

Assessment System



**COASTAL CAROLINA
UNIVERSITY**

**Office of the Associate Provost
for Assessment and Accreditation**

Fall 2008

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Coastal Carolina University

Assessment System

Part One

Background Information

I. Introduction

The primary means for an institution of higher education to demonstrate institutional effectiveness is to determine and assess the effectiveness of all units in meeting the institutional mission. Student learning is at the heart of Coastal Carolina University's mission, goals, and values. However, we do not limit our assessment efforts to only student learning. Uniquely the assessment of *student learning*, *student development* and *administrative unit operations*, are the major components of assessment for institutional effectiveness at our university. In order to effectively measure student learning and development, the curiosity of faculty and staff becomes an internal motivator that determines questions and guides decision making and assessment efforts. We define these areas as:

- *student learning* – refers to the measureable outcomes of what students should know and are able to do as a result of their course work and educational experiences at our institution;
- *student development* – refers to the assessments within our division of student affairs and other administrative units that promote out-of-class student learning, growth, and development outcomes through structured programs and services; and
- *administrative unit operations* – refers to the assessments based on objectives within administrative units that enhance areas of the university in support of student programs and services.

Working together, the academic colleges and the library, the division of student affairs, and the administrative units annually use assessment for continuous improvement and accountability. Using aggregated data for informed decision making allows us to assess for accountability based on our strengths, while at the same time, assess for improvement based on our weaknesses.

The practice of assessment is the collective responsibility of all individuals across our campus community. Faculty, librarians, student affairs personnel, administrators, field-based supervisors and students determine if student learning outcomes and administrative objectives are appropriate and being met. We take pride in the collective effort and the use of ongoing assessment to determine the fit between institutional and programmatic effectiveness as well as to discover the achievement patterns that define our student and

institutional success. Using the results of assessment of *student learning*, *student development*, and *administrative unit operations* enables our institution to determine how to advance student performance and institutional improvements that are continuous and ongoing. Ultimately the use of assessment results is the vehicle by which we measure our capacity for continuous improvement and quality assurance. It is through our assessment practices that we assure that we meet the goals and values of our institutional mission and values; and that we are transparent and accountable to our students and stakeholders.

II. Definitions

Assessment System

In order to demonstrate institutional effectiveness, institutional units must systematically gather, analyze, and summarize information that focuses on either student learning and development outcomes or administrative unit objectives. Ultimately these are aligned with the university's mission, values, and strategic directives. Results, from direct and indirect measures, are used for continuous improvement and are comprehensive relating to *student learning*, *student development* and *administrative unit operations*. We define our assessment system as:

A comprehensive and integrated set of assessment measures that provides information for use in monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.

Institutional Effectiveness

At Coastal Carolina University institutional effectiveness is a documented process of measuring how well our institution is achieving its mission and addressing its strategic plan for the purpose of continuous improvement of *student learning*, *student development*, and *administrative unit operations*.

Through multiple measures and the use of assessment results we are able to answer the question: does the institution successfully accomplish its mission and values? At Coastal Carolina University the Associate Provost for Assessment and Accreditation and the Director of Institutional Research and Assessment work with all academic departments and administrative units to establish measureable *student learning outcomes*, *student development outcomes* and *administrative unit objectives* to analyze effectiveness and to guide continuous quality improvement efforts.

III. Internal and External Characteristics

It is important to identify internal and external characteristics which affect the University, and to establish the context for building an assessment system for institutional effectiveness. Internal characteristics relate to student and faculty profiles (Tables 1–7).

External characteristics relate to the local community and educational institutions in our service area (Tables 8-14).

Internal Characteristics

Student Profile

Enrollment, Fall 2007 Opening Headcount

Table 1

Level	Male		Female	
	N	%	N	%
Undergraduate	3,336	96.0%	3,734	84.9%
Graduate	139	4.0%	663	15.1%
Total	3,475	100.0%	4,397	100.0%

Source: CHEMIS Fall 2007

Age and Gender, Fall 2007 Opening Headcount

Table 2

Age Group	Undergraduate		Graduate	
	N	%	N	%
17-21	5,025	71.1%	4	.5%
22-25	1,544	21.8%	170	21.2%
25+	501	7.1%	628	78.3%
Total	7,070	100.0%	802	100.0%

Source: CHEMIS Fall 2007

State Status, Fall 2007 Opening Headcount

Table 3

State Status	Undergraduate Enrollment		Graduate Enrollment	
	N	%	N	%
In-State	3,665	51.8%	744	92.77%
Out-of-State	3,311	46.8%	54	6.73%
International	94	1.3%	4	0.50%
Total	7,070	100.00%	802	100.00%

Source: CHEMIS Fall 2007

Graduation Rate by Freshman Cohorts, Fall 1998-Fall 2001

Table 4

Freshman Cohort	6-year Graduation Rate
	%
1998	39.8%
1999	43.1%
2000	42.3%
2001	43.9%

Source: CHEMIS Fall 2007

One-Year Freshman Retention Rates, Fall 2003-Fall 2006

Table 5

Freshman Cohort	1-year Retention Rate
	%
2003	69.6%
2004	64.3%
2005	67.4%
2006	71.1%

Source: CHEMIS Fall 2007

Faculty Profile

Full-Time Professional and Instructional Employees – Highest Degree Earned Fall 2007

Table 6

Terminal Degrees	Business	Education	Humanities	Sciences	Library/Other	Total
Number	37	34	81	76	0	228
Percentage	90.2%	91.9%	78.6%	80.0%	N/A	80.3%
Total	41	37	103	95	8	284

Source: CHEMIS Fall 2007

Full and Part-Time Professional and Instructional Employees, Fall 2007

Table 7

Rank	Business	Education	Humanities	Sciences	Library/Other	Total
Professor	9	7	23	17	2	58
Associate Professor	7	14	23	23	2	69
Assistant Professor	22	15	39	36	4	116
Instructor/Lecturer	3	1	18	19	0	41
Part-Time Faculty	24	78	78	37	29	246
Total	65	115	181	132	37	530

Source: CHEMIS Fall 2007

External Characteristics

Local Community

Horry County Population and Projection

Table 8

Population	
1987	134,935
1997	179,609
2007	249,925
Projection	
2017	312,406

Source: US Census Bureau

NOTE: The SC Budget & Control Board generates county population projections, but Horry County is already well ahead of the most recent projection, so those projections are not very reliable until they get revised.

Labor Statistics	
Labor Force	133,954
Labor Force % of County Population	53.6%
Unemployed in County	6,703
Unemployment Rate	5.0%

Source: US Bureau of Labor Statistics, 2007

County Employment and Average Wage by Industry

Table 10

Industry	Jobs, 2006	Average Wages, 2006
Leisure and Hospitality	32,244	\$16,455
Trade, Transportation, and Utilities	22,954	\$25,606
Construction	12,139	\$33,789
Professional and Business Services	9,910	\$33,299
Education and Health Services	7,840	\$36,794
Financial Activities	7,732	\$34,761
Manufacturing	4,295	\$38,278
Other Services	2,769	\$21,032
Information	1,471	\$44,110
Natural Resources and Mining	306	\$32,135
Unclassified	255	\$28,289

Source: US Bureau of Labor Statistics, 2006, only includes private sector employment

Major Employers of Horry County:

- Horry County Department of Education
- Wal-Mart Associates INC
- Horry County Council
- Coastal Carolina University
- AVX Corporation
- Conway Hospital Incorporate
- Grand Strand Regional Medical Center
- City of Myrtle Beach
- Loris Community Hospital and Extended Care
- Food Lion LLC
- Southeast Restaurants Corporation
- Myrtle Beach Farms
- Horry Telephone Cooperative INC
- Lowes Home Centers INC
- Fairfield Communities INC
- Bluegreen Vacations Unlimited INC
- Horry Georgetown Technical College
- OS Restaurant Services INC
- Myrtle Beach National Company
- The Olive Garden

Source: SC Employment Security Commission, 2006

Per Capita Income

\$26,789

Source: US Bureau of Economic Analysis, 2005

Education

Higher Education, Fall 2007

Table 11

Schools	Enrollment
Horry-Georgetown Technical College	5,800
Coastal Carolina University	7,872

Source: South Carolina Higher Education Commission

Horry County High School Graduates, 2006

Table 12

Horry County	# Horry County High School Graduates	# of 2006 Horry County High School Graduates Enrolled at Coastal Carolina University	% of Graduates Enrolled at Coastal Carolina University
High School	June 2006	Fall 2006	Fall 2006
Aynor	106	22	20.75%
Carolina Forest	256	37	14.45%
Conway	239	26	10.88%
Green Sea Floyds	79	4	5.06%
Loris	121	11	9.09%
Myrtle Beach	199	29	14.57%
North Myrtle Beach	196	34	17.35%
Socastee	272	32	11.76%
St. James	193	26	13.47%
Total	1,661	221	13.31%

Source: South Carolina Department of Education

Horry County High School Graduates, 2007

Table 13

Horry County	# Horry County High School Graduates	# of 2007 Horry County High School Graduates Enrolled at Coastal Carolina University	% of Graduates Enrolled at Coastal Carolina University
High School	June 2007	Fall 2007	Fall 2007
Aynor	131	11	8.40%
Carolina Forest	264	50	18.94%
Conway	261	21	8.05%
Green Sea Floyds	69	11	15.94%
Loris	125	11	8.80%
Myrtle Beach	276	43	15.58%
North Myrtle Beach	180	26	14.44%
Socastee	237	60	25.32%
St. James	262	33	12.60%
Total	1,805	266	14.74%

Source: South Carolina Department of Education

South Carolina Graduates, 2004-2006

Table 14

	Year	# HS Graduates	Graduation Rate	# Enrolled at Coastal Carolina University	% Enrolled at Coastal Carolina University	% Horry County Graduates Enrolled at Coastal Carolina University
2006	46,587	34,403	73.8%	637	1.9%	13.3%
2005	41,958	32,319	77.0%	726	2.2%	17.0%
2004	41,006	31,706	77.3%	689	2.2%	17.6%

Includes public, private, home schooled, and GED students

Source: South Carolina Department of Education

Part Two

The Dawning of a New Tomorrow

I. University-Wide Strategic Planning Process

Academic year 2007-2008 was a transitional year that focused the University towards becoming more open and committed to transparent and inclusive priorities. Under the directive of our new President, David DeCenzo, the University focused on a new Strategic Plan entitled “Tradition, Integrity, Excellence: Building a Comprehensive University.” This initiative began a self-examining process for the University in a number of critical areas that included the participation of hundreds of students, faculty, staff, alumni, trustees, and community members. A Strategic Planning Steering Committee led this initiative and was comprised of internal and external university stakeholders that were given the enormous task of refining the University’s mission, values, and goal statements, identifying key and supportive strategies, establishing priorities, and linking strategic planning to budgeting and assessment for continuous improvement. Dr. Rob Sheehan, our newly appointed Provost, has an academic background in student outcomes assessment, and was a vital resource for the six task forces that were established to articulate the desired goals and objectives for each of the identified respective strategies. Through the implementation of these strategies, Coastal Carolina University will deliver on its vision of becoming the public comprehensive university of choice in South Carolina.

