



**Commission on Colleges  
Southern Association of Colleges and Schools**

**REPORT OF THE REAFFIRMATION COMMITTEE**

**Statement Regarding the Report**

*The Commission on Colleges is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and on the accreditation status of the institution rest with the Commission on Colleges.*

**Name of the Institution:** College of Charleston

**Date of the Review:** November 8-9, 2006

**COC Staff Member:** Donna K. Wilkinson

**Chair of the Committee:**

**Part I. Overview and Introduction to the Institution**

*To be completed by the On-site Review Committee.*

**Part II. Assessment of Compliance**

*Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Review Committee.*

**A. Assessment of Compliance with Section 1**

**Institutional Integrity**

The Committee finds no evidence of non-compliance.

**Adherence to Commission Policy**

The Committee finds no evidence of non-compliance.

**Substantive Change**

The Committee finds no evidence of non-compliance.

**Representation of Accredited Status**

The Committee finds no evidence of non-compliance.

## B. Assessment of Compliance with the Core Requirements

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

### Compliance

The institution's degree granting authority comes from the State of South Carolina. The institution has the approval to confer the following degrees: the Artium Baccalaureates, the Bachelor of Arts, the Bachelor of Sciences, the Master of Arts, the Master of Science, the Master of Education, the Master of Arts in Teaching, and the Master of Public Administration. The *State of South Carolina Code of Law*, Title 59, Chapter 103, SECTION 59-103-35 that covers "Submission of budget; new and existing programs" gives the Commission of Higher Education (CHE) the authority to approve degree programs for the institutions in the State of South Carolina.

- 2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution.

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

### Compliance

The institution joined the South Carolina state system of higher education in 1970. The Board of Trustees (Board), comprised of 17 members, derives its authority over the institution through state statute. The by-laws of the Board state that the Board is a policy-making entity and that it delegates to the President the administrative power to manage the institution through the implementation of Board policy.

The Board is not controlled by a minority of its members or any organization. As provided by State statute, the Chair, as presiding officer of the Board, nor any of its members, may have a contractual, employment, or personal or familial financial interest in the institution.

- 2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

**Compliance**

The authority for the administration of the institution is vested by the Board in the office of the President. The President, the chief executive of the institution, is not the presiding officer of the board.

- 2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

**Compliance**

The institution has a clearly defined mission statement which particularly stresses a strong undergraduate program. The institution recruits students who excel academically and encourages original inquiry and the development of productive citizens. The mission statement of the institution supports research appropriate to undergraduate and master's level programs and delivers public service for the Low country region through continuing education and cultural activities. The new 2006 mission statement is published on the institution's website. The current undergraduate and graduate catalogs went to press before the new mission statement was approved by the board; the new mission statement will be added in the next publication of catalogs.

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

**Compliance**

The institution engages in internal and external ongoing, integrated, and institution-wide research-based planning and assessment of its programs and services. Strategic planning and budgeting process are derived from the institution's mission statement. Academic and administrative departments produce strategic plans on a three-year cycle (Three-Year Plans) and on an annual basis (Annual Action Plans) that have as their basis specific goals from the Strategic Plan. The Administrative Committee on Institutional Effectiveness (ACIE) supervises the three-year assessment cycle adopted by the institution.

In addition to the regular assessment cycle, the institution participates in external state-required performance accountability assessments. Each summer, the institution submits an *Institutional Effectiveness Report* to the South Carolina Commission on Higher Education (CHE), pursuant to the *South Carolina Code of Laws, Section 59-101-350*. This report provides summary information on academic assessment outcomes and plans for improvement, graduation rates,

minority enrollment, transfer-in and transfer-out data, professional examination scores, and more.

The institution reported completing the first phase of Strategic Planning and, recognizing that planning is a dynamic process, has entered the second phase. In the second phase four areas will be targeted:

- Academic Programs (with particular emphasis on the General Education program and Majors and Multi-disciplinary programs of distinction and distinctiveness)
- Co-Curricular programs
- Student Success
- Diversity

The institution's documents described an internal three-year planning cycle, as follows.

Year 1 – Initial Assessment Document. During the first year of the three-year cycle, an Initial Assessment Document is written to reflect items from the department's planning documents that it feels are so significant that they should be measured to determine how effectively the goals are being accomplished. The process calls for utilizing well-accepted IE practices.

Year 2 – Data Collection. Data Collection may span several years so that the department may obtain the desired results. The Data Collection phase gives the department the opportunity to carry out the goals from their Initial Assessment (year one) and determine achievement of these goals. Each year, while in the Data Collection phase, the department completes a Data Collection Report to outline the collection measures being used and to recount any results. As with the initial phase, the institution has mapped out a strategy that utilizes appropriate IE strategies, to include: modification of the assessment tools; surveys; employment/placement/retention data; use of departmental exams, capstone courses, senior paper reviews; and focus groups.

Year 3 – Assessment Reports. In year 3 the assessment loop is closed. Departments evaluate their data collection findings and plan a path forward based upon the information they have acquired and the data they have mined in the assessment process. All assessment documents-Initial Assessment Reports, Data Collection Reports, and Assessment Reports-are reviewed by either the Faculty Committee on Institutional Effectiveness or the Administrative Committee on Institutional Effectiveness.

When fully followed, this assessment process appears to be well-crafted. As noted in CS 3.3.1, there are some gaps in the execution of the process.

- 2.6** The institution is in operation and has students enrolled in degree programs.  
**(Continuous Operation)**

#### **Compliance**

Founded in 1770 and chartered in 1785, the institution is the oldest institution of higher education in the state of South Carolina and the thirteenth oldest in the United States. In 1836, it became the first municipal college in the United States, and it was incorporated into the South Carolina State College System in 1970. The institution has been in continuous operation except from December 19, 1864 until February 1, 1866.

The enduring commitment to the liberal arts is seen in the core curriculum of the institution that requires study in English, history, modern and classical languages, math, science, the humanities, and the social sciences. At the same time, the institution has expanded its offerings to include new and emerging fields of study, including such programs as Discovery Informatics and Hospitality and Tourism Management. In all, the institution offers undergraduate students 49 degrees in 44 major fields of study, 54 minor fields of study, and 24 interdisciplinary minor programs. In 1992, the Graduate School of the College of Charleston was established. The Graduate School offers 23 degrees in 18 programs, including five certificate programs. Total current enrollment is more than 9800 students.

- 2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency. **(Program Length)**

#### **Compliance**

According to the *Graduate Catalog*, all programs at the graduate level are designed to be at least 30 semester credit hours. In fact, they range from 30 to 54 credit hours. The *Undergraduate Catalog*, on page 20, provides that students must earn a total of 122 semester hours of credit. The 122 semester hours includes general education degree requirements, major requirements, and electives chosen by the student.

