Certification for FR 4.5, some key points include:

- Students may file complaints via their official College of Charleston student email account, allowing off-campus and online students access to the same due process procedures.
- From the time students register, they are instructed to use the campus website to locate services and access key documents, such as the appropriate catalog and *Student Handbook*.
- Students completing courses off campus or online do not need to be physically present to initiate a grievance. Instead, they can employ communication technologies, such as email, web conference, and conference call.







(FR 4.6)

Recruitment materials made available to distance education students are identical to those for face-to-face students and are made available in the same manner, in print or online.

Closing Statement

The College of Charleston is in compliance with Comprehensive Standard 3.13.4a. The College has appropriately integrated distance learning activities and programs into the current compliance evaluation for reaffirmation of accreditation.

Sources

-  [2011-2015 Summary of Distance Education Student Counts](#)
-  [Administrative Program Directors](#)
-  [Distance_Ed_Policy](#)
-  [Privacy Policy](#)
-  [Student Credit Hours by Faculty Type \(Fall 2015 and Spring 2016\) 45.6 of 4304 \(Page 4\)](#)
-  [Summary of Online Courses AY2016](#)
-  [Summary of Summer Online Courses 2015](#)

3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements

If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.

All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

3.13.5.b

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.

If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

3.14.1

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston accurately publishes its accreditation status and the name, address, and telephone number for SACSCOC in the College's [Undergraduate Catalog](#), [Graduate Catalog](#), on the College's website, and on [official student transcripts](#). The specific wording follows:

The College of Charleston is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Artium Baccalaureatus, the Bachelor of Arts, the Bachelor of Professional Studies, the Bachelor of Science, the Master of Arts, the Master of Fine Arts, the Master of Arts in Teaching, the Master of Business Administration, the Master of Education, the Master of Public Administration, and the Master of Science.



Contact: Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of the College of Charleston.

To ensure accurate and consistent information about the College's accreditation status, the Division of Marketing and Communications provides a link on the About the College webpage to the [Office for Institutional Effectiveness and Strategic Planning](#) (OIEP) website, which serves as the source for the current accurate language. OIEP communicates with the catalog manager through the catalog drafting process to ensure the accurate language is published in the catalogs. When the College's new Master of Fine Arts degree was [approved](#) by SACSCOC, OIEP notified the catalog manager of the [revised language](#).

Closing Statement

College of Charleston publishes its accreditation status on the Office for Institutional Effectiveness and Strategic Planning (OIEP) website, [Undergraduate Catalog](#), [Graduate Catalog](#), on the College's website, and on [official student transcripts](#). In addition, OIEP website also publishes the most up-to-date versions of relevant Commission documents.

Sources

-  [Graduate Catalog 2016-2017 \(Page 13\)](#)
-  [Memo Style](#)
-  [MFA in Creative Writing SACSCOC Approval email](#)
-  [Mission, Vision and Values](#)
-  [OIEP Websites Accreditation Language](#)

 [Transcript Key](#)

 [Undergraduate Catalog 2016-2017 \(Page 16\)](#)

4.1

Student achievement

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.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston complies with SACSCOC requirements by setting criteria for success in student achievement and evaluating success relative to those criteria.

The narrative for 4.1 provides evidence of how the College evaluates success with respect to student achievement in the following sections:

- Student Achievement as Reflected in the College Mission
- The College's Ten Goals for Measuring Student Achievement
 - Goal 1: Four- and Six-Year Graduation Rates
 - Goal 2: Employment Rate for Graduates
 - Goal 3: Number of Graduates Who Continued Their Education
 - Goal 4: Employer Feedback on Graduates
 - Goal 5: Scores of Graduates on Post-undergraduate Examinations
 - Goal 6: Credit Hours Earned of Graduates
 - Goal 7: Undergraduate Retention Rates
 - Goal 8: Degrees Awarded
 - Goal 9: Time to Degree Completion
 - Goal 10: Course Completion Rates

Student Achievement as Reflected in the College Mission

Student success is an integral part of the mission of College of Charleston. The emphasis on student success is consistent with the statutory mandates and directives of the South Carolina Department of Administration and the South Carolina Commission on Higher Education.

The [mission](#) statement of the College of Charleston states, in part:

The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business.... 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's strategic plan, Gateways to Greatness, has, as one of its values, "educational excellence that furthers intellectual, creative, ethical, and social development through a broad range of programs centered on the liberal arts and sciences." [Goal I of the strategic plan](#) asserts a commitment to "providing students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning."

At the state level, the South Carolina Department of Administration requires all government agencies to submit a [State Accountability Report](#) annually. The Accountability Report provides an opportunity to examine the

priorities of the College. The data are provided to the Department of Administration to inform institutional planning and budgeting on the state level.

The South Carolina Code of Laws describes a “mission for higher education in South Carolina” that would have each public university achieve goals relevant to student success, including “high academic quality” and “instructional excellence” ([S.C. Code of Laws, Section 59-103-15](#)). Critical success factors for academic quality, as specified in the Code of Laws, include “graduates’ achievements.” Such achievements are understood based on six performance indicators: the institution’s “graduation rate,” “employment rate for graduates,” “employer feedback on graduates,” “scores of graduates on post-undergraduate ... examinations and certification tests,” the “number of graduates who continued their education,” and the “credit hours earned of graduates” ([S.C. Code of Laws, Section 59-103-30](#)). The [South Carolina Commission on Higher Education](#) is given responsibility for “coordinating an efficient and responsive higher education system” in South Carolina, consistent with the relevant statutes.

The College’s Ten Goals for Measuring Student Achievement

The College evaluates the success of students using six performance indicators for graduates’ achievements, as designated in state law. The South Carolina Code of Laws specifies that, for public higher education institutions, graduates’ achievements are to be measured relative to six performance indicators: graduation rates, employment rate for graduates, employer feedback on graduates, scores of graduates on post-undergraduate examinations, number of graduates who continued their education, and credit hours earned of graduates. In addition to these performance indicators, the College has evaluated the success of continuing students using four common metrics: retention rates, degrees awarded, time to degree completion, and course completion rates.

The College’s institutional goals for student achievement are determined relative to multiple sources of comparative data and to institutional aspirations, as stated in the College’s strategic plan. Because performance indicators for graduates’ achievements are specified in South Carolina law, and because the majority of College of Charleston students are South Carolina residents, the College of Charleston relies primarily on comparisons to other universities also assigned by the state to its “four-year colleges and universities” category. Further, the College has for some years used data supplied in certain cases by the Consortium for Student Retention Data Exchange (CSRDE). For consistency with previously submitted state accountability reports, the College continues to use CSRDE comparative data for Public Master’s I Universities. Finally, because the College has been characterized by stable undergraduate enrollments and SAT/ACT scores for incoming undergraduate students, the College’s past performance is heavily weighted in determining appropriate criteria and thresholds of acceptability for undergraduate student achievement.

Goal 1: Four- and Six-Year Graduation Rates (S.C. Performance Indicator)

Institutional Goal: For students enrolling as degree-seeking undergraduates, the College’s four-year graduation rate will exceed 50% and the College’s six-year graduation rate will exceed 60%.

Background for this Indicator: According to the state of South Carolina, the College of Charleston is a public university in the state’s “four-year college and university” category. The College of Charleston is one of only two universities in this category with a history of exceeding the College’s current four-year graduation rate threshold (50%) and the College’s current six-year graduation rate threshold (60%). The current threshold for undergraduate student achievement at the College of Charleston was selected because it is consistent with or exceeds the historic performance for students at universities in our state-designated peer group. The current threshold also is consistent with the national average for Public Master’s I institutions, as reported by the South Carolina Commission on Higher Education.

The College of Charleston has met or exceeded the current threshold for four-year graduation rate achievement in each of the past four years. The College of Charleston has met or exceeded the current threshold for six-year graduation rate achievement in each of the last four years for which data are available.

The College’s four-year graduation rate (Table 1) for the past several years has ranged between 52% and 58%. For example, based on the 2009 cohort, the [four-year graduation rate for the College](#) is third-highest among South Carolina public universities. The College’s six-year graduation rate (Table 1) for the past several

years has ranged between 65% and 69%. The six-year graduation rate for the College is third-highest among South Carolina public universities.

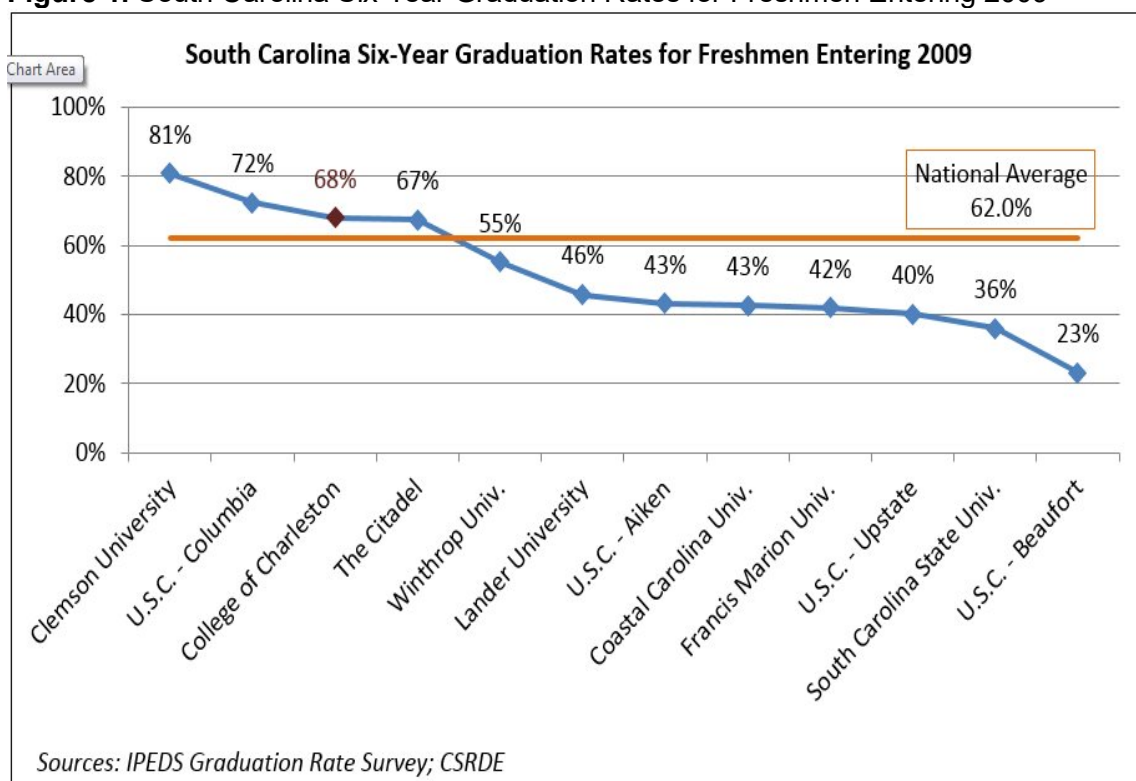
Table 1. Graduation Rates of New Full-Time Freshmen Follow-Up Terms: Fall 2010 to Fall 2015

Entering Cohort Term	Four-Year Graduation Rate	Six-Year Graduation Rate
Fall 2006	57.6%	68.8%
Fall 2007	51.9%	64.5%
Fall 2008	54.8%	66.5%
Fall 2009	56.2%	68.0%
Fall 2010	58.0%	Not available
Fall 2011	55.9%	Not available

Source: Institutional Research, Planning, and Information Management

Table 1 data come from Consortium for Student Retention Data Exchange. Figure 1 data come from the South Carolina Commission on Higher Education and include provisionally admitted freshmen.

Figure 1. South Carolina Six-Year Graduation Rates for Freshmen Entering 2009



For freshmen entering in 2009, the College’s six-year graduation rate is above the national average, as reported by the South Carolina Commission on Higher Education.

Goal 2: Employment Rate for Graduates (S.C. Performance Indicator)

Institutional Goal: The College’s institutional goal is that at least 75% of new graduates of baccalaureate programs will be employed one year after graduation.

Background for this Indicator: The College of Charleston has long been described as a liberal arts and sciences university, and survey reports reviewed at the College suggest that many new liberal arts graduates of baccalaureate programs will immediately enroll in graduate and professional schools. Consequently, a significant number of new graduates will not be in the workforce one year after graduation because they are full-time students. Other new graduates simultaneously will be employed and enrolled as students.

Student achievement for this goal is described below, following the explanation of the continuing-education institutional goal.

Goal 3: Number of Graduates Who Continued Their Education (S.C. Performance Indicator)

Institutional Goal: The College’s institutional Goal is that at least 20% of new undergraduate degree recipients will be enrolled in a graduate, professional, or other educational program one year after graduation.

Background for this Indicator: The College of Charleston has long been described as a liberal arts and sciences university, and survey reports reviewed at the College suggest that many new liberal arts graduates will immediately enroll in graduate and professional schools. Consequently, a significant number of new graduates will not be in the workforce one year after graduation because they are full-time students. Other new graduates simultaneously will be employed and enrolled as students.

The College uses two primary methods to track job placement and graduate school attendance. First, the Senior Exit Survey, introduced in 2010, is completed face-to-face during the spring graduation rehearsal. Second, an alumni survey is conducted via e-mail one-year after graduation. (Additional alumni surveys are also conducted three and five years after graduation.)

Review of the available data, shown in Figures 2 and 3 below, indicates recent graduate employment and university enrollments exceed the College’s threshold for student achievement. Figure 2 presents preliminary data from a survey administered at graduation and indicates that at least half of the survey respondents reported employment at the time of graduation and 14% reported post-graduate education. More information can be found in the Senior Exit Survey Reports for [Class of 2013](#), [Class of 2014](#), and [Class of 2015](#). Figure 3 provides survey data from the one-year post graduation survey for the years 2011-2012 to 2013-2014; data indicates that employment rates are slightly below the goal of 75% and graduate school enrollments are above the 20% institutional goal cited above. Additional data from The Survey of Earned Doctorates (SED) indicates 49 College of Charleston graduates received a doctorate degree in 2014. In terms of employment rates, the College did not meet its goal of 75%. Continued review of employment rates, goals and strategies for improvement, and implementation of those strategies, is needed.