II. The University Mission

Coastal Carolina University’s mission statement was revised in fall 2007, through an intensive and inclusive process of stakeholder involvement. Feedback was derived from faculty, staff, and students through focus groups, surveys, and input on issues posted on the strategic planning website. In addition, the Strategic Planning Steering Committee studied the mission statements and newly approved peer and aspirant institutions that the Provost’s Ad-Hoc Committee on Peer and Aspirant Institutions identified. Input was also solicited from the South Carolina Commission on Higher Education (SCCHE) to be sure that the proposed mission statement was compliant with SCCHE policies and regulations. A draft of the revised mission statement was distributed for comment to all faculty, staff, students, alumni, and Board of Trustee members in early November 2007. Revisions were made by the Strategic Planning Steering Committee, and then by the Faculty Senate Strategic Planning Committee at the end of November 2007. The mission statement was adopted by the Strategic Planning Steering Committee on November 29, 2007, by the Faculty Senate Strategic Planning Committee on November 30, 2007, by the Student Government Association on December 3, 2007, by the Faculty Senate on December 5, 2007, by the Coastal Carolina University Board of Trustees on December 14, 2007, and finally by the South Carolina Commission on Higher Education on January 8, 2008. The new mission statement replaced the one adopted on April 18, 1997 by the Coastal Carolina University Board of Trustees, and is as follows:

The Coastal Carolina University Mission Statement

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

III. Values of the University

As a student-centered learning community in which students, faculty and staff embrace education as a lifelong pursuit and act responsibly to preserve the natural environment, Coastal Carolina University embraces the following values:

TRUTH

Coastal Carolina University values the truth and the freedom to express the truth, in keeping with the motto of *Ex Libertate Veritas* -- from freedom, truth.

RESPECT

Coastal Carolina University appreciates diversity and values civility and fairness toward individuals, cultures, ideas, and resources.

INTEGRITY

Coastal Carolina University values a commitment to the highest ethical standards.

EXCELLENCE

Coastal Carolina University values distinction in all its endeavors.

Part Three

Building an Assessment System

I. Components of the Coastal Carolina University Assessment System

Evidence of Commitment

We have assigned the responsibility of assessing *student learning* to our academic units; *student development* to our division of student affairs and other service units; and *administrative unit operations* to administrative units. Triangulating assessment data from these three areas allows us to: 1) demonstrate the effectiveness of current teaching and learning efforts, 2) improve teaching and learning, 3) demonstrate the effectiveness of our institutional environment, 4) improve the environment within which students interact, 5) demonstrate the effectiveness of administrative services, 6) improve the administrative services provided by the institution, 7) establish a culture of assessment across the Coastal Carolina University community, and 8) provide financial resources for assessment of initiatives.

Building a collective commitment to student learning for continuous improvement involves establishing new relationships and breaking boundaries so that dialogue across all institutional units takes place. To demonstrate the university's commitment to assessment, several new funded positions and committees were created in 2007-2008 and are described below:

- Associate Provost for Assessment and Accreditation,
- University-Wide Assessment Committee (UWAC),
- Assessment Coordinator for each of the four Colleges, the Kimbel Library, and Division of Student Affairs,
- College Assessment Committees, and
- Director of Core Curriculum.

The new position of Associate Provost for Assessment and Accreditation was created to lead the university-wide assessment efforts and to establish a culture of assessment.

Dialogue became a collaborative practice across campus in fall 2007 with the establishment of the University-Wide Assessment Committee. The membership and committee charge for 2007-2008 can be found in Appendix A. This committee guides the university in its assessment and accountability practices, and is comprised of members from all three institutional areas: academic colleges and library, division of student affairs, and administrative units. The committee was responsible for establishing common institutional assessment language (See *Glossary of Assessment Terminology*, Appendix B), an assessment process, an assessment schedule, and assessment policies and procedures during its first year. Most importantly, the UWAC contributed to establishing the assessment channels that investigate institutional curiosity using multiple

lenses of all individuals who contribute to student learning: faculty, staff, and administrators.

In fall 2008 the UWAC will be restructured to include three oversight committees that will foster effective assessment and continuous improvement of our three major components of assessment for institutional effectiveness. Each of the oversight committees will have members from each of the areas indicated in the University-Wide Assessment Flow Chart for Reporting shown in Appendix C and will focus on one of each of its assessment of their respective areas. This will assist in expanding and developing communication across campus about assessment as a core institutional process.

A realized goal of the UWAC during the spring 2008 semester was to establish a continuous assessment schedule. The schedule allows for institutional assessment to take place systemically and systematically to ensure that results are used for continuous improvement and accountability. An assessment schedule for academic and administrative units was established that links report writing to yearly planning and to making budgetary requests (See *Matrix of University-Wide Assessment Reporting Cycle*, Appendix D).

To assist development of a sustainable culture of inquiry concerning student learning, new positions were funded in spring 2008 to assist with institutional assessment efforts. The position, Assessment Coordinator, was established for each of the four Colleges, the Kimbel Library, and the Division of Student Affairs (See *Assessment Coordinator*, Appendix E). These individuals work collaboratively with the Associate Dean or Director, Department Chairs, and with faculty of their respective unit. The Assessment Coordinators in the academic colleges also chair the newly formed College Assessment Committees (See *College Assessment Committee*, Appendix F) and represented their respective unit on the 2007-2008 University-Wide Assessment Committee (UWAC). Beginning fall 2008 they will represent their College on the Student Learning Oversight Committee.

In order to assess the Core Curriculum, the position of Director of Core Curriculum was created to begin fall 2008. This individual will work collaboratively with the Associate Provost for Assessment and Accreditation, the Director of Institutional Research and Assessment, and the Core Curriculum Committee to assess the goals and student learning outcomes of the Core Curriculum (See *Director of Core Curriculum*, Appendix G).

Together these new positions and committees assist in answering the questions:

- How well do students transfer and apply concepts, knowledge, skills, principles, critical thinking, and problem solving within their major program of study?
- How well do students meet the student learning outcomes for their major program?
- How well do students develop institutional values and commitments?
- How well do students integrate the core curriculum into their major program?

Systemic and Systematic Processes

Systemic and systematic processes of examining outcomes of *student learning* and *student development*, and objectives of *administrative unit operations* enable us to determine the impact Coastal Carolina University has on students, faculty, staff, and the community. When integrated, these processes produce an assessment system that enables us to determine if the nature of our work adds value to our students' performance and the impact our institution has on our local community.

The processes of the Assessment System are the following:

- Assessing *student learning*, *student development*, and *administrative unit operations*,
- Analyzing and reporting results,
- Using results for planning and budgeting, and
- Aligning assessment with the university-wide strategic plan.

Assessment of student learning, student development, and administrative unit operations.

The *Higher Learning Commission* poses five questions to guide institutional and program assessment plans:

1. How are stated student learning outcomes appropriate to your mission, programs, and degrees?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

We use these questions to form the basis for defining and assessing student learning outcomes. Assessment begins during freshmen orientation and continues through post-graduation using a variety of direct and indirect measures (See *Inventory of Assessments: Student Learning*, Appendix H). A wide range of assessment methodology and multiple measures are used in order to determine student achievement and development. The Office of Institutional Research and Assessment works with all members of our university community to coordinate the collection and analysis of data across all units. It is the responsibility of all faculty and staff to ensure that: appropriate assessment takes place in a timely fashion; data is collected, analyzed, interpreted, and evaluated; and results are used for continuous improvement. Communicated in all offer letters to newly hired faculty is the following statement, "All faculty in tenure track appointments are expected to be actively *engaged* in student learning outcomes assessment." It is by engaging in a systemic and systematic assessment process that a culture of assessment is ultimately achieved at Coastal Carolina University.

Student learning is assessed through multiple measures by our faculty or staff from: the academic colleges, the core curriculum committee, the University Academic Center, CETL and TEAL Centers, the Honors Program, the International Programs, and Kimbel Library. Faculty in academic majors use a variety of assessments such as discipline specific Educational Testing Service (ETS) Major Field Tests, internship evaluations, student artifacts, research papers, and others to determine if outcomes have been met. The core curriculum is measured through the ETS *Measure of Academic Proficiency and Progress (MAPP)* test which is administered during the capstone courses of all majors. Faculty also have designed various assessments to measure the student learning outcomes for each of the core goals. These performance-based assessments will begin fall 2008. The library faculty assesses student learning outcomes for life-long information literacy skills through ENGL 102 Composition and Literature and ENGL 211 Introduction to Technical and Professional Literature. Annually faculty use the results to verify student achievement and to identify patterns of weakness; ultimately to improve teaching and learning.

Student development is assessed by a variety of units on our campus: the Division of Student Affairs, Athletics, the Honors Program, and International Programs. Annually, these units assess student growth and development through the use of student satisfaction surveys and various other forms of assessment.

Assessing *administrative unit operations* is the responsibility of the following units: Business Affairs, Enrollment Services, Facilities, Human Resources, Information Technology Services, Institutional Research and Assessment, Marketing and Communications, Public Safety, Registrar, University Advancement, and University Relations. Annually, these units submit a comprehensive listing of their goals and objectives for the coming academic year. Since these units do not directly interact with students in or out of the classroom they do not report student learning outcomes; instead their focus is on meeting unit goals and objectives that support student learning and development.

Analyzing and reporting results

In their annual reports all academic and administrative units identify areas of strength and weakness to guide future planning. Prior to 2008 all annual reports were due during the summer once all data had been collected and analyzed from the recently concluded academic year. For many colleges and departments this was a nonproductive process because reports were written without faculty input. Analyzing the data was often left to the 12-month employees, or only those teaching in the summer. Hence, reporting results did not often “close the loop.”

However, this process will now change with the advent of the new reporting cycle starting October 1, 2008. This new process will allow for ample discussion and use of data so that faculty can engage in extended conversations before analyses, conclusions, and recommendations are finalized. Since Coastal Carolina University is in the beginning stages of creating a campus culture of assessment, fruitful recommendations

will lead to improving our assessment processes and structures in order to yield good decision making in all campus units over time.

Academic programs report annual assessment results using the electronic repository for reporting, *The Assessment Plan Composer*, which was designed according to South Carolina Commission on Higher Education (SCCHE) guidelines by the University of South Carolina. Coastal Carolina University purchased this software and initiated using it for the 2003-2004 academic year. To measure *student learning*, academic programs link their goals to student learning outcomes through curricular and/or non-curricular activities and assignments. Several assessments are used, including the ETS Major Field Tests, course evaluations, exams, and papers. Faculty analyze the data collected and use results to inform decision making for continuous improvement. The format followed in *The Assessment Plan Composer* is as follows:

- **Mission statement:** Usually a short, one paragraph general explanation of what the program is, and why the program exists. At the program level, support from the university administration is gained if the program mission statement supports the college or school mission statement.
- **Goal statement:** Broad, but provides a more detailed discussion of the general aims of the program that support the mission. They are intended outcomes dictated by the mission statement.
- **Curriculum:** Course work where students learn the necessary materials which will allow them to meet the outcome (e.g. specific courses, co-curricular opportunities).
- **Learning outcome:** Measurable expectation: the skills, knowledge, and attitudes that are expected of program graduates; should be specific, begin with a measurable verb, agreed upon, realistic, and time framed.
- **Criteria:** Relevant measures (direct and indirect) that will be used; describe precisely what students will be doing; explain the conditions under which students will perform the task; describe the acceptable level of aggregate performance.
- **Method:** How and when the outcomes will be assessed; who will conduct the assessment; how assessment data will be disseminated to faculty and staff as appropriate.
- **Results:** Findings that are presented from the data that have been collected and analyzed in a simple, easily understood format; accurately depict the findings relevant to each learning outcome at the program level.
- **Use of results:** How specific results will be used for decision making, strategic planning, budgeting, and improvement; assists in documenting changes and the reasons for the changes.

