



THE COLLEGE OF CHARLESTON GOOD CAUSE REPORT

IN SUPPORT OF THE *SECOND MONITORING REPORT*

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Introduction

In a letter to the College of Charleston from Dr. Belle Wheelan dated January 9, 2009, it states:

...institutions at the end of their two-year monitoring period should also include a report supporting the conditions of "good cause"...

This *Good Cause Report* is submitted in compliance with this request. In the *Second Monitoring Report: Ensuring the Acquisition of the General Education Competencies by College of Charleston Graduates*, the College established the existence of a robust and thorough series of assessments across a student's career at the College that ensure exposure to the General Education Competencies during the first two years, acquisition of those Competencies in the final two years, and integration of the Competencies post graduation. We offer this *Report* should the Commission require additional information to support "good cause" for continuance based upon the review of the College's *Second Monitoring Report*. The College of Charleston embraces the standards of the Commission on Colleges Southern Association of Colleges and Schools (SACS) and has as a part of the ongoing compliance review, created and implemented best institutional practices in assessment of student learning. We believe the College of Charleston has met the conditions of "good cause" as established by SACS. Those three conditions are:

- 1. The institution has demonstrated significant recent accomplishments in addressing non-compliance;*
- 2. The institution has documented that it has the "potential" to remedy all deficiencies within the extended period as defined by the Committee on Compliance and Reports....;*
- 3. The institution provides assurance to the Commission that it is not aware of any other reasons...why the institution could not be continued for "good cause."*

Good Cause Condition One: Demonstration of Significant Recent Accomplishments in Addressing Non-Compliance

The College of Charleston first prepared its Compliance Audit for SACS in September 2006. When the results of the Off-Site Committee Review were revealed, the Committee, among other issues, asked the College to more clearly demonstrate compliance with Comprehensive Standard 3.5.1. In the Focused Report, submitted by the College to SACS in February 2007, the College again responded to this Standard. The Visiting Committee's Report stated that while the College participates in assessment of student learning outcomes in courses that meet general education requirements, assessment of general education goals was lacking. To that end, the College prepared and submitted the *First Monitoring Report* (September 2008) and is currently submitting with this *Report*, the *Second Monitoring Report* providing clear evidence that past issues of non-compliance have been satisfactorily addressed and that, in fact, the College is now fully in compliance with Comprehensive Standard 3.5.1.

To understand the assessment of the achievement of the General Education Competencies at the College, it is necessary to provide an historical perspective on the development of the Competencies and the concomitant assessment of those Competencies. Beginning in 2004, the Provost of the College charged an Ad Hoc Faculty Committee on General Education to research the state of General Education at the College. The Committee also began to explore the possibility of creating new competencies in general education as well as a new configuration of courses to satisfy the General Education Requirements. It is important to note that this effort was subsequent to two previous attempts to modify the General Education Requirements that both failed in the Faculty Senate by very small margins.

The 2004 Committee worked for two years to generate a series of proposals to change the way the General Education courses at the College would be delivered. As a first step, in September 2006, the Committee proposed, and the Faculty Senate approved, the creation of six new General Education Competencies for the College of Charleston. Those Competencies are:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world
 - b. Artistic, cultural, and intellectual achievements
 - c. Human behavior and social interaction
 - d. Perspectives and contributions of academic disciplines
4. International and Intercultural Perspectives, gained by
 - a. Knowledge of international and global contexts
 - b. Experiencing, understanding, and using multiple cultural perspectives
5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

With the Competencies in place, the Faculty Senate began nearly two years of special deliberations on the additional series of proposals on General Education reform. In March 2008, the Senate voted on the package of proposals presented to them by the Committee as

well as all of the amendments that had been accepted to those proposals. The vote failed to pass, again by a narrow margin, and the General Education coursework reform did not occur.

Following the passage of the new Competencies, and while the Senate undertook its deliberations on the new proposals, assessment of achievement of these Competencies with the established curriculum faltered. It was the feeling of the various assessment entities that perhaps vigorous initiatives in that direction might better wait until the new coursework was approved by the Senate and then to create appropriate assessment rubrics, matrices, and measurements. As a part of the regular assessment cycle, General Education was assessed by many departments in completion of their institutional effectiveness efforts. When the reforms failed, however, the Office of Accreditation, Accountability, Planning, and Assessment, in conjunction with the Office of Institutional Research, New Student Programs, and Academic Affairs, among others, established a team to address institutional effectiveness efforts for General Education that incorporated the existing curriculum and the new General Education Competencies. The team was joined by the Standing Faculty Senate Committee on General Education in spring 2009. The results of this broad-based, campus-wide effort are published in the *Second Monitoring Report* that accompanies this present *Report*. Thus, the College has re-established robust assessments of the achievement of the General Education Competencies by our graduates. The measures include both direct and indirect assessments, rubrics, matrices, and other initiatives that in cohort set the standard for evaluation of this Comprehensive Standard for review by SACS.