Figure 2. Plans following graduation: Senior Exit Survey Classes of 2013, 2014, 2015

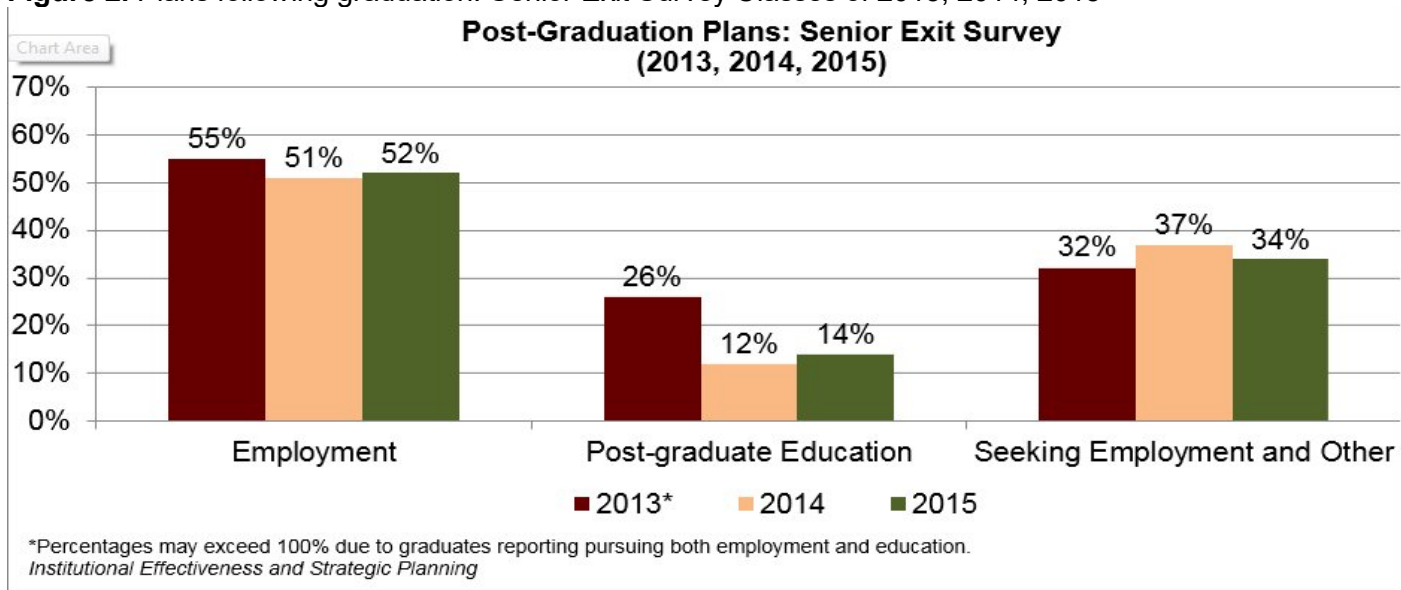


Figure 3. Employment Status and Graduate School Attendance One-Year Post Graduation (Classes of 2011-2012, 2012-2013, 2013-2014)

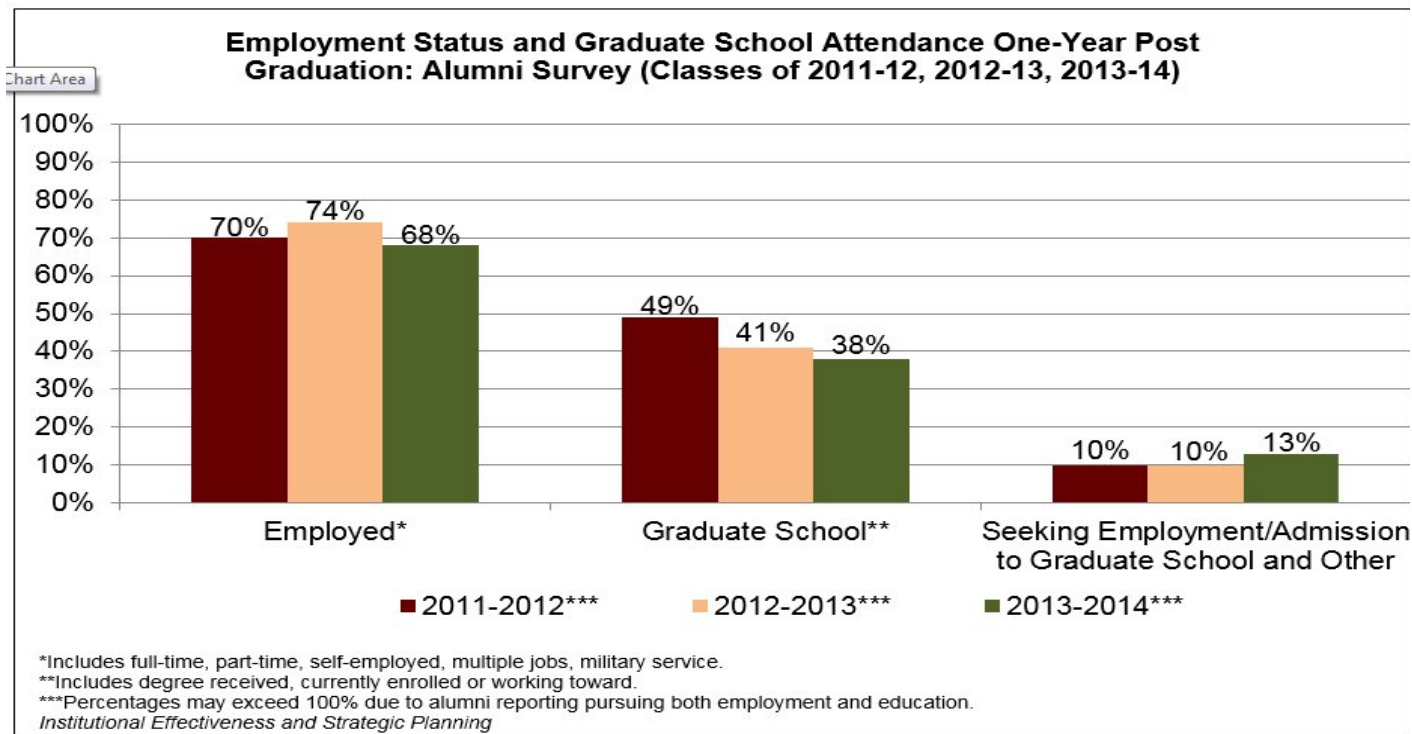


Table 2. Number of Doctorate Recipients by Selected Baccalaureate Institution (2009-2014)

The Survey of Earned Doctorates (SED)* College of Charleston and Selected Comparison Institutions: AY 2009-2014						
Selected Academic Institutions	Number of Doctorate Recipients by Baccalaureate Institution (Sum)					
	2009	2010	2011	2012	2013	2014
Citadel Military College of South Carolina	3	10	6	6	4	6
Clemson University**	52	73	102	92	86	110
Coastal Carolina University	13	7	11	6	12	8
College of Charleston	31	42	33	33	41	49
Francis Marion University	3	4	6	2	1	9
Lander University	3	8	2	2	4	1
Medical University of South Carolina**	4	3	1	3	1	2
University of South Carolina at Aiken	4	7	5	9	10	6
University of South Carolina at Columbia**	79	68	82	51	101	60
University of South Carolina at Spartanburg	2	4	2	3	2	2
Winthrop University	16	13	12	17	23	12

*Professional degrees such as the M.D., D.D.S., O.D., D.V.M., and J.D. are not covered by the Survey of Earned Doctorates.
 **Denotes academic institutions that offer doctoral degrees.
 Source: National Science Foundation's Integrated Science and Engineering Resources Data System (webcaspar.nsf.gov)

Goal 4: Employer Feedback on Graduates (S.C. Performance Indicator)

Institutional Goal: When available, employer feedback will indicate a favorable assessment of the performance and/or preparation of College of Charleston students. Institutional goal set to baseline.

Background for this Indicator: In the fall 2015, the College administered an [Alumni Employer Survey](#) to current employers of College alumni. The purpose of this survey was to understand if alumni are obtaining the skills necessary for today's workforce. Overwhelmingly, as shown in Table 3, employers favorably rated the

College's graduates on a series of skills and abilities, including the ability to work independently (70%), professionalism (69%), and the ability to work in teams (68%).

Table 3. College of Charleston Alumni Employer's Ability Level

College of Charleston Alumni Employer Survey 2015							
Employee Skill	Supervisor Ranking of Alumni's Skills and Abilities						Total Responses
	Poor	Fair	Average	Good	Excellent	N/A	
Written communication skills	0%	0%	8%	28%	62%	2%	98
Public speaking and presentation skills	0%	3%	7%	39%	44%	7%	98
Overall knowledge of computer applications	1%	0%	10%	40%	47%	2%	98
Thinking creatively	0%	0%	4%	43%	51%	2%	98
Leadership and management skills	0%	1%	13%	40%	39%	7%	98
Professionalism	0%	1%	6%	23%	69%	0%	98
Ability to work independently	0%	0%	6%	24%	70%	0%	97
Ability to work in teams	0%	1%	3%	28%	68%	0%	98
Understanding and completing assignments	0%	0%	6%	28%	64%	2%	98
Ability to work in a culturally diverse environment	0%	1%	8%	26%	62%	3%	98
Organizational skills	0%	0%	5%	35%	59%	1%	97
Decision-making ability	0%	0%	9%	41%	49%	1%	98
Independence and initiative	0%	0%	8%	35%	57%	0%	98

In addition, some individual academic programs or units at the College also collect information on employer feedback. For example, the School of Education, Health, and Human Performance conducts an annual survey of its Pre-K-12 employers of its graduates. Examples of these annual survey results are available [here](#). The School of Education, Health, and Human Performance survey data indicate a favorable assessment of the preparation of College graduates for such tasks as teaching "instructional and pedagogical content" and teaching "in a diverse setting." The majority of responses showed College of Charleston graduates as very well prepared or adequately prepared in all categories.

Goal 5: Scores of Graduates on Post-undergraduate Examinations (S.C. Performance Indicator)

Institutional Goal: Advanced students or recent graduates who complete post-undergraduate examinations will earn scores consistent with or better than those earned by relevant peer groups, when peer data are available, or will show evidence of significant improvement or achievement relative to an appropriate baseline (e.g., at least 10% improvement in achievement between the freshman and senior years).

Background for this Indicator: Post-undergraduate examinations vary widely in their design and in the availability of comparison data from other institutions. The College's institutional goal must allow for flexibility in identifying context-specific thresholds for appropriate achievement. Such examinations can provide evidence of learning or a lack of learning among advanced students or recent graduates.

As an example, the [ETS Proficiency Profile](#) was administered in the spring of 2015 to a sample of 608 seniors. As the results illustrate here, the seniors scored higher in each skill dimension in comparison to students in the Carnegie Class who were tested. As shown below in Table 4, the [ETS results](#) showed College of Charleston seniors scored 6% higher than the Carnegie Class in level 3 mathematics, 7% higher in level 3 writing, and 2% higher in critical thinking.

Table 4. ETS Proficiency Profile Results (2009, 2012, 2015)

ETS Proficiency Profile Results – Seniors						
	Percent Proficient					
	2015		2012		2009	
Skill Dimension	CofC (N=608)	Carnegie Class (N=93,135)	CofC (N=206)	Carnegie Class (N=64,441)	CofC (N=195)	Carnegie Class (N=150,910)
Reading, Level 1	84%	71%	85%	69%	81%	65%
Reading, Level 2	59%	42%	67%	40%	55%	33%
Critical Thinking	10%	8%	20%	8%	11%	5%
Writing, Level 1	82%	67%	79%	65%	76%	66%
Writing, Level 2	36%	23%	34%	22%	33%	18%
Writing, Level 3	17%	10%	16%	9%	13%	7%
Mathematics, Level 1	78%	60%	81%	56%	72%	54%
Mathematics, Level 2	53%	34%	51%	30%	44%	26%
Mathematics, Level 3	16%	10%	16%	8%	11%	6%
<i>Institutional Effectiveness and Strategic Planning</i>						

Post-undergraduate examinations are given in some academic programs. For example, for students taking the [PRAXIS II](#), results for the most recent three years show College of Charleston students with pass rates of 96% or better. College of Charleston pass rates were above the South Carolina public university average for the past two years ([SC Title II document](#)).

Table 5. College of Charleston and Statewide South Carolina Praxis Traditional Assessment Pass Rates (2012-13, 2013-14, 2014-15)

South Carolina Praxis Traditional Assessment Pass Rates (All program completers)				
	Number Taking Assessment*	Number Passing Assessment**	College of Charleston Pass Rate (%)	Statewide Average Pass Rate (%)
2014-15	166	160	96	95
2013-14	199	195	98	97
2012-13	198	191	96	98
<i>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rates are not reported.</i>				
<i>* Number of completers taking one or more assessments within their area of specialization.</i>				
<i>** Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</i>				

Goal 6: Credit Hours Earned of Graduates (S.C. Performance Indicator)

Institutional Goal: For students who entered the College of Charleston as freshmen, the College's mean number of credit hours earned for a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree will not exceed 134 hours (i.e., 10% over and above the minimum 122 credit hours required to earn the degree). Students earning double majors, second majors, or second degrees (including the A.B.) are excluded from measurements relevant to this goal.

Background for this Indicator: One state-designed indicator of graduate achievement concerns the College's ability to minimize the number of undergraduate credit hours earned beyond the minimum credit hours required to earn a B.A. or B.S. degree. While students who change majors will sometimes earn credits beyond the 122-credit-hour minimum set by the faculty of the College, effective advising and prudent course selection should minimize the number of credit hours earned by graduates. A reduction in credits earned by those ultimately receiving B.A. and B.S. degrees might plausibly be assumed to lower student costs and time to

graduation.

Because graduate students sometimes have career goals requiring that credit hours be earned over and above minimum degree requirements (e.g., 30 or more graduate credit hours for master’s degrees), the College currently does not endorse an institutional goal for the number of excess credit hours earned while enrolled in a graduate or certificate program.

For 2007-2015, as shown in Table 6, students who earned B.A. degrees did so with a mean of 128.5 credit hours. Those who earned B.S. degrees during this period did so with a mean of 132.5 credit hours. Credit hours earned for the B.A. and B.S. degree have remained stable over time. Students at the College are performing in a fashion consistent with the College’s institutional goal for this performance indicator.