Units reporting on *student development* and *administrative unit operations* use a different format in order to capture the necessary information. These reports have not previously been completed in an electronic repository as the academic programs. Instead, they have been submitted electronically as *Microsoft Word* documents, or in hard copy. Our Information Technology Services Department was given funds to design an electronic

repository to be completed for use in fall 2008. The new format for the reports is as follows:

- **Administrative unit mission statement:** The purpose of the unit.
- **Administrative unit strategic goals:** Broad statements.
- **Administrative unit strategic objectives/outcomes:** Specific statements.
- **Taxonomic schemes:** Categories where change can occur in the unit.
- **Metric:** What is being assessed?
- **Source of data:** What are you using to gather your information?
- **Description of assessment:** Number of students involved, description of instrument used. Was there a pre and post test given? Number of questions asked; purpose of assessment.
- **Analysis of results:** What information have you learned? What are the key findings? Where are the strengths and weaknesses?
- **Use of assessment results for continuous improvement:** Changes made based on data. How will results be used?

Once units or committees have collected and analyzed data it may be necessary to rewrite an existing policy, or create a new one. A format for reporting policy change has also been created and is the following:

- **Taxonomic schemes:** Categories where change can occur in the unit.
- **Metric:** What is being assessed?
- **Source of data:** What are you using to gather your information?
- **Description of policy:** Who is the policy impacting? Why is it important to put the policy into place? When will the policy be implemented?
- **Responsible unit or committee:** Group is identified that was responsible in rewriting an existing policy, or creating a new policy.
- **Purpose of policy change:** What will the policy accomplish?
- **Results of policy change:** How has the change impacted the campus community? Who has the new policy impacted?

Using results for planning and budgeting

At Coastal Carolina University an important part of the assessment system is to connect the evaluation of assessment results with planning and budgeting. Planning involves using the results of assessment to determine the future of programs, departments, or student activities; while budgeting provides the resources to put in place changes that are needed based on assessment results. While some changes based on assessment results do not warrant budgeted dollars, others need to be prioritized and funds allocated.

Beginning in the 2008-2009 academic year, the annual reporting cycle will change for each of the university's units. In the past all units submitted annual reports and a plan for the following year in the spring, and did not link them to budgetary requests. The new cycle, established by the University-Wide Assessment Committee, requires units to

submit annual reports on the previous year's accomplishments of goals and student learning outcomes, or objectives by October 1. The use of results will determine if funding will be required, and if so, budgetary requests will be submitted by March 15 with plans for using the funds during the following year. If assessment results are to be deemed valuable, and a culture of assessment is to be reached, this final step in the assessment process must be achieved. This change in the reporting cycle transforms institutional commitment to institutional assessment maturation. Changing the reporting process recognizes that the information gathered about student learning and development, as well as information on the health of administrative units, should systematically guide decision making at the highest level.

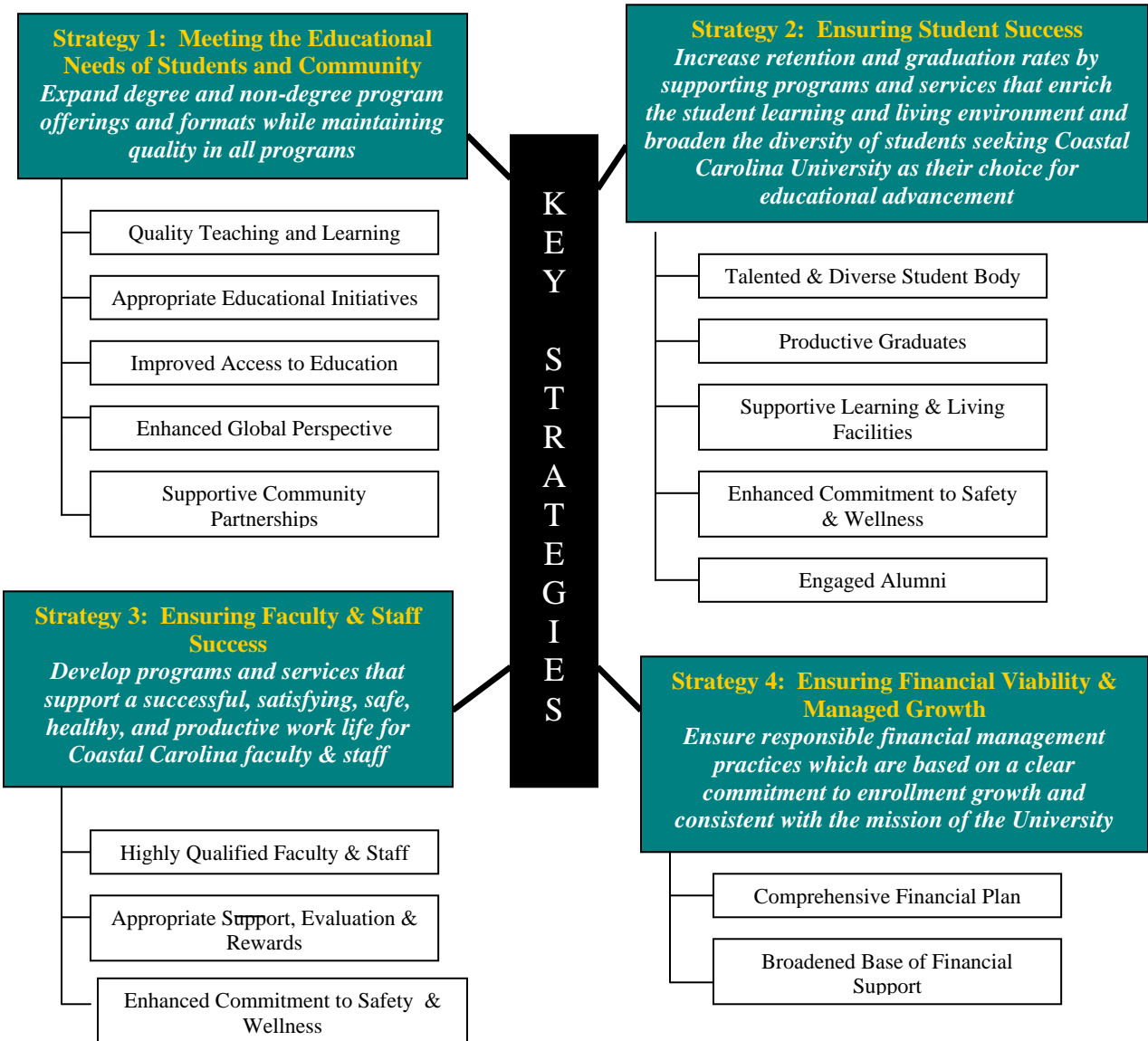
Aligning assessment with the university-wide strategic plan

Coastal Carolina University's aim is to clearly differentiate itself from among the various comprehensive higher education institutions of choice in South Carolina and become known for providing excellent value and outstanding quality educational programs. To deliver on this focus, in fall 2007, President DeCenzo appointed a Strategic Planning Steering Committee comprised of internal and external university stakeholders to examine and refine the University's mission, establish values and priorities, and link strategic direction to budgeting and assessment.

Guided by the three major component areas of our assessment system, *student learning*, *student development* and *administrative unit operations*, the key and supporting strategies of the strategic plan will be assessed. The assessment results of these strategies will be used to measure our capacity for continuous improvement, institutional effectiveness, and quality assurance. Alignment of the major component areas with the key and supporting strategies can be found in Appendix I.

The result of this year long initiative was the establishment of the key and supporting strategies found on the next page.

Summary of Key and Supporting Strategies



Supporting Strategies

<p>Supporting Strategy 1: Improved Communication <i>Enhance Communication within Coastal Carolina University and to and among current and potential stakeholders</i></p>	<p>Supporting Strategy 2: Stronger Assessment & Accountability <i>Implement and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission</i></p>	<p>Supporting Strategy 3: Increased Technological Support <i>Manage technology tools, systems, skills, and applications to deliver effectively on the key strategies</i></p>
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II. Creating a Taxonomy of Change

Working together, the academic colleges, the division of student affairs, and the administrative units use the data collected from internal assessments for continuous improvement and accountability. Internal assessments are either commercially purchased, or locally developed by our faculty and staff. The systematic use of measurement procedures, analyzing and summarizing results, and evaluating and interpreting information from our internal assessments brings change to the institution and lays the foundation for Coastal Carolina University's assessment system. Members of the Coastal Carolina University community view assessment as a well-defined process that turns data into valuable information and uses the evidence and interpretation for future planning, budgeting, and prioritizing for quality improvement initiatives.

In the past year there have been a variety of funded initiatives for assessment which have taken place that represent institutional commitment towards assessment:

- Establishment of the University-Wide Assessment Committee.
- Establishment of the six positions of Assessment Coordinator to assist faculty and staff with assessment efforts.
- Additional funding for the Office of Institutional Research, Assessment and Analysis to build and sustain assessment practices.
- Financial support to establish an annual Assessment Day each fall.
- Development of mini-grants that support assessment efforts across campus.
- Creation of an electronic repository for administrative unit reports and plans.
- Establishment of a University-Wide Retention Committee to replace the Faculty Senate Committee on Assessment and Retention.
- Policy changes in the areas of retention, counseling, and health services based on data.

Our assessment process is faculty and staff driven and focuses on institutional initiatives that raise questions and issues on our campus. These initiatives are identified through the challenges faced by a growing campus and the results of internal assessments that recognize needed and necessary changes.

Therefore, our assessment system calls for some if not all of these changes to be guided by data, especially data that are linked to our three major components of assessment: *student learning*, *student development*, and the *operations of our administrative units*. Linking data to change forces us to understand how the nature of change impacts the university. The task of constructing a *Taxonomy of Change* is to make available a framework for the analysis of the types of change that can occur across all units on our campus. The first step was to begin to categorize changes in such a way that a meaningful taxonomy can be created and referenced. We began by establishing focus groups and asking individuals who work in the divisions of academic affairs, student affairs, and various administrative units to identify categories of change that result from the use of assessment data.

The taxonomy of change created for Coastal Carolina University corresponds to the types of work faculty and staff engage in on a daily basis. Taxonomic schemes were developed by examining the answers that were given when members of the focus groups of faculty and staff were asked the question, “Where and how does change happen within your unit?” By using the answers to this question we were able to group the types of changes across all units in schemes for the purpose of comparison and to capture change. Results of the focus groups indicate that commonalities regarding categories of change exist across all units. The seven common areas that form the foundation for our taxonomic schemes are: use of assessment results, community outreach, customer service, organizational structure, recruitment/retention, resources, and technology initiatives.

The chart below indicates the taxonomic schemes in which change can occur in each of the three major components of assessment: *student learning*, *student development*, and the *administrative unit operations*. The seven common areas are asterisked. At the present time each of the three major component areas also has schemes that are present only within its unique units. These are areas where change can also occur and data must be collected. As the taxonomy is developed these individual schemes might either be identified as new institutional schemes or be infused into existing ones.