From the beginning of students' careers at the College of Charleston, and throughout their matriculation, General Education Competencies are incorporated into their coursework. Evidence

of intentional actions on the part of faculty for identifying and incorporating General Education Competencies as they design their courses is provided in the Supporting Documents of the *Second Monitoring Report* in the sections on the English and History curricular revisions as well as through the syllabi given in for the FYE and English courses. Specific assessment actions include both direct and indirect measures and, where possible, correlate quantitative and qualitative methods in order to ensure that the College is properly assessing for Comprehensive Standard

3.5.1. Those actions include:

1. Revisions to the Department of English General Education Requirements
2. Research as the basis for *The Burgess Report* as an assessment of first-year writing courses
3. Revisions to the Department of History General Education Requirements
4. Spot-Audits of the General Education Competencies in the two FYE course options (Freshman Seminar and Learning Communities)
5. Administered and analyzed results of the FYE Survey and the Your First College Year Survey
6. Created an Advising Curriculum that aids in student education regarding the General Education Requirements
7. Conducted an NCAA Student Success Seminar that includes segments on the liberal arts and sciences concept and coursework
8. Researching patterns of Study Abroad participation
9. Provided access and opportunity to students to discuss the Honor Code, the Student Code of Conduct and other judiciary documents through New Student Orientation, certain student publications, among others
10. Identified incorporation of General Education Competencies into culminating courses during the senior year and developed the Senior-Experience Matrix
11. Administered and analyzed data results for the College Senior Survey (CSS)
12. Piloted the Measure of Academic Proficiency (MAPP) spring of 2009 and analyzed data received from ETS

13. Continued course-sequence research through partnership between academic departments, the Office of Institutional Research (IR) and the Office of Accountability, Accreditation, Planning, and Assessment (AAPA) and published the course-sequencing information for English and History.
14. Began mapping the General Education Competencies to all courses at the College that satisfy a General Education Requirement

The College of Charleston also hired a new Director of Institutional Assessment with responsibilities to delineate authority, implement and report on all aspects of the assessment process. The faculty, staff, administration, and students are in the process of producing an institutional strategic plan for the next 10 year cycle (through to 2020) which comprehensively includes assessment planning. There is significant involvement by the faculty in general education and student success with a collective aim of fostering a climate of broad responsibility for institutional effectiveness. This campus culture of assessment aligns with the SACS Commissions standards and requirements for accreditation and compliance. To support campus awareness of accreditation requirements and routine use of multiple measures in assessment, AAPA is conducting assessment workshops beginning fall 2009 tailored to division-specific needs and dynamics. The first workshop an Assessment 101 workshop for Student Affairs, scheduled for September 15, 2009. The overview will discuss SACS requirements, CAS standards, and Institutional Standards as they are articulated in the Institutional Strategic Plan(s). These workshops will ensure the sustainability of assessment efforts and will provide a mechanism for updating the campus on all issues of accreditation and institutional effectiveness, not just those regarding General Education.

Every department in every division of the College is to articulate an envisioned future, goals, and strategies for reaching their goals as a part of the strategic planning phase that

begins in October 2009. Assessment measures that demonstrate goal achievement, provide a time frame for that effort, and identify course and programmatic student learning outcomes are central to the success of the planning process. Budget initiatives will also be incorporated into the process beginning in December 2009.

As departments continue to acclimate to actualizing a culture of assessment, they are building on past institutional effectiveness efforts and are moving forward to improve services, programs, and academics based upon the results of those assessments. Some departments (i.e., English) are at the forefront of this effort, while others are in the initial stages of development of plans and evaluations to suit the needs of the department and of the College. There are nascent departments that must also be included in these initiatives. Taken as a cohort of integrated assessment measures and evaluations, and given the sustainability of these efforts, the College of Charleston has demonstrated significant recent accomplishments in addressing non-compliance.