The *Undergraduate Catalog* does not specify the total credit hours for each degree. The general education degree requirements are outlined in one section, the major requirements in another, and the number of electives is unspecified. It is suggested that future catalogs be designed to show the breakdown and total hours required for each degree.

- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. **(Program Content)**

#### **Compliance**

According to its mission the institution offers programs in "the arts and sciences, education and business" with a "strong liberal arts undergraduate curriculum." In keeping with this mission, all undergraduate degrees include 56 hours of Liberal Arts and Sciences General Education Requirements. The degree programs

described in both the Undergraduate and Graduate Catalogs are offerings which appear very consistent with these objectives.

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

### **Compliance**

A review of the *Undergraduate Catalog* confirmed that the institution requires in each undergraduate major the successful completion of a substantial general education component which ensures breadth of knowledge and is based on a coherent rationale. All bachelor's degree programs require a total of 122 hours. Of the total hours for completion, the Liberal Arts and Sciences General Education requirement comprises 44 to 52 hours, depending upon the number of foreign language courses required for a student to demonstrate proficiency at the intermediate level. Course requirements include English (6 hours), history (6 hours), natural sciences (8 hours, including 2 hours of labs), and mathematics or logic (6 hours), social science (6 hours), and humanities (12 hours).

These requirements are consistent with the institution's mission as a "state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business" and its heritage of retaining a "strong liberal arts undergraduate curriculum" as stated in both the undergraduate (p. 7) and graduate (p. 7) catalogs. Twelve Institutional goals provide guidelines for the "design of educational programs, curricula, and support services" and a framework for the articulation of goals by academic and administrative units (*Undergraduate Catalog*, p. 7). These goals focus on developing skills (reading, writing, and oral communication; critical thinking and problem-solving; and computer information retrieval); on lifelong learning and diversity (lifelong commitment to intellectual curiosity and learning; global awareness; and understanding of cultural diversity); on enhancing students' affective development; on developing an understanding of the arts and sciences; on heightening students' consciousness of importance of the political, social, economic, and scientific issues of their time; on developing depth knowledge and competence in at least one academic discipline; on scholarly inquiry and research; and on graduate education.

The an *ad hoc* General Education Committee formed by the Provost is assessing who well the general education requirements meet the "holistic goals" of the institution; the "Statement of Purpose for the Common Requirements of the College of Charleston's Undergraduate Curriculum" outlines student learning outcomes for general education and beyond.

The institution also provides written rationale and justification for course equivalents. Relevant transfer policies, published in the *Undergraduate Catalog* (p. 10 & 27), provide for the evaluation of courses from other institutions by the Office of Admissions or the Registrar (Coursework Elsewhere form). General education courses also transfer under state-wide articulation agreements, and the institution maintains an inventory of previously transferred courses in its Student Information System (SIS).

- 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. **(Contractual Agreements for Instruction)**

**Compliance**

The institution offers all course work for at least one degree at each degree level. It has no joint degree programs or programs which may be completed by contractual arrangement with another institution.

- 2.8** The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

**Compliance**

The institution employs full-time faculty in sufficient numbers to support its mission as a "state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business" (*Undergraduate Catalog*, p. 7), and to ensure the quality and integrity of its academic programs. According to the compliance report, and supporting documentation (Common Data Subsets: 2005-2006) the institution enrolls 9878 students, of which 9055 are full-time, 823 are part-time, and 1,454 are graduate students. Currently, the college employs 515 full-time and 343 part-time faculty for a total of 858 faculty, with full-time faculty teaching 67.3% of undergraduate course sections and 65.4% of all course enrollments. The student:faculty ratio, based on full-time equivalent students (full-time plus 1/3 part-time), is 13.8:1. From fall 1999 through fall 2005 the institution has added 157 full time faculty, has made an effort to control class size (average undergraduate class size is 24.99; average graduate class size is 11.67). Of the full-time faculty, 56% are tenured, 22% hold the rank of professor, 33% hold the rank of associate professor, and 33% hold the rank of assistant professor; lecturers and instructors comprise the remaining percentage of full-time faculty. *The Faculty Administration Manual* listed workload policies of schools as an appendix; however, the actual document contained no information on course load and simply referred the reader to the provost's office.



*The Faculty Administration Manual* addresses the overall responsibility of the faculty for teaching, research, and service; outlines procedures and requirements for promotion and tenure; and describes faculty's role in governance through the committee structure.

- 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

#### **Compliance**

The library provides resources and services appropriate to meet its mission and that of the college. The library has an extensive print collection as well as online resources through the South Carolina State Library, a consortium of academic libraries in the state, and additional resources provided with institutional funds. Services (interlibrary loan, remote access, hours of service, etc.) are sufficient and appropriate to meet the information needs of students and faculty.

- 2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

#### **Compliance**

Review of the supporting electronic documentation supports that the Division of Student Affairs provide programs, services and activities to help students "realize their intellectual and personal potential and to become responsible, productive members of society" as stated in the institutional mission. As an example, academic support begins with targeted summer program offerings such as SPECTRA and continues with programs of the Academic Advising and Program Center and Center for Student Learning. These programs emphasize the collaboration between Student Affairs and Academic Affairs.

The "students who excel academically" (identified as those the institution seeks to admit in its Mission Statement) are intellectually challenged through programs such as the Honors College.

Traditional student affairs programs provide community building in residence halls and learning communities. Co-curricular activities such as those provided by Campus Recreation Services contribute to the overall health and well-being of students. Cougar Activities Board, Greeks and other Student Organizations contribute to personal growth and leadership development. Experiential learning is supported by the programs of Career Services and the Office of Service Learning which also facilitates campus/community partnerships.

- 2.11 The institution has a sound financial base and demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (a) 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; (b) 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, (c) 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. (**Resources**)

### **Compliance**

The audit report for fiscal year ended June 30, 2006 shows total net assets of \$133,116,695. This reflects an increase of \$9,275,196 (7.5%) over the previous year. For the past five years, net assets have increased by \$25,406,331 (23.6%) which does reflect a steady increase over this period. The unrestricted net assets have declined over this same five year period; however, information provided in the management's discussion and analysis suggest this was a planned event by transferring unrestricted net assets to a capital improvement project. Unrestricted assets at June 30, 2006 were \$5,455,564 or 4.1% of total net assets. The management letter does not indicate any areas of non-compliance or weaknesses in internal controls.

A written explanation of budget process is included in the explanation of compliance documenting the existence of a formal budget process. Budgetary control rests with the departmental chairperson while overall oversight is the responsibility of the executive management. Statistical data indicates that state appropriations have decreased from 28.5% of total revenues to 18.46% between 2001 and 2005 while dependence on tuition and fees have increased from 37.4% to 43.5% of total revenue. A link to the State of South Carolina Appropriations Bill is provided. Physical facilities appear to be adequate to meet institutional needs.