Taxonomic Scheme	Student Learning	Student Development	Operations of Administrative Units
*Use of Assessment Results	X	X	X
*Community Outreach	X	X	X
Communication		X	X
Curriculum	X		
*Customer Service	X	X	X
Knowledge of Self and Others		X	
Leadership, Communication, and Personal Skills		X	
Life Skills Application		X	
*Organizational Structure	X	X	X
Professional Development		X	X
Professional Development/Pedagogy	X	X	
Research/Scholarship	X	X	
*Recruitment/Retention	X	X	X
*Resources	X	X	X
*Technology Initiatives	X	X	X

Each taxonomic scheme is defined by listing examples of the types of changes that can occur within the three major components of assessment: *student learning*, *student development*, and the *administrative unit operations*. These are fluid and will change based on institutional need.

The assessment of *student learning* outcomes stems from the learning experiences provided by our four academic colleges, CETL and TEAL Centers, Honors Program, International Programs, the Kimbel Library, and the University Academic Center. The taxonomic schemes that have been identified to measure changes in *student learning* are:

- **Use Assessment Results** – Examples: documentation of cognitive student learning, use of assessment to meet accreditation requirements, and gains in information literacy.
- **Expand Community Outreach** – Examples: documentation of value added for service learning projects, value added for mentoring of local K-12 students, and effects of internships on the community.
- **Enhance Curriculum** – Examples: increase in the number of majors based on need, use of assessment results of the core curriculum, and documentation of changes within academic programs.
- **Enhance Customer Service** – Examples: documentation of value added results of sophomore adviser positions for two professional colleges, and documentation of student satisfaction of academic programs.
- **Redefine Organizational Structure** – Examples: changes in reporting lines and creation of lecturer positions.
- **Enhance Professional Development/Pedagogy** – Examples: evaluation of assessment methods used for student learning, and documentation of new teaching methodologies gained from workshop or conference attendance.
- **Enhance Research/Scholarship** – Examples: successful awarding of grants and faculty publications, and documentation of value added student involvement in faculty research.
- **Enhance Recruitment/Retention** – Examples: changes in the student advising process, increase in study abroad opportunities, placement and effectiveness of internships, use of experiential learning, and change in the transfer student suspension policy.
- **Increase Resources** – Examples: management of funds for student learning, increase in library holdings, increase in equipment, and needs assessment conducted for faculty and staff.
- **Enhance Technology Initiatives** – Examples: effective use of blackboard, use of upgrades for software initiatives, examination of value added results of student electronic portfolios, and increase in faculty use of smart classrooms.

The assessment for *student development* stems from the out-of-class experiences resulting from the services and programs provided by our Division of Student Affairs, athletics, Honors Program and International Programs. The taxonomic schemes that have been identified to measure changes in *student development* are:

- **Use Assessment Results** – Examples: documentation of student growth and development through planned student affairs activities.
- **Expand Community Outreach** – Examples: documentation of value added for participation in service learning projects and environmental stewardship.
- **Enhance Customer Service** – Examples: documentation of student satisfaction with resident life, career services, student services, and drug and alcohol educational programs.
- **Enhance Knowledge of Self and Others** – Examples: documentation of student development in appreciating diversity, enhancing self-esteem, clarifying values, and enhancing independence and spiritual awareness.
- **Develop Leadership, Communication, and Personal Skills** – Examples: documentation of value added for participating in leadership development opportunities, increase in meaningful interpersonal relationships, and learning effective communication and collaboration skills.
- **Develop Life Skills Application** – Examples: documentation of student development in safe and responsible decision making, healthy behaviors, career development, and satisfying and productive lifestyles.
- **Redefine Organizational Structure** – Examples: changes in reporting lines and reorganization.
- **Enhance Professional Development** – Examples: documentation of student development in ethical decision making and evaluating professional growth.
- **Enhance Recruitment/Retention** – Examples: documentation of meeting student needs, increase in career development programs and in employment, and documentation of value added for medical and psychological withdrawal policy.
- **Increase Resources** – Examples: facilities evaluation and needs assessment, including conducted staffing needs, and documentation of value added use of available funds for student development.
- **Enhance Technology Initiatives** – Examples: use of software upgrades, and meeting electronic equipment needs.

The assessment of the *operations of administrative units* stems from the goals and objectives which these units use to measure their performance. The units are: Business Affairs, Enrollment Services, Facilities, Human Resources, Information Technology Services, Institutional Research and Assessment, Marketing and Communications, Public Safety, Registrar, University Advancement, and University Relations. The taxonomic schemes that have been identified to measure changes in the *operations of administrative units* are:

- **Use Assessment Results** – Examples: documentation of meeting goals and objectives for administrative units.
- **Enhance Community Outreach** – Examples: improvement of external relations within the local community and university alumni.
- **Enhance Communication** – Examples: increase in data and voice communication services, redesign of web pages, increase in communication initiatives across institutional units, and development of university branding.

- **Enhance Customer Service** – Examples: documentation of the value of services provided within all units, and changes made in the registration process.
- **Redefine Organizational Structure** – Examples: reorganization of reporting lines, and changes in organization and management.
- **Enhance Professional Development** – Examples: keeping current with changing technology, enhancing processing skills, evaluating professional growth, and documentation of value added for webinar attendance.
- **Enhance Recruitment/Retention** – Examples: use of emerging recruitment tools, providing information and assistance to students, better communication of financial aid packages, student centered initiatives, planning for student recreation facility, and increase in alumni involvement.
- **Increase Resources** – Examples: use of available funds to meet the mission of each unit, and fulfilling equipment and staffing needs.
- **Enhance Technology Initiatives** – Examples: use of software upgrades, planning and conducting needs assessment, and fulfilling electronic equipment needs.

In order to move toward a more mature system of assessment, the University-Wide Assessment Committee will be restructured in the fall of 2008 to also include the establishment of three assessment oversight committees composed of members from each of the three major components of assessment. The University-Wide Assessment Committee and the three oversight committees will work together to triangulate data, integrate assessment inquiry outcomes, and build channels of communication that characterize our institutional commitment to assessment as a core institutional process. Compelling questions that drive faculty and staff toward a process of using assessment to discover how best to meet the needs of *student learning*, *student development*, and *administrative unit operations*, will lead to innovative practices, procedures, policies and ultimate change. This process will assist Coastal Carolina University in the further development of a *Taxonomy of Change* that propels the university forward.

Coastal Carolina University strives to create an environment of seamless learning so that in-class and out-of-class experiences are complementary. Through our recent restructuring and merging of the academic division and the division of student affairs to a single unit, Division of Academic and Student Affairs, headed by Dr. Rob Sheehan, Provost and Senior Vice President for Academics and Student Affairs, this can easily occur. Faculty and staff from this new division will ultimately collaborate and form learning communities to explore how all institutional experiences assist students to engage in educationally purposeful activities. The ultimate goal is that our students recognize these linkages so they achieve their potential and view learning as being continuous and life long.

The tables on the next three pages indicate samples of internal assessments used to assess some of the taxonomic schemes identified, and will provide evidence related to the three defined major components of assessment for institutional effectiveness: *student learning* (Table 15), *student development* (Table 16), and *administrative unit operations* (Table 17). The results of these assessments are contained in Part Four of this document.

A more in-depth analysis of all internal assessments will be available after October 1, 2008 when all institutional units submit their annual assessment reports and the new reporting cycle begins.

Sampling of Internal Assessments: Student Learning

Table 15

Major Component for Institutional Effectiveness	Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Unit/ Committee	Source of Data	Timeline or Date of Implementation
Student Learning	Curriculum	Assessment of core curriculum	Core Curriculum Committee	ETS MAPP Test	Spring 2007-Spring 2008
	Recruitment/Retention	Suspension policy for transfer students	Academic Suspension Petitions Committee	Institutional Research	Faculty Senate Approval, March 2008
	Recruitment/Retention	Course repeat policy	Provost Office	Faculty Senate minutes	Faculty Senate Approval, March 2008
	Recruitment/Retention	International students	Director of International Programs	Institutional Research	Fall 2007-Fall 2012
	Research/Scholarship	Knowledge and skills of rules, procedures, and processes of the library.	Kimbel Library	Pre and post survey test based on ACRL standards	Annually Fall

Sampling of Internal Assessments: Student Development

Table 16

Major Component for Institutional Effectiveness	Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Unit/Committee	Source of Data	Timeline or Date of Implementation
Student Development	Recruitment/Retention	Membership and course offerings	Osher Life Long Learning	Participation in courses; number of offerings	Fall 2006-Spring 2008
	Knowledge of Self and Others	Alcohol education	Counseling Services	Pre and post test	Annually
	Recruitment/Retention	Campus environment	Student Retention and Assessment Committee	Sophomore Survey	Annually
	Recruitment/Retention	Medical/ Psychological Leave Policy	Counseling and Health Services	Faculty Senate minutes	Faculty Senate Approval, April 2008

Sampling of Internal Assessments: Administrative Unit Operations

Table 17

Major Component for Institutional Effectiveness	Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Unit/ Committee	Source of Data	Timeline or Date of Implementation
Administrative Unit Operations	Recruitment/Retention	Financial aid awards	Financial Aid Office	Financial Aid applications	Annually
	Customer Service	Registration process	Registrar's Office	Registrar Satisfaction Survey	Annually
	Recruitment/Retention	Orientation process	Director of Orientation	Freshman Orientation Survey	Annually
	Use of Assessment Results	Culture of assessment	University-Wide Assessment Committee	Executive Summary of UWAC	Annually

III. External Stakeholders

Various external stakeholders influence the structure of our assessment and reporting needs. These outside bodies evaluate the university and some of our academic programs on a regular basis.

The external stakeholders are agencies that report to the federal and state governments, all of which use assessment results for accountability. Coastal Carolina University is required to submit an assortment of reports at various times of the year for specific purposes. For example, the Integrated Post-Secondary Education Data Source (IPEDS) report is federally mandated and submitted to the National Center for Education Statistics. This is data collected from all primary postsecondary education providers and is used by researchers.

Regional accreditation ensures that our institution has a purpose which is appropriate for higher education and has the necessary resources, programs, and services sufficient to achieve and maintain that purpose. Coastal Carolina University is fully accredited by The Commission on Colleges of the Southern Association of Colleges and Schools, the regional body for accreditation of higher education for the southern states.

Several programs are accredited by national accrediting agencies, which require periodic in-depth self-studies and on-site visits by review teams. Coastal Carolina University encourages all programs to seek national accreditation when national accreditation exists to ensure that our programs meet the highest standards of the profession. Hence, many faculty are involved in preparing in-depth accreditation self-studies. Their expertise and commitment to program accreditation assists significantly in the implementation of assessment at the institutional level.

Table 18 on the next page shows the agencies to which we regularly report.

Type of Accreditors	Agencies
Federal Government	NCES (National Center for Education Statistics)
Regional Accreditation	SACS (Southern Association of Colleges and Schools)
State Reporting	SC CHE (South Carolina Commission on Higher Education)
	SC Budget and Control Board
	SC DOE (South Carolina Department of Education)
Professional Discipline Specific Accreditors	AACSB International (The Association to Advance Collegiate Schools of Business)
	ABET (Accreditation Board for Engineering and Technology)
	NASAD (National Association of Schools of Art and Design)
	NCATE (National Council for Accreditation of Teacher Education)
	PGA (Professional Golfers Association)
	SOPHE/AAHE (Society for Public Health Education/American Association for Health and Education)

Part Four

Reporting Results, 2007-2008

A format for reporting data was established for uniformity across campus. The administration, institutional units and specific committees identify initiatives and select key metrics to be included in annual assessment reports. Units are asked to focus on the types of changes that have occurred based on data. When writing annual reports, they are asked to identify the taxonomic scheme where change has occurred, list the metric used and the source of data. They then describe the assessment used, provide the analysis of results and explain how the results were used for continuous improvement within their unit. Also, units are asked to report on policy changes that may be made based on the results of data analysis or based on need. Using the reporting format is an important step in documenting and communicating how results of assessments are used effectively by the campus community.