Good Cause Condition Two: Documentation by the Institution that it has the “potential” to Remedy all Deficiencies within the Extended Period Defined by the Committee on Compliance and Reports

Given the extensive nature of the documentation that has been provided to the Commission via the *Second Monitoring Report*, it is clear that the College, if under an extended timeframe to remedy any additional deficiencies, will be able to provide that remedy. The evidentiary documentation of current and long-term assessments, both direct and indirect measures, may be used to gauge the institution’s abilities to mount a focused and intense series of assessments and institutional effectiveness efforts regarding the achievement of the General Education Competencies of our graduates. In addition to those measures, the College has elected to participate in the Voluntary System of Accountability (VSA). Additionally, the College will continue with nationally normed assessment instruments such as:

1. MAPP (for freshmen and seniors)
2. National Survey for Student Engagement (NSSE)
3. Beginning College Survey of Student Engagement (BCSSE)
4. Faculty Survey of Student Engagement (FSSE)

The College is also fully committed to continuing to create, develop, revise, and utilize in-house instruments such as the FYE Survey, the Alumni Surveys as well as discipline-specific surveys. The Strategic Planning process also demands ongoing and sustainable assessment and measurement to demonstrate goal achievement. The QEP activities at the College continue to develop as the campus embraces full implementation of the First-Year Experience. A report on those activities will form a central part of the College’s 2012 Interim Report for SACS. Among these actions and initiatives is the adoption of a First-Year-Experience requirement for all freshmen. With FYE learning objectives and the broad incorporation of General Education

Competencies, this sets the premise for every student to be introduced to the cognitive skills set that will serve them throughout College and as life-long learners.

Efforts to work more closely with the academic departments to fully develop assessment of senior-year experiences as they pertain both to departmental-specific assessment and to assessment of the General Education Competencies will be central to the work of the Monitoring Team and to the Faculty Committee on General Education. This Committee will continue to review the General Education Requirements, General Education coursework at the College as well as all curricular changes and additions that impact students' interaction with and acquisition of the General Education Competencies.

The General Education Committee shall review proposals to determine whether a course should satisfy one or more of the General Education Competencies, and will recommend actions to the Faculty Senate, who must endorse the recommendation before a course can satisfy a Requirement. Departments or programs will designate a Liaison to be available to the Committee during the initial implementation period of the Committee. When a department's or program's proposal is scheduled for discussion, the Liaison will be available to assist the General Education Committee in interpreting the course proposal.

The inaugural Committee prepared and published a schedule with deadlines for proposals satisfying each Competency and Sub-Competency, so that all departments have adequate time to prepare their proposals. During the 2008-2009 year, the Committee met weekly to review these proposals. The inaugural Committee successfully accomplished the vetting and recommendation of General Education curriculum revisions of Department of English requirements, Department of History requirements, and the addition of Jewish Studies courses as options for fulfilling the History requirement as outlined in the *Second Monitoring Report*. The General Education Curriculum as amended during the 2008-2009 academic year is in

effect for the current fall 2009 term. The fall 2009 agenda for the General Education Committee includes, but is not limited to:

Form/Action	Program/change	Change/proposal
Change Course	CSCI 220 Computer Programming I	Change prerequisites from "MATH 111 or equivalent" to "CSCI 120 or CSCI 180
New Course	TEDU 205 Exploring Leadership: Building Peer Facilitation Skills	The purpose of this course is to provide a select group of students with the academic resources and social tools required to successfully facilitate first year Synthesis Seminars. Students will develop peer facilitation skills through reading, discussing, and collaborative learning. These activities will explore leadership, facilitation, and the historical background of peer facilitation in American higher education. Additionally, the students will learn about the factors that influence student development, such as personal values, gender, and culture.
New Course	HPCP418-001: Historic Preservation Law	
New Course	HPCP419-001: Historic Preservation Economics	
Change Course	MUSC 246 Music Theory I	<p>1. Change Catalogue Description to: A study of tonal music theory including a review of music fundamentals, construction and analysis of triads and seventh chords, four-part writing including first and second inversions, and the basics of musical form. Majors should take MUSC 238 concurrently.</p> <p>2. Change Prerequisites to: Permission of the instructor or music faculty representative.</p>
Change Course	MUSC 247 Music Theory II	<p>1. Change Catalogue Description to: A continuation of MUSC 246. Further study of tonal music including non-chord tones, diatonic seventh chords, secondary functions, modulations using common chords and other modulatory techniques, and a brief examination of larger musical forms.</p> <p>2. Change Prerequisites to: MUSC 247</p>
Change Course	MUSC 481 Music Theory III	<p>1. Change Catalogue Description to: A continuation of MUSC 247. Further study of tonal music and an introduction to tonal and non-tonal techniques of the 20th Century. Topics include mode mixture, the Neapolitan Chord, augmented sixth chords, enharmonic modulations, counterpoint, pentatonic and synthetic scales, quartal harmony, twelve-tone serialism, and other modern techniques.</p> <p>2. Change Prerequisites to: MUSC 247</p>

Form/Action	Program/change	Change/proposal
Change Course	MUSC 482 Music Theory IV	<p>1. Change Catalogue Description to: A continuation of MUSC 481. A study of representative examples of music from the common practice period and 20th Century with an emphasis on form and analysis. Topics include formal analysis, contrapuntal techniques, harmonic trends, instrumentation and orchestration, and the development of genres.</p> <p>2. Change Prerequisites to: MUSC 24</p>
Change Major	BS in PSYC	<p>We would like to replace our current math requirement which reads:</p> <p>in 6 semester hours taken from Math 104 or Math 250 (but not both), Math 111, or Math 105 or Math 120 (but not both)</p> <p>with the following wording:</p> <p>in Students must complete at least 6 semester hours of mathematics at the level of Math 104 or above (with the exception of Math 140). Honors College math courses also fulfill this requirement, as long as they are either calculus classes or have a calculus prerequisite.</p>
Delete Course	PSYC 342	Approaches to Human Communication
Delete Course	PSYC 384	Psychology of Eating and Drinking
New Course	GEOL 357 Oceanographic Research - The Transect Program	This course engages students in actual multidisciplinary research, focused on the southeast continental shelf. Students participate in a 5-day research cruise, then conduct independent and collaborative research in the laboratory. Students present their research results in poster and oral form, and prepare a manuscript for publication in an online journal.
New Course	BIOL 357 Oceanographic Research	This course engages students in multidisciplinary oceanographic research. Students will participate in a multi-day research cruise, learn about southeast continental shelf oceanography and conduct independent and collaborative research in the laboratory. Students present their research results in poster and oral form, and prepare manuscripts for publication in an online journal.

Two other initiatives that began as a part of the Monitoring Report preparation that will continue to grow and to inform our assessment of achievement of the General Education Competencies by our graduates are:

1. The course sequencing data analysis conducted by the Office of Institutional Research for the Department of English (the *Burgess Report*) and for the Department of History (included in the *Second Monitoring Report* section on Revisions to the History General Education Requirements) will be expanded to other areas of the General Education Curriculum. The analysis of the sciences has begun and will be completed in the 2009-2010 academic year. Other sequences will follow; and
2. Course mapping of all courses that satisfy the General Education Requirements to the six General Education Competencies to ensure that current coursework is appropriate for providing our students with ample opportunities to be exposed to, acquire, and integrate the six Competencies. The matrix for this course mapping was developed summer 2009, and the Faculty Committee on General Education in cooperation with AAPA, will conduct the mapping during the 2009-2010 academic

As a result of identifying and implementing assessment measures to demonstrate students' acquisition of General Education Competencies, the College of Charleston has undertaken to have each department identify, for each course offered, the incorporation of General Education Competencies and to demonstrate how those elements are met. The exigency of this assessment and reporting action stemmed from the analysis of coursework for the First-Year Experience Program and the analysis of discipline-specific Senior Experiences. This initiative validates General Education Competencies as they occur in electives, interdisciplinary studies, and upper-level major courses.

Given the ongoing nature and the myriad number of efforts underway and given the College's commitment to sustaining these initiatives, the College is confident that should SACS provide an extended timeframe in which we must demonstrate the "potential" to remedy any deficiencies, we will be able to do so within the extension enumerated by SACS.

Good Cause Condition Three: Assurance that the Institution is Unaware of any Other Reasons why the Institution could not be Continued for “Good Cause”

The College of Charleston functions under a strong spirit of integrity and honor. Our Core Purpose and Core Values as approved by the Strategic Planning Committee and the President are:

CORE PURPOSE

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

CORE VALUES

- **EDUCATIONAL EXCELLENCE** that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences
- **STUDENT-FOCUSED COMMUNITY** that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution
- **THE HISTORY, TRADITIONS AND ENVIRONMENT OF CHARLESTON AND THE LOWCOUNTRY** that foster distinctive opportunities and relationships that advance our public mission in the city of Charleston, state of South Carolina, and the world

Understanding this commitment to a Code of Honor, we state that the College of Charleston is unaware of any reason why it should not be continued for “good cause.”

Please direct any questions to:

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Respectfully submitted on behalf of the College of Charleston.