

## 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

#### Off-Site Review Committee Evaluation

#### Non-Compliance

The College of Charleston has provided a comprehensive annual financial report for the fiscal year ended June 30, 2016. Included with this report is an unqualified opinion from its independent auditor, Elliott Davis Decosimo. Also included in these financial statements is a schedule of operating and non-operating revenues by source for fiscal years 2006-2015. This information indicates steadily increasing total revenues. Also provided is a schedule of expenses by function for the same period. While also steadily increasing, expenditures are less than revenues in each year. A Statement of Revenues, Expenses, and Changes in Net Position is also provided. This statement reflects FY 2015, with an increase in net position of 5.1% following the restatement of FY2014 for the implementation of GASB 68 which requires the College to record its share of beginning net pension liability. This information and the same statement provided for FY2016 which also includes an increase of 5.1% demonstrates the College's financial stability.

The College describes a comprehensive decentralized budgeting process. Division budget requests represent issues that support the strategic goals and initiatives of the College as well as the ongoing operational needs of the divisions. An example of the Faculty Budget Committee Report for the division of Academic Affairs for 2015-16 was presented and reviewed. This document supports an inclusive budgeting process. An example of the IT budgeting process was also presented. Once drafted, the full revenue and expenditure budget is presented to the Budget and Finance Committee of the Board of Trustees which if in agreement will present a resolution to approve a final budget to the full College Board each June. Minutes of the June 15, 2015 Board of Trustees meeting confirms that the 2015-16 budget was approved by the Board.

On October 24, 2016, as noted above, the institution provided a comprehensive annual financial report for the fiscal year ended June 30, 2016. The report includes an Independent Auditor's Report and an unqualified opinion from Elliott Davis Decosimo, LLC. The report also includes an institutional management letter for this fiscal year. However, the institution has not provided a statement of financial position of unrestricted net assets, exclusive of plant assets and plant related debt for the most recent year, FY2016.

## The College Response

The College of Charleston appreciates the opportunity to provide the [Statement of Unrestricted Net Position, excluding plant assets and plant-related debt](#) for the most recent fiscal year end June 30, 2016. Additionally, the College has provided a [Statement of Unrestricted Net Position, excluding the effects of GASB Statement No. 68](#) to show what the underlying results would have been without the implementation of this accounting standard.

Other recent attestations to the College's financial stability is provided in the bond credit ratings recently published by [Moody's Investors Services](#) and by [Fitch Ratings](#). These ratings comment on the College's "solid operating performance" and "strong financial management".

## Sources

-  [Fitch Ratings - College of Charleston \(SC\)\\_Published RAC \(2017AB\)](#)
-  [Moody's Final Rating Report-College of Charleston](#)
-  [Statement of FY16 Unrestricted Net Position FINAL - With GASB68](#)
-  [Statement of FY16 Unrestricted Net Position FINAL - Without GASB68](#)

### 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**

#### **Off-Site Review Committee Evaluation**

#### **Non-Compliance**

South Carolina Code of Laws section 59-130-30 grants broad authority to the institution's Board of Trustees to adopt measures—including bylaws and regulations--necessary for the operation of the institution. Although the institution's compliance report cites a document titled Campus Wide Policy Formation Procedures (CPFP), which includes notations that it was "Approved: June 2009" and "Revised: August 2015," it is unclear whether the approval and subsequent revision were approved by the Board of Trustees or by some other person or body. A reference to the document could not be found in the Board minutes for the August 7, 2015 meeting. A statement in the institution's narrative for this standard indicates that "The provisions of the CPFP do not prevent the College Board from exercising its own policy-making authority." This statement implies that the CPFP may have been adopted by an entity other than the Board. Thus, there remains some uncertainty as to whether (a) the Board is aware of and has approved the CPFP, and (b) the extent to which the Board is aware of and has approved policies adopted pursuant to the CPFP.

#### **The College Response**

The off-site review committee raised concerns about the College of Charleston's [Campus Wide Policy Formulation Procedures](#) (CPFP) and the lack of detail regarding the approval process for the CPFP.

Furthermore, the off-site review committee was "uncertain as to whether (a) the Board is aware of and has approved the CPFP."

In addressing the off-site committee's concern regarding the awareness and approval of CPFP, the College Board of Trustees approved the CPFP on January 27, 2017 (see [the Board's January 27, 2017 meeting minutes](#)). Additionally, the off-site review committee was uncertain of "the extent to which the Board is aware of and has approved policies adopted pursuant to the CPFP." The Board of Trustees previously was aware of the CPFP, and the College has previously approved institutional policies consistent with the CPFP. As one example, [College Policy 2.3.1.1](#) (Authority to Contract) was approved on August 7, 2015 by the Board of Trustees (see [the August 7, 2015 Board meeting minutes](#)).

The off-site review committee also called attention to a statement in the College's original 3.2.2.3 narrative: "The provisions of the CPFP do not prevent the College Board from exercising its own policy-making authority." The original statement was intended to indicate that, while members of the College of Charleston community (e.g., faculty, administration) must follow the CPFP to establish institutional policy, the Board itself, consistent with the authority granted in South Carolina Code of Laws section 59-130-30, may initiate policy development and approve new or revised policies. An example of a Board-initiated policy is the [Tobacco-Free Campus Policy](#). Please see the [August 2, 2013](#) and the [October 18, 2013](#) Board of Trustee meeting minutes.

#### **Sources**

-  [2.3.1.1. \(Authority to Contract\)](#)
-  [6.1.5 \(Tobacco-Free Campus\)](#)
-  [BOT Meeting Minutes August 2, 2013 pg 24 \(Page 24\)](#)
-  [BOT Meeting Minutes August 7, 2015 \(Page 8\)](#)
-  [BOT Meeting Minutes January 27, 2017 \(Page 5\)](#)
-  [BOT Meeting Minutes October 18, 2013 pg 19 \(Page 19\)](#)
-  [Campus Wide Policy Formation Procedures BOT Approved January 27 2017](#)

### 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

##### Off-Site Review Committee Evaluation

##### Non-Compliance

South Carolina Code of Laws sections 8-13-700 and 8-13-705 require members of the institution's Board of Trustees to avoid using their public office for the purpose of furthering a personal financial interest. Sections 8-13-710 and 8-13-1110 require Board members to file a Statement of Economic Interest with "the appropriate supervisory office" prior to assuming office. Section 7.1 of the Board's Ethics Policy dated August 12, 2016, includes Board members as "Covered Persons" under the Policy, which requires them to file the statements of economic interest required by state statute as described above. The institution's narrative for this standard states that Board members address their compliance with these legal and policy requirements in their annual self-evaluations; however, the narrative also includes the following statement: "These self-evaluations/self-assessments are not collected due to South Carolina Sunshine Laws or the Freedom of Information Act." Thus, the institution appears to be unable to verify that Board members are actually observing the Ethics Policy. Nor is the institution able to confirm that no Board member has expressed a reservation about his or her ability to conform to the institution's expectations regarding the prohibition of conflicts of interest.