**2.12** The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

Compliance  
 Non-Compliance

**Note:** *If a recommendation(s) is warranted, include only the number and the recommendation under 2.12. Narrative, rationale, and evidence supporting the recommendation, as well as any other comments regarding the committee's assessment of this Core Requirement, should be included in Part III of this report. Delete this note prior to printing the final report.)*

**C. Assessment of Compliance with the Comprehensive Standards**

- 3.1.1 The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies.

**Compliance**

The institution has a clear and comprehensive mission statement that guides the institution, as demonstrated in the institution's *Strategic Plan (Phase I and II)* and its *Strategic Plan Goals* (Undergraduate Catalog, pp. 7-8), as well as the College's *Core Values*. The mission statement that was revised by the board February 15, 1994 was revised by the board July 13, 2006, as reflected in the board minutes. The new mission statement appears on the institution's website. Current undergraduate and graduate catalogs went to press before the new mission statement was approved by the board but will be added to the next catalogs published. The institution's president sent a memorandum, dated September 6, 2006, to the campus at large confirming the new mission statement.

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

**Compliance**

The President is appointed by the Board to serve for such terms and conditions as it considers appropriate. The Board, following the procedures and policies of the State Office of Human Resources, evaluates the President annually.

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

- 3.2.2.1 the institution's mission;
- 3.2.2.2 the fiscal stability of the institution;
- 3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;
- 3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

**Compliance**

The Board of Trustees and the President have the legal authority for the fiscal stability of the institution. The *Board of Trustees By-laws* provide for the following:

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

The President, along with the Provost and Vice President for Academic Affairs, shares with the Faculty the responsibility for proposing educational programs and policies. He is also responsible for the orderly implementation of educational programs and policies.

*Section 59-153-20* (Funds and assets held in trust; trustee; investments) of the State of South Carolina Code of Laws provides for the following:

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

- 3.2.3** The board has a policy addressing conflict of interest for its members.

**Compliance**

The institution's board has a policy addressing conflict of interest for its members, as stated in *South Carolina Code of Laws*, Section 8-13-700 and in South Carolina State Ethics Commission Rules of Conduct. Each board member is required to file the State of South Carolina State Ethics Commission Statement of Economic Interest form.

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

**Compliance**

The *South Carolina Code of Laws* and the Rules of Conduct of the State Ethics Commission prohibit Board members from exerting undue influence; whether political, religious, or otherwise, in fulfilling their responsibilities to the institution and the State. There are similar restrictions on external organizations.

- 3.2.5 Members of the governing board can be dismissed only for cause and by due process.

**Compliance**

Trustees may be removed for cause following the procedures outlined in the Articles of Impeachment of the South Carolina Constitution.

- 3.2.6 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.

**Compliance**

The bylaws of the Board state that the Board determines broad administrative and educational policies and best the authority for the administration of such policies with the President.

An examination of the minutes of the Board clearly demonstrates that the Board is a policy-making entity.

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

**Compliance**

The institution's organizational charts and the *Faculty Administration Manual*, available online, define and delineate the responsibilities for the administration of Board policies.

- 3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

**Compliance**

An examination of the credentials of the administration and academic officers indicates that the institution has qualified individuals with appropriate credentials and experience to lead the institution.

- 3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff.

**Compliance**

Policies related to appointment and employment of faculty and staff are available online at the *Faculty Administration Manual* website, the Academic Affairs website, and the Human Resources website. Certain other department or units such as the library have these policies on their own websites.

- 3.2.10 The institution evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis.

### **Compliance**

The Board annually evaluates the President utilizing guidelines provided by the State of South Carolina Agency Head Performance Evaluation procedures.

The State of South Carolina's Employee Performance Management System provides the necessary procedures and guidelines for the annual evaluation of administrators other than the President.

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

### **Compliance**

The bylaws of the Board clearly state that the President is directly responsible for the orderly conduct of the intercollegiate program of the institution. The President also complies with all regulations governing the administration and fiscal authority for the intercollegiate program as required by the NCAA and the institutions athletic conference.

The President exercises administrative control over intercollegiate athletics through the following officers who report directly to his/her office: Executive Athletic Director and the NCAA Compliance Officer.

- 3.2.12** The institution's chief executive officer has ultimate control of the institution's fund-raising activities.

### **Compliance**

The bylaws of the Board give the President ultimate control of all fundraising activities conducted by or on behalf of the institution. The Senior Vice President for Institutional Advancement reports directly to the President and is assigned the authority to supervise all fundraising activities, both academic and non-academic.

- 3.2.13** Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (a) accurately describes the relationship between the institution and the foundation, and (b) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

### **Compliance**

There are two organizations that support the institution's programs and activities. One works to support the academic and financial goals of the institution while the other focuses on support for athletics.

A memorandum of understanding (MOU) between the first organization and the institution defines the relationship between the institution and the foundation. The purposes and goals appear to be consistent with the institution's mission. The MOU also addresses the liability issues associated with this relationship.

The organization that raises funds for the athletic program has no formal contractual arrangement with the institution even though the institution provides clerical and administrative assistance to the organization.

- 3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty and staff.

### **Compliance**

The institution publishes clear policies concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies are covered in detail in an addendum to the *Faculty Administration Manual*, the Technology Transfer (Patent) Policy, which is available on the institution website. In addition, Appendix D of the *Faculty Administration Manual*, Patent, Trademark and Copyright Policy provides general information regarding patents, trademarks and copyrights.

- 3.3.1** The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

### **Non-Compliance**

The overall institutional planning process is described in CR 2.5. The committee reviewed a representative sampling of departmental Three-year Plans, Annual Action Plans, Initial Assessment Documents, and Data Collection documents. Most of the departments reviewed had a Three-year Plan, Annual Action Plan, and either an Initial Assessment Document or a Data Collection document.

A significant majority of the reviewed departments had a Three-year Plan, an Annual Action Plan, and an either an Initial Assessment Report or a Data Collection document with a limited number having both an Initial Assessment Report and a Data Collection document. For example, Art History followed the institution's longitudinal institutional effectiveness plan, listed the designated Initial Assessment Document (2003-2004) and Data Collection document (2004-2005), and used the institution's designated reporting forms in an accessible and easily readable format. This plan and report might serve as a model for other departments or offices

Nonetheless, the committee's review of the departmental documents raised concerns about departments following the institution's institutional effectiveness process by completing designated forms. These issues cut across academic and support services areas. For example:

- A significant number of the documents reviewed were dated and/or did not represent current information or assessments.