Table 6. Average Credit Hours to Graduation

		Students	Hours Earned	
			Average	Standard Deviation
DEGREE	Academic Year			
BA	Academic Year			
	2007	484	128.39	9.61
	2008	483	127.67	8.77
	2009	476	128.18	8.36
	2010	513	128.49	9.01
	2011	419	128.54	9.05
	2012	488	128.80	9.68
	2013	531	129.57	9.82
	2014	491	128.63	9.78
	2015	551	128.02	9.26
	Degree Total - All Years		4436	128.48
BS	Academic Year			
	2007	528	131.88	11.10
	2008	605	132.09	10.63
	2009	616	132.42	10.61
	2010	630	132.66	11.26
	2011	617	132.64	11.14
	2012	680	133.29	11.51
	2013	734	132.93	10.95
	2014	723	132.46	12.60
	2015	767	132.05	11.32
	Degree Total - All Years		5900	132.51
<i>Note: Counts include only students who entered the College as freshmen and exclude students graduating with more than one degree or major.</i>				

Source: Institutional Research, Planning, and Information Management

Goal 7: Undergraduate Retention Rates (College of Charleston Indicator)

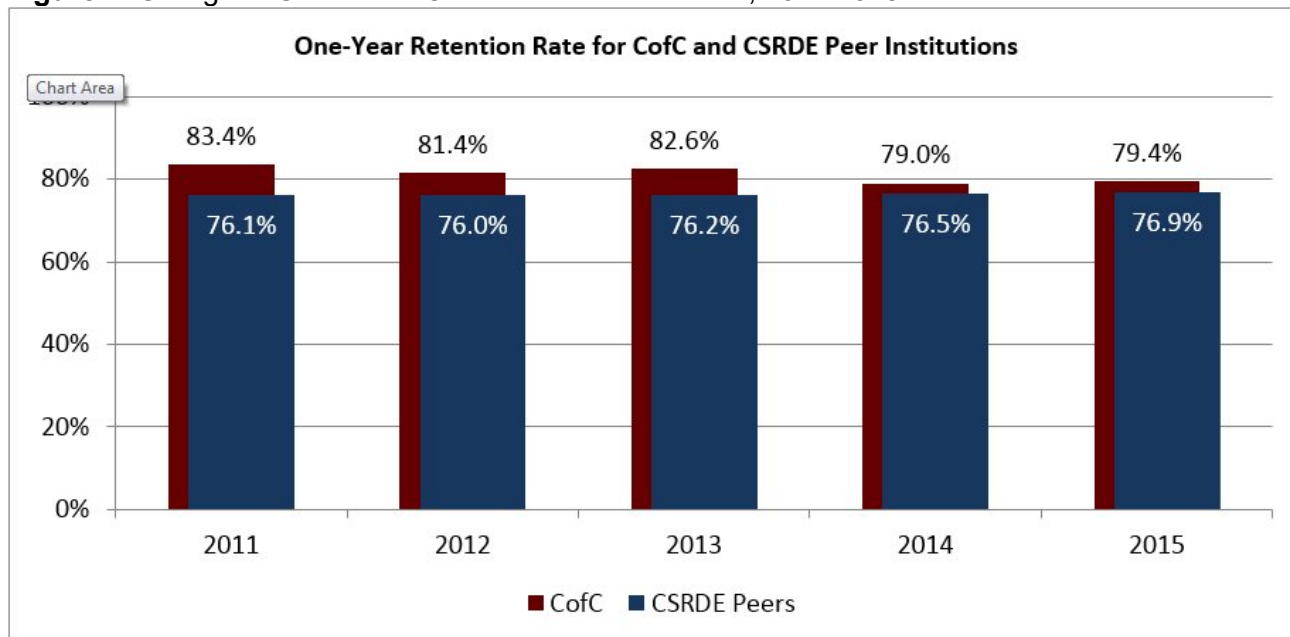
Institutional Goal: For students enrolling as degree-seeking undergraduates, the College’s first-to-second year retention of first-time, full-time freshmen will consistently exceed 80%.

Background for this Indicator: The College’s retention rate is an indicator of undergraduate student persistence and progression toward the degree. In setting an acceptable threshold for student achievement relative to this indicator, the College relied on evidence of historic achievement for our state-designated comparison group

and for Public Master's I institutions.

As Figure 4 indicates, the College's retention rate of full-time freshmen was consistently above 80% from 2011-2013 and decreased slightly below 80% in 2014 and 2015. The College's retention consistently exceeds the mean for all Public Master's I institutions. In addition, for fall 2014 to fall 2015 retention, the College's retention rate was second highest among South Carolina comprehensive teaching institutions, the state-designated category for the College of Charleston ([CHE retention document](#)). Students at the College have generally performed in a fashion consistent with the College's institutional goal for this performance indicator, but the College should monitor retention to see if changes in the College's first-year student profile and improvements to its provisional student program have the expected effects on retention rates.

Figure 4. College of Charleston One-Year Retention Rate, 2011-2015



Goal 8: Degrees Awarded (College of Charleston Indicator)

Institutional Goal: Between 2010-2020, the College of Charleston will increase by 5% the total number of undergraduate and graduate degrees awarded.

Background for this Indicator: The College [strategic plan](#), approved by the Board of Trustees in 2009 and revised in 2013, presents multiple tactics aspiring to increase enrollments for undergraduate students and increase the total number of graduate students at the College should increase ([strategy 1, tactic 9](#); [strategy 4, tactic 4](#); [strategy 4, tactic 8](#); [strategy 9, tactic 4](#)). As a result, the College planned for growth in the total number of students earning undergraduate and graduate degrees by 2020. The intent of this goal is to allow more students to earn a College of Charleston degree and to reflect improvements in student retention.

The number of undergraduate (Figure 5) and graduate (Figure 6) degrees earned each year at the College increased by 5.1% between 2010 and 2015. Continued review of enrollment goals and strategies, and implementation of those strategies, is needed.

Figure 5. Bachelor's Degrees Awarded (2008-2015)

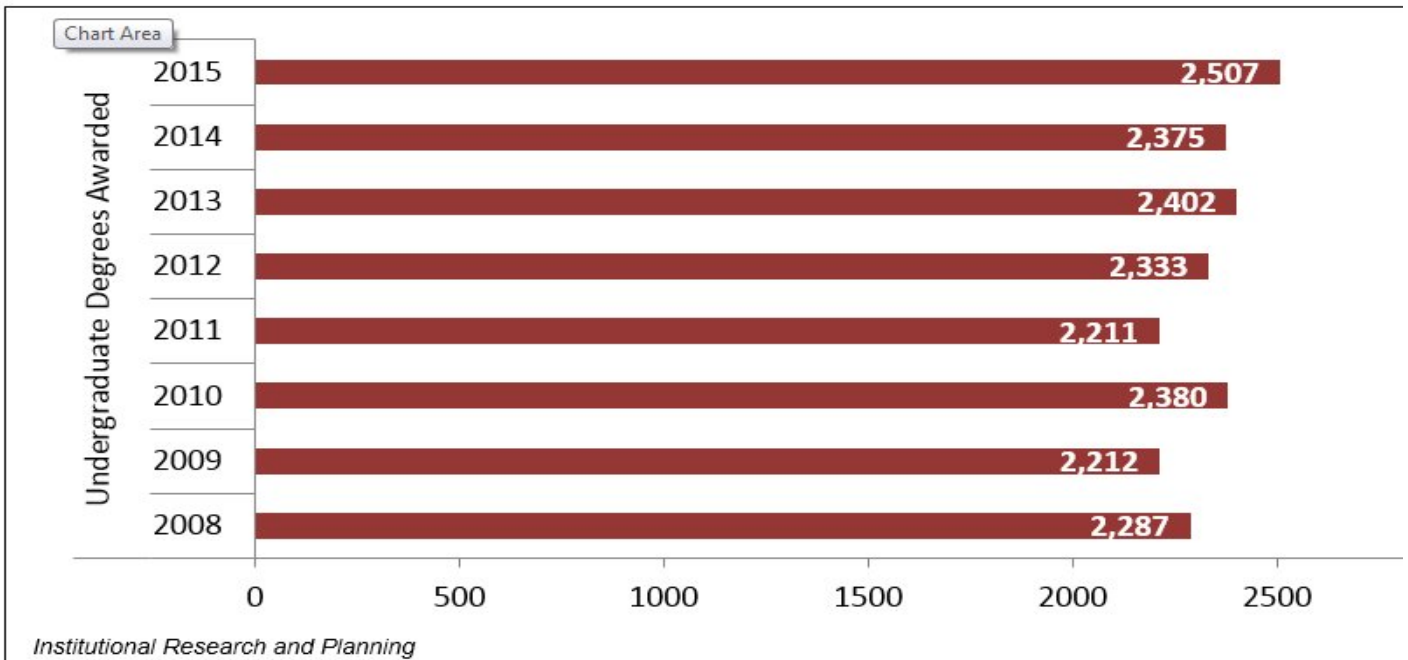
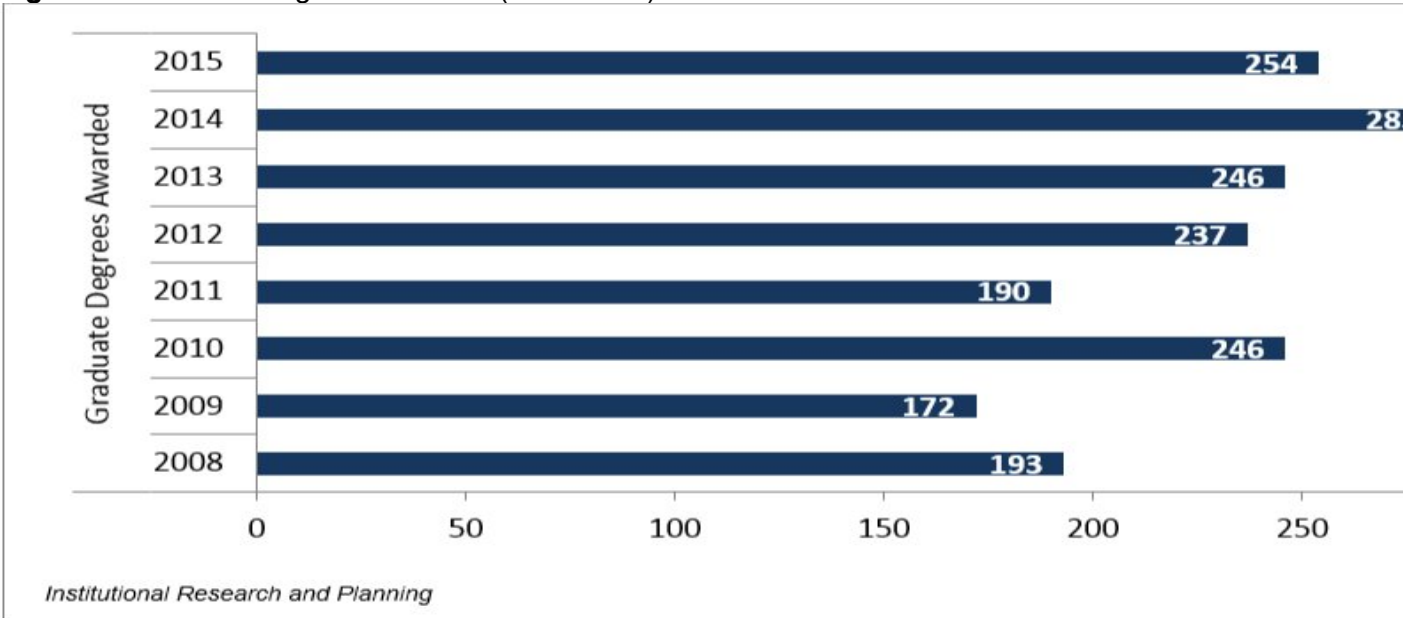


Figure 6. Graduate Degrees Awarded (2008-2015)



Goal 9: Time to Degree Completion (College of Charleston Indicator)

Institutional Goal: The College’s institutional goal for time to undergraduate degree completion will be a mean of 4.2 years and a median of 4.0 years, for all students who enter the College as freshmen.

Background for this Indicator: The College’s undergraduate student population is overwhelmingly traditionally aged and enrolled full-time. For such students, 4.0 years is the appropriate goal for time to degree. Because students sometimes change majors or take leaves of absence for personal or medical reasons, among other reasons, a slightly higher mean is appropriate, while the median time to degree still should be set at 4.0 years.

The College of Charleston does not set time to degree completion goals for graduate and certificate programs, as many students enter such programs with the intent of earning a degree as part-time students, or plan to move back and forth between full- and part-time status. A 30-credit-hour master’s degree, for example, is not

presumptively a two-year degree.

For all students earning undergraduate degrees in 2013-2014 and who entered the College as freshmen, the mean time to degree was 4.2 years. The median time to graduation was 4.0 years. For all students earning undergraduate degrees in 2014-2015 and who entered the College as freshmen, the mean time to degree was 4.2 years and the median time to graduation was 4.0 years.

The College's institutional goal for time to degree has been achieved. As more students enter the College with significant AP and other transfer credit, it may be appropriate for the College to lower its median goal for undergraduate degree completion.