Results are reported by the major components of institutional effectiveness defined in our assessment system: *student learning*, *student development*, and *administrative unit operations*. Even though these results are being reported by isolated units and sometimes by specific committees that are responsible, the results of the reports are triangulated by the administration, the University-Wide Assessment Committee, and various campus committees. Results also can be used by the Board of Trustees to make decisions. As we move towards assessment maturation faculty and staff will naturally learn to ask how one assessment might impact another, or how the results from one assessment support the results of another.

Ultimately we aggregate data for informed decision making in order that we can assess our accountability based on our strengths, and assess for improvement based on our weaknesses. Through the use of assessment results we are able to answer the question: “Does Coastal Carolina University successfully accomplish its mission and values?”

The following reports are sampling of the internal assessment reports that were included in the tables on pages 28-30.

I. Student Learning: Data Analysis and Recommendations

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Curriculum	Assessment of Core Curriculum	Core Curriculum Committee	ETS MAPP Test

Description of Assessment:

The Measure of Academic Proficiency and Progress (MAPP) Abbreviated Form A is a validated educational assessment test developed by the Educational Testing Service (ETS) and takes one hour to administer. The test is designed with questions addressing multiple areas of academic study and reports scores based on the main skill level dimensions of Reading, Writing, Critical Thinking and Mathematics. Additional dimensions include Humanities, Social Science, and Natural Science. There are a total of thirty-six questions on the test, with nine questions in each of the main skill areas of reading, writing, mathematics, and critical thinking. The MAPP was purchased and first administered in the spring of 2007 to 420 upper-level students. The goals of the administration of the MAPP were to assess the accumulated knowledge of upper-level students in regards to general education and utilize the results of this assessment towards improving areas of general education at the university. The MAPP is administered after a random sample of all capstone courses is conducted.

Analysis of Results:

Spring 2007 was the first administration of the MAPP to Coastal Carolina University students. The following is a summary of findings:

- Female performance was significantly higher in the areas of critical thinking, reading, writing, humanities, and natural sciences when compared to males. Mathematics proved to be a skill area that showed a significant difference in performance with males performing better than females.
- The level of core curriculum completion was found to be significant in one MAPP skill area, mathematics.
- The transfer status of the student was found to be slightly significant indicating that transfer students performed slightly better overall on the MAPP and specifically in the area of reading than those existing students at Coastal Carolina University.
- Grade point average (GPA) proved to be significantly related to overall MAPP performance and performance within the MAPP skill areas.
- Chi-square analysis of the proficiency ratings in the main skill areas of the MAPP found slight, yet significant results, between gender and reading, writing, and mathematics. The level of core curriculum completion was found to be significant with mathematics. Differences in transfer status by frequencies showed no relationship to proficiency levels.
- Critical thinking was an area of the overall proficiency rating that showed an interesting result with nearly 77% of the sample being classified as “not proficient.”

Use of Assessment Results for Continuous Improvement:

The results of the MAPP assessment will be used to make improvements to the core curriculum. The results of this assessment assist in determining how well the core information is being retained by upper-level students. Because this was the preliminary administration of the MAPP, it was decided by the UWAC, that continuation of this assessment will take place during the 2007-2008 academic year. Also additional data will be collected through multiple administrations to ensure consistency or identify trends. This strategy of caution will ensure that

interventions made to the core curriculum will be based on sound findings from multiple MAPP administrations. Other recommendations are the following:

- Administer the MAPP in 2008-2009.
- Share the results with the Core Curriculum Committee, University-Wide Assessment Committee, Provost, and the Academic Deans.
- Compare 2007 and 2008 spring administration results.

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Suspension policy for transfer students	Academic Suspension Petitions Committee	Institutional Research

Description of Policy:

Freshman students are given a one semester grace period their first semester enrolled if their grade point average falls below the suspension level. Instead of being suspended they are put on probation. The Academic Suspension Petition Committee requested a change in this policy to include transfer students. The rationale for this change is to allow transfer students to have the same consideration as freshman students. Allowing transfer students a one semester grace period may assist in retention efforts.

Purpose of Policy Change:

The Academic Suspension Petitions Committee found the existing policy was not student centered for transfer students.

Old Policy: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

1. the student’s cumulative grade point average falls below the suspension level, as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grad point average in any term.

Catalog: First-time freshman will not be suspended during the first semester of enrollment. First-time freshman who fall below a 1.50 cumulative grade point average, however, will be placed on probation and subject to the rules of probation. The first academic suspension means a required separation from Coastal Carolina University for a minimum of one calendar year. Notice of separation is place on the student’s permanent academic record. After the first suspension is served, a student must be readmitted to the University through the Admissions Office, including reinstatement by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions.

Results of Policy Change:

Proposed Policy: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

1. the student’s cumulative grade point average falls below the suspension level, as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grad point average in any term.

Catalog Change: **First-semester freshman and transfer students** will not be suspended during the first semester of enrollment. **First-semester freshman and transfer students** who fall below a 1.50 cumulative grade point average, however, will be placed on probation and subject to the rules of probation. The first academic suspension means a required separation from Coastal Carolina University for a minimum of one calendar year. Notice of separation is placed on the

student's permanent academic record. After the first suspension is served, a student must be readmitted to the University through the Admissions Office, including reinstatement by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions.

Recommendations for Continuous Improvement: Continue to revise and improve the suspension policy.

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Course repeat policy	Provost Office	Faculty Senate minutes
<p>Description of Policy: Students may elect to exercise a “repeat forgiveness” option for up to 13 undergraduate credits during their enrollment at Coastal Carolina University for courses taken at Coastal Carolina University. For credits taken under this option, the institution will exclude the grade and credit hours earned for the first enrollment in the course when calculating the student’s cumulative GPA and earned credit hours. Both grades will appear on the transcript. Only course grades of C, D, D+, F, or WF are eligible for “repeat forgiveness.” A student may not exercise the “repeat forgiveness” option for courses in which the student was assigned a grade as a result of academic misconduct. Students selecting the “repeat forgiveness” option should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize a “repeat forgiveness” option in evaluating credentials for prospective students and employees. For "repeat forgiveness," undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the end of the drop/add or drop with no academic record period for the semester in which the course is being repeated. Course Repeat Request Forms are available for download from the Office of the Registrar’s web site.</p> <p>Purpose of policy change: To assist students in maintaining cumulative collegiate grade point average for good academic standing.</p> <p>Results of policy change: No data at this point, monitor process.</p> <p>Recommendations for Continuous Improvement: Continue to monitor the application of the policy to determine its effectiveness to the student body. No recommendations at this time are required.</p>			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	International Students	Director of International Programs	Institutional Research
<p>Description of Assessment: The Office of International Programs monitors the retention of our international students.</p> <p>Analysis of Results: Currently a large percentage of our international students are here for one semester or just one academic year through the Wall College of Business. These students are not being considered for this analysis.</p> <p>An analysis of the number of international students that enter Coastal Carolina University as freshman and remain at the university as sophomores is as follows:</p> <ul style="list-style-type: none"> • 8 (no. of first-time international freshmen) – Fall 2006. • 6 (no. of first-time international freshmen that return as sophomores) – Fall 2007 & Spring 2008. <p>Use of Assessment Results: Assessment results indicate that the number of international students is low. A visible, engaged international student population is essential to any campus that sees itself as global. This added diversity exposes our South Carolina and out-of-state students to people and, tangentially, to cultures, religions, customs and perspectives that are essential to becoming a global citizen. Retention data on our international students will be used to identify the kinds of support that the Office of International Programs and the campus community should give to international students to increase the retention rate.</p> <p>Recommendations for Continuous Improvement</p> <ul style="list-style-type: none"> • In cooperation with admissions, assure that all international applicants are made to feel welcomed and well served by our staff and website. • Provide support, as requested, to assist with recruitment. • Set as a target for 2012, an international student number representing 3% of our total enrollment. 			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Research/Scholarship	Knowledge and skills of rules, procedures, and processes of the library.	Kimbel Library	Pre and post survey test based on ACRL standards
<p>Description of Assessment: The Library Skills Assessment, which consists of a pre and post test, is administered to students in UNIV 110, First Year Experience, to determine their knowledge of the basic research skills, navigation skills, and policies of Kimbel library. The library pre and post test are assessment measures, each consisting of 15 questions. Results included a total group of 730 students who were administered the tests in fall 2007.</p> <p>Analysis of Results: The following selected conclusions were made:</p> <ul style="list-style-type: none"> • Over the course of the fall 2007 semester, students improved a statistically significant amount on a total of 8 questions, a 3 question increase from the previous semester. • Of the 8 questions, 6 were tied to ACRL information literacy standards, data which contributes to the conclusion that the library instruction program is working. <p>Use of Assessment Results for Continuous Improvement: Results from the data analysis are reported to Kimbel Library librarians to improve teaching strategies in UNIV 110 classes and to improve Kimbel Library tutorial on library procedures for students. T-tests results are particularly important as they indicate if the intervention of educating students on basic research, library operations, and library policies, specific to Kimbel Library, make a difference in their performance in the later post test. Recommendations are the following:</p> <ul style="list-style-type: none"> • Change some questions to better reflect the new annotated bibliography of Freshman Year Experience. • Improve communication with Freshman Year Experience faculty to improve their instruction of library operations and policies for students. 			