- Some departments had a three-year plan and annual action plan, but no Initial Assessment Document or Data Collection documents.
- Theatre, School of the Arts, and Library materials were blank pages at the time of the committee review.

The following departments were reviewed as part of a representative sample:

- Academic Affairs: Academic Computing, Financial Aid, Registrar's Office, New Student Programs, College of Charleston Library
- Business Affairs: Auxiliary Services, Budget & Payroll, Parking Services
- Executive Administration: College Projects, Mail Services
- Institutional Advancement: Technology Services, Alumni Relations
- President: Athletics, Facilities
- School of Business and Economics: School of Business and Economics, Accounting and Legal Studies, Economics and Finance
- School of Education: School of Education, Elementary & Early Childhood Education
- School of Humanities and Social Sciences: Communication, German, Language Resource Center, Political Science, School of Humanities and Social Sciences
- School of Sciences and Mathematics: Mathematics, Computer Science
- School of the Arts: Art History (followed institution's institutional effectiveness plan with forms), Theatre, School of the Arts
- Strategic Planning & Assessment: Assessment & Planning, Institutional Research
- Student Affairs: Campus Recreation Services, Student Affairs

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

### **Compliance**

Policies and procedures governing the role of the faculty and the administration in approving each educational program for which academic credit is awarded are clearly outlined in *Faculty Administration Manual*. Article IV, Section 1 of the Faculty Senate By-Laws addresses the Senate's responsibility in matters "relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and utilization of intellectual resources of the College." It further specifies that the Senate "shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees" (p. 31). A policy on New Program Proposals (*Academic Affairs General Policy Manual*, Policy #6, 5.2) outlines the process: proposed programs are submitted to the appropriate standing committee of the Faculty Senate (Senate By-Laws, p. 40 & 44). Once approved, the committee forwards proposals to the full Senate for discussion and vote. The Faculty Senate forwards programs for the approval of the Provost, the president, of the Academic Affairs Committee of the Board of Trustees, and final approval must be granted by the State of South Carolina Commission on Higher Education (CHE). CHE review examines program objectives, need, compatibility with institutional mission, role and scope, cost,



and available resources (Guidelines for New Academic Programs, Section I). Minutes of the Faculty Senate demonstrate that the institution follows its policies and procedures.

A review of annual and 3-year assessment plans of selected programs in each of the schools of recent program review (sociology, anthropology, and computer science) demonstrate that the institution establishes and evaluates program and learning outcomes, which are tied to the Institutional Strategic Goals. Some plans were missing, and the institution was cited for these omissions in Section 3.3.1.

- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

**Compliance**

The institution delivers several continuing education, outreach, and service programs consistent with its mission. The programs described represent a well-designed mix of community-directed activities and programs.

- 3.4.3** The institution publishes admissions policies consistent with its mission.

**Compliance**

Undergraduate admission policies are found beginning on page 9 of the *Undergraduate Catalog*. They are consistent with the mission which states "The College of Charleston seeks applicants capable of successfully completing degree requirements and pay particular attention to identifying and admitting students who excel academically." The Graduate School admissions policy is found on page 8 of the *Graduate Catalog*. Graduate admissions criteria are specific to individual programs. Admission policies and other information for application are easily found on the Colleges Undergraduate Admissions and Graduate Admissions websites.

- 3.4.4** The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

**Compliance**

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer and advanced placement that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The *Undergraduate Catalog* and the *Graduate Catalog* both contain policies regarding transfer and advanced placement credit. The institution awards credit based on Advanced Placement courses, International Baccalaureate courses, College Level Examination Program and local language placement tests. The policies are also available on the institutional website.

The institution does not award credit for experiential learning or life experience. Courses from other institutions that have no comparable course at this institution are not accepted.

- 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

#### **Compliance**

A review of publications such as the *Undergraduate Catalog*, the *Graduate Catalog*, the *Faculty Administration Manual*, and the *Student Handbook* confirms that the institution publishes academic policies that adhere to the principles of good academic practice. These policies are disseminated to students, faculty, and other interested parties through the publications mentioned and through institutional websites, including those of the Office of the Registrar, Student Affairs and Academic Affairs. The publications accurately represent the programs and services of the institution.

- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

#### **Compliance**

The institution has provided evidence that it employs acceptable practice for determining the amount and level of credit awarded for courses. The institution follows the definition of a credit hour from the South Carolina Commission on Higher Education Integrated Postsecondary Education Data System Glossary. A fixed amount of time (2100 minutes for a 3 credit course during a fall or spring semester) is required. Courses taught in a shortened format (such as summer school) meet for the same total amount of time as a traditional course.

The course level is determined by the department and school. Graduate level courses must require research and application.

- 3.4.7** The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

#### **Compliance**

The institution participates in a consortium of five institutions (called the Cross Registration Agreement) which allows students who take at least 50% of their hours at the institution to take additional hours at one of the consortium institutions for no additional tuition charges. The institution periodically reviews its participation in this program.

The institution has five joint programs at the graduate level with three other institutions. Each of these programs involves one degree program and each program has some form of an agreement detailing the oversight of the program, the responsibilities of each participant, and a periodic review of the program.

- 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

#### **Compliance**

The institution does not award academic credit for course work taken on a noncredit basis. Additionally, the institution does not accept transfer credit from other institutions for such course work.

- 3.4.9** The institution provides appropriate academic support services.

#### **Compliance**

The institution provides appropriate academic support services. The *Undergraduate Catalog* (p. 29) and the *Graduate Catalog* (p. 20) outline available support services. The Academic Advising and Planning Center (AAPC), staffed by full-time advisors, provides services for all new students; once a student declares a major that student is assigned a faculty advisor. Students are provided information regarding academic advising at the New Student orientation; they can access Degree Worksheets and Four-Year Academic Planning Navigator through the center's website and through an automated degree audit system. Training is provided to faculty and staff through the center and resources such as the *Advisor Handbook* and the *Advisory*, a web newsletter. Office visits are tracked, weekly reports submitted by advisors, and a student satisfaction survey conducted. The center is developing an Advising Portfolio for students entering fall 2006, including an advising syllabus, objectives/mission statement, goals and outcomes, policies and procedures, timeline/calendar and campus resources, etc. The center develops annual and three year plans as part of the campus assessment and is conducting a longitudinal study.

The Center for Disability Services assures protection from discrimination and equal access to all programs and services offered by the institution. The Student Needing Access Parity Program (SNAP), one of the units reporting to CDS provides a variety of services to students with documented disabilities, including special advising and registration, special/reasonable accommodations, assistance to faculty upon request, and assistive technology. Policies and procedures including appeal and grievance procedures are clearly outlined in the *Undergraduate Catalog*. Information about CDS/SNAP is also available on the CDS website, the *Graduate Catalog* and the *Student Handbook*. In April 2005 the institution undertook a review of its services to disabled students.