Goal 10: Course Completion Rates (College of Charleston Indicator)

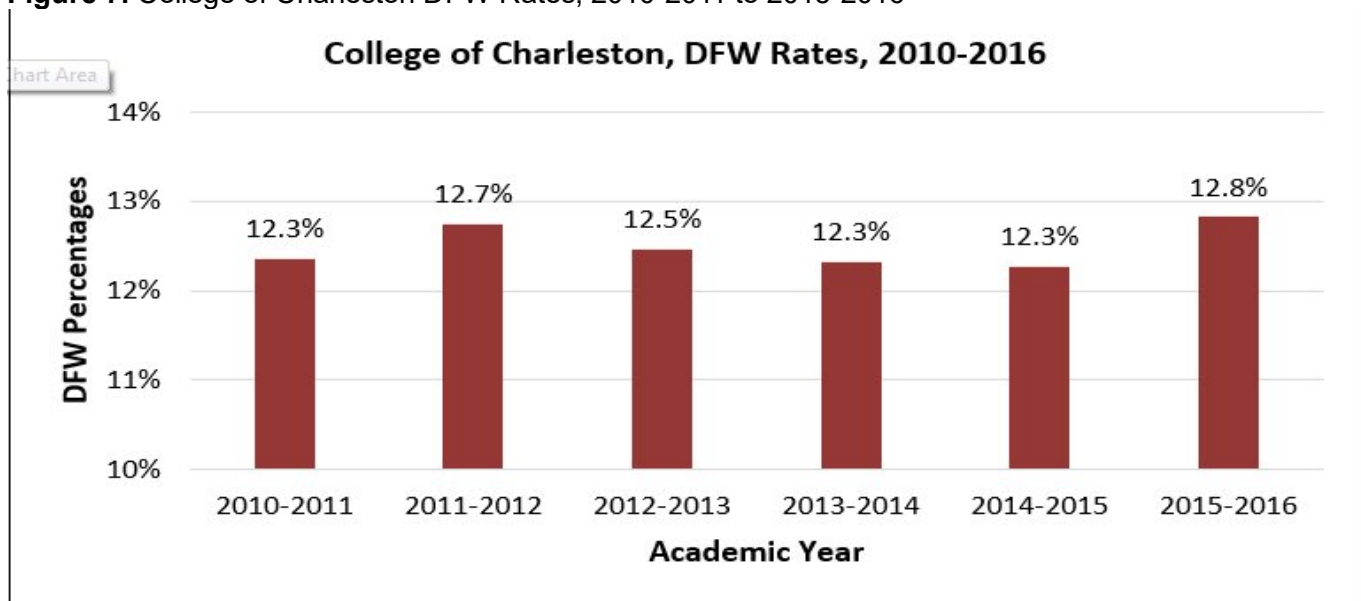
Institutional Goal: The College of Charleston should have DFW (drop-fail-withdrawal) rates at or below 15% for undergraduate course enrollments in an academic year.

Background for this Indicator: At the College of Charleston, the primary measure for assessing course completion is the percentage of below average (grade of D), failing (grade of F), and withdrawal (W) grades assigned. DFW rates appear to be higher for technical colleges, less selective four-year universities, and urban universities. DFW rates appear to be lower for more selective four-year universities and universities in rural settings.

DFW rates have been stable at the College since 2010 as shown in Figure 7. DFW rate monitoring should be continued to see if changes in the College's first-year student profile and improvements to its provisional student program have any impact on College of Charleston DFW rates.

The College's institutional goal in this area has been achieved.








Figure 7. College of Charleston DFW Rates, 2010-2011 to 2015-2016



Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.1. The College is committed to assessment and accountability related to student achievement. Student achievement is systematically assessed through a variety of means including four- and six-year graduation rates, employment rates, graduation rates, and student performance on ETS examinations.

Sources

-  2013-14 Time to Degree Completion
-  2014 Senior Exit Survey Full Report
-  2014-15 Accountability Report
-  2015 SES Overall Report
-  CHE- Executive Director Home
-  CHE Retention document 8.30.16
-  Code of Laws - Title 59 - Chapter 103 - State Commission On Higher Education
-  College of Charleston Mission
-  College Strategic Plan (Page 11)
-  EHHP Employer Survey 2016
-  Employer Survey Report 2015
-  ETS Proficiency Profile Exam Spring 2015
-  ETS Proficiency Profile Test Content
-  Praxis South Carolina
-  SC_Grad_Rates_2009_Goal_1
-  SES results-2013
-  strategic-plan
-  strategic-plan (Page 17)
-  strategic-plan (Page 20)
-  strategic-plan (Page 25)
-  Time to Degree Completion
-  Title II Report

4.2

Program curriculum

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

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston offers baccalaureate and master's degrees and programs that are compatible with the College's stated public liberal arts and sciences mission emphasizing the arts, sciences, education and business. The [South Carolina Commission on Higher Education](#), together with faculty and academic administrators, engage in curriculum development, evaluation, and review ensuring that the College's educational programs are appropriate to the degrees awarded (see [New Academic Program Approval Process](#)). In some cases, curriculum is separately evaluated by [specialized accreditation bodies](#) to ensure that the content is appropriate to the degree or certificate awarded.

Curriculum is Directly Related and Appropriate to the Mission

According to the College's [mission statement](#), the institution provides "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 ... provides master's degree programs ... and 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."

Academic programs are developed by faculty and are housed within one of six academic schools ([School of the Arts](#); [School of Business](#); [School of Education, Health and Human Performance](#); [School of Humanities and Social Sciences](#); [School of Languages, Cultures, and World Affairs](#); [School of Science and Mathematics](#)) In addition to six academic schools, the College has the [School of Professional Studies](#), the [Graduate School](#), and the [Honors College](#). These academic units have deans appointed to lead them, but tenure-eligible faculty are only appointed to the academic schools and the library. Each academic school is led by a dean whose responsibility it is to ensure that academic programs developed in the school are compatible with the institutional mission. Consistent with the College mission, academic programs in the arts and sciences are found in the schools of the arts, humanities and social sciences, languages, cultures and world affairs, and science and mathematics. Academic programs in business are found in the School of Business. Academic programs in education are found in the School of Education, Health, and Human Performance. Responsibility for graduate programs resides in the [Graduate School](#) of the University of Charleston, South Carolina at the College of Charleston. As stated in the [College's mission](#), the College incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992, which houses the graduate and research components of the College.

All program and baccalaureate degree requirements are published in the *Undergraduate Catalog*. Program and master's degree requirements are published in the *Graduate Catalog*. The College of Charleston offers 10 graduate certificates; the requirements for each are published in the *Graduate Catalog*. The structured [process of regular curriculum review](#) supported by program review and assessment ensures that program goals and student learning outcomes are consistent with the institutional mission. Curriculum consistent with the mission and core purpose is developed, evaluated, and reviewed following best practices in higher

education, by the faculty at the College of Charleston. For example, the Master of Fine Arts in Creative Writing (M.F.A.) was approved in 2014. The [M.F.A. in Creative Writing](#) is consistent with the College's mission to advance the liberal arts and provide students with a community in which to engage in original inquiry and creative expression. A resource guide for [Curriculum Procedures, Practices, and Forms](#) is hosted by the Division of Academic Affairs.

Curriculum Approval

The approval process for all degree programs, concentrations, certificates, minors, and courses ensures that the curriculum is appropriate to the purpose, mission, and goals of the institution. The faculty members with expertise in the disciplines develops the curriculum, courses, and requirements that are appropriate to the degrees. The curriculum is reviewed by and approved by faculty following the procedures outlined in the [process of review](#).

Program Review

A cycle of program review and ongoing assessment ensure that the curriculum remains appropriate and related to the mission of the institution. The undergraduate program review process is conducted by the Faculty Senate Committee on Assessment of Institutional Effectiveness and guided by [Institutional Procedures](#). The [graduate program review process](#) is conducted by the Graduate School. As a part of the self-study, "each program should supply a clear, concise statement of purpose that is related to the mission of the program, the supporting unit(s), and the institution."












Accreditation by Professional Associations





The College of Charleston currently has 30 baccalaureate degree programs and 13 master's programs that are [accredited by specialized accrediting agencies](#). These accrediting agencies have systems in place to ensure coherent and consistent curriculum and program review. Review by these accrediting agencies also ensures that program curriculum conforms to commonly accepted standards and practices and learning outcomes are appropriate, relevant, and current.

Closing Statement

The College of Charleston offers baccalaureate and master's degrees and programs that are compatible with the College's stated public liberal arts and sciences mission emphasizing the arts, sciences, education and business.

Sources

-  [Accrediting Body and Degree Program](#)
-  [Approval Process New Academic Program July 15, 2016](#)
-  [CHE Guidelines for New Program Approval excerpt](#)
-  [Curriculum Procedures, Practices, and Forms](#)
-  [FAM 2016-17 \(Page 21\)](#)
-  [Graduate Catalog 2016-2017 \(Page 113\)](#)
-  [Graduate Catalog 2016-2017 \(Page 21\)](#)
-  [Graduate Program Review Process 2016](#)
-  [Graduate School](#)
-  [institutional procedures \(UG PR\)](#)
-  [Professional Studies, Healthcare and Medical Services Management Concentration, B.P.S](#)

-  [Professional Studies, Organizational Leadership and Management Concentration, B.P.S](#)
-  [Program Modification Workflow 1-19-16](#)
-  [Statement of Institutional Mission](#)
-  [Undergraduate Catalog 2016-2017 \(Page 100\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 107\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 115\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 123\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 135\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 82\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 85\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 91\)](#)

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston makes current academic calendars, grading, and refund policies available to students, prospective students, and the public at large by way of the College of Charleston website, as well as links from the [Undergraduate Catalog](#) and [Graduate Catalog](#), both of which are available online.

These policies apply to students enrolled in credit-bearing coursework, whether graduate or undergraduate, regardless of the location of instruction or mode of delivery.

Publication of Policies

Academic Calendars

Students and the public may view the current, recent past, and future semester calendars at [academic calendars](#) available online from the College of Charleston site index and on the Registrar's Office webpage.

Grading System

The current grading system and relevant undergraduate [grading policies](#) approved by the Faculty Senate are included in the [Undergraduate Catalog](#), and are available to students and the public online on the Registrar's Office website. The grading system and relevant grading policies of the Graduate School of the University of Charleston, South Carolina are included in the [Graduate Catalog](#) available to students and the public online.

Refund Policies

The institutional tuition and fees [refund policy](#) is provided on the College of Charleston policy webpage and in each of the online catalogs. The policy is also available in a [concise format](#) on the Treasurer's Office's website and in its entirety as a link from the [Treasurer's Office](#) webpage.

Closing Statement

College of Charleston publishes its current academic calendars, grading policies, and refund policies online. It provides a portfolio of documentation to support its judgment of compliance with this federal requirement.

Sources

-  [Calendars _ Important Dates](#)
-  [Graduate Catalog 2016-2017 \(Page 25\)](#)
-  [Graduate Catalog 2016-2017 \(Page 35\)](#)

 [Institutional Refund Policy](#)

 [Refund policy 2.2.3.4](#)

 [Treasurer's Office link to Policy](#)

 [Undergraduate Catalog 2016-2017 \(Page 35\)](#)

 [Undergraduate Catalog 2016-2017 \(Page 60\)](#)

 [Undergraduate grading policy](#)

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston awards the Artium Baccalaureatus (A.B.), Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Professional Studies (B.P.S.), Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Public Administration (M.P.A.), Master of Fine Arts (M.F.A.) and Master of Arts in Teaching (M.A.T). In addition, the College of Charleston awards graduate-level certificates. Requirements for the educational programs associated with each degree are fully articulated in the Undergraduate and Graduate Catalogs and visible to students in Program of Study Worksheets and in Degree Works, the College's online degree audit tool. The College of Charleston uses credit hours for calculating minimum credit hours required for all degrees. Unless an exception is approved by the appropriate faculty and administrative processes, with a suitable academic justification, all baccalaureate degrees awarded by the College of Charleston require completion of a minimum of 122 credit hours. Unless an exception is approved by the appropriate faculty and administrative processes, with a suitable academic justification, all graduate degrees require completion of a minimum of 30 credit hours.

Faculty are responsible for the curriculum at the institution; the College-wide curriculum development, review, and approval processes, overseen by the College Curriculum Committee, ensure that program length is appropriate for every program offered. Program length for all College of Charleston academic programs remains the same, regardless of mode of delivery or program location.

Undergraduate Degrees

To earn a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Artium Baccalaureatus (A.B.), or Bachelor of Professional Studies (BPS) degree, all students, regardless of academic program, must earn a minimum of 122 credit hours and meet three types of degree requirements:

- Liberal arts and sciences general education degree requirements: a distribution requirement designed to introduce the student to the principal areas of intellectual inquiry and to impart intellectual skills and content foundations. (BA, BS, and AB degree programs share a [common distribution requirement](#); as a degree completion program the B.P.S. requires students to complete a [general education distribution requirement](#) unique to that degree).
- Major (A.B., B.A., B.S.) or Concentration (B.P.S.) requirements: a progression of courses specified for each academic program.
- Electives: courses chosen by each student to complement the major or develop expertise in a related field (a minor).

Requirements for all academic programs are published in the [Undergraduate Catalog](#). Each academic program articulates the requirements specifying all courses (including prerequisites and/or co-requisites) and listing courses required by the major but offered by another department (cognate courses) and identifying courses that could be used to fulfill a general education requirement. The Office of the Registrar hosts a [Program of Study Resources](#) website on which students can access Program of Study Worksheets, Major Roadmaps, Approved Course List for General Education, and Degree Works. [Undergraduate](#) and [graduate](#) students can display a complete program of study and all degree requirements in Degree Works.

The length of an academic major program is influenced by a number of factors but determined first by program faculty consistent with best practices in each discipline or interdisciplinary tradition (and professional accreditation standards where appropriate) and next by a structured process of review at the department, school and College level. For new degree programs or major program modifications (a change greater than 18 credit hours), the curricula are also reviewed by the [South Carolina Commission on Higher Education](#) (CHE). CHE guidelines for new programs are published and available on its website. As of February 2012, the College of Charleston's [Faculty Senate](#) has required proposals for new undergraduate programs to demonstrate that a student can meet all requirements for the major as well as general education requirements within four years or provide a justification if it is not possible.

For example, program length (referred to below as “size”) was the subject of faculty attention and Senate action in 2012. The Faculty Senate Academic Planning Committee brought the issue before the Faculty Senate. The actions were designed to bring consistency to the method academic programs used to calculate program length. Ultimately, the faculty determined that a minimum credit hour requirement must be reported for each program. The minimum value is calculated to “exclude courses that can be waived by placement and should reflect courses available within the major requirements that minimize credit hours, but must otherwise include all courses and prerequisites, even those offered by another department (cognates) and those that could be counted towards the general education requirement.” ([Senate minutes, January 17, 2012](#)).

Courses in the major may in some cases be used to satisfy other degree requirements and impact the program length. So a minimum might not reflect all of the options a student might exercise. Therefore, a + was added to the number and the following statement added: “Courses within this major may also satisfy general education requirements. Please consult the Liberal Arts and Sciences General Education Requirements for more information.” Thus, the length of every academic program is calculated consistently with the minimum credit hours required and is displayed for each program in the *Undergraduate Catalog*. See an example [here](#). Programs verify the accuracy of information each year during the catalog review process. Each year department chairs, in response to a request by the Office of the Registrar, reviews the accuracy of the catalog description of their programs, including any changes to requirements. Below is an example of the catalog review process and tracking:

- [Request by the Office of the Registrar](#)
- [Catalog Review Tracking Spreadsheet](#)

Faculty continue to [monitor program length](#) through the curriculum review and approval process. The faculty adopted the following guidelines for the curriculum process as it pertains to program length:

- All proposals for new majors and changes of majors are expected to include a demonstration that a student can meet the requirements for graduation in four years.
- All proposals for new majors and change of majors that affect the minimum number of credit hours must include the minimum and should justify their size.