II. Student Development: Data Analysis and Recommendations

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Membership and course offerings	Osher Life Long Learning	Participation in courses; number of offerings
<p>Description of Assessment: The Osher Lifelong Learning Institute (OLLI) offers noncredit courses, primarily for the 50+ and/or retired segment of the Grand Strand population at five locations (Conway, North Myrtle Beach, Myrtle Beach, Waccamaw and Georgetown). In addition, OLLI plans unique opportunities for its population (Tea & Poetry, Foreign Film Festival, Starshine Performances, Lunch & Learn, Book Clubs, Bridge Society, Gardening Academy) and collaborates with other program providers (Wheelwright Auditorium, Community Dialogue Series, The Words to Say It Series, Tea & Ethics, Foreign Films, Long Bay Symphony, AARP) to ensure a rich cultural environment with strong ties to the University.</p> <p>Analysis of Results: From academic year 2006-07 to academic year 2007-08, OLLI increased:</p> <ul style="list-style-type: none"> • the total number of courses delivered at the five outreach locations from 282 to 332 (50 additional courses for an increase of 17.7%); • the total number of unduplicated students from 1573 to 1749 (176 new students or 11.2% increase); • the total number of students enrolled in classes from 2799 to 3286 (487 or 17.4% increase). <p>However, the average number of students per class remained steady at 9.9%.</p> <p>Use of Assessment Results for Continuous Improvement: Fall 2007, the Osher Foundation awarded Coastal Carolina University a \$100,000 grant. In order to be eligible for another \$100,000 for the 2008-2009 academic year. Osher placed a requirement that a membership fee be implemented which would indicate that Life Long Learning members pay a fair share of its indirect expenses. In order to help with the acceptance of this change the Life Long Learning Board put together a “benefit package” which would increase the cultural opportunities for the members. The plan for 2008-09 is to deliver a slightly smaller program to a greater number of students. This will also have the benefit of increasing the per course income (over direct costs), enabling Lifelong Learning to pay a greater share of its indirect expenses to the University.</p> <p>Further recommendations are the following:</p> <ul style="list-style-type: none"> • To charge an OLLI membership fee each academic semester (fall and spring); • To stabilize the number of courses delivered to approximately 300; • To increase the number of students enrolled in classes to 3300; • To increase the average class size from 9.5 to 11. • To expand partnerships with university and community programming. 			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Knowledge of Self and Others	Alcohol education	Counseling Services	Pre and Post Test
<p>Description of Assessment: Counseling Services utilizes assessment to assist students in defining and accomplishing their personal and academic goals through developmental, preventative, and remedial counseling and disability services, as well as educational programs and consultations offered to the university community. Fall 2006, it was decided to administer a pre and post test in order to determine the effectiveness of the alcohol classes. The pre and post test was created and used for the first time Spring 2007. It consisted of 8 questions, and was administered to 40 students in the alcohol education classes.</p> <p>Analysis of Results: The following are selected results from the 2006-2007 administration of the Alcohol Education Pre and Post Tests:</p> <ul style="list-style-type: none"> • Average pre-test scores were 6.38 indicating that students are fairly knowledgeable about alcohol and drugs prior to taking the class. • Average post-test scores were 7.19. • Students improved their knowledge of alcohol and drugs an average of .82. • Students most often miss one particular item on the post-test (Most college students engage in frequent high risk drinking: False). <p>Use of Assessment Results for Continuous Improvement: Results from the Alcohol Education Pre and Post test are utilized towards the development and implementation of outreach programs that assist the university community. Additionally, results are presented to related on-campus committees (e.g. Alcohol Coalition) for informed decision making about student health programs. The results of this Pre and Post test also contribute to Counseling Services' grant application activities as they use the results as part of applications to obtain additional funds to continue to provide the highest level of service to the university community.</p> <p>The results show that the assessment instrument needs to be revised.</p>			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Campus environment	Student Retention and Assessment Committee	Sophomore Survey
<p>Description of Assessment: In efforts to increase student retention, Coastal Carolina University surveyed sophomore-level students to determine what issues are important to them. Issues of student retention can affect every level of a student body; however, many issues of retention can be felt strongest among sophomores. Therefore, this specific survey has been administered to ascertain the opinions and needs of this particular group of students.</p> <p>The university Sophomore Survey was designed by the university's Student Retention and Assessment Committee (SRAC) in spring 2008, and administered to the Coastal sophomore population via email. There was approximately a 10% student response rate consisting of 169 sophomore students.</p> <p>Analysis of Results: Selected results that impact student retention are as follows:</p> <ul style="list-style-type: none"> • 99% of participants have decided on a major or likely major. • Areas that showed the largest levels of dissatisfaction include: the ability to register/enroll in a needed course (44.7%), financial aid award (34.9%), advising in the major departments (32.0%), variety of on-campus activities (26.2%), and opportunities to interact with faculty outside of class (25.4%). • 14.8% participated in research activities with Coastal faculty members • 59.3% indicated that they had transferred or considered transferring at one time. • 77.3% were positive in their opinion of Coastal Carolina University • Suggested areas for improvement: parking, connection between students and school, updating facilities, new sports arena/recreation center, increasing admission standards, expanding academic majors, continuing growth of the university. <p>Use of Assessment Results for Continuous Improvement: The results of the survey will be distributed to the Provost, to various academic and administrative departments, to the University-Wide Assessment Committee as well as the Retention Committee. Actions taken based on this survey will be reported at a later time.</p> <p>The survey results frequently commented on the need for infrastructure improvements to assist in student retention. Based on this data: Course offerings have been expanded in evening and weekends. \$25 million bond issue was approved for a new Student Recreation Facility. \$6 million was approved to create a Information Commons in Kimbel Library. \$15 million was approved to fund a Smith Science Center Annex.</p>			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Medical/ Psychological Leave Policy	Counseling and Health Services	Faculty Senate minutes

Description of Policy: A *University Withdrawal for Extenuating Circumstances* due to Medical or Psychological reasons will allow a student to receive a “W” for all semester grades regardless of whether the withdrawal occurred before or after the beginning of the “assignment of WF for drop or withdrawal” period. Typical conditions that may be considered for a Medical/Psychological Withdrawal are major surgery or prolonged hospitalizations, Major Depressive Disorders, Bipolar Disorders, Psychotic Disorders, Anorexia Nervosa, and Alcohol or Drug Dependence (conditions similar for which one would be disabled from work). Withdrawals can be for all or partial classes enrolled.

Purpose of Policy Change: To revise the process used by students who are requesting full or partial withdrawal from all courses for the remainder of the semester due to medical or psychological leave. Specifically, the proposed process provides recommendations from Health Services or Counseling Services to the Provost in cases when students are withdrawing for medical or psychological problems. The process begins with student’s first meeting with either the Director of Health Services or Director of Counseling Services.

Results of Policy Change: Individuals from the following units were involved in revising the process: Associate Provost for Assessment and Accreditation, Registrar, Bursar, Financial Aid, Director of University Academic Center, Director of Health Services, and Director of Counseling Services.

Originally the process began by having students first request the withdrawal from the University Academic Center. However, it was soon discovered that this was one step that was not necessary. The process now begins with students reporting directly to Health Services or Counseling Services. The table below indicates the number of students that this policy affected 2007-2008.

Semester	Medical Withdrawal		Psychological Withdrawal	
	Requested	Granted	Requested	Granted
Fall 07	1	0	2	2
Spring 08	7	6	8	8

Recommendations for Continuous Improvement:

Continue to revise and improve the Medical/Psychological Leave Policy as necessary.

III. Administrative Unit Operations: Data Analysis and Recommendations

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Financial aid awards	Financial Aid Office	Financial Aid applications
<p>Description of Assessment: The primary responsibility of the Office of Financial Aid is to help students secure funds necessary to pursue their educational goals. The measurement of the number and percent change of financial aid award notifications is an efficient measure because it relates back to enrollment figures as well as indicates increased levels of awareness of financial aid programs through frequency increases in the number of award notifications given to Coastal students.</p> <p>Analysis of Results :</p> <ul style="list-style-type: none"> • From 2006-07 to 2007-08, the Financial Aid Office noted an increase of 23% in the receipt of Financial Aid Applications (FASFAs) by March 1st. • There was an increase in the number of financial aid verifications resulting in a 5% increase in the receipt of documents from April 2006 to April 25, 2007. • Between March 2006 and March 2007, there was a 7.5% reduction in the number of undergraduate scholarship applications. <p>Use of Assessment Results for Continuous Improvement: The Office of Financial Aid utilizes the results of these metrics in the assignment of staff members to maximize efficiency. Results indicate better communication on scholarships is needed for undergraduate students.</p>			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Customer Service	Registration process	Registrar's Office	Registrar Satisfaction Survey
<p>Description of Assessment: The student satisfaction survey is a web-administered optional survey that asks students about their experiences with the Registrar's office and their registration experience. A total of 350 students responded to the survey, spring 2007.</p> <p>Analysis of Results: Selected results from the 2006 – 2007 administration of this survey include:</p> <ul style="list-style-type: none"> • 86% indicated that they had visited the Registrar's office between one and four times each semester. • 90% gave the office an "A" (57%) or "B" (32%) overall rating. • 77% of respondents utilized "preferred selections" as part of their advanced registration, which indicated a successful marketing campaign. • Students were dissatisfied with the process of opening up registration at midnight to each class level. Students asked for a better method of registering for classes. <p>Use of Assessment Results for Continuous Improvement: Surveys were conducted of other Datatel institutions of similar and larger size to determine registration best practices. The Registrar utilized regional conferences to gather additional information from peers. Results from the information gathered were mixed. Although most institutions did not open up registration to every student at the same time due to decreased system performance related to volume, at least one institution did so with no apparent ill effect (due to a large investment in computing resources). Ultimately, the Office of the Registrar worked in conjunction with Information Technology Services and determined that decreasing system load by splitting the registration groups was the only viable option in order to address the registration issue.</p> <p>System information provided by Information Technology Services during each registration opening period showed an increased throughput and operational rate when contrasted with previous advance registration periods. No complaints or concerns were received by the Office of the Registrar concerning the new process during the advance registration period, and information received was favorable towards the change. In a follow-up discussion with student leaders, they also related that the change was an improvement for students. Each advance registration class (graduate and senior, junior, sophomore, and freshmen) was refined into three separate sub-groups per class, based on hours completed towards degree. The midnight registration opening for each class was replaced by three individual time periods (6:00 pm the night before, 6:00 am the day of, and 6:00 pm the day of). The new methods of registering were widely distributed to students and the campus community in advance of the registration period.</p>			

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Recruitment/Retention	Orientation Process	Director of Orientation	Freshman Orientation Survey

Description of Assessment: Orientation evaluation surveys are administered during the new student orientations sessions that occur during the academic year. Completion of the survey is voluntary by students and parents. The response rate was 30.2% during the 2006-2007 orientation sessions (1,248 of the 4,137 parents and students that attended).

Analysis of Results: Selected results from the 2006 – 2007 administration of this survey include:

- 98.9% of freshman that attended Orientation, enrolled at the University in Fall 2006.
- 78.0% of transfer students that enrolled at Coastal attended Orientation.
- Completed Evaluation Results:
 - 98.35 were satisfied with the overall quality of summer orientation.
 - 94.8% felt that their questions were answered.
 - 98.1% of freshman staying on campus reported a safe and comfortable housing atmosphere.
 - 98% of students felt the Orientation assistance were helpful.
 - 99.7% of parents felt University staff were helpful and made them feel at ease.
 - 86.8% of students and 93.2% of parents felt the academic department meetings were very good or excellent.
 - 82% of parents felt the student services presentations were excellent or very good and 76.6% felt the parent networking sessions was excellent or very good.
 - 98.1% of freshmen were satisfied with their fall schedule but transfer students were not as satisfied with 81.0% of students reporting that they received adequate assistance in registering for classes.

Use of Assessment Results for Continuous Improvement: Based on the results from the orientation evaluations the academic department meetings needed improvement in the orientation process. Additionally, there is still an area for improvement in assisting transfer students with the registration process. Based on the responses from parents, information is also being shared with academic departments to improve future orientation sessions, specifically the student service presentations and parent networking sessions. Orientation staff will work closely with these offices to create a consistent message and improve these services. To improve the evaluation response rate, a random drawing will be continued for students who return the evaluation forms. Additionally a reminder email will be sent two weeks after the student’s Orientation session to garner additional completed surveys. Other improvements are the following:

- Improve the participant ratings of the academic department meetings.
- Placement tests will continue to be administered for foreign language and math course placement.
- Evening recreational activities for freshman session will remain similar.

- Orientation Assistants will be required to stay overnight in the residence halls and receive more direct training on topics to cover in the “Get Connected” sessions.
- Programs held within the orientation sessions will continue to be evaluated and improvements made based on data received from evaluations given to students and parents.
- A new program evaluation form will be developed and implemented for speakers and staff volunteers to solicit feedback for program improvement.
- A three tier evaluation system will be implemented that will include an evaluation for students, orientation assistants, and program speakers.