The Center for Student Learning (CSL), located on the first floor of the library, provides a professional study skills staff; faculty members from English, foreign language, biology, communications and mathematics; and student tutors to assist students. Labs are provided for accounting, foreign language, information

technology fluency, mathematics, natural sciences, and writing/speaking. CSL also provides assistance with standardized tests such as the GMAT, LSAT, CRE, MCAT, and NTE. Other support services are offered through Counseling and Substance Abuse Services; Language Resource Center; the New Student Programs, including New Student Orientation, Family Orientation, New Student Mentors; Technology Support; and Writer's Group which focuses only on students enrolled in English 101 to help them with each stage of the writing process. The Library provides a one-hour credit course for students entitled Electronic Resources for Research; provides lectures as the request of faculty, works with students groups; and maintains two blogs, the *Addlestone Report* and *From Your Science Librarian's Desk* to keep the college community apprised of latest news and updates in information and educational technology and science- and technology-related Internet resources, etc.

- 3.4.10** The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

#### **Compliance**

The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all of its programs in its catalogs and on its website and these requirements conform to commonly accepted standards and practices.

According to the *Undergraduate Catalog*, the institution offers the Bachelors of Arts, Bachelors of Science, and the *Artium Baccalaureates*. The B.A. and B.S. degree programs require a total of 122 hours with a grade point average of 2.0 (p. 20). The A.B. degree requires students to complete all required courses in any major, 18 hours in Latin or in Ancient Greek, and six hours in classical civilization (p. 21). Of the total hours for completion, the Liberal Arts and Sciences General Education requirement comprises 44 to 52 hours, depending upon the number of foreign language courses required for a student to demonstrate proficiency at the intermediate level. General Education course requirements include English (6 hours), history (6 hours), natural sciences (8 hours, including 2 hours of labs), and mathematics or logic (6 hours), social science (6 hours), and humanities (12 hours). These requirements are consistent with the institution's mission as a "state-supported comprehensive institution providing a high-quality education in the arts and sciences, education and business" and its heritage of retaining a "strong liberal arts undergraduate curriculum" as stated in both the undergraduate (p. 7), and graduate (p. 7) catalogs. Institutional goals that provide the guidelines for the "design of educational programs, curricula, and support services," and the framework for articulation of goals by academic and administrative units are also published in the *Undergraduate Catalog* (p. 7); these include to develop (1) reading, writing, and oral communication skills; (2) critical thinking and problem-solving skills; (3) computer information retrieval skills; (4) lifelong commitment to intellectual curiosity and learning; (5) global awareness; (6) understanding of cultural diversity; (7) to enhance affective development; (8) through the core to develop an understanding of the arts, humanities, mathematics, the natural sciences, and the social sciences; (9) to encourage students to become conscious of the

importance of the political, social, economic, and scientific issues of their time; (10) to help students acquire depth knowledge and competence in at least one academic discipline; (11) to train students in the method of scholarly inquiry and research, and (12) to design and conduct graduate programs which meet the needs of the community and are consistent with the academic mission of the College. Institutional goals also include goals for faculty, staff, and students; for administrative services, and for community service.

Major programs require from 27 to 54 hours, except business administration and accounting due to accreditation requirements. Those departments offering major of more than 36 hours are also required to offer a major of not more than 36 hours for the students' choice, except those in Business & Economics (*Undergraduate Catalog*, p. 21). Concentrations or minors require 18 hours from a designated group of courses (the business administration minor requires 24 hours), at least 9 hours of the minor must be at or above the sophomore level, and both concentrations and minors require a minimum grade point average of 2.0. Within major requirements, programs specify introductory courses, required major courses, co-requisites, capstone courses, etc. Although the catalog does not specify elective hours, degree worksheets assist students in planning for electives. College of Charleston programs are accredited by the Association to Advance Collegiate Schools of Business, the Commission on Accreditation of Allied Health Education Programs, the Computing Science Accreditation Board; the National Association of Schools of Music, the National Association of Schools of Public Affairs and Administration; and the National Council of Accreditation of Teacher Education. Program reviews initially required by the State of South Carolina Commission on Higher Education (CHE) are being completed for all programs that do not have outside accreditation even though CHE no longer requires them, with computer science and sociology/anthropology recently undergoing reviews.

The institution offers the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Education, and the Master of Public Administration degrees and graduate certificate programs in English to Speakers of Other Languages and in Mathematical Statistics. Requirements, including core courses, electives, thesis or non-thesis, grade point average, etc., are specified in the *Graduate Catalog*.

- 3.4.11** The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

### **Non-Compliance**

A review of supporting documents (the *Undergraduate Catalog*, Student Information Release Form, The FERPA website, the *Student Handbook*) indicates that the institution protects the confidentiality of students' academic records by complying with the Family Educational Rights and Privacy Act. Students are informed of their rights under FERPA via the *Undergraduate Catalog* (p. 28) and *Student Handbook* (p. 52); however, the *Graduate Catalog* contains no comparable statement of students' rights. FERPA reminders are provided students and parents at orientations and sent via email to faculty by the Registrar.

Student records are maintained either in print or electronically (microfiche or in the Student Information System). Transcripts in microfiche (those prior to 1977) are stored in a locked area; those subsequent to 1977 are stored in secured computerized databases and servers. The institution follows the guidelines and security measure of the South Carolina Department of Archives and History and of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Security personnel of the IT Division are charged with the user-authorization process and procedures, which include standard protocols. The institution has move to a campus-wide identification system (CWID) in place of social security numbers, except WebCT which it expects to migrate to CWID in December of 2006.

Recently, two positions have been added to the institution's staff to improve security, confidentiality and integrity of records: a records analyst responsible for educating the campus on record storage, retention, and destruction according to state regulations and to provide ongoing training to end users; and the chief information security officer who is charged with investigating two-factor authentication for access to sensitive data, out of city and/or state disaster recovery arrangements, and better dissemination of security best practices to all users and stewards of confidential data.

The institution follows acceptable procedures for the release of student information. The *Undergraduate Catalog* specifies that student information the institution designates as public or "Directory Information," information that may be released its discretion unless a student has a request on file in the Registrar's Office to prevent its disclosure [Request for Withholding of Personal (Directory) Information]. Other forms required for release of student information are the Student Information Release Authorization Form, a HIPPA for the release of student's health records, and a form for release of records in the Center for Disability Services. Student data is backed up regularly to secure offsite tape libraries.

While the compliance report indicates that print files are protected via locked cabinets and microfiche transcripts are stored in locked areas, it does not address whether these cabinets or areas are fireproof or otherwise protected from disasters.