##### The College Response

The off-site committee raised concerns that "the institution appears to be unable to verify that Board members are actually observing the Ethics Policy." In response, the College of Charleston has developed an ethics form that requires each Board of Trustee member to affirm by signature that they are not in violation of any College of Charleston or State of South Carolina rules against conflicts of interest for Board members. Each member of the Board has now completed and [signed the ethics form](#), as approved at the [January 27, 2017 meeting of the Board of Trustees](#). In addition, each College Board member is required by the South Carolina Ethics Commission to complete a Statement of Economic Interest to disclose any potential areas of personal conflict. The College provides a [2016 Statement of Economic Interest form](#) of Trustee Gregory Padgett as an example. The completed forms of all College Board members are available at the [South Carolina Ethics Commission website](#).

Regarding the off-site committee's concern that the College is unable "to confirm that no Board member has expressed a reservation about his or her ability to conform to the institution's expectations regarding the prohibition of conflicts of interest," the College of Charleston provides the [August 2, 2013 Board of Trustee meeting minutes](#), which show that Trustee Henrietta Golding abstained due to a conflict of interest.

The College response indicates that Board members are following the Ethics Policy.

#### Sources

 [BOT Meeting Minutes August 2, 2013 pg 17 \(Page 17\)](#)

 [BOT Meeting Minutes January 27, 2017 \(Page 11\)](#)

 [Ethics Disclosure Forms for BOT 1 27, 17](#)

 [Gregory Padgett SC Ethics Form](#)

 [SC Ethic Commission webpage](#)

### 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**

##### **Off-Site Review Committee Evaluation**

##### **Non-Compliance**

The institution has provided an organizational chart consistent with paragraph A of the By-Laws of the Board of Trustees. Paragraph A states that the final authority and responsibility for the governance of the institution is vested in the Board in accordance with South Carolina law. Paragraph I.6 of the By-Laws delegates to the President, in a shared role with the faculty, “the responsibility for proposing educational programs and policies,” raising the assumption that it would be the Board to whom these programs and policies would be “proposed” by the President and Faculty for the Board’s approval as opposed to the policies being approved at the discretion of the Faculty or the President without Board approval. Paragraphs I.8 and I.9 use broader language with respect to the President’s policy-making authority, but only in matters relating to the library and to athletics. These two paragraphs refer to the President’s being “directly responsible for the formulation of policies” and “for the development of policies,” in those two areas, respectively.

Paragraph 1.6 of the Board’s By-Laws describes a system of shared governance involving the President and, in certain cases, the Faculty; however, in paragraph G of the By-Laws, the Board has established standing committees, one of which—the Information Technology Committee—is vested with authority not just to review policies adopted by the administration, but also to “enact” policies that could govern the institution’s operations in some areas which may be in conflict with those described above. According to paragraph G, a majority of the voting members of each standing committee constitutes a quorum. Thus, it appears possible for a bare majority of the voting membership of the Information Technology Committee to adopt policies that might be contrary to the will of the full Board and/or the will of the President.

The institution, in its narrative, cites a document titled “Campus Wide Policy Formation Procedures,” a document which includes no reference to the body which approved it. It is therefore unclear whether the Board has approved this document, whether the document applies to the Board itself, or whether the Information Technology Committee has agreed to be governed by the terms of the document. Although paragraph 10.0 of the Campus Wide Policy Formation Procedures reserves certain policy actions to the Board, the role of the Information Technology Committee in policy formulation is not mentioned. Final determination on the question of whether a policy should be approved by the Board is reserved, under paragraph 10.0(b), to the President rather than the Board or the chair of the Information Technology Committee. It is not clear whether the Board has approved this grant of discretion to the President.

##### **The College Response**





The off-site review committee highlighted paragraph G of the By-Laws, voicing concern that “the Board has established standing committees, one of which—the Information Technology Committee—is vested with authority not just to review policies adopted by the administration, but also to ‘enact’ policies that could govern the institution’s operations in some areas which may be in conflict with those” described for the full Board of

Trustees.

To address this apparent conflict, and consistent with the authority granted to the Board of Trustees, the College's Board has voted to amend paragraph G, section 10 of the By-Laws. The description of the Information Technology Committee now indicates the committee is charged to "monitor and make policy recommendations" to the full Board of Trustees. This amendment prevents any future risk of a conflict. The January 27, 2017 Board of Trustees meeting minutes can be found [here](#) and the revised Board of Trustee By-Laws [here](#).

The off-site committee also had concerns related to the "[Campus Wide Policy Formation Procedures](#)," Board approval of the procedures, and the language of paragraph 10.0(b) in the procedures. As described in the focused report for 3.2.2.3, the College's Board of Trustees approved a revised version of the Campus Wide Policy Formation Procedures (CPFP) at [the January 27, 2017 Board meeting](#). This approval of the CPFP contained modified language at paragraph 10.0 (b) to remove the language referring to the President's authority to make determinations for policy actions approved by the College Board in paragraph 10.0 (a). The language was changed to "all other determinations not pursuant to (a) shall be made by the President."

## Sources

-  [Board of Trustees Bylaws Feb 2017 \(Page 10\)](#)
-  [BOT Meeting Minutes January 27, 2017 \(Page 20\)](#)
-  [BOT Meeting Minutes January 27, 2017 \(Page 5\)](#)
-  [Campus Wide Policy Formation Procedures BOT Approved January 27 2017](#)



### 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**

##### **Off-Site Review Committee Evaluation**

##### **Non-Compliance**

The institution has provided an organizational chart consistent with paragraph I.6. of the By-Laws of the Board of Trustees, which delegates a system of shared governance to the President and the faculty, working with applicable executive officers of the institution. Paragraph 1.6 presents a system of shared governance involving the President and, in certain cases, the faculty; however, in paragraph G of the By-Laws, the Board has established standing committees, one of which—the Information Technology Committee—is vested with authority not just to review policies adopted by the administration, but also to “enact” policies that could govern the institution’s operations in some areas which may be in conflict with those described above. According to paragraph G, a majority of the voting members of each standing committee constitutes a quorum. Thus, it appears possible for a bare majority of the voting membership of the Information Technology Committee to adopt policies that might be contrary to the will of the full Board and/or the will of the President. Thus, while the institution’s organizational chart indicates that matters involving information technology would flow upward to the Executive Vice President for Business Affairs and then to the President, paragraph G.10 of the Board’s By-Laws establishes a parallel system of management whereby the Information Technology Committee of the Board “will work with the Senior Vice President/Chief Information Officer on matters relating to Information Technology initiatives.” Given this committee’s authority to enact policies, it appears as though policies relating to technology can be promulgated outside the institution’s organizational chart. Paragraph G.10 does not refer to the role of the Executive Vice President for Business Affairs or the President in matters relating to technology.

For example, in the minutes for the Board’s meeting on October 23, 2015, the report of Information Technology Committee refers to the committee’s review of the College Privacy Policy, which is described as a “20 page policy written in 2009.” The minutes further refer to committee members’ desire to “update the policy in light of all the changes in technology” and to “sharply separate statements of policy from the description of the implementation of the policy.” As indicated above, it would appear from paragraph G.10 of the Board’s By-Laws that the Information Technology Committee would be authorized to enact these policy changes independently. Since neither the Executive Vice President for Business Affairs nor the institution’s President are shown in the minutes as persons in attendance at this meeting, it is unclear whether the Senior Vice President/Chief Information Officer (who reports to the Executive Vice President) was seeking a policy change in line with the organizational chart or not.