Taxonomic Scheme (Category of Change)	Metric (What is being assessed?)	Responsible Units/Committees	Source of Data
Use of Assessment Results	Culture of assessment	University-Wide Assessment Committee	Executive Summary of UWAC

Description of Assessment: In order to begin discussions of University-Wide assessment processes and plans, as well as to provide a central body that might foster leadership and guidance concerning assessment activities that are currently taking place or that may take place across campus, the University-Wide Assessment Committee was created. This committee was composed of representatives from each of the four academic colleges, and academic support areas, and include faculty members, academic administrators, Faculty Senate committee chairs, and influential leaders from a variety of administrative areas.

Analysis of Results: Many factors affecting assessment and many different kinds of assessments were discussed: including assessment of the Core, assessments of academic programs, and the assessment of various academic support services but the major decisions/recommendations of the committee focused on the following four (4) topics:

- Assessment Plan Composer
- The MAPP Test
- University-Wide assessment plan
- Administrative assessments

Use of Assessment Results for Continuous Improvement:

- Decision was to continue with Assessment Plan Composer for academic reporting.
- In the short term, the committee saw value in the use of this instrument to support future efforts towards assessment of student learning in the Core and as a part of overall continuous improvement efforts in General Education at Coastal Carolina University. Each year’s results should be interpreted carefully over time, and – if necessary – we can move toward piloting a different instrument in the future.
- Committee accepted the new *Glossary of Assessment Terminology* developed by in order to clarify assessment terms. The committee also accepted the *Matrix of University-Wide Assessment Reporting Cycle* which reflected some of the committee’s earlier discussions concerning who reports what to whom, and when, as it concerns assessment data.
- It was decided to use a standardized template for administrative units
- The Administration of the University should continue to demonstrate its strong support of assessment by providing sufficient budgetary and human resources to encourage and sustain a culture of assessment on campus, including appropriate assessment training at all levels of the University.
- Based on committee findings, the University-Wide Assessment Committee should be revised for 2008-2009. The charge and membership of the three (3) oversight committees should be established that foster effective assessment and continuous

improvement in the areas of Student Learning Outcomes, Student Development and Administrative Services. Selected representatives from the three oversight committees should comprise the University-Wide Assessment Committee, which will coordinate all assessment efforts on campus.

- The four colleges now have Assessment Plan Composer as a common report format for their assessment reports. All units (such as Student Affairs, Academic Support Services, Enrollment Management, etc.) should also have a common report format.
- The four colleges now have College Assessment Coordinators and College Assessment Committees. All units (such as Student Affairs, Academic Support Services, Enrollment Management, etc.) should also have some version of assessment coordinators and assessment committees to help coordinate and represent their assessment needs.
- The suggested *Matrix of University-Wide Assessment Reporting* should be followed by all units on campus. Assessment data should be widely disseminated throughout each unit, analyzed, and used to make improvements in the unit so that the assessment loop is closed.
- An Executive Assessment Summary for each unit on campus should be prepared and posted annually on the assessment web site of the University.

Part Five

Closing the Assessment Loop

Faculty, staff and administrators worked diligently during the 2007-2008 academic year to establish a culture of assessment at Coastal Carolina University. A university-wide assessment system was developed to assess *student learning*, *student development* and *administrative unit operations*. The assessment system was aligned with the university's new mission statement and with the strategies, goals and objectives of the university's new strategic plan, "Tradition, Integrity, Excellence: Building a Comprehensive University."

University commitment to assessment was demonstrated by the creation of several new positions and committees that will lead campus-wide assessment efforts. Additionally, effective fall 2008, the University-Wide Assessment Committee (See *University-Wide Assessment Committee 2008-2009*, Appendix J) will be restructured to include three oversight committees that will assist in enhancing communication about assessment and in monitoring continuous improvement in our three major components of assessment: *student learning*, *student development* and *administrative unit operations* (See *University-Wide Assessment Oversight Committees 2008-2009*, Appendix K).

Systemic and systematic processes were identified to collect data, analyze and report results, and use the results for continuous improvement. An assessment cycle was developed to ensure that the results are linked to the annual planning and budgeting efforts of the university and to guide decision making at the highest level.

Work has begun to develop a *Taxonomy of Change* to make available a framework that will be used to define and analyze changes that occur on our campus in the three major components of assessment. Taxonomic schemes have been developed by which change can occur and be reported.

Faculty, staff and administrators at Coastal Carolina University are committed to working together as we embark upon a new tomorrow at this institution. Implementing the university-wide assessment system and closing the assessment loop will guide decision making, improve our programs and graduates, and impact our local community. It will enable us to demonstrate institutional effectiveness and be accountable to our constituencies. Finally, it will help Coastal Carolina University deliver on its vision of becoming the public comprehensive university of choice in South Carolina.

Part Six
Appendices

University-Wide Assessment Committee 2007-2008	Appendix A
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University-Wide Assessment Flow Chart for Reporting	Appendix C
Matrix of University-Wide Assessment Reporting Cycle	Appendix D
Assessment Coordinator	Appendix E
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**University-Wide Assessment Committee
2007 - 2008**

Membership:

Associate Provost for Assessment and Accreditation (1)
Director of Institutional Research and Assessment (1)
Chair of Core Curriculum Committee (1)
Associate Deans, one from each college (4)
Assessment Coordinators, one from each college, Kimble Library, Student Affairs (6)
Representative from Student Affairs, (1)
Director of University Academic Center and First-Year Experience (1)
Representative from Finance (1)
Representative from Enrollment Management (1)
Director of CETL Center (1)
Student Representative (1)

Charge of the committee:

1. Develop a university-wide assessment plan aligned with the mission and vision of the University and its Strategic Plan, including policies and procedures to provide a framework that will be used to guide the institution to move from initial implementation of assessment to the mature levels for continuous improvement.
2. Develop institutional principles of commitment that align with the mission and vision of the University.
3. Consensus about what the institution expects students to represent or demonstrate along the continuum of their learning.
4. Determine how faculty engaged in assessment inquiry will be used towards promotion and tenure and develop mechanisms to recognize and reward faculty and departments for making substantial contributions to assessment efforts.
5. Provide leadership in the review, evaluation and continuous improvement of the major and department assessment plans, and develop a process through which yearly University reports of assessment activities are submitted.
6. Disseminate results of academic areas in order to use assessment to inform the budget process.
7. Communicate information on student learning outcomes for accountability and transparency to stakeholders.
8. Review final reports from the General Education Assessment Committee, University Assessment Initiatives Committee, Faculty Development Assessment Committee, and each of the College Assessment Committees for continuous improvement.
9. Provide an annual report to the administration documenting strengths and weaknesses of the University's effort in assessment and institutional effectiveness.

Coastal Carolina University
Glossary of Assessment Terminology

Accountability: set of initiatives others take to monitor the results of our actions, and to penalize or reward us based on the outcomes. (Frye)

Administrative outcomes: operational and specific statements derived from a unit's core functions that describe the desired quality of key services within an administrative unit and define exactly what the services should promote. (Nichols)

Administrative unit operations: refers to the assessments based on objectives within administrative units that enhance areas of the university in support of student programs and services.

Administrative unit strategic goal: broad and generalized statement of action that assists in meeting the mission of the administrative unit and university. Often refers to a long-term time frame.

Administrative unit strategic objective: specific statement referring to a short-term time frame and that aligns to the goal.

Administrative unit strategic outcome: describes a change in students that results from a provided learning experience.

Alignment: process of assuring that learning outcomes, curriculum and instruction, and assessment all support and match each other. (The Higher Education Academy)

Anchors: samples of student work collected to provide examples that indicate different levels from a scoring rubric.

Assessment: systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Marchese)

Assessment system: comprehensive and integrated set of assessment measures that provides information for use in monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.

Authentic assessments: real-world activities that professionals in the discipline may encounter. Assessment can be conducted at fieldwork sites in which students work with clients or address problems. (Allen)

Benchmarking: the process of comparing institutions' information and assessment results with other institutions, often their peers. (Suskie)

Constructed-response: assessment method that requires students to construct a tangible product or perform a demonstration to show what they know and are able to do.

Course embedded assessments: assessments generated from assignments already in place in the classroom. (Palomba & Banta)

Course objectives: similar to goals but express the intended content to be covered in a course. They are used to describe specific behaviors that the student should exhibit. (Palomba & Banta)

Curriculum mapping: matrix used to indicate where student learning outcomes are covered in each course. Level of instructional emphasis or assessment of where the student learning outcome takes place may also be indicated.

Direct measures: assessment that requires students to demonstrate their achievement directly from their work. (Allen)

Evaluation: judging the value of evidence based on defined criteria. Behaviors related to evaluation include concluding, criticizing, prioritizing, and recommending. (Palomba & Banta)

Formative assessment: assessing student learning over time; provides valuable information about how well students are progressing towards an institution's or program's expectations. (Maki)

Indirect measures: assessments of student learning that are based on opinion, often the students. (Allen)

Institutional effectiveness: documented process of measuring how well an institution is achieving its mission and addressing its strategic plan for the purpose of continuous improvement of *student learning*, *student development*, and *administrative unit operations*.

Metric: what is being assessed.

Objective: planned or intended outcome.

Performance assessment: process of using student activities or products, as opposed to tests or surveys, to evaluate students' knowledge, skills, and development. (Palomba & Banta)

Performance criteria: can be defined in terms of "learning outcomes statements" which describe, using action verbs, student learning or behavior rather than teacher behavior;

and describe an intended outcome rather than subject matter coverage. (Palomba & Banta)

Program assessment: does not focus on an individual student. Rather, the emphasis is on what and how an educational program is contributing to the learning, growth and development of students as a group. (University of Central Florida)

Program goals: broad statements that describe the long-term program targets or directions of development. Stated in broad terms what the program wants to accomplish (in student learning outcomes) or desires to become over the next several years. (University of Central Florida)

Rubric: scoring tool that provides the specific expectations for an assignment. Rubrics divide an assignment into the critical elements to be examined and provide detailed descriptions of what constitutes acceptable or unacceptable levels of performance for each of those elements.

- a) Holistic: rubric that measures the overall quality of an artifact, performance, or portfolio. (Krajcik, Czerniak, & Berger)
- b) Analytic: rubric where criteria are broken down into critical elements, content/coverage, of a performance.

Selected-response: assessment method that requires students to select a response from a provided list or supply a brief answer. Examples: multiple choice, true/false, matching, or essay tests.

Standardized test: assessment where conditions of administration and scoring are constant. A well-designed standardized test will have a set of procedures for administration that can be implemented by all users. A standard set of introductory comments and directions are developed and used by all test takers. (Palomba & Banta)

Student development: refers to the assessments within our division of student affairs and other administrative units that promote out-of-class student learning, growth, and development outcomes through structured programs and services.

Student learning: refers to the measureable outcomes of what students should know and are able to do as a result of their course work and educational experiences at our institution.

Student learning outcomes: measurable statements of what students should know and be able to do as a result of their course work and educational experiences at an institution or in a program of study. (Maki)

Summative assessment: assessment of student learning at the end of a program or course of study; provides information about patterns of student achievement without institutional or programmatic opportunity to improve students' achievement and without student opportunity to reflect on how to improve and demonstrate that improvement. (Maki)

Taxonomic schemes: hierarchical structure of data arranged in a classification system.