- 3.4.12** The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

### **Compliance**

The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty as outline in *Faculty Administration Manual*. Article IV, Section 1 of the Faculty Senate By-Laws addresses the Senate's responsibility in matters "relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and utilization of intellectual resources of the College." It further specifies that the Senate "shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees" (p. 31). Several committees elected by the faculty oversee the

quality of the curriculum. The Academic Planning Committee, a standing committee of the Faculty Senate, considers and recommends long-range programs and goals for the institution, including general education programs (p. 37). Three standing college committees are responsible for curriculum oversight: the Committee on Academic Standards, Admissions and Financial Aid, which rules on matters relating to interpretation or application of academic standards (p. 42-43); the Curriculum Committee, which considers "all courses, programs, and changes in the undergraduate curriculum" (p. 44), and the Committee on Graduate Education, Continuing Education and Special Programs (40).

The policy on New Program Proposals (*Academic Affairs General Policy Manual, Policy #6, 5.2*) outlines the process through which new programs are established: proposed programs are submitted by departments/deans to the appropriate committee, which forwards approved proposals to the full Senate for discussion and vote. Once approved by the Faculty Senate proposals are submitted for approval of the Provost, the president, and the Academic Affairs Committee of the Board of Trustees in succession. Final approval must be granted by the State of South Carolina Commission on Higher Education (CHE). Minutes of the Faculty Senate demonstrate that the institution follows its policies and procedures.

- 3.4.13** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

#### **Compliance**

Program coordination and curriculum development and review are the responsibility of department chairs or program directors that teach in the discipline and hold faculty credentials which make them academically qualified in their field.

- 3.4.14** The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

#### **Compliance**

Technology on this campus is driven by a Strategic Technology Plan. The approach to technology at the institution is comprehensive. Seventy-five percent of classrooms are technology enriched. There are many activities providing student access and support, including a Center for Student Learning. Each School has specific initiatives related to technology. In addition, the institution assesses student and faculty technology capability.

- 3.5.1** The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

#### **Non-Compliance**

The institution has identified college-level competencies in general education. These competencies are presented in a *Draft Proposal for General Education at the College of Charleston* which was presented at a faculty retreat in August 1998; however the institution's response indicates that the current general education goals were approved by the faculty senate in April 1997, although no verification of the senate's action is included. There is also an effort underway to develop a new set of goals for the general education core. This effort is in the early stages; a draft version of the goals is presented but there is no indication that these have been adopted.

There is no evidence provided that the institution's graduates have attained the competencies identified. It is stated that for any general education course the chair is responsible for determining that the course teaches, and requires students to demonstrate, the competencies that they are intended to address. The chair does this through evaluation of the syllabi and examples of graded student work. This does not provide objective evidence that the institution's graduates have attained the competencies.

- 3.5.2** The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution.

**Compliance**

The institution provided evidence in the graduation requirements listed in both the *Undergraduate Catalog* and the *Graduate Catalog* that at least 25 percent of the credit hours required for the degree must be earned at the institution.

- 3.6.1** The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs.

**Compliance**

The program approval process, admission requirements, and assessment program are all designed to ensure that the graduate student experience is advanced compared to the undergraduate student experience. A sampling of the course outline and course descriptions for the 17 masters programs and 5 certificate programs described provides an indication that the graduate student experience is advanced.

- 3.6.2** The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

**Compliance**

Small class sizes and capstone experiences required of all graduate programs are the primary basis given for student independent learning. A sampling of student projects and research suggests that graduates are enabled to contribute to a profession.



- 3.6.3** The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions.

### **Compliance**

The majority of credits for all graduate programs are earned at the institution. The institution's *Graduate Catalog* specifies that transfer credit for any graduate program be limited to 12 semester credit hours. A joint program in Historic Preservation has a transfer limit of one-third of the semester credit hours.

- 3.7.1** 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 in accordance with the guidelines listed below. 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.

### **Non-Compliance**

The institution publishes its policies and procedures for hiring faculty and evaluating faculty for promotion, tenure, and merit in the *Faculty Administration Manual*. Minimum requirements for each rank are specified, highest degree, teaching excellence, service, and research and professional development; and standards in each category outlined. In addition, the institution has developed a certification system for verifying credentials, including Guidelines for Chairs, Summary of Guidelines for Chairs, Credentials Check Sheet for Faculty Teaching Undergraduate Courses, Credentials Check Sheet for Faculty Teaching Graduate Courses, Guidelines for Foreign Transcripts, and Guidelines for Writing a Justification of Alternative Qualifications which are posted on the website of the Office of Accountability, Accreditation, Planning and Assessment (AAPA). Original documentation of faculty credentials is also housed in AAPA.

The Guidelines for Chairs specify that normally faculty will hold the doctorate or MFA (considered a terminal degree), or a master's degree with 18 hours in the teaching discipline. In cases where a degree is not held or the faculty member lacks at least 18 hours in the teaching discipline, the department chair provides a statement of alternative qualifications which must be approved by the Office of AAPA.

The Committee examined the list of faculty with alternative qualifications for fall 2006; a total of 58 were listed, of which a significant number had only the bachelor's degree. Files contained the certification check sheet, the transcript of the highest degree attained, and a justification statement. However, in a number of instances the statements of justification seemed inadequate; and even though

several of these faculty listed specific certifications, no copies of certifications were provided, and no evidence of teaching effectiveness (faculty evaluation results or student learning outcomes) was provided. The Committee is especially concerned about the instances of faculty without the master's and 18 hours in the teaching discipline, especially those teaching foreign language. Another concern is the use of a math faculty member who holds the MAT in Secondary Education with only 9 hours of math – Introduction to Higher Math, History of Mathematics, and Methods for Middle and Secondary Mathematics. Typically, such programs are designed for students seeking initial certification and contain few graduate courses in the discipline. See the separate "Request for Justifying and Documenting Qualifications of Faculty" form.

- 3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

#### **Non-Compliance**

The institution's *Faculty Administration Manual* provides standards, criteria, evidence, and process for regular faculty evaluations. All untenured faculty members are fully evaluated annually. Tenured faculty are required to undergo a full evaluation at least once every three years. However, no evidence was presented to show that evaluations have been conducted and used.

- 3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

#### **Compliance**

The focal point for professional development at the institution is the Center for Faculty Development. The institution provides many activities in support of faculty development including a formal program of New Faculty Orientation to Teaching, financial support for research and professional meeting attendance, release time, sabbatical leave, and formal recognition. In addition, faculty development activities are counted towards faculty evaluation.

- 3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom.