The respective roles of other standing committees as described in the Board’s By-Laws appear to be less problematic, since paragraph G uses words like “oversight,” “review,” “monitor,” and “subject to Board approval” for the actions of those committees.

##### **The College Response**

The off-site review committee highlighted paragraph G of the By-Laws, voicing concern that “the Board has established standing committees, one of which—the Information Technology Committee—is vested with authority not just to review policies adopted by the administration, but also to `enact' policies that could govern the institution’s operations in some areas which may be in conflict with those” described for the full Board of Trustees.

To address this potential conflict, and consistent with the authority granted to the Board of Trustees, the College’s Board has voted to amend paragraph G, section 10 of the By-Laws. The description of the Information Technology now indicates the committee is charged to "monitor and make policy recommendations" to the full Board of Trustees. This amendment prevents any future risk of a conflict or the approval of any policy without the knowledge of the President, the full membership of the Board of Trustees, and all the officers of the College. The January 27, 2017 Board of Trustees meeting minutes can be found [here](#) and the revised Board of Trustee By-Laws [here](#).

## Sources

-  [Board of Trustees Bylaws Feb 2017 \(Page 10\)](#)
-  [BOT Meeting Minutes January 27, 2017 \(Page 20\)](#)

### 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**

##### **Off-Site Review Committee Evaluation**

##### **Non-Compliance**

The mission of the institution indicates that it “encourages and supports research.” The mission also states that the College of Charleston “incorporates the University of Charleston, South Carolina (UCSC) . . . which serves as a research institution where graduate and research programs associated with the College are housed.” In addition, the mission indicates a commitment to providing students a personalized education “in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom.” Research is defined 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.” Assessment of research activities takes place within units that are part of the annual Institutional Effectiveness model as previously described for both academic programs and administrative units. There are 14 administrative units in academic affairs that support the research, scholarship, and creative activity mission of the institution including the offices of the academic deans. An examination of all fourteen administrative offices and samples of undergraduate and graduate programs indicated that all had research-related outcomes and results based on evaluations of the outcomes; however, less than a third of the offices and programs used the results of the assessments to make improvements in processes, policies, programs, or services. For example, the School of Science and Mathematics had made improvements to undergraduate research recruitment practices, while the Center for Partnerships to Improve Education has not yet used results for improvements in its research efforts.

##### **The College Response**

The off-site committee recognized that the assessment of research takes place within the units and programs that are part of the College of Charleston’s Institutional Effectiveness (IE) Assessment model. The committee acknowledged that all 14 administrative offices and the six samples of undergraduate and graduate programs followed the systematic and comprehensive nature of the IE Assessment model, thus indicating all units and programs had research-related outcomes and results based on evaluations of those outcomes. However, the committee was concerned that “fewer than a third (1/3 of 20 = 6) of the offices and programs used the results of the assessments to make improvements in processes, policies, programs, or services.”

The response below is organized by three sections to offer additional evidence to address these concerns. First, a short re-cap of the College’s IE Assessment model related to research is provided, emphasizing the commitment to working with academic programs and administrative units at a variety of levels of maturity in their assessment, as well as mentoring faculty and staff members leading assessment efforts to consider a wide range of interventions and strategies to improve student learning and operations. Second, a summary of the IE Assessment feedback process (such as mentoring, reviewing, and the application of IE Assessment Rubrics) provides context for which these academic programs and administrative units operate. Third, additional details and evidence tables of the units and programs included in the response to C.S. 3.3.1.4 are

provided to clarify how they used assessment results to make improvements in processes, policies, programs, or services. Assessment reports that include full detail on the programs' and units' assessments over several review cycles are also provided as supporting evidence.

### **The College of Charleston Institutional Effectiveness Assessment Model**

The College of Charleston is committed to continuously improving student learning and operations through the process of Institutional Effectiveness (IE) Assessment. To maximize the use of assessment results, the [Institutional Assessment Committee](#) (IAC) is charged with planning and coordinating institutional assessment. As described in the Compliance Certification Report in C.S. 3.3.1 and C.S. 3.3.1.4, key features of the College's IE Assessment model include an annual cycle of assessment of articulated student learning and/or operational outcomes which includes multiple measures, performance targets, results, and use of assessment results for improvement, a peer mentoring and review process, and broad-based participation. The 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.

All academic programs and administrative units are engaged in the IE assessment process. However, academic programs and administrative 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 [Deans Assessment Committees](#) (DACs) and [Administrative Assessment Committees](#) (AACs), is designed to identify the programs and 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. As a result, some of the examples included are at earlier stages of development than others; however, all of the programs and units are striving annually to improve both the products and the processes of their assessment efforts. A summary of characteristics of the assessment process and discussion of concerns raised in the offsite report regarding each of 14 administrative units and academic programs included in CS 3.3.1.4 follows to demonstrate the breadth of the IE process.

#### **A Developmental Implementation Process: Mentoring, Review Process and IE Assessment Rubrics to Strengthen the Use of Results**

Planning, assessment, and improvement is the foundation of the College of Charleston's IE Assessment model and is characterized by active involvement of faculty and administrators who are organized into assessment committees that are aligned to the schools and divisions. Each assessment committee has a chair who sits on the IAC. The IAC was established by the College President to support a process of continual self-evaluation and improvement. The IAC coordinates with DACs and AACs, who review assessment reports (plans and results) and provide feedback using the [IE assessment rubrics](#). The IE rubrics applied by the DAC or AAC members are used to identify the programs and/or units that are struggling, and subsequently provide assistance to improve these deficiencies. The DACs and AACs consist of faculty or staff across the varying disciplines or divisions. These committee members serve as mentors and work collaboratively with their programs or units to assist the assessment coordinators and review the quality of the assessment reports.

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.

Periodic [workshops](#) and customized one-on-one [sessions](#) are conducted by the [Office for Institutional Effectiveness and Strategic Planning](#) (OIEP) for assessment coordinators and AAC or DAC members to reinforce use of results to improve student learning.