Triangulation: collection of data from multiple measures in order to show consistency of results. (Allen)

Value-added assessment strategy: assessment perspective that gathers longitudinal data, both quantitative and qualitative information, with the intent of examining the impact of the university on student learning. (Suskie)

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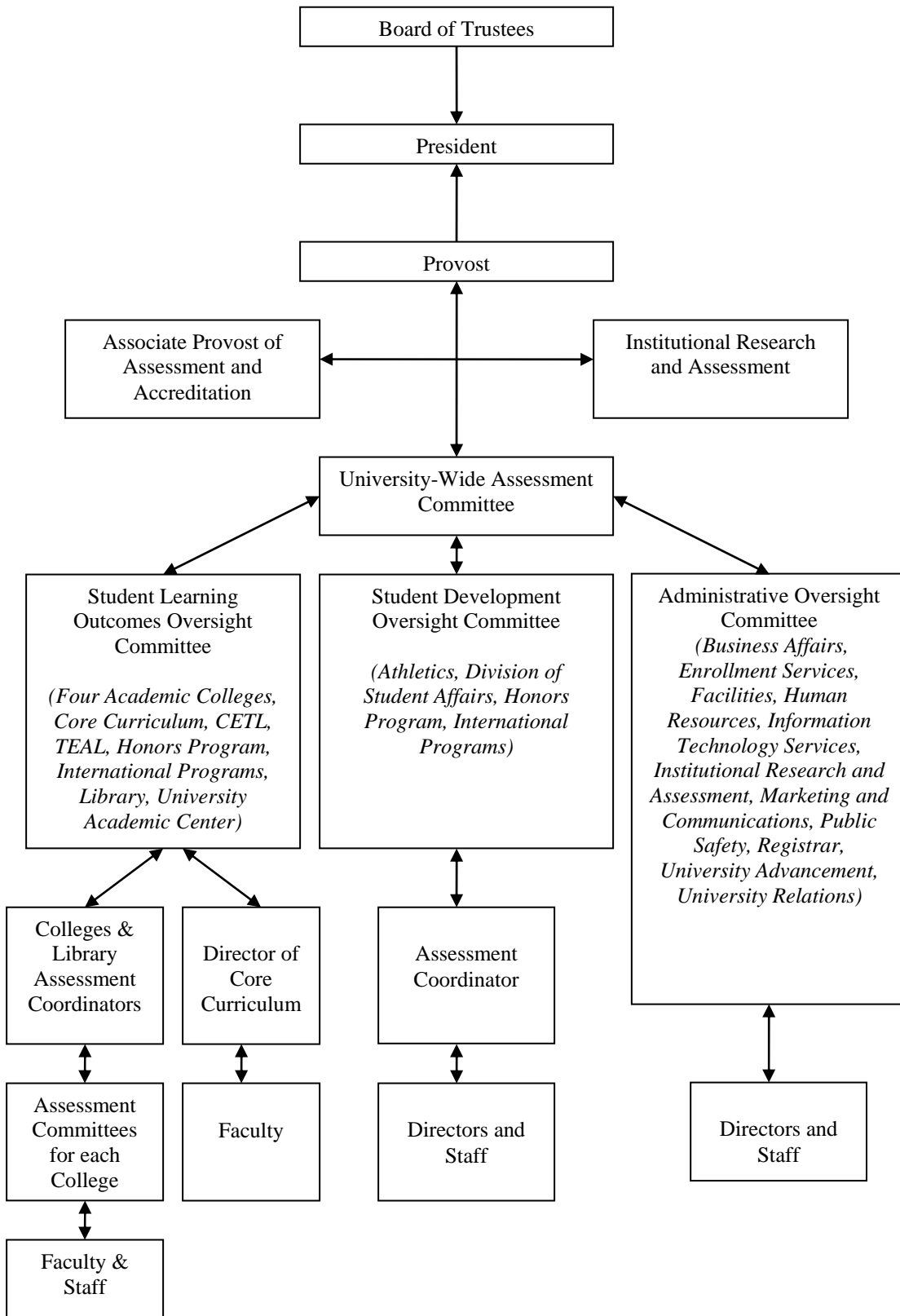
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University-Wide Assessment Flow Chart for Reporting



Matrix of University-Wide Assessment Reporting Cycle

Report	Information Based on results of:	Compiler	Due Date	Submit for Feedback/Recommendations
Annual Program Assessment Report	Individual Program Student Learning Outcomes	Program Chair	October 1	Assessment Coordinators, Associate Dean, and Dean
Core Curriculum Annual Report	Core Curriculum Student Learning Outcomes	Director of Core Curriculum	October 1	Associate Provost for Assessment and Accreditation and Student Government Association (information only)
Annual Administrative Unit Assessment Report	Objectives and Goals	Unit Head	October 1	Vice Presidents, Associate Provost for Assessment and Accreditation, Director of Institutional Research and Assessment
Annual Assessment Executive Summary	Summation of Annual Programs Assessment Reports and Plans	Associate Dean and Dean and Division Heads	January 7	Associate Provost for Assessment and Accreditation and Student Government Association (information only)
Annual University-Wide Assessment Executive Summary	Summation of Annual College Assessment Reports, Core Curriculum Report and Administrative Reports	Associate Provost for Assessment and Accreditation and Director of Institutional Research and Assessment	January 31	University-Wide Assessment Committee
Program, College, and Administrative Plans for Improvement and Budgets	Annual Program, Annual College Assessment, Annual Core Curriculum and Administrative Reports	Program Chairs, Director of Core Curriculum Associate Deans, and Directors	March 15	Chair of University-Wide Assessment Committee, Associate Provost for Assessment and Accreditation and Director of Institutional Research and Assessment
Annual University-Wide Assessment Final Executive Summary	Annual reports and plans from the Core Curriculum, four Colleges and Administrative Units	Chair of UWAC, Associate Provost for Assessment and Accreditation and Director of Institutional Research and Assessment	March 31	Provost and President
University Plan for Improvement and Budget	Annual Academic and Administrative Assessment Reports	Provost and President	May 1	Board of Trustees (information only)

Assessment Coordinator

The overall goal of the College Assessment Coordinator is to assist programs and majors in developing assessment plans that are aligned with the college and university mission, and with student learning outcomes, and to support accountability and continuous improvement efforts.

It is recommended that the College Assessment Coordinator be a tenure track faculty member who has a background and interest in assessment and accountability.

This position will report to both the Associate Dean and Dean of the College and will work in conjunction with the Associate Provost for Assessment and Accreditation and the Director of Institutional Research and Assessment.

Duties:

1. Chair and convene the College Assessment Committee
2. Serve on the University-Wide Assessment Committee.
3. Support department data collection for accreditation and accountability purposes within the College, including the following during 2008-2009:
 - a. Assists Associate Dean:
 - i. In developing assessment plans within the College, and
 - ii. In determining faculty development needs related to assessment.
 - b. Assists Department Chairs in:
 - i. Writing, revising, and assessing Student Learning Outcomes (SLOs) for majors within the College;
 - ii. Monitoring and organizing data collection of direct measures within the College such as student portfolios, performance-based assessments, capstone projects, and major field tests;
 - iii. Monitoring and organizing data collection for indirect measures for the College in conjunction with the Office of Institutional Research and Assessment.
4. Use assessment results for continuous improvement within the College and Departments;

From 2009-12: In preparation for SACS Reaffirmation move this to six credits release. The above and the following will be the charges at that time.

5. Help problem-solve issues that emerge through instructional planning assessment activities and present solutions for any such problems to appropriate bodies.
6. Organize and communicate decisions and reminders to faculty on all assessment issues.
7. Assist in archiving College assessment activities.

College Assessment Committee

The College Assessment Committee coordinates assessment efforts within each college and should operate internally to support the needs of the College. The following are suggested charges, however all colleges can accept or amend this description based on unique accreditation and internal needs.

Suggested membership:

Assessment Coordinator (1), chair

Associate Dean (1)

Faculty, membership determined by Dean of the College

Student (1)

Possible charges of the committee:

1. Ensure a quality assurance process to make sure goals, objectives, policies and procedures of the College are aligned with the mission and vision of the University and its Strategic Plan.
2. Provide a framework that will be used to guide the College to move from initial implementation of assessment to the mature levels of assessment for continuous improvement.
3. Develop sustained dialogue about teaching and learning that builds a culture of assessment and relies on evidence of student learning outcomes to inform actions.
4. Review and evaluate major and department assessment efforts for the continuous improvement of the College.
5. Provide information, when necessary, to the Associate Dean and Dean to assist in compiling a College Annual Executive Summary of assessment efforts for submission to the Associate Provost for Assessment and Accreditation.

Director of Core Curriculum

The Director of the Core Curriculum provides leadership to the Core Curriculum Committee and guides the curriculum, assessment and evaluation of the goals and student learning outcomes.

The Director is committed to building a broader community among students and faculty, ensuring coordination across all Colleges and disciplines, and coordinating assessment efforts. To this end, The Director will work closely with the academic student life administrative unit, the first year experience, professional development programs and the CETL Center. The Director will be a member of the University-Wide Curriculum Committee and Dean's Council, as well as an ex-officio/non-voting member of the Core Curriculum Committee.

The Director of the Core Curriculum will be a tenure track 11 month position with 75% administrative duties and 25% teaching load for both fall and spring semesters. Teaching load will be 2.2 or 2.1 if conducting research. The Director should teach one course a year in the Core Curriculum. The Director will work closely with the Associate Provost for Assessment and Accreditation and the Director of Institutional Research and Assessment. It is recommended that the Director is a faculty member from either the College of Humanities and Fine Arts or the College of Natural and Applied Science.

Performance criteria include:

- **Curriculum development:** Leads ongoing curriculum development, refinement, and assessment of the Core Curriculum.
- **Faculty development:** Coordinates faculty development efforts in conjunction with the Associate Provost for Assessment and Accreditation and with the CETL Center.
- **Assessment/Evaluation:** Leads efforts to gather and utilize assessment data for evaluating the effectiveness of the Core Curriculum.
- **Coordination with other university units:** Serve as a member of the Core Curriculum Committee as an ex-officio member and works with the committee to implement and assess the Core Curriculum. Communicates effectively and works collaboratively with other university units implementing the core curriculum. S member of the University-Wide Assessment Committee to ensure assessment results of the core are integrated into university community dialogue. Assists in coordinating the advising of the core with advisors within the University Academic Center.
- **Resource identification and management:** Assesses and communicates resource needs for effective implementation and assessment of the core curriculum.
- **Scheduling and enrollment:** Works with other units to ensure enough sections and appropriate staffing of all core courses.

Inventory of Assessments
COASTAL CAROLINA UNIVERSITY
INVENTORY OF ASSESSMENTS: STUDENT LEARNING

Pre-college	Freshman Year	Sophomore Year	Junior Year	Senior Year	Post-graduation
<i>Assessment Programs Occurring –</i> Assessment of Student Learning and Satisfaction and Assessment of Academic Departments					
Orientation survey – Students and parents (summer)	CIRP Survey (biannual administration – fall)	Sophomore Survey – SRAC (fall)/Online	Advisor Assessment Survey – SRAC (spring)	Senior Exit Survey – SRAC (fall, spring, summer)/Online	Alumni Post-graduation Survey (continuous during year)/Online
Orientation II (summer)	First Year Experience Survey (fall)	Advisor Assessment Survey – SRAC (spring)		Advisor Assessment Survey – SRAC (spring)	Alumni & Placement Survey (SC Commission on Higher Education-CHE)/Online - Administered on CHE cycle
	Student Surveys for Library - Administered by Dept. Heads and Associate Director	Student Surveys for Library - Administered by