#### **Compliance**

The institution ensures adequate procedures for the safeguard and protection of academic freedom as documented through the *Faculty Administration Manual*, Section IV.F: Statement of Academic Freedom, which is "based on and quoted from '1940 Statement of Principles on Academic Freedom and Tenure' and 1970 Interpretive Comments" of AAUP (p. 60). The Statement asserts that "academic freedom is essential to these purposes [promoting the common good through the free search for truth and the free exposition of truth] and applies to teaching and research." It further asserts that academic freedom in its teaching aspects is fundamental or the protection of the rights of the faculty member in teaching and of the student in learning." The Statement also address a faculty member's protection from institutional censorship or discipline when that faculty member speaks as a private citizen, cautioning faculty when doing so to make every effort

to indicate that he or she is not an institutional spokesperson (p. 61). Other sections address academic freedom and protection against discrimination (p. 61), academic freedom for administrative personnel holding faculty status, political activities of faculty members (p. 62), and the academic freedom of graduate students. Violations of academic freedom may be reported to the Faculty Hearing Committee (p. 62) or the Faculty Grievance Committee (p. 63) as appropriate.

- 3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

**Compliance**

The institution's *Faculty Administration Manual* contains the institution's policies on the faculty's responsibility and authority in academic and governance matters. This publication also includes the Bylaws of the Faculty and specifies the Faculty Senate as the primary vehicle for overseeing faculty governance, primarily through Faculty Senate Committees.

- 3.8.1** The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.

**Compliance**

The institution has excellent library facilities, including a main library and four branch satellite libraries that serve special programs. The main library, opened in early 2005, doubled the floor space available in its previous facility and now provides the "intellectual commons" for the campus. Serving a largely resident student population, the library is open 112.5 hours per week. Library assessment is provided through an in-house user survey and the LibQUAL+ survey. In addition to the library's extensive print collection, online resources are available through the South Carolina State Library ("Discus") with additional resources through a consortium of academic libraries ("Academic Discus").

- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

**Compliance**

The institution provides multiple ways for students to receive instruction and assistance, including traditional reference services, telephone reference, virtual reference (instant messaging, chat, and e-mail), consultation by appointment, instruction for classes, and a one-hour course in library research. Additional assessment of this program may be appropriate since the library's lowest satisfaction rating in the National Student's Voice survey was the area of library instruction.

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

**Compliance**

The institution employs 21 librarians, all with the appropriate credentials (M.L.S., M.L.I.S., and/or specialized degrees) and 26 support staff. The librarians are members of the college faculty.

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

**Compliance**

Student rights are clearly and appropriately published in the *Undergraduate Catalog*, *Graduate Catalog*, and *Student Handbook*. The information is also available electronically through these publications. Student Rights and Responsibilities are disseminated to the college community in additional publications such as the *Guide to Residence Living* and *The Compass*. Other offices print and distribute material related to rules, regulations, specific policies and related services. These are distributed and discussed at activities such as orientation sessions and mandatory meetings with specific student populations.

The Family Educational Rights and Privacy Act was not specifically referenced in the *Graduate Catalog*. The *Graduate Catalog* did contain a statement that policies and procedures could be found in their entirety in the student handbook and could be accessed from the institution's homepage. No active link was found in the on-line version (page 20).

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records.

**Compliance**

*The South Carolina Public Records Act* provides the guidance for record management. The Institutional Records Officer is responsible for ensuring compliance to these regulations related to retention, disposal and response to requests for confidential information. FERPA regulations are clearly communicated to the College community through various publications and training sessions.

The examples provided within the Divisions of Student Life demonstrated diligent care in protecting the security, confidentiality, and integrity of student records. Counseling and Substance Abuse Services and Residence Life and Housing could strengthen their measures to ensure confidentiality if they, as other offices sited, had staff (especially student staff) sign a Memorandum of Understanding regarding the confidentiality of records and student information.

- 3.9.3** The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.

**Non-Compliance**

The institution provided *State of Carolina Position Description* forms in support of the qualifications of personnel. This information was not presented for the

position of Director [REDACTED] Services so that judgment could not be made if the incumbent met the minimum qualifications for the position. The credential information presented for the Director [REDACTED] did not reflect that the incumbent held the minimum degree required by the position description. There was no vita, transcript, nor licensure information presented for the Director of [REDACTED].

There were discrepancies in the organizational chart presented in the printed material and the organizational chart link from the on-line narrative (a more drilled down organizational chart). There was nothing in the narrative to clarify these discrepancies. For instance, are the Director of Multicultural Student Programs and Services (on line link) and The Director of Diversity Initiatives (hard copy) the same position? The Director of Diversity Initiatives, Director of Intercultural Programs, and Director of GEAR UP appear on the hard copy organizational chart and are not found on the chart linked from the narrative.

Clarification is needed related to these positions. There is no one identified in the supporting document "Student Affairs Academic Credentials" as the Director of Multicultural Student Programs and Services.

**3.10.1** The institution's recent financial history demonstrates financial stability.

**Compliance**

Annual financial reports for the most recent five years are provided. These reports demonstrate overall financial stability. Overall, net assets have increased by 23.6% over the past five years; however, most of that increase is attributable to investments in capital assets. Long term debt has increased over this same period by approximately \$68.6 million which would be expected based on investment in new buildings and property.

**3.10.2** The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.

**Compliance**

Financial reports for the most recent five years and various other internal financial reports have been provided. The most recent SACS financial profile was included; however; the general and enrollment profiles were not included. None of the reports provided indicated any reportable findings.

**3.10.3** The institution audits financial aid programs as required by federal and state regulations.

**Compliance**

The institution provided copies of the audits for financial aid programs for the past three years. There were no reportable findings or responses.

- 3.10.4** The institution exercises appropriate control over all its financial and physical resources.

**Compliance**

The institution utilizes an automated accounting system for all revenues and expenditures. An annual internal control review is conducted to ensure adequate separation of duties. Periodic financial reports are distributed to campus departments. External audits, inventories and review of deferred maintenance needs are performed on a regular basis.

- 3.10.5** The institution maintains financial control over externally funded or sponsored research and programs.

**Compliance**

The institution has provided documentation of various policies and procedures utilized for administering externally funded and sponsored research programs. An established indirect cost rate has been negotiated and approved by the Department of Health and Human Services. The approved rate expired as of June 30, 2006 and documentation of a new rate has not been provided. Based on the audited reports provided, there did not appear to be any reportable findings or conditions. A policy statement requiring indirect costs for each proposal is provided; however, there was no information on how revenues from indirect costs are managed or distributed. The Office of Research and Grants manages the pre-award procedures and the Vice President for Fiscal Affairs is responsible for the post award accounting and reporting. Overall, the committee found sufficient documentation to support compliance.

- 3.10.6** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**Compliance**

The institution utilizes a campus police department and safety office to provide a healthy, safe and secure environment. Detailed policies and procedures are in place to guide the employees and campus about questions or issues related to health and safety. The campus police department is composed of both sworn and non-sworn officers that enforce the laws of South Carolina on the campus and provide security services to student housing and academic buildings. The most recent crime statistics are available on the police web site.

- 3.10.7** The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and other mission-related activities.

**Compliance**

The institution has completed several new buildings in the past couple of years. A master plan statement exists under the Planning Division that lists buildings under construction, designated for maintenance or planned for future construction. The departments of Physical Plant and Student Housing have

internal systems for identifying maintenance needs. Physical Plant has a deferred maintenance plan covering 15 years.

#### **D. Assessment of Compliance with Federal Requirements**

- 4.1 When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

##### **Compliance**

Student achievement is evaluated using persistence and graduation rates as well as undergraduate and graduate degrees awarded by major provided by the Office of Institutional Research. Alumni Surveys administered both six months and two years after graduation collects data related to employment status and employment as relates to majors and other factors. The Institutional Effectiveness Report annually submitted to the South Carolina Commission on Higher Education provides professional examination data.

- 4.2 The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

##### **Compliance**

The institution maintains a curriculum that is directly related and appropriate to its purpose as "a state-supported institution providing a high-quality education in the arts and sciences, education, and business" and its heritage of retaining "a strong liberal arts undergraduate curriculum." Although its focus is on undergraduate education, the institution offers an increasing number of master's programs which are compatible with the needs of the community and the state.

The curriculum is also directly related and appropriate to the institutional strategic goals and to the degrees and certificates awarded. Institutional goals that provide the guidelines for the "design of educational programs, curricula, and support services," and the framework for articulation of goals by academic and administrative units address general education (skills and knowledge), discipline knowledge, and graduate education (*Undergraduate Catalog* (p. 21). Major programs are housed in six schools: School of the Arts, School of Business and Economics, School of Education, School of Humanities and Social Sciences, School of Languages, Cultures and World Affairs, and the School of Sciences and Mathematics.

The institution offers the Bachelors of Arts, Bachelors of Science, and the *Artium Baccalaureates*. The B.A. and B.S. degree programs require a total of 122 hours with a grade point average of 2.0 (p. 20). The A.B. degree requires students to complete all required courses in any major, 18 hours in Latin or in Ancient Greek, and six hours in classical civilization (p. 21). The institution offers the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Education, and the Master of Public Administration degrees and

graduate certificate programs in English to Speakers of Other Languages and in Mathematical Statistics. Requirements, including core courses, electives, thesis or non-thesis, grade point average, etc., are specified in the *Graduate Catalog*.

- 4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

**Compliance**

The institution makes academic calendars, grading policies and the institutional refund policy available to students and the public on the institution's website and in the *Undergraduate Catalog* and the *Graduate Catalog*. The institution adopted a new grading policy in fall 2006 and widespread distribution of the changes was made using a variety of modalities.

- 4.4 The institution demonstrates that program length is appropriate for each of the degrees.

**Compliance**

Undergraduate programs are a minimum of 122 semester credit hours. Graduate programs are a minimum of 30 semester credit hours. Both undergraduate and graduate programs are consistent with those of other universities on this dimension. Some programs have discipline specific accreditation, including NCATE for education and AACSB for business.

- 4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

**Non-Compliance**

Documentation is presented that outlines procedures for addressing student grievances and complaints. Board of Trustee minutes were presented to document that the Discrimination and Harassment Policy was presented to the Board and accepted. A report by the Student Affairs Committee provided information on Student Honors violations. The report included information as to the criminal status of the students involved in the incident. University related sanctions were reported but no discussion or documentation of fair process was found. The Board minutes were not presented to demonstrate that appeal procedures were followed.

No examples were given of mediated complaints or the appeals process.

- 4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.

**Compliance**

The primary recruitment/marketing material, both print and on-line accurately presents the institution's policies and practices in admission of students. Costs and programs requirements are clearly presented. The electronic information is



easily navigated. Material is comprehensively reviewed no less than annually by a committee of representatives from admissions and marketing to ensure accuracy. Online information is reviewed and updated on a more frequent basis.

- 4.7** The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.)

**Compliance**

The name address and phone number of the Southern Association of Colleges and Schools appears in both the Graduate (Table of Contents page) and Undergraduate (facing page to Table of Contents) catalogs of the institution. It is clear that the agency should only be contacted about accreditation status.

- 4.8** The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*

**Compliance**

The institution has provided documentation to demonstrate compliance with Federal guidelines. An approval letter dated February 2006 from US Department of Education granting full compliance to participate in the Federal Student Financial Aid programs including Title IV of the 1998 High Education Amendments if included. There are no reportable findings.

- E. Additional Observations regarding strengths and weaknesses of the institution. (optional).**

## Request for Justifying and Documenting Qualifications of Faculty

**Institution:** College of Charleston

For each of the faculty members listed below, the committee either found the qualification of the faculty member to be unacceptable or the institution did not adequately justify and document the faculty member's qualifications to teach the course(s) identified in the second column. For each case, the committee checked the column appropriate to its findings.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty." (Access at [www.sacscoc.org](http://www.sacscoc.org)) Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications." The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

Name of Faculty Member	Department and Courses Taught	Not Acceptable	Insufficient Documentation
[REDACTED]	Hispanic Studies - Spanish	X	
[REDACTED]	Hispanic Studies - Spanish	X	
[REDACTED]	Hispanic Studies - Spanish	X	
[REDACTED]	Hispanic Studies - Spanish	X	
[REDACTED]	Hispanic Studies - Spanish	X	
[REDACTED]	Mathematics Dept. - Math	X	

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**Part III. Assessment of the Quality Enhancement Plan**

*To be completed by the On-Site Review Committee.*

**A. Brief description of the institution's Quality Enhancement Plan**

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**B. Analysis of the Acceptability of the Quality Enhancement Plan**

1. **Focus of the Plan.** *The institution identifies a significant issue(s) related to student learning and justifies its use for the QEP.*
2. **Institutional Capability for the Initiation and Continuation of the Plan.** *The institution provides evidence that it has sufficient resources to implement, sustain, and complete the QEP.*
3. **Assessment of the Plan.** *The institution demonstrates that it has the means for determining the success of its QEP.*
4. **Broad Based Involvement of the Community.** *The institution demonstrates that all aspects of its community were involved in the development of the Plan.*

**C. Analysis and Comments for Strengthening the QEP**

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**APPENDIX A**

**Roster of the On-Site Review Committee**

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**APPENDIX B**

**Off-Campus Sites or Distance Learning Programs Reviewed**

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**APPENDIX C**

**List of Recommendations Cited in the Report of the Reaffirmation Committee**

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