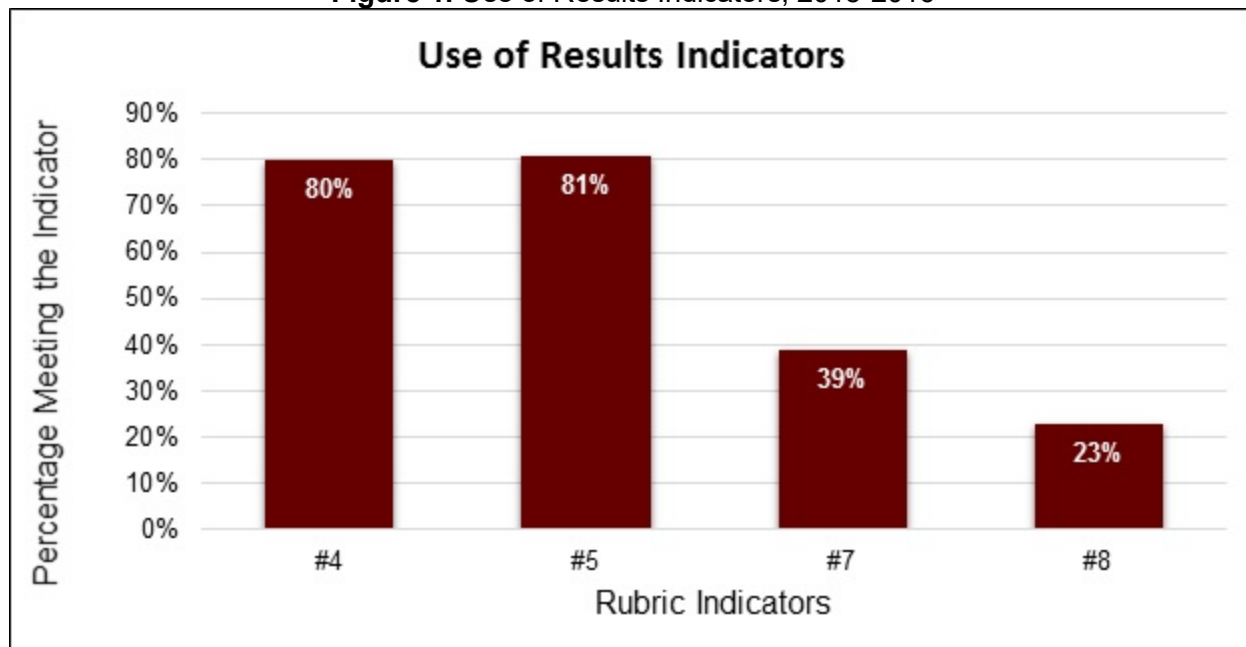
To further address the off-site committee's concern for the lack of use of results, the College provides

additional evidence in the form of a 'Use of Results Indicator Report' for the academic programs and administrative units included in CS 3.3.1.4. The report for the four IE results rubric indicators provides guidelines for the quality of assessment reports.

4. Results provide evidence that the assessment findings informed discussion and improvements in the Program/Unit.
5. Results include at least one applied and/or planned change(s) based on the assessment data to improve student learning, program quality, or unit operations. If no changes are provided, results should identify an area of improvement for the next cycle. [The discussion of the results should specifically identify any curricular/operational/budget changes as a result of assessment.]
7. The assessment report demonstrates how data analysis “closes the loop” by assessing the impact of applied changes. [Current year's results are compared to the previous year's results to evaluate the impact of a previously reported change to demonstrate use of results to improve student learning and operations.]
8. The impact of “closing the loop” with an improvement is demonstrated by analyzing follow-up data. [Examples of improvement(s) in student learning, program quality, or unit operations are provided and are directly linked to assessment data. The primary purpose of IE assessment is to assess the impact of an implemented change.

Through the application of the IE results rubric, DAC or AAC members are able to identify strengths and weaknesses related to use of results of academic programs and administrative units. In the 2015-2016 academic year, there were a total of 75 programs and units (61 academic programs and 14 administrative units) which identified research related outcomes in their assessment reports. As figure 1 illustrates for 2015-16 assessment results, indicators 4 (results provide evidence that the assessment findings informed discussion) and 5 (results include at least one applied and/or planned change(s) based on the assessment data) have been adequately addressed within the assessment reports, with 80% (n=60) and 81% (n=61) meeting the indicator respectively. These results show that data is being used to inform discussion and the majority of programs and units have an implemented and/or planned strategy to improve processes, policies, programs, or services. Figure 1 also shows 39% (n=29) of programs and units are closing the loop by assessing the impact of these applied changes. Indicator 8, at 23% (n=17), demonstrates closing the loop with an improvement.

**Figure 1. Use of Results Indicators, 2015-2016**



### **Explanation of Issues Raised through Specific Examples**

The College 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."

In 2015-2016, there were IE assessment reports for a total of 70 undergraduate programs, 21 graduate programs, and nine certificates. 61 of those programs identified outcomes related to research in their assessment reports. The six academic program examples originally included in the narrative for C.S. 3.3.1.4 represented a cross-section of the entire College's programs with research related outcomes. The examples illustrated the breadth, complexity, and types of student-learning assessment reports across the College, but did not substitute for review of the full student-learning outcomes assessment reports for all College academic programs with research related outcomes. The College also highlighted its 14 administrative units that support its research, scholarship, and creative activity mission, which illustrated how administrative units employed assessment processes to facilitate and improve research productivity. Thus, the College provided a total of 20 program and unit examples.

The off-site committee recognized that only one-third (6) of the 20 selected programs and units provided in C.S. 3.3.1.4 adequately used assessment results for improving processes, policies, programs, or services. To clarify these concerns, this section provides additional use of results evidence for these 20 programs and units. For each program and unit, Table 1 links to a use of results summary, which includes a brief description of the program or unit's mission, research-related assessment outcomes, results, and, use of results for improvements. Table 1 also links to assessment reports from 2013-2014 to 2016-2017. As a note, some administrative units did not formally enter the IE Assessment reports until 2015-2016; they relied on the annual reports to document assessment activities. As such, the annual reports for these units are also linked from Table 1.

**Table 1.** Institutional Effectiveness Assessment Reports

<b>Program/Unit</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Use of Results Summary</b>
Biochemistry B.S.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Dance B.A.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
History B.A.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Historic Preservation M.S.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Jewish Studies B.A.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Public Health B.S.	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Undergraduate Research and Creative Activities			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		
The Office of Research and Grants Administration	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		
School of the Arts	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
School of Business	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
School of Education, Health, and Human Performance	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
School of Humanities and Social Sciences	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
School of Languages, Cultures, and World Affairs	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
School of Sciences and Mathematics	Assessment Report	Assessment Report	Assessment Report	Assessment Report	Summary
Office of the Provost			Assessment Report	Assessment Report	Summary
Carter Real Estate Center			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		
Center for Entrepreneurship			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		
Center for Public Choice and Market Process			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		
N.E. Miles Early Childhood Education Center			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		

Center for Partnerships to Improve Education			Assessment Report	Assessment Report	Summary
	Annual Report	Annual Report	Annual Report		

The College of Charleston recognizes the role of research, creative work, and scholarly inquiry in effective teaching and enhanced learning in the delivery of its mission. The College assesses research, creative work, and scholarly activity among its faculty and students through individual faculty and student assessment outcomes. A systematic and ongoing method of identifying individual faculty and student research expectations, assessing achievement of those expectations, and using annual assessments to improve individual-specific research expectations is used across the institution to appropriately meet its mission.

## Sources

-  AAC 2016-17 Roster
-  Assessment Consultations 2015-2016
-  Assessment Workshops
-  Biochemistry 2016-2017
-  Biochemistry BS
-  Biochemistry BS - 2013-2014
-  Biochemistry BS - 2014-2015
-  Biochemistry BS 2015-2016
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### 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**

##### **Off-Site Review Committee Evaluation**

##### **Non-Compliance**

In accordance with its policy on Instructors of Record and Faculty Credentials, the College of Charleston gives primary consideration to the highest degree(s) earned in the teaching discipline in determining faculty qualifications. The College also considers competence, effectiveness, relevant undergraduate degrees, additional graduate degrees, work experiences in the field, professional licensure and certifications, documented excellence in teaching in the discipline, or other demonstrated competencies and achievements.

By institutional policy, faculty teaching baccalaureate courses should hold a doctorate or other terminal degree in the teaching discipline, a master’s degree in the teaching discipline, or a master’s degree or higher with a minimum of 18 graduate semester hours 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. Some departments require that all instructors have terminal degrees.

For all roster faculty ranks and adjunct faculty, the initial determination of competence is made in the hiring process. Department chairs and program directors initiate the credentialing process for faculty in their department or program by completing a Certification of Credentials Form. All credentials are reviewed by the school dean and an associate provost. Each semester, the associate provost for faculty affairs and SACSCOC liaison review an “audit faculty roster” which lists course assignments and faculty credentials.

This systematic approach to confirming faculty credentials enabled the institution to demonstrate that almost all of its faculty are appropriately qualified for their instructional assignments. However, the Off-Site Committee determined that insufficient documentation was provided to verify the credentials of a few faculty members. These individuals are listed in the Request for Justifying and Documenting Qualifications of Faculty (at the end of this report).

##### **The College Response**

The College of Charleston employs qualified faculty. In response to the concerns raised by the off-site review team that the institution provided insufficient documentation to verify the credentials of eight faculty members, the College has reviewed each faculty member listed in the Request for Justifying and Documenting

Qualifications of Faculty. An institutional response is provided here for each faculty member.

The tables below address the current status of each of these eight faculty members, as of February 1, 2017. One is no longer teaching at the College of Charleston, two are being supervised by Instructors of Record, and the College presents additional documentation for the remaining five. Following the tables are brief narratives providing additional justification and documentation on the qualifications of all of these faculty members, along with the one new faculty member and two supervising Instructors of Record.

As part of the institution's response, the College also provides below a completed 2015-2016 and 2016-2017 Faculty Roster, following the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and the associated "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty."

**Faculty member is no longer teaching for the College of Charleston, effective Spring 2017**

Name of faculty member	Course(s) listed in off-site review team's report
<p><b>Gooding, Jennifer L.</b> No longer teaching EDPD 821C for the College of Charleston. Has been replaced with Elizabeth Newman, whose credentials are addressed below.</p>	<p>EDPD 821C, Content Area Reading and Writing for Middle and High School Teachers: Academic Vocabulary</p>

**Faculty member is no longer teaching independently as an Instructor of Record, effective Spring 2017. Teaching as Non-Instructor of Record, supervised by a Credentialed Instructor of Record.**

Name of faculty member	Course(s) listed in off-site review team's report
<p><b>Dukes, Jeffrey F.</b> Copy of signed <a href="#">NIR-IR Agreement</a> for Spring 2017</p>	<p>ASTR 129L, Astronomy I Laboratory PHYS 111L, General Physics I Lab</p>
<p><b>Bachman, Craig A.</b> Copy of signed <a href="#">NIR-IR Agreement</a> for Spring 2017</p>	<p>CHEM 111L, Principles of Chemistry Lab</p>

**Faculty members still teaching for the College of Charleston. Additional credential documentation is provided.**

Name of faculty member	Course(s) listed in off-site review team's report
<b>Rosenbrook, Ida D.</b>	CSCI 110, Computer Fluency
<b>Goya Tocchetto, Daniela</b>	PRST 220, Intro Analytical/Critical Reasoning PRST 300, Ethics of 21 <sup>st</sup> Century Living
<b>Baggette, Ginger A.</b>	EDPD 812F, Effective Online Course Management EDPD 817A, Children of Poverty, Implications for Learning and Teaching EDPD 820W, Online Awareness – Internet Safety and Digital Citizenship EDPD 821R, The Implication of Rigor and Relevance on Student Achievement
<b>Snyder, Marcia S.</b>	ECON 201, Principles of Macroeconomics ECON 420, Independent Study – The Central Role of Deception and Manipulation in the Market Economy
<b>Futrell, Michelle</b>	HEAL 257, Principles of Nutrition

The College provides this additional brief narrative, summarizing the qualifications of these faculty members and providing additional documentation.

**Faculty member no longer teaching for the College of Charleston**

Ms. Jennifer Gooding, who taught EDPD 821C

College of Charleston Professional Development in Education courses are designed for K-12 teachers to improve instructional strategies and engage in content enrichment opportunities. While these courses are credit-bearing, they do not count towards the completion of any academic degree or certificate. They are designed solely for practitioners to enhance instruction, and enrollment is available only through the College of Charleston's Office of Professional Development in Education.

In 2015-2016, Ms. Jennifer Gooding taught EDPD 821C, Content Area Reading and Writing for Middle School and High School Teachers: Academic Vocabulary. Ms. Gooding has an M.Ed. in secondary education and twenty-five years of experience as a literacy coach and Spanish teacher. She currently serves as Literacy Coach and Lead Interventionist at Gilbert Middle School, Lexington County School District One, a position she has held since 2006. Her primary responsibilities are to observe and coach teachers in best practice strategies, create professional development sessions, serve as a professional learning community facilitator, plan intervention programs for English Language Arts, and serve as a member of the school leadership team.

The off-site review team noted, "Credentials for reading and writing for middle school unclear; connection to literacy coaching and teaching Spanish unclear." Effective with the Spring 2017 semester, Ms. Gooding is no

longer teaching EDPD 821C for the College of Charleston. The College provides a [memorandum from Dr. Andrew Lewis](#), Director, Office of Professional Development in Education, attesting to Ms. Gooding's replacement.

[Ms. Elizabeth Newman](#) will teach future sections of EDPD 821C, Content Area Reading and Writing for Middle School and High School Teachers: Academic Vocabulary. Ms. Newman has an M.Ed. in elementary education (consisting of thirty semester credit hours of graduate coursework) and an additional twenty-one graduate semester credit hours. Her coursework includes at least twenty-one graduate credit hours in literacy and English language arts, including: EDUC R632I, Problems/Instruction in Reading – Elementary Schools (3); AELE N670, Language Arts Elementary Schools (3); EDTE R760, Issues – Writing Instruction (6); EDRD R600, Foundations of Reading Instruction (3); EDRD 800, Literacy Education P-12 (3); EDRD R796, Teaching Reading and Writing to ESOL Learners (3). Ms. Newman has more than twenty-five years of experience teaching English Language Arts and eight years of service as department chair. She is a certified secondary English teacher, with gifted and talented and Advanced Placement English certifications, and has been named Teacher of the Year for Gilbert High School. The College has provided a [copy of Ms. Newman's teaching certificate](#). Her faculty credentials are presented in the Faculty Roster below and are available [here](#).

**Faculty members no longer teaching independently as Instructor of Record. Teaching as Non-Instructor of Record, supervised by a Credentialed Instructor of Record.**

At the College of Charleston, the laboratory curriculum for 100-level introductory physics, astronomy, and chemistry courses is common across course sections and is designed by teams comprised of terminally-degreed permanent faculty members.

- In the Department of Physics and Astronomy, the astronomy curriculum committee establishes common learning outcomes for each astronomy laboratory course, sets the list of topics to be covered, and develops the in-house laboratory manual that is used across all sections. The same is the case with the physics curriculum committee and physics laboratories. For all of these courses, the lab sections are linked to specific lecture sections, and these lecture sections are taught by terminally-degreed faculty members.
- In the Department of Chemistry and Biochemistry, for each laboratory course, a terminally-degreed faculty member is designated as the lab leader each semester. The specific labs to be covered are selected by a committee of permanent faculty each semester, and the lab leader serves as the final authority on establishing course priorities, the specific curriculum, grading policy and methods, and attendance policies. Learning outcomes are set for each course by the permanent faculty and are reviewed annually, while the lab leader for each course writes a [common syllabus](#) for use in all sections of that laboratory course each semester. The lab leader, with input from others, writes the lab final that is used across all sections, and is responsible for working with the department's Adjunct Faculty Committee to evaluate the teaching of each adjunct faculty member.

[Mr. Jeffrey Dukes](#) and [Mr. Craig Bachman](#) were serving as Instructors of Record in their respective courses in 2015-2016. Each of them was teaching only introductory laboratory sections, using the common curricula discussed above. Effective with the Spring 2017 semester, each will serve only as a Non-Instructor of Record, working under a supervising Instructor of Record. As outlined in the College of Charleston's divisional policy on Instructors of Record and Faculty Credentials, the Instructor(s) of Record for each course are defined as those faculty member(s) "responsible for the development and implementation of the syllabus, including course content, coverage, and quality of instruction, as well as the achievement of student learning outcomes and assignment of final grades, except that the faculty responsible for managing an academic program may agree to certain uniform features of course syllabi." The College's policy requires that at least one Instructor of Record be assigned to each credit-bearing course and any Non-Instructors of Record providing instruction must be assigned a supervising Instructor of Record, appropriately credentialed for the course, with both signing an NIR-IR Agreement.

In 2015-2016, [Mr. Jeffrey Dukes](#) taught introductory physics and astronomy laboratories. Mr. Dukes has a B.S. in Interdisciplinary Studies in Physics and Chemistry and an M.A.T. in secondary science, as demonstrated in his [faculty credentials file](#). Mr. Dukes's M.A.T. coursework included a 3-credit-hour course in physics (Chaos Theory), a 3-credit-hour course in physical chemistry, and twelve credit hours of internship teaching high school physics. The College also presented a Statement of Alternative Qualifications on his behalf. The off-site

review team noted “limited coursework in MAT Secondary Science program to support teaching ASTR and PHYS courses.”

Effective with the Spring 2017 semester, Mr. Dukes will be assigned as a Non-Instructor of Record and will be supervised by Dr. Narayanan Kuthirummal, the Chair of the Department of Physics and Astronomy, who will also serve as the Instructor of Record. Dr. Kuthirummal holds a Ph.D. in physics, as demonstrated in [his credentials file](#). As Instructor of Record, Dr. Kuthirummal will be responsible for assuring the quality of instruction, as well as the achievement of student learning outcomes and the assignment of final grades, consistent with the College’s divisional policy on Instructors of Record and Faculty Credentials. The institution has included a copy of the [NIR-IR Agreement](#) signed by Mr. Dukes and Dr. Kuthirummal for Spring 2017.

In 2015-2016, [Mr. Craig Bachman](#) taught two sections of CHEM 111L, Principles of Chemistry Lab. Mr. Bachman has a B.S. in chemistry, holds a secondary teaching certification in science, along with an Advanced Placement chemistry endorsement, and is nationally board certified in adolescent and young adult science education, as demonstrated in his [faculty credential file](#). He has been teaching high school chemistry and physics since 1995. Mr. Bachman has a master’s degree in environmental studies, including four credit hours of Aqueous Geochemistry, and an additional fourteen credit hours of Introductory Hydrogeology, Environmental Soil Science, Energy Production and Resource Management, and Earth System; taken collectively, these additional courses are estimated by Pamela Riggs-Gelasco, Chair, Department of Chemistry and Biochemistry, to be equivalent to six graduate credit hours in chemistry. Mr. Bachman also completed a three-credit-hour graduate course to certify as an Advanced Placement Chemistry teacher. His student Advanced Placement exam success rate (defined as the percentage of scores at 3 or higher) after this certification was 72%. This success rate, higher than the national average, led his school to expand the number of Advanced Placement chemistry sections taught. For Mr. Bachman, the off-site review team noted “Credentials for teaching chem lab unclear; grad hours are mainly in environmental studies.”

Effective with the Spring 2017 semester, Mr. Bachman will be assigned as Non-Instructor of Record and will be supervised by the CHEM 111 lab coordinator, Dr. Rich Lavrich, who holds a Ph.D. in chemistry. [Credentials for Dr. Lavrich](#) are provided. As Instructor of Record, he will be responsible for assuring the quality of instruction, as well as the achievement of student learning outcomes and the assignment of final grades, consistent with the College’s divisional policy on Instructors of Record and Faculty Credentials. The institution has included a copy of the [NIR-IR Agreement](#) signed by Mr. Bachman and Dr. Lavrich for Spring 2017.

### **Faculty members still teaching for the College of Charleston. Additional credential documentation is provided.**

#### Ms. Ida Rosenbrook, teaching introductory computer skills courses

In 2015-2016, [Ms. Ida Rosenbrook](#) taught CSCI 110, Computer Fluency, and CSCI 112, Communications Tech/Internet. Ms. Rosenbrook has an M.F.A. in graphic design from the Savannah College of Art and Design. Her CSCI teaching duties at the College of Charleston are narrowly limited to these introductory skills courses. The off-site review team indicated that it was “unclear how graphic arts degree provides credential for Computer Fluency.”

The College of Charleston catalog description for CSCI 110, Computer Fluency, says:

“An introduction to computing providing the student with the ability to understand and use emerging technology effectively. Topics include, but are not limited to: how computers work, the ubiquity of computing, applications and operating systems software, cloud computing, the Internet and networks, and computing issues.”

The learning outcomes for CSCI 110 are:

- To examine emerging trends and innovations in the communications and IT fields;
- To effectively make decisions and solve problems related to information technology;
- To demonstrate an understanding of how the Internet and other networks work;
- To demonstrate an understanding of ethical, security and legal issues that arise in connection with information technology; and



- To describe the capabilities and functions of computers as they relate to business and personal uses.

In her [M.F.A. in graphic design](#), Ms. Rosenbrook completed at least 11.25 graduate semester credit hours of coursework particularly pertinent to the College's CSCI 110, including GRDS 720, Digital Studio I; GRDS 744, Digital Studio II; and GRDS 735, Typography Studio II. [Catalog descriptions](#) for these courses demonstrate their relevance in preparing Ms. Rosenbrook to teach CSCI 110.

Beyond her academic background, Ms. Rosenbrook has substantial pertinent leadership and instructional experience. Her leadership is demonstrated by her management of Trident Technical College's learning management system, Desire 2 Learn. Since 2007, she has served Trident Tech's Lead Instructor of Graphic Design, where her course assignments include Computer Graphics I (using Adobe Illustrator software), Motion Graphics (using Adobe After Effects software), Digital Media Design, Computer Imagery I (using Adobe Photoshop), Multimedia Techniques, Computer Animation, and electronic publishing. As Adjunct Assistant Professor at the University of Maryland University College, she has taught GRCO 100, Introduction to Graphic Communication; GRCO 355, Digital Media II: Time and Motion; and GRCO 479, Motion Graphics.

[Descriptions for these courses](#) at Trident Technical College and the University of Maryland University College are provided. Additionally, together with two permanent colleagues at the College of Charleston, Ms. Rosenbrook was instrumental in developing the [new Digital Media Concentration](#) in the College's Computing in the Arts Program. Through her academic credentials and professional and instructional experience, Ms. Rosenbrook demonstrates that she has mastered a variety of advanced software and computer systems used to create and disseminate information electronically in a variety of media and that she is qualified to address the five learning outcomes listed above.

#### Dr. Daniela Goya-Tocchetto, teaching PRST courses

[Dr. Daniela Goya-Tocchetto](#) holds a master's degree in economics and a Ph.D. in philosophy. In 2015-2016, she taught ECON 200 and ECON 201, Principles of Microeconomics and Principles of Macroeconomics, respectively; PRST 220, Introduction to Analytical and Critical Reasoning; and PRST 300, Ethics of 21st Century Living. The SACSCOC off-site review team listed PRST 220 and PRST 300 and noted "Credentials, per MOU, unclear; unclear how economics credentials qualify for ethics." The College's [internal credentials memorandum for the Bachelor of Professional Studies](#) indicates that faculty members holding a Ph.D. in philosophy are terminally-degreed to teach PRST 220 and PRST 300, courses covering topics that are common in an undergraduate philosophy curriculum.

The College presented a [course-by-course evaluation](#) of Dr. Goya-Tocchetto's credentials from World Education Services. Coursework towards her Ph.D. in philosophy included Moral and Political Philosophy: Theories on Equality (4 cr hrs); Historical and Transcendental Philosophy: Moral Philosophy Fundamental Topics (2 cr hrs); Modern Moral Philosophy: Doctrine of Virtue of Kant's "Metaphysics of Morals" (4 cr hrs); Contemporary Political Philosophy: The Idea of Justice (4 cr hrs); Topics in Contemporary Philosophy: Moral Emotions (4 cr hrs); Theory of Justice: Reading Seminar (2 cr hrs), and a 12-credit-hour dissertation titled "The role of empirical evidence in contemporary political philosophy and some of its implications." These thirty graduate credit hours (20 hours of graduate coursework and the 12-hour dissertation) align very closely with the learning outcomes for PRST 300 and PRST 220, as outlined in the course syllabi, namely:

For PRST 300,

- To familiarize students with the main approaches to ethics developed by ethical theorists;
- To identify ethical issues and apply relevant principles and arguments to their resolution;
- To encourage students to critically engage with the conclusions of ethicists; and
- For students to develop and defend their own ideas on matters of ethical concern in modern living;

And, for PRST 220, where students will be able to:

- Demonstrate the ability to produce written work that explores complex ideas supported with relevant detail and evidence and in response to the assigned task;
- Recognize an argument, identify its components, and evaluate its strength;
- Evaluate the reliability of various sources of belief, including media, expert, and personal experience;
- Recognize and avoid common logical and rhetorical fallacies;

- Recognize and evaluate deductive reasoning;
- Recognize and evaluate inductive reasoning;
- Recognize and evaluate reasoning in morality and the law; and
- Develop an attitude of critical thinking when evaluating statements and arguments.

Additionally, the College notes that Dr. Goya-Tocchetto also holds the equivalent of a Master of Economics in Applied Economics, including at least forty semester credit hours in economics, as evidenced by a [World Education Services U.S. degree equivalency](#). This degree, including her ten-credit-hour master thesis titled “John Rawls’s and Robert Nozick’s Judgments on Distributive Justice: An Experimental Investigation,” provide additional evidence of her academic qualifications to teach PRST 220, Introduction to Analytical and Critical Reasoning.

#### Ms. Ginger Baggette, teaching EDPD courses

College of Charleston Professional Development in Education courses are designed for K-12 teachers to improve instructional strategies and engage in content enrichment opportunities. While these courses are credit-bearing, they do not count towards the completion of any academic degree or certificate. They are designed solely for practitioners to enhance instruction, and enrollment is available only through the College of Charleston’s Office of Professional Development in Education.

In 2015-2016, Ms. Ginger Baggette taught EDPD 812E, Facilitating Learning in an Online Environment; EDPD 812F, Effective Online Course Management; EDPD 817A, Children of Poverty: Implications for Learning and Teaching; EDPD 820W, Online Awareness – Internet Safety and Digital Citizenship; and EDPD 821R, The Implications of Rigor and Relevance on Student Achievement. There was an error in Ms. Baggette’s entries in the submitted Faculty Roster; EDPD 812F had “Math for Early child and Elem” erroneously appearing in the title. The subtitle for this course was correctly displayed.

Seventeen Professional Development in Education course sections (taught by twelve different faculty members) were presented to SACSCOC on the College of Charleston Faculty Roster with partially incorrect titles. All EDPD courses carry the same primary title, currently “Professional Development in Education,” and a subtitle specific to the section. The submitted Faculty Roster erroneously displayed old primary titles for two courses. Specifically, eight EDPD 817 course sections were incorrectly titled “Children in Poverty- *SUBTITLE*” and nine EDPD 812 course sections were incorrectly titled “Math for Early Child. and Elem.- *SUBTITLE*,” where *SUBTITLE* was the actual correct subtitle. For all of these course sections, the subtitles were correctly displayed and the faculty members were credentialed according to the subtitle.

With respect to Ms. Ginger Baggette, the off-site review team noted “Credentials from creative arts as applied to graduate early childhood math and professional development courses.”

Ms. Baggette has an M.Ed. in curriculum and instruction, with a focus in creative arts, and an M.Ed. in educational leadership. She holds South Carolina teacher certifications in elementary education and on-line teaching, is certified as an elementary principal and elementary supervisor, and holds endorsements as “Transformational Leader” and “R2S requirement,” a literacy endorsement. Ms. Baggette’s full credential file is available [here](#). In addition to her academic qualifications, Ms. Baggette is currently Curriculum Coordinator at Delmae Elementary School and Online Facilitator and Course Developer at the statewide eLearningSCPD, positions that she has held since 2006 and 2005, respectively. In addition to presenting Ms. Baggette’s M.Ed. in curriculum and instruction, the College also presented a Statement of Alternative Qualifications on her behalf. The institution did not list Ms. Baggette’s second M.Ed., in educational leadership, in the initial Faculty Roster and did not initially provide a copy of that transcript. Ms. Baggette’s complete and current faculty credentials file, including the additional transcript, is available at the link above and via the Faculty Roster provided.

#### Ms. Marcia Snyder, teaching economics courses

In 2015-2016, Ms. Marcia Snyder taught economics and finance courses for the College of Charleston. The SACSCOC off-site review team noted “Instructor has a background in Finance – does not demonstrate 18 graduate semester credit hours in Economics. (Institution seems to view Economic courses and Finance

courses as interchangeable. It listed the coursework in both fields as qualification to teach either subject. Only in this case was there not enough coursework for the instructor to teach in both fields.)”

Ms. Snyder has a Master of Science from the University of London in Environmental and Resource Economics. While all of her University of London graduate coursework was labelled as environmental and resource economics, her graduate courses that focused tightly on economics include Economics Principles and the Environment (5 cr hrs), Techniques of Environmental Valuation (5 cr hrs), and Advanced Topics in Natural Resource Economics (5 cr hrs). Ms. Snyder also completed a three-semester-credit-hour International Economics course at Troy State, bringing her total graduate credit hours in economics to at least eighteen. Additionally, at the University of London, in her environmental and resource economics program, Ms. Snyder completed courses titled Theory of Natural Resource Management (5 cr hrs), Quantitative Methods (5 cr hrs), and Global Environmental Problems (5 cr hrs), along with a five-credit-hour master’s thesis.

[Ms. Snyder’s credentials file](#), including a degree equivalency from Global Credential Evaluators, Inc. was included with the College of Charleston’s Faculty Roster, as presented to SACSCOC, and is available here.

For Ms. Snyder’s teaching in finance, the College of Charleston also presented an additional eighteen graduate hours in finance, namely, FINC 560, Special Topics: Financial Markets; MBAD 503, Financial Management; MBAD 515, International Finance Market / Risk Management; MBAD 516, Financial Modeling; MBAD 517, Advanced Corporate Finance; and MBAD 560, Special Topics: Advances in Pedagogical Techniques in Finance, each three semester credit hours.

#### Ms. Michelle Futrell, teaching HEAL 257, Principles of Nutrition

Ms. Michelle Futrell holds an M.A. in physical education with an emphasis in exercise and sports science from the University of North Carolina. Her program included 34 hours of graduate work, including over 18 hours in exercise and sports science. Ms. Futrell completed the athletic training track with an internship as her Practicum in Athletic Training. Her program in the Department of Exercise and Sport Science was and continues to be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Ms. Futrell is also a [Certified Athletic Trainer](#). In 2015-2016, Ms. Futrell taught ATEP 375, Clinical Education Experience in Athletic Training, and HEAL 257, Principles of Nutrition. The SACSCOC off-site review team noted, “Instructor has degrees in athletic training – justification states that she ‘studies nutrition as part of the Athletic Training Education program curriculum and has a competency on the National Certification Examination’ but no documentation was provided of specific coursework in Nutrition, coursework with specific content in Nutrition, or of specific competency in Nutrition achieved on the BOC examination.”

HEAL 257, Principles of Nutrition, includes a study of nutrients and current dietary guidelines, a personal dietary and activities analysis, and discussion of the relationship of food choices to lifestyle diseases and/or premature death with an emphasis on health-oriented decision making and personal responsibility.

Included with this focused report is a copy of the published [Athletic Training Education Competencies](#) (5th edition, published in 2011) from the National Athletic Trainers’ Association, with nutrition competencies highlighted. These published competencies define the educational content that is expected of students within an accredited athletic training program. Athletic trainers are also certified through the Board of Certification for the Athletic Trainer, who publishes [Role Delineation Study/Practice Analysis](#), which serves as the validated basis of knowledge and skills for an entry-level Athletic Trainer (AT) and is the blueprint for the certification exam. The attached [Crosswalk Analysis](#) from the Board of Certification outlines the relationship between the Athletic Training Education Competencies and the Role Delineation Study/Practice Analysis, indicating that “both play a major role in the preparation and evaluation of entry-level ATs.”










In addition to her M.A. and athletic trainer certification, Ms. Futrell is a solicited contributor and reviewer of [Sports Nutrition for Health Professionals](#). She served as a content reviewer and editor for multiple chapters, contributed to Chapter 3: Fat, and wrote the test bank questions for Chapter 3. Ms. Futrell has also co-authored [Study Guide for the Board of Certification, Inc., Entry-Level Athletic Trainer Certification Examination](#). We provide a [memorandum from co-author Dr. Susan Rozzi](#), indicating Ms. Futrell’s contribution of nutrition content to the Study Guide. Further, in her capacity as Assistant Athletic Trainer (Aug. 1994 – May 1996 and Aug. 1998 – May 1999) at the College of Charleston, Ms. Futrell was responsible for planning athletes pre- and post-game meals, and in her capacity as Associate Athletic Trainer (May 1999 – Aug 2003)

and as Director of Sports Medicine (Aug 2003 – May 2010), she conducted wellness and nutrition assessments and counseled athletes and their coaches on nutrition.

## **Faculty Roster**

The College of Charleston completes this response by providing an abbreviated 2015-2016 and 2016-2017 Faculty Roster, following the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and the associated "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty."

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-  Futrell\_CV
-  Futrell\_Rozzi\_memorandum
-  Futrell\_Sports\_Nutrition\_for\_Health\_Professionals\_pages
-  Futrell\_Study\_Guide\_for\_BOC\_Athletic\_Training\_Certification
-  Gooding\_memo\_from\_Lewis\_OPDE\_Director
-  Goya-Tocchetto\_WES\_US\_equivalency\_master\_applied\_economics
-  Goya-Tocchetto\_WES\_US\_equivalency\_PhD\_philosophy (Page 5)
-  Kuthirummal\_credentials
-  Lavrich\_credentials
-  NEWMAN\_credentials
-  Newman\_teaching\_certificate
-  Rosenbrook\_Digital\_Media\_Concentration\_documents
-  Rosenbrook\_SCAD\_course\_descriptions
-  Rosenbrook\_SCAD\_MFA\_transcript (Page 10)
-  Rosenbrook\_TTC\_and\_UMUC\_course\_descriptions



### 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

#### Off-Site Review Committee Evaluation

#### Non-Compliance

The institution has provided evidence that it has reported to SACSCOC two joint/dual degrees. However, in its submission for 3.4.7, it lists four other such degrees and has not provided evidence that it has reported these degrees to SACSCOC.

#### The College Response

The off-site committee noted there was potentially conflicting information about the number of joint/dual degrees supported by the College of Charleston, as represented by the different counts in CS 3.13.2 and CS 3.4.7. In response, the following information is provided to clarify the exact number of joint/dual programs supported by the College.

The College of Charleston 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](#)].

\*The Graduate Certificate in Cybersecurity with The Citadel is part of a modified MOU with the Joint Master of Science in Computer and Information Sciences, thus was not counted separately.

### Sources

-  Computer Science with Citadel signed 2000
-  English with Citadel signed 1991
-  History with Citadel
-  JD\_MBA\_MOU signed 2012
-  MAT\_MOU\_9-14-09
-  MOU Amendment Cybersecurity 10.09.14
-  MOU Hist Pres Final signed 2008