Program length for all College of Charleston undergraduate academic programs remains the same regardless of the mode of delivery or program location.

Second Baccalaureate

A College of Charleston student may earn more than one baccalaureate degree (i.e., B.A., A.B., B.S.) concurrently at the College of Charleston, if he or she meets the following requirements ([Second Baccalaureate Degree Requirements](#)):

- Earns a minimum of 153 credit hours*, including a minimum of 63 credit hours in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- Meets all degree requirements for both degree programs.
- Meets all prerequisite and course requirements in two different major fields.

**In the case of multiple majors in different degree programs, typically the student may choose the degree to be earned and posted on the diploma if the student has not satisfied the requirements to be awarded more than one degree (earned fewer than 153 credit hours).*

A student who has previously earned a bachelor's degree from the College of Charleston and wishes to earn a second degree-if it is different from the first (i.e., a B.A. if the first degree was a B.S. and vice versa)-must apply for re-admission for the second degree, and then:

- Must earn a minimum of 31 additional credit hours (beyond the 122 currently required for degree) in residence at the College of Charleston. Residency is defined as instruction delivered by the College of Charleston, the degree granting institution.
- Meet all degree requirements for the second degree program in the catalog under which he/she enters, or in a subsequent catalog.
- Meet all prerequisite and course requirements in the major field(s) for the second degree.

A student may not earn a B.A. and a B.S. in the same subject, even with the additional 31 credit hours for another degree. Students earning an A.B degree will earn that degree in place of the B.A. or B.S. normally earned with the major.

Graduate Degrees and Graduate Certificates

Unless an exception is approved by the appropriate faculty and administrative processes, with a suitable academic justification, all programs for the master's degree require a minimum of 30 semester credit hours of graduate-level work directly related to the discipline and which may not include Continuous Research Enrollment credit hours. The time limit for completing work credited toward each degree program is published in the [Graduate Catalog](#).

Program length for each master's degree and certificate is published in the [Graduate Catalog](#). Course requirements for each program are established by program faculty consistent with the best practices of the discipline and with norms in higher education. The internal process of curriculum review and approval, in addition to external program reviews, provides oversight of program length as well as program quality.

All program curriculum originates with the faculty. Following [published guidelines](#), the Committee on Graduate Education, Continuing Education, and Special Programs reviews proposals and recommends action to the Graduate Council and to the Faculty Senate. The South Carolina Commission on Higher Education (CHE) reviews new programs and substantial program modifications. Documentation from the institution proposing or modifying an educational program must include a comparison to similar programs in the state. The length for all College of Charleston master's degree and certificate programs remains the same regardless of mode of delivery or program location.

Program Length for M.E.S.-M.P.A. Concurrent Program

The College offers a [concurrent program](#) for graduate students who wish to earn both the Master of Science in Environmental Studies and the Master of Public Administration. The Master of Science in Environmental Studies requires a minimum of 37 graduate credits for degree completion. The Master of Public Administration requires a minimum of 39 graduate credits for degree completion. If the two degrees are completed in the concurrent program, a minimum of 56 graduate credits must be earned. The concurrent program was approved using the College's regular curriculum approval process, which includes approval by the Committee on Graduate Education, Continuing Education, and Special Program and the [Faculty Senate](#).

Admission to the M.E.S.-M.P.A. Concurrent Program

Admission to the concurrent program requires a baccalaureate degree from an accredited institution. Applicants from any undergraduate discipline are encouraged to apply. Minimum requirements include:

- Overall undergraduate GPA of 3.000 (on a scale of 4.000).
- Official scores from GRE test with a minimum composite score of 305 and 4.0 analytical writings.
- Must have undergraduate coursework in biology (two courses with labs), chemistry (two courses with labs), statistics (one course) and American government (one course). One year of another physical or natural science may be substituted for either biology or chemistry.
- Three letters of recommendation that specifically address the prospective student's academic qualifications and career potential in environmental studies and public administration.

- A statement of personal career goals to be achieved by the student applicant during his/her time in the program.

Admission decisions are made by the admissions committees in both programs. When decisions are mixed or an applicant appeals, both program directors must agree to admit the applicant to the concurrent program. Students currently enrolled in either the MES or MPA program are eligible to apply to the concurrent program.

Academic Justification

The quality and integrity of the public administration and environmental studies graduate degrees is preserved in the concurrent programs, and the graduate programs are undiluted. The concurrent program requires the completion of 41 graduate credit hours encompassing all the required coursework for the separate graduate programs. The student then completes a minimum of five elective courses from either of the separate master's degree programs. Students are not allowed to waive any requirements of the individual programs. The [student learning outcomes](#) and mission for the concurrent program align with the student learning outcomes and mission for the individual programs. Students in the concurrent programs must have committee members for the thesis or academic internship committee who represent both individual programs. This structure requires the student to frame his or her thesis or graduate internship proposal so that the disciplinary expectations of both programs are met.

Because of the synergistic relationship between environmental studies and administrative and managerial sciences and the value added by that synergy, the large required core of 41 graduate credit hours, in combination with a minimum of 15 elective graduate credit hours, was determined by the faculty to be sufficient to meet the appropriate student learning outcomes for the concurrent graduate program. The program faculty could propose adding four additional graduate credit hours to the concurrent program if necessary, to create a 60-graduate-hour total for the concurrent program, but the program faculty did not believe the four additional hours were necessary to meet the student learning outcomes that have been identified.

Program's Consistency with College Academic Policies

Students admitted to the M.E.S.-M.P.A. concurrent program are subject to all College academic regulations covering graduate programs, faculty, and curriculum.

Program Length for 4+1 Programs

The College offers two accelerated master's degree programs in the 4+1 pattern: a five-year [B.S./M.S. in Mathematics](#) and a five-year [B.S./M.S. in Computer and Information Sciences](#). Both accelerated master's programs were approved using the regular curriculum approval process, which includes approval by the Committee on Graduate Education, Continuing Education and Special Programs ([MATH, CSIS](#)), the Faculty Senate ([MATH, CSIS](#)), the Board of Trustees ([MATH, CSIS](#)), the South Carolina Commission on Higher Education ([MATH, CSIS](#)), and SACSCOC ([MATH, CSIS](#)).

Each program's admission requirements are described on academic department websites ([MATH, CSIS](#)). Upon admission to either program, students may choose to enroll in a limited number of graduate courses as undergraduates. The accelerated master's programs in mathematics and computer and information sciences were developed by faculty to meet the needs of a select number of advanced undergraduates by providing more rigorous coursework in the junior and senior year. Students admitted to either program must complete all of the degree requirements for the B.S., including all of the major program requirements.

The faculty in mathematics have determined graduate [course substitutions](#) for 12 advanced undergraduate courses. The faculty in computer science have determined graduate [course substitutions](#) for five advanced undergraduate courses. When completed by undergraduates admitted to the program, these graduate courses provide a more rigorous and demanding academic experience that better prepares the student for post-baccalaureate education (master's and doctoral programs). Syllabi for [MATH 402 Advanced Linear Algebra](#) (undergraduate) and [MATH 502 Advanced Linear Algebra](#) (graduate) are provided as evidence of the curricular appropriateness of the graduate substitution for the undergraduate coursework and the more advanced rigor of the graduate courses, as indicated by the differences in student learning outcomes and in

assignments.

Undergraduate students admitted into the five-year B.S./M.S. programs and enrolling in graduate courses must satisfy all of the graduate course requirements, including course prerequisites; complete all of the assignments and assessments; and satisfy the student learning outcomes. The educational experience is that of a graduate student; the quality and the rigor of the graduate course experience is not diluted by the presence of a small number of advanced undergraduates selected for the 4+1 program.

Admission to the Five-Year B.S./M.S. in Mathematics

Admission to the accelerated master's program in mathematics is restricted to exceptional students. Applicants must:

- have declared a major in mathematics with a minimum of 75 credit hours completed;
- present a 3.500 grade point average in mathematics coursework (a GPA expectation considerably higher than the GPA for applicants to the M.S. program);
- have completed a series of five undergraduate courses;
- submit two letters of recommendation from mathematics faculty; and
- apply one calendar year prior to completing the baccalaureate degree.

Admission to the Five-Year B.S./M.S. in Computer and Information Sciences

Admission to the accelerated master's program in computer and information sciences is restricted to exceptional students. Applicants must:

- have declared a major in computer science with a minimum of 60 credit hours completed;
- present a 3.500 grade point average in computer science coursework and a 3.000 GPA in all coursework at the College (a GPA expectation considerably higher than the GPA for applicants to the M.S. program);
- have completed a series of four undergraduate courses (including all prerequisites); and
- submit two letters of recommendation from computer science faculty.

Status and Procedures once Admitted

Applications to each five-year program are reviewed by a faculty committee composed of graduate program faculty. Upon acceptance to the accelerated program, a student holds provisional acceptance to the respective graduate program; his/her status is probationary but all academic regulations as published in the [Graduate Catalog](#) apply. Each student is assigned a faculty advisor from the graduate program (in addition to maintaining a faculty advisor from the undergraduate program), and together, they devise a program of study.

Completion of Graduate Coursework as an Undergraduate

Undergraduate students admitted to the five-year B.S./M.S. in mathematics or computer and information sciences may elect to complete up to 12 credit hours of graduate coursework selected from a list of graduate courses approved by program faculty. Undergraduate students in a 4+1 program must seek approval to register for each graduate course by completing and filing an [approval form](#) with the Graduate School ("Permission for an Undergraduate to take a Graduate Course"). Approval indicates that the graduate course will satisfy an undergraduate requirement and be applied to the completion of B.S. degree requirements. In order to register for a graduate course, students must satisfy all prerequisite requirements.

Post-Baccalaureate Admission to Graduate Program

Upon the completion of the B.S., students in the program may be officially admitted into the M.S. in mathematics or the M.S. in computer and information sciences. After admission, up to 12 credit hours from the designated graduate course equivalencies in which the student earns a B or better may be applied to the requirements of the respective M.S. degree. Once a student is admitted to the graduate program, the student must satisfy all degree requirements for the M.S., including all program requirements. The graduate coursework with a grade of B or better may be applied to the M.S. program and thus will have satisfied both

undergraduate program requirements and graduate program requirements.

Academic Justification

Consistent with the stated purpose of both accelerated master's programs, exceptional students benefit as undergraduates from access to the advanced curriculum of the graduate program and from interaction with advanced students and professionals in the respective graduate programs. Designated curricular substitutions ensure that no essential content or skills are missed in completing the undergraduate degree. The coherence of the undergraduate degree programs is preserved, consistent with the student learning outcomes for the programs. All course prerequisite requirements are met.

Enrolling the very best advanced undergraduates in graduate courses and subsequently full-time in the graduate degree program improves the quality of the M.S. experience for all students, as undergraduate students who already are prepared to perform at the graduate level and contribute to the class projects and dialogue characterizing graduate class meetings are not prevented from doing so. The five-year B.S./M.S. in mathematics specifically integrates these undergraduates in graduate-level research to provide B.S./M.S. students an outstanding preparation for a doctoral program in mathematics or a related field. The curricular substitution approach adopted by both B.S./M.S. accelerated master's degrees guarantees that undergraduates have not missed essential course content. Because all graduate degree requirements are met, the coherence of the graduate degree programs also is preserved and is not diluted. The student learning outcomes for the undergraduate and graduate programs were met.

Program's Consistency with College Academic Policies

Students admitted to the five-year B.S./M.S. program in mathematics or computer and information sciences are subject to all academic regulations governing undergraduates prior to completing the B.S.; upon admission to the M.S. program, students are subject to all academic regulations governing graduate students. College academic regulations govern the B.S. and M.S. programs, faculty, and curriculum.

Variation in Program Length for B.S./M.S. Programs

The structure of the program, as described above, allows for the possibility that a student will earn the B.S. and M.S. with fewer than 150 credits, due to a student's ability to apply up to 12 credit hours to both the B.S. and the M.S. The minimum number of hours required to earn the B.S./M.S. in mathematics is 140; the minimum number of hours for the B.S./M.S. in computer science is 143. The academic leadership and faculty of both programs take seriously their responsibility for guaranteeing the integrity of both degrees, as evidenced by the careful vetting students undergo in the application process and the care faculty have taken in identifying a limited number of curricular substitutions so that the coherence of each academic program is maintained.

Of the seven students who thus far have completed the accelerated M.S. programs in mathematics and computer and information sciences (Tables 3 and 4), only one (mathematics student D below) earned the B.S. and M.S. with fewer than 150 credits (146 credits) (see Table 3). This student completed the undergraduate degree in three years (six semesters and two summers), earning 125 credits and graduating *magna cum laude*.

Table 3. B.S./M.S. Mathematics

Student B.S./M.S. Mathematics	UG Earned Credit Hours (B.S.)	Graduate credit/courses completed as UG	Graduate credit/courses applied to M.S.	Minimum credit required for completion of M.S. (30 credits)	Minimum Total Credits (Predicted)
A	151	12 credits MATH541,555, 589, 550	12 credits MATH 541,555, 589, 550	18 credits	169 credits
B	137	6 credits MATH 515, 545	6 credits MATH 515, 545	24 credits	161 credits
C	145	12 credits MATH 530, 551, 545, 552	12 credits MATH 530, 551, 545, 552	18 credits	169 credits
D	125	9 credits MATH 551, 515, 552	9 credits MATH 551, 515, 552	21 credits	146 credits

Table 4. B.S./M.S. Computer and Information Sciences







Student B.S./M.S. Computer and Information Systems	UG Earned Credit Hours (B.S.)	Graduate credit/courses completed as UG	Graduate credit/courses applied to CSCI major	Minimum credit required for completion of MS (33 credits)	Minimum Total Credits (Predicted)
E	133	15 credits CSIS 602, 602, 656, 658, 690	6 credits CSIS 602,603	18 credits	151 credits
F	164	3 credits CSIS 612	3 credits CSIS 612	30 credits	194 credits
G	179	3 credits CSIS 612	3 credits CSIS 612	30 credits	209 credits

The B.S./M.S. in computer and information sciences is slightly different than the B.S./M.S. in mathematics in that undergraduates are permitted to complete up to 15 credit hours of graduate coursework as undergraduates. They are permitted to apply up to 12 credit hours of graduate coursework to their undergraduate major in computer science. Student E, for example, completed 15 credit hours of graduate work (all 15 are applied toward the M.S.), but applied six credits toward the undergraduate major in computer science (see Table 4). Taking into account the “double-counting” of 6 credits, the student completes both degrees with a minimum of 151. Because none of these students have completed the M.S., this calculation is the hypothetical minimum, and the total credits completed could be greater (but not less) than estimated.

Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.4. The College's educational programs are of an appropriate length.

Sources

-  [2010 - 2011 Graduate Curriculum Minutes BS MS Math](#)
-  [2013 - 2014 Graduate Curriculum Minutes BS MS CSIS](#)
-  [4+1 Math WebPage](#)
-  [BPS General Education Distribution](#)
-  [CHE Acknowledgement BSMS Comp Science](#)
-  [CHE Notification BS MS Math](#)

-  [Computer Science 4+1 Program](#)
-  [Course Equivalency Maps MATH CSIS](#)
-  [CSIS BS MS Minutes of January 31, 2014 Board Meeting](#)
-  [CSIS Faculty Senate Approval December 3, 2013](#)
-  [Degree Audit All Requirements BA COMM](#)
-  [Degree Audit All Requirements MS Math](#)
-  [FR 4.4 Explanation of 4 + 1 Programs](#)
-  [GE Courses Approved in each Distribution Area](#)
-  [Grad Curriculum General Guidelines](#)
-  [Graduate Catalog 2016-2017 \(Page 103\)](#)
-  [Graduate Catalog 2016-2017 \(Page 32\)](#)
-  [Guidelines for Major Program Credit Hour Calculations](#)
-  [Math 402 Sample Syllabus](#)
-  [Math 502 Sample Syllabus](#)
-  [MATH BS MS Approval Senate Minutes April 5, 2011](#)
-  [Math BS MS Minutes of August 26, 2011 Board Meeting](#)
-  [Policies and Procedures for Academic Programs](#)
-  [Program Length Academic Planning Resolution January 17, 2012](#)
-  [Program Length Program Archaeology BA](#)
-  [Program of Study Resources](#)
-  [SACSCOC BS Computer Science MS Computer Infosciences](#)
-  [SACSCOC BS MS Math](#)
-  [Undergraduate Catalog 2016-2017 \(Page 39\)](#)
-  [Undergraduate Catalog 2016-2017 \(Page 42\)](#)
-  [Undergraduate Permission Form](#)

4.5

Student complaints

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 *the Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston has [policies](#) and [procedures](#) for addressing written student complaints and appeals of an academic and non-academic nature. A written complaint is defined as formal grievance directed to specific college officials and written appeals submitted as outlined in a published policy or procedure. In most cases, students are encouraged to speak with appropriate faculty, administrators, or students in order to construct a resolution prior to lodging a formal complaint. [Student Grievance/Complaint Policy and Procedures](#) are outlined and made available to students, faculty, and staff through the [Student Handbook](#) and the [Faculty/Administration Manual](#). Students have access to officials who can answer questions and serve as advisors through the Office of the Dean of Students and the Office of the Ombudsperson (in the Office of the President).

The College of Charleston has a decentralized system of maintaining the appropriate records involving complaints and appeals. The department in which the complaint outcome was finalized maintains the relevant records. Records are retained according to the College of Charleston’s record retention guidelines or state or federal guidelines. The records of complaints are reviewed and evaluated on a periodic basis by the executive vice presidents of each division. The relevant chairperson, director, dean, or vice president is notified when a complaint is received and asked to investigate within a specified time frame.

The South Carolina Commission on Higher Education (CHE) has a [policy and procedures](#) for handling complaints. If the complaint cannot be resolved at the College of Charleston through the College’s complaint procedure, students may contact the CHE. Students may wish to [file complaints](#) against the College with SACSCOC and may also file complaints against the SACSCOC Board of Directors, staff and visiting team.

The policies and procedures in Table 1 are found on the College of Charleston policy [website](#) and the *Student Handbook*.

Table 1. College of Charleston Policies/Procedures

Policy/Procedure	Policy Page	Faculty/Administration Manual	Student Handbook
Student Grievance Procedure (Academic and Non-Academic)	12.6.1	VIII.B	Section 33
Student Code of Conduct: Student-on-student complaints	12.4.2		Section 10
Student Sexual Misconduct	12.4.6		Section 12
Prohibition of Discrimination Harassment; Including Sexual Harassment and Abuse	9.1.10	IV.A	Appendix C and D
Students with Disabilities	12.5.2.9	VIII.C	Section 31

The Student Grievance/Complaint Policy and Procedures are used for addressing academic and non-academic complaints. The student initiates the process in writing by defining the issue, providing facts and evidence in support of the complaint, an account of his/her attempts to resolve the problem, and suggested resolutions to the problem.

General Student Complaints

The five divisions of the College receive written student general complaints, as well as student concerns, questions, and comments via email and mail regarding services or issues in their respective areas. Email and other forms of written communication are monitored daily by the division office and/or offices within the division. Designated staff members respond immediately with information, if that is what is requested, or refer the complaint, question, issue, or comment to the appropriate campus office and/or individual for response. The referral is copied to the student making the complaint and includes a request that the office and/or person that is asked to respond also provide feedback to the division staff member when the response to the student is made. The staff member monitors the referral response and sends a reminder notice to the referred office and/or individual until their response to the student is confirmed.

Appeals

For many students, a complaint may involve an appeal of a College policy or procedure. There are several operational units that have specified appeals procedures. These procedures are found on web pages and brochures located within the units. Examples include:

Admissions Decision

Every student that is not offered admission to the College has the right to [appeal his/her decision](#) to an appeals committee within the Office of Admissions. The committee only accepts student-written letters of appeal. The [responses](#) from the Office of Admissions can include an affirmation of the original decision, request for more information, a recommendation that the student apply for either the iCharleston program (one semester abroad) or the Bridge program (co-enrollment at the local technical college) or a modification of the original decision. A log of appeals is available [here](#).

Academic Dismissal

Students facing academic dismissal and who meet eligibility requirements may consider [appealing the dismissal decision](#). At the end of each Fall, Spring, and Summer semester, the Office of Undergraduate Academic Services will make the dismissal appeal form (along with associated deadlines) available for download; students may also pick up a copy of the form in the Office of Undergraduate Academic Services (Lightsey Center 101).

Each appeal packet received after a specified deadline is reviewed by an Appeal Review Committee, made up of the director of undergraduate academic services and four additional College of Charleston faculty, a student, staff members and/or administrators. See an example of an [appeal](#) that was [approved](#) and an [appeal](#) that was [denied](#).

Legal Residency and other Student Categories

If a matriculated student wants to [appeal his/her residency status](#) to apply for in-state classification as an out-of-state student, he/she may contact the Legal Residency Office and request to communicate with the institutional residency coordinator within the Treasurer's Office. The Legal Residency Office is the point of contact for concerns and appeals regarding dependent status, independent status, veteran residency, and military applications.

Student Conduct Violations

The Office of the Dean of Students has an [appeals process](#) in place for students found in violation of a policy as listed in the [Student Handbook](#). The grounds for an appeal include the following:

- There was no reasonable basis in the record for the decision rendered or the sanction imposed;
- There was a substantive mistake of procedure that likely influenced the outcome of the proceeding; or
- New evidence, sufficient to alter a decision was not brought out in the original hearing, because such evidence was either unavailable or unknown at that time after diligent inquiry by the person appealing.

These same criteria are applied in the Office of Residence Life when students appeal a violation determination of the Office of Residential Student Rights and Responsibilities.

Parking Citations

Employees and students can file [appeals](#) in their parking account in MyCharleston (web portal). The Parking Adjudication Board consists of faculty, staff, and students who are not employees of the Office of Parking Services. See example of [parking appeal](#).

Distance Education

Students may file complaints via their official College of Charleston student e-mail account, allowing off-campus and online students access to the same due process procedures. These complaints may be sent directly to the chairperson, program director, supervisor, or routed through the Office of the Dean of Students. The College of Charleston webpage hosts a robust site index that lists all offices, programs, and departments. From the time students register, they are instructed to use the campus website to locate services and access key documents such as the [Undergraduate Catalog](#), the [Graduate Catalog](#), and the [Student Handbook](#). Every department, academic and non-academic, must maintain departmental web pages and include contact information within those pages.

Students completing courses off-campus or online do not need to be physically present to initiate a grievance. Every procedure and resource the College of Charleston has available for in-residence students are accessible for students away from campus no matter the session in which they are enrolled. The following communication technologies are employed by such students: email, web conference, and conference call. The student can elect to appear in person as well. These technologies and the readiness of employees to handle such contact can personalize the grievance procedures for students away from the main campus. See an example [student complaint from an online course](#).

Graduate students studying away or online can be linked to the appropriate officials through the same channels. The Graduate School staff members are trained to anticipate inquiries, including grievances, from offsite locations (e.g., Grice Marine Lab, Lowcountry Graduate Center and the North Campus).

New Initiative

To enhance review of complaints on an institution-wide basis and to offer a very easy access point for distance

and offsite learners, the Office of the President called together a student complaints committee with representatives from across the campus. This committee started meeting during the 2015 fall semester. This effort is part of the College's continuous quality enhancement process. Students are able to find a web-based form for entering formal written complaints by completing a search of the College's website. If necessary, a college official will assist individuals needing to complete the appropriate form.

Student Complaint Webpage and Application

The College of Charleston has a student complaint webpage to allow easy access for students to file written complaints. The webpage details the process for filing a complaint using the web application, as well as how the complaint will be handled by the College. The webpage houses a link to the [student complaint web application](#). The application includes options for the student to input personal information, select the type of complaint, a description of the complaint, persons involved, and the student's proposed resolution. Once the complaint has been submitted, the web application sends an initial email to human curators, so as to ensure the complaint is sent to the proper department/office to be resolved. The application includes a multi-level review process that complies with the College's student grievance procedures. The application has been programmed to include tickler emails, at all levels, to ensure faculty, staff, and administrators are handling complaints in a timely manner. A log has been embedded into the application to track the resolution process for all written complaints.

Additional Avenues for Addressing Student Complaints, Grievances, and Appeals

Federal Regulations

The College, as mandated, employs a professional as its Title IX and ADA compliance coordinator. This person is the director of the Office of Equal Opportunity Programs. The Director makes available easy-to-follow [forms](#) on which complaints can be entered, such as barriers to access and harassment complaints.

Grievances related to alleged discrimination/harassment on the basis of race, religion, age, or national origin; sexual orientation; sexual identity; sex; gender; disability; veterans' status and other matters are covered by specific policies, which are identified in the Student Handbook and the Policy webpage. Students are alerted that they can be accompanied by a support-person at any stage of the process related to such grievances.

Campus-wide Non-discrimination Policy

Student Sexual Misconduct Policy

South Carolina Commission on Higher Education

The South Carolina Commission on Higher Education (CHE) has a policy and procedures for handling [complaints](#). If the complaint cannot be resolved at the College of Charleston through the College's complaint procedure, students may contact the South Carolina CHE.

Closing Statement



































The College of Charleston is in compliance with Federal Requirement 4.5. The College supports the rights of students to present complaints, file grievances, and appeal in an environment free of fear, retaliation, or other adverse consequences.

Sources

 [Academic Dismissal](#)

 [Academic Dismissal Appeal Packet \(Approved\)](#)

 [Academic Dismissal Appeal Packet \(Denied\)](#)

-  [Academic Dismissal Appeal Response \(Approved\)](#)
-  [Academic Dismissal Appeal Response \(Denied\)](#)
-  [Admissions Appeal Review fall 2016](#)
-  [Appealing Your Decision](#)
-  [Equal Opportunity Office Policies](#)
-  [Evidence_of_Parking_Appeal_Two_Redacted](#)
-  [FAM 2016-17 \(Page 167\)](#)
-  [FAM 2016-17 \(Page 172\)](#)
-  [FAM 2016-17 \(Page 69\)](#)
-  [Graduate Catalog 2016-2017](#)
-  [Non-Discrimination Policy](#)
-  [Parking Regulations \(Page 9\)](#)
-  [Policy List](#)
-  [Prohibition of Discrimination Policy 9.1.10](#)
-  [Residency Regulations](#)
-  [Residency Regulations \(Page 8\)](#)
-  [Rights of Students with Disabilities Policy 12.5.2.9](#)
-  [SACSCOC Student Complaint](#)
-  [Sample Admissions Appeal Documents](#)
-  [SC CHE Complaint Form](#)
-  [Sexual Misconduct policy](#)
-  [Student Code of Conduct Policy 12.4.2](#)
-  [Student Complaint Application](#)
-  [Student Complaint Form](#)
-  [Student Formal Complaint Flow Chart Grievance Policy](#)
-  [Student Grievances Complaint Policy and Procedures \(12.6.1\)](#)
-  [Student Handbook 2016-2017](#)
-  [Student Handbook 2016-2017 \(Page 108\)](#)
-  [Student Handbook 2016-2017 \(Page 123\)](#)
-  [Student Handbook 2016-2017 \(Page 13\)](#)
-  [Student Handbook 2016-2017 \(Page 16\)](#)
-  [Student Handbook 2016-2017 \(Page 81\)](#)
-  [Student Handbook 2016-2017 \(Page 83\)](#)
-  [Student Handbook Website](#)
-  [Undergraduate Catalog 2016-2017](#)



4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The recruitment materials and presentations of the College of Charleston (hereafter, "College") accurately represent the College's practices and policies. Recruitment efforts and promotional materials focus on its academic programs and the educational and student support services it offers to prospective students. Information is disseminated to many types of prospective students upon request, in person, and to those that have been targeted through strategic search campaigns and other recruitment initiatives. Recruitment publications and presentations are designed to provide information about application, admissions, fees, scholarships and financial aid, orientation activities, campus life, and extracurricular opportunities. The College's recruitment materials and presentations are guided by professional best practices.

The College of Charleston's policy governing "[Advertising, Student Recruitment, and Representation of Accredited Status](#)" mandates that recruitment be conducted in an ethical and responsible way and that statements and representations are "clear, factual and current." The production of recruitment materials is a joint collaboration of the Office of Admissions, the Division of Marketing and Communications, the Graduate School of the University of Charleston, S.C., the School of Professional Studies, and departments within the Division of Academic Affairs.

An annual review of recruitment publications, presentations, and plans is conducted by each of the aforementioned areas and discussed with the Division of Marketing and Communications. This process is conducted to ensure that recruiting publications, presentations, and activities are consistent, of high quality, and accurately represent the College's policies and practices. This process requires that each department review and approve the information to be published to ensure accuracy and relevance. The [Office of Institutional Research, Planning, and Information Management](#) is responsible for providing statistical information for inclusion in the recruitment material, if it is necessitated by the content of the publication. The Division of Marketing and Communications, in conjunction with the respective area, obtains or verifies statistical information prior to publication.

Additionally, as members of the [National Association for College Admission Counseling](#), the College supports and abides by the [Statement of Principles of Good Practice](#), which requires that each institution's promotion and recruitment "accurately represent and promote their schools, institutions, organizations, and services" as well as "state clearly the requirements for first-year and transfer admission and enrollment processes."

Undergraduate Admissions

In addition to a robust website, the Office of Admissions has developed comprehensive communication plans. The communication plan for undergraduates consists primarily of e-mail messages as well as postcards, short videos, social media, and phone calls to targeted populations. The plan communicates targeted messages throughout the admissions funnel - from prospects to inquiries, to applicants, to enrollees.

The Division of Marketing and Communications is responsible for content of the College's website as a whole. The Office of Admissions maintains pages that are related to undergraduate admissions specific content. The associate director of admissions for communication and marketing maintains the admissions website and ensures accuracy as new content and revisions are necessitated and with the assistance of many staff members throughout the department. At least once each year, the departmental website is reviewed in its

entirety to make certain that content and links are accurate, active and relevant. The most recent website overview for admissions was completed in February of 2016.

Email messaging is both procedural and marketing oriented. Procedural emails are created by the Office of Admissions and sent to prompt interested students, primarily applicants, and admitted students, about next steps and important reminders in the application and enrollment process. The Division of Marketing and Communications create marketing oriented emails predominantly, with input from the Office of Admissions. Both departments collaborate and ensure the accuracy and relevance of these communications.

The Office of Admissions maintains several social media accounts, including Facebook, Twitter, and Instagram. These accounts provide information about campus-wide events, student and alumni accomplishments, and opportunities, along with admissions-focused content in the form of announcements and reminders. These accounts are used to highlight the College of Charleston culture and community with photos and videos of residence halls, the local environment, and places where many students enjoy gathering.

The Office of Admissions' social media coordinator executes social media campaigns, manages accounts, interacts with followers and shares admission information. The social media coordinator reports to the associate director of admissions for communication and marketing. The admissions' social media coordinator works closely with the Division of Marketing and Communication's social media director to ensure college-wide consistency and accuracy.

Outside of electronic communications, undergraduate recruitment print publications consist primarily of a series of publications and academic program pieces (majors and minors). The undergraduate [printed](#) recruitment materials include the following:

- [Road piece](#)
- [Visitor Center piece](#)
- [Profile sheet](#)
- [iCharleston passport](#)
- [Top Ten Percent Information sheet](#)
- [International profile flyer](#)

In addition, each of the academic areas provides information pertaining to the academic majors and minors that are used for the purpose of recruitment. Information and narratives about various academic [majors](#), [minors](#), and concentrations are produced by the Division of Marketing and Communications after extensive research and interviews with students and faculty within the department and are approved by the specific academic areas. These [information sheets](#) are made available on the [College of Charleston website](#); electronic versions can also be downloaded and printed by the various units within the Division of Academic Affairs, the Office of Admissions, and by prospective students.

The printed recruitment materials used for undergraduate recruitment is reviewed at least annually to ensure accuracy. Documentation of the list of annual projects, and the assigned department is presented as evidence [here](#). The Division of Marketing and Communications - at the request of the Office of Admissions - initiates these comprehensive reviews and updates publications sharing the revisions with the Office of Admissions. The Division of Marketing and Communications, along with a team in the Office of Admissions (led by the associate director of admissions for communications and marketing) reviews the publication to determine if the materials are of high quality, accurately represent the College's policies and practices, and are consistent across publications. The linked [email](#) is an example of this collaboration on the recruitment road piece. The Office of Admissions provides [approval](#) before printing of all recruitment publications and ensures their accuracy.

Student visitors are presented with the Visitors Center [booklet](#), which was initially created in 2015 and was revised and reprinted in 2016 using the [collaborative process](#) described above. The College's current undergraduate information session [presentation](#) was created by the Division of Marketing and Communications in collaboration with the Office of Admissions and launched in 2016. The [presentation](#) and the accompanying script make up the primary component of the College of Charleston information session. The information session is designed to provide information about the College to prospective students and their

parents and to interest them in the College's programs and educational opportunities.

Special on-campus events specifically targeted towards high-quality applicants and interested students are routinely offered. These include several [honors information sessions](#) for Honors College applicants and interested students. These sessions are held at least once each week and are focused on unique opportunities available in the Honors College – such as collaboration with faculty doing research, experiential learning opportunities, and summer internships, as well as admission requirements and procedures. The honors information session was created by staff members in the Honors College and approved by the dean of the Honors College, who ensures its accuracy. Recruitment publication materials, such as the [honors college information sheet](#), are produced by both the Honors College staff and the Division of Marketing and Communications. The Honors College is responsible for the accuracy of these publications.

Bachelor of Professional Studies

A [degree-completion](#) program, the Bachelor of Professional Studies (B.P.S.) Program is offered through the School of Professional Studies, located at the College of Charleston North campus. Recruitment materials targeted to populations that may have interest in the B.P.S. program are readily available through print collateral and outreach activities. Information about the program is available on the [website](#) for prospective students.

B.P.S. recruitment materials include [email correspondence](#) and [rack card](#). Electronic materials and the website are reviewed quarterly, and printed materials are reviewed at least annually by the School of Professional Studies director of marketing and recruitment, and the associate director of admissions, along with the Division of Marketing and Communications. Each document is checked for accurate data, dates, and program information.

Graduate School

Recruitment materials and presentations for graduate programs accurately represent the institution's practices and policies. Responsibility for graduate programs resides in the Graduate School of the University of Charleston, South Carolina at College of Charleston. As stated in the [College's mission](#), the College incorporates the University of Charleston, South Carolina (UCSC), established by state statute in 1992, where the research and graduate programs associated with the College are housed. The Graduate School provides for prospective students an array of printed recruitment materials and multiple opportunities on campus and off campus for face-to-face interaction with graduate program representatives.

Graduate recruitment information is updated annually and is available via the graduate school website. The website is a portal to admissions policies and procedures, online application, descriptions of academic programs, student support services, financial aid, and campus life information. Graduate recruitment printed materials primarily consist of booklets and information sheets. These materials are used in targeted direct mailings and in numerous organized graduate school recruitment fairs. Brochures are also distributed to prospective students upon request for program information.

Through a variety of university campaigns, prospective students are provided several publications, including the following:

- [Graduate School "slipcase"](#)
- [Graduate program sheets \(including degree programs, joint programs, and certificate programs\)](#)

The Graduate School, in conjunction with Division of Marketing and Communications, [annually develops, maintains, and edits](#) presentations for graduate recruitment. Upon production of new material, previous year material is removed from inventory and recycled.

The process for updating College and departmental publications begins in the spring of each year when the graduate recruiter within the Graduate School [contacts](#) the academic areas to review the text for the brochures and to obtain updates or changes. Staff members in the Graduate School review this information in conjunction with the current graduate catalog to ensure accuracy. The final version of the recruitment materials is available by late June, in time for the next recruitment cycle.

Responsibility for publication design and image selection rests with the Division of Marketing and Communications, working in conjunction with the Graduate School office and individual program directors. Accuracy of content is [confirmed in collaboration](#) with the Graduate School. The Graduate School collaborates with program directors, department chairs, and school deans to ensure accuracy of information.

Graduate School Presentations

A Graduate School information [presentation](#) in PowerPoint format is given to prospective students at on- and off-campus events. The presentation is developed with information about programs based on admissions requirements and processes from the current graduate catalog, which are [reviewed](#) by program directors in each academic area.

















Every effort is made to ensure accuracy and consistency in presentations of recruitment information to prospective students. Professional recruiting staff members are trained, and recruiting is conducted in accordance with [professional guidelines](#) established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).


























In addition to professional recruiting staff, members of the faculty often participate in graduate recruitment activities for discipline-specific programs as well as general recruitment purposes.

Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.6. The College publishes and widely disseminates recruitment materials in multiple formats. The materials are consistent and accurately represent the College's practices and policies.

Sources

-  [12.1.8 advertising, student recruitment policy](#)
-  [15_Grad School Deg Prog](#)
-  [15_Roadpiece](#)
-  [15-economics-major](#)
-  [15international-flyer](#)
-  [16_admissions_print projects](#)
-  [16-GS-booklet-cover](#)
-  [16-iCHAS-booklet](#)
-  [16-urbanstudies-major](#)
-  [2015-2016 honors info Session- Prospective Students](#)
-  [Admissions presentation collaboration](#)
-  [BPS Degree Completion](#)
-  [BPS Sample Email 1](#)
-  [bps-rack-card](#)
-  [College of Charleston Mission](#)
-  [Email collaboration on recruitment pc](#)

-  Ethics and Practice _ AACRAO
-  Ex of collaboration btwn Admissions and Marketing on souvenir publication
-  freshman-profile
-  Grad School Booklet
-  Grad School PD Retreat Agenda FINAL
-  Grad School program information sheets combined
-  Graduate and academic areas collaboration
-  Graduate School 2015 One Sheets Sign Off sheet
-  Graduate School Information Session Powerpoint 2016
-  Graduate School marketing one page document
-  Graduate School Publication Process.
-  Honors-College-doublesided
-  Institutional Research, Planning, and Information Management
-  Majors and Minors
-  Memo to Exec Council- Publications
-  minor-leadership
-  NACAC Homepage
-  Planning and Reference Fact Book
-  Policy List
-  prezi-opt
-  Souv.Piece Final
-  SPGP_10_28_2015_FINAL
-  tenpercentflyer-final
-  Top Ten Percent proofs approval
-  visitors-ctr-presentation

4.7

Title IV program responsibilities

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.)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston (hereafter, "The College") is in compliance with its responsibilities under the Federal Title IV and the State Aid Programs. The College's Office of Financial Assistance and Veterans Affairs administers student aid from federal, state, institutional, and private sources of funding. For the fiscal year ending June 30, 2015, these aid sources totaled \$128,256,863.21. Of this amount, Federal Title IV Student Aid funding totaled \$75,244,153.21 and state aid totaled \$20,024,565.13.

A department of the College's Division of Academic Affairs, the Office of Financial Assistance and Veterans Affairs administers Federal Title IV funding in accordance with the Higher Education Act (HEA) of 1965, as amended (HEA/HEOA) and the implementing federal regulations. The Office of Financial Assistance and Veterans Affairs is managed by the director, two associate directors, one assistant director, six professional staff, and two technical staff.

The College is approved to participate in all Federal Title IV Student Aid Programs, which include the Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work Study (the Job Location & Development (JLD)), Perkins Loan, Direct Subsidized/Unsubsidized Student Loans, PLUS Loans to Parents of Dependent Undergraduates, PLUS Loans to Graduate Students, and the TEACH Grant. This authorization is granted through the Federal Program Participation Agreement (PPA).

The College is in good standing with the U.S. Department of Education and has no sanctions governing the administration of its financial aid programs. The College of Charleston has contracted with Elliott Davis LLC, member of The Leading Edge Alliance (an international professional association of independently owned accounting firms based in the U.S.), to conduct the annual audit of federal aid programs as required by the Single Audit Act of 1984, as amended in 1996 and implemented by the Office of Management and Budget (OMB) Circular A-133. The College of Charleston makes available on the Controller's Office's website the OMB A-133 reports. The College's internal auditor has copies of the audit for the most recent three years, as well. The audit reports for 2013, 2014, and 2015 are included.

The College received an unmodified opinion in the Auditor's Report on Compliance and on [Internal Control over Financial Reporting](#) based on an audit of financial statements performed in accordance with governmental auditing standards, and there have been no material weaknesses in any of the three most recent audit reports. Though not a material weakness, a significant deficiency was found in the 2013 audit and described on pages 15-18 of the 2013 audit report: Finding: 2013-1 for Program: FDA No. 84-038 – Federal Perkins Loan Program. The Condition: The College communicated incorrect separation dates for a number of students who separated from the College during the 2012-13 fiscal year resulting in the student's loans being converted to repayment later than required. This issue was researched, the cause was identified, the student separation dates were corrected, and the recommendation on procedures to prevent future issues was implemented. The subsequent 2014 and 2015 audit reports confirm no further errors with the separation dates.

The College has reviewed each of the "Relevant Questions for Consideration" for Section 4.7 and find the

following:

- No outstanding issues exist with Title IV programs for the institution.
- The institution has not been placed on the reimbursement method.
- The institution has not been required to obtain a letter of credit in favor of the Department of Education.
- No complaints related to financial aid have been received from the Department of Education.
- Independent audits of the institution's financial aid programs do not evidence significant noncompliance.
- There are no significant impending litigation issues with respect to financial aid activities.
- There are no significant unpaid dollar amounts due back to the Department of Education.
- No adverse communication has been received from the Department of Education.
- The institution's student loan default rate is 4.2%.
- The institution is not aware of infractions to regulations which would jeopardize Title IV funding.
- The institution has not been obligated to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies.

Auditing of state aid programs is the responsibility of the South Carolina Commission on Higher Education. Institutions are not audited every year. In the 2015 year the state programs were reviewed and there were no exceptions found to the state aid programs. A copy of the [2015 State Aid Programs review](#) is provided.

The correspondence with the U. S. Department of Education includes the following: 1) [The Program Participation Agreement \(PPA\)](#) that approves the College of Charleston to participate through March 2021; 2) [The Eligibility and Certification Approval Report \(ECAR\)](#); and 3) the [Approval Letter](#).

Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.7. The College has provided copies of the Program Participation Agreement, regularly audits financial aid and has no issues with Title IV programs. The College is in compliance with Title IV responsibilities.

Sources

-  [Approval Letter](#)
-  [Audit Report 2013](#)
-  [Audit Report 2014](#)
-  [Audit Report 2015](#)
-  [ECAR Report](#)
-  [Independent Account Report](#)
-  [Program Participation Agreement](#)

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed 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.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston verifies the identity of a student who registers in a distance education course through verification of lawful presence and a secure login created for the student upon his/her application to the College.

Distance Education Offerings and Verification of Identity

The College of Charleston offers courses by distance education:

- distance education courses through its summer school program ([94 courses in 2015](#), comprising 21.5% of summer offerings) in varied program content areas,
- 86 distance education courses during [fall 2015 and spring 2016](#), comprising 1.9% of offerings, and
- credit toward two 12-hour certificate programs (both in English as a Second Language, or ESOL; approximately 90% of the coursework is online) and the Bachelor of Professional Studies Program, in which a majority of courses might be obtained through blended or distance education (any fully online courses in these programs are included in the counts in the first two bullets).





The College verifies the identity of a student who participates in class or coursework in the following ways:

- As mandated by state law, the College of Charleston verifies the lawful presence and thus the identity of each accepted student prior to registration for classes based on criteria used by the federal government to determine immigration status. The College utilizes legally authorized federal and state databases when possible. Additional methods of verification include a filed FASFA, a South Carolina driver's license issued after 2002, or a current U.S. passport or certificate of birth or naturalization.
- The College verifies the identity of a student who participates in class or coursework by using a secure login and pass code. All students are assigned a login name and password upon applying to the College. Upon acceptance and payment of a deposit, the student is assigned a unique identifier, which is subsequently associated with all aspects of that student's records, including login information. All online courses require that registered students [utilize this user name and password](#) to access the course through the College's learning management system OAKS. This requirement is communicated to faculty through the [DE Readiness Training](#) course and through the [Distance Education Policy](#) (Section 5.5).
- Passwords for the system/network are changed every 120 days and require a minimum of 8 characters, a number, a letter, and at least one special character. OAKS uses SSL (Secure Sockets Layer), a protocol for transmitting private documents via the Internet.
- Examinations given online are accessed through the secure login. Some faculty require that students arrange a secure proctoring environment for examinations locally or elsewhere, where the student provides identification and completes an examination provided to the proctor.

Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.8.1. The College has appropriate measures in place to verify the identity of students who participate in distance or correspondence education classes or coursework.

Sources

-  [Distance Education Readiness Training FA15 Syllabus](#)
-  [Distance_Ed_Policy \(Page 6\)](#)
-  [Screenshot Login for MyCharleston](#)
-  [Summary of Online Courses AY2016](#)
-  [Summary of Summer Online Courses 2015](#)

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

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

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston protects the privacy of students enrolled in distance education courses or programs through its written policy dealing with the security of protected information and additional notice to students of policies and procedures dealing with the implementation of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Privacy Policy Security of Digital Records and FERPA

The College of Charleston is committed to protecting the privacy of all students at the College, including those enrolled in distance education courses. The College's [Privacy Policy and Procedure on the Security of Protected Information](#) provides general direction for the security and confidentiality of personal and sensitive information entrusted to or generated and owned by the College, including Social Security Numbers, educational records, and health information.

- Data owners authorize access to data, and data administrators assist in assigning privileges to users and review user access.
- Staff employees sign a non-disclosure agreement outlining their responsibility to maintain the privacy and security of personal and/or confidential information upon hire.
- Existing faculty were notified of this policy upon its implementation, and new faculty are informed during the orientation for new faculty members conducted by the Provost's Office.
- Firewalls, IDS (intrusion detection systems), IPS (the Checkpoint Intrusion Prevention System), and Antivirus are in place to protect data.
- Remote users access College servers through secure VPN (virtual private network).

The College stores academic records/information in an electronic format for all student files from fall 1976; earlier records are available on microfilm, physically secured by the Office of the Registrar in fire-resistant cabinets behind locked doors. Physical access to the server room is restricted to authorized employees via a four digit passcode unique to the employee and keypad lock. The Division of Information Technology conducts daily and weekly backups of student records and maintains both onsite and offsite storage of records.

Further policies and procedures dealing with the implementation of the Family Educational Rights and Privacy Act of 1974 (FERPA) are located [here](#). In accordance with regulations issued under FERPA, the College of Charleston provides an annual notification at the start of the fall semester to enrolled students through their official College of Charleston e-mail address of their rights to 1) inspect, review, and amend the student's education record; 2) consent to disclosures of personally identifiable information contained in the student's education records; 3) opt out from the release of information designated as directory information by the College; and 4) file a complaint with the U.S. Department of Education under FERPA; as well as an explanation of the exceptions under FERPA that allow the College to disclose information from the student's education record without consent. New faculty members are informed about student rights under FERPA through a presentation during new faculty orientation, and they are instructed to take the College's quiz on FERPA (please see [2016 New Faculty Orientation Spring](#) and the Division of Academic Affairs' website for [new faculty](#)). Any employee, including faculty, who requires access to student records in Banner, must obtain a

score of 10/12 on the FERPA quiz (as well as document the need for the access) in order to receive that access.






The Academic Affairs Division has a published [Policy on Distance Education](#), which indicates that "all College policies addressing student privacy and institutional security apply to [distance education] courses. Faculty teaching [distance education] course sections are expected to comply with these policies." Specifically, the distance education policy states that "faculty teaching such courses are expected (a) to use OAKS, the College's learning management system, to ensure security of student work and grades; (b) to use OAKS or the College's email system for all confidential communications (e.g., sharing of grade information); (c) to keep student work and grades confidential; (d) to keep passwords secure; and (e) to follow all applicable FERPA policies and procedures."

There have been no student complaints regarding the privacy of student records received by staff who would normally process such complaints.

Closing Statement

The College of Charleston is in compliance with Federal Requirement 4.8.2. The College has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Sources

-  [2016NewFacultyOrientationSpring](#)
-  [Distance Education Policy](#)
-  [FERPA](#)
-  [Information for New Faculty](#)
-  [Privacy Policy](#)

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education 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.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The College of Charleston does not have any additional student charges associated with the verification of student identity.

4.9

Definition of Credit Hours

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."*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The credit hour is the primary academic measure by which progress toward a degree is determined. The College of Charleston (hereafter, "College") has approved and published a policy ([12.1.5 Assignment of Credit Hours](#)) for determining credit hours assigned to individual courses of varying types (e.g., lecture, studio, lab). The assignment of credit conforms to commonly accepted practices in higher education and assignment of credit to courses and total credits required (program length) is determined and monitored by faculty through the curriculum process. Once credit has been assigned to a course by faculty through the curriculum development process, and with the exception of online and certain other courses with significant out-of-class experiences, the congruence between instructional time and credit hours is assured by enforcement of the [Approved Meeting Times](#) schedule.

Definition of a Credit Hour

The College has approved and published a policy for determining credit hours awarded for courses and programs ([12.1.5 Assignment of Credit Hours](#)). Policy 12.1.5 Assignment of Credit Hours is consistent with federal, state, and SACSCOC guidance -- guidance that reflects commonly accepted practices in higher education. The policy is published on the College's policy website. The policy incorporates guidance on assignment of credit to courses designed to include significant out-of-class experiences (e.g., student teaching, field work, research labs, or internships) and online courses. In every case, the requirement is that for every one hour in class (or one hour of academic engagement in online courses), students will have a minimum of two hours of additional work beyond class time. Therefore, it is required that, for every semester credit hour given, a total of at least three hours per week must be scheduled for each week of the term.

Consistent with the federal definition of a credit hour at 34 CFR 600.2, the College of Charleston defines a credit hour as

an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-classroom student work each week for approximately fifteen weeks for one semester . . . hour . . . or the equivalent amount of work over a different amount of time; or*
- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Fall and spring semester courses are scheduled for 15 weeks, excluding holidays, spring and fall break, and a week of final exams, resulting in roughly 14 weeks of scheduled instructional time. The majority of courses offered at the College are assigned three credit hours. Such courses meet for 150 minutes per week for 14 weeks resulting in 2,100 minutes of instruction for three-credit courses. These courses are scheduled to meet three times per week (50 minutes each meeting) or twice a week (75 minutes each meeting) to yield 150 minutes of instruction per week. Table 1 demonstrates credit levels by instruction class time.

Table 1. Class Time Instruction Credit Levels

Credit Level	Minutes per Week		Number of Weeks		Total Minutes
One credit lecture	50	x	14	=	700
Three credit lecture	150	x	14	=	2,100
One credit of studio art studio	80	x	14	=	1,120
Three credit of studio art studio	240	x	14	=	3,360
One credit lab	180	x	14	=	2,520
Four credit lecture/lab class	330	x	14	=	4,620

Variations from the three-credit-hour model must demonstrate the minimum equivalent of 700 minutes of instruction per credit hour assigned.

Determining the Credit Hours Awarded for Courses and Programs

Faculty develop new courses for academic programs and submit a course proposal for consideration by the program or department, school, College Curriculum Committee ([undergraduate](#) or [graduate](#)), Graduate Council (graduate), and Faculty Senate (e.g., see the undergraduate [curriculum flow chart](#)). The undergraduate [Course Form](#) and graduate [Course Form](#) include a determination of the appropriate credit to be awarded for the course, consistent with Policy 12.1.5: Assignment of Credit Hours. The academic department or program recommends the number of credit hours based on the amount of work represented in the expected learning outcomes, consistent with disciplinary norms and best practices.

Program faculty recommend the level of credit to be awarded for the course and suggest a course number consistent with the College's [Course Numbering Policy](#). Each program, department, and school must account for the nuances and requirements of the particular fields of study in meeting all minimum expectations. The department or program completes and submits a formal proposal for a new course. The proposal is reviewed and approved by the department or program faculty, the department chair, dean of the school(s), the provost, the Faculty Curriculum Committee, and the Faculty Senate.

For courses designed to include significant out-of-class experiences (e.g., student teaching, field study, research labs, or internships) guidelines are set by the academic program for how the instructional time frame will meet credit guidelines articulated in Policy 12.1.5: Assignment of Credit Hours. In addition, independent studies and bachelor's essays (senior thesis) are made available in most departments for advanced students ready to accept more responsibility to direct their learning while supervised and/or directed by a faculty member. These courses, referred to at the College as "individual enrollment courses" require that a student and faculty member complete a detailed learning contract specifying the expected learning outcomes, the nature of the student work product, the frequency of meetings between the faculty member and student, and the method of final evaluation (grading). An example is provided for [BIOL 450 Problems in Biology](#). In the contract, the student is informed the expectations to be in the lab 12-15 hours per week and presented with a set of lab techniques and more advanced experimental data acquisition areas of learning.

Some, but not all, department's individual enrollment courses carry variable credit (e.g. one to three credits may be awarded) allowing the faculty member to assign credit on the basis of the work represented in the learning contract. Individual enrollment contracts are reviewed and signed by the student, the supervising faculty member, and the program director or department chair prior to submission to the Office of the Registrar. An example is of Women's and Gender Studies Internship (WGST 381) course that illustrate the individual enrollment process; it includes a completed individual enrollment form and course syllabus. The Women's and Gender Studies Internship (WGST 381) syllabus displays the same course assignments for every student enrolled, and the credit assigned for the experiential course varies based on the number of hours completed at the internship site ([WGST 381 Women's and Gender Studies Internship Variable Credit](#), 1-4 credits).

Application of Policy 12.1.5: Assignment of Credit Hours

Evidence of effective application of the Assignment of Credit Hours policy is found in the Approved Meeting

Pattern Times. Once credit has been assigned to a course by faculty through the curriculum development process, and with the exception of online courses and certain courses with significant out-of-class experiences, the congruence between instructional time and credit hours is assured by enforcement of the Approved Meeting Times policy. [Approved Meeting Times](#) vary by term (fall and spring versus Maymester and summer) but conform to requirements for the number of instructional minutes per assigned credit hour.

Regular reports produced by the Office of Institutional Research, Planning, and Information Management are essential to identifying individual anomalies or patterns that suggest a curricular review is needed. In cases where a course varies from what would normally be expected under the Assignment of Credit Hours policy and the Approved Meeting Times, the catalog course description includes an explanation. For example, the Department of Communication created two new courses assigned four-credits, but with the fourth credit hour taking place outside of the classroom. COMM 215 is a four-credit course that meets in the classroom consistent with a three credit course and the community engagement projects fill one credit hour thereby conforming to the Assignment of Credit Hours policy. The assignment of credit and meeting time is explained in the [catalog course description](#) and, on the [course syllabus](#), and is reflected in the “[4th hour project](#)” assignment.

Distance Education Courses





All courses at the College are assigned credit hours when approved by the faculty. Credit hour assignment does not change with mode of delivery. In determining the pedagogy and instruction for a course offered through technology (entirely online or as a hybrid), faculty think in terms of student engagement with the academic material as the equivalent of class time. Students are advised by faculty to prepare for and engage with the class using the same “in-class and out-of-class ratio” that applies to face-to-face classes. For example, after listing the course requirements, the professor in [APCP 323 Interviewing](#) writes, “You should plan to spend 6-9 hours per week preparing for and participating in this course.”

Student engagement with the course may include, but is not limited to, submitting an academic assignment, listening to class lectures and webinars (synchronous and asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the instructor, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the course content, conducting laboratory work, and completing an externship or internship. Student preparation is typically homework, such as reading and study time, and completing assignments and projects.

Closing Statement

The College is in compliance with Federal Requirement 4.9. The College policies and procedures for determining credit hours awarded for courses and programs conform to commonly accepted practice in higher education and to applicable federal, state, and SACSCOC guidance.

Sources

-  [4th Hour Project](#)
-  [Abetz 215 Sp16](#)
-  [APCP 323 Syllabus \(Page 3\)](#)
-  [approval-process-new-academic-program](#)
-  [Approved Meeting Pattern Times](#)
-  [Assignment of Credit Hours Policy 12.1.5 8.30.16](#)
-  [BIOL 450 Variable Credit](#)
-  [COMM 215 Syllabus](#)
-  [Committee on Graduate Education, Continuing Education](#)

 [Course Numbering Policy 7.6.9](#)

 [Faculty Curriculum Committee](#)

 [Grad. Curriculum Course Form](#)

 [Undergraduate Catalog 2016-2017 \(Page 621\)](#)

 [Undergraduate Curriculum Course Form](#)

 [WGST 381 Womens and Gender Studies Internship Variable Credit_Redacted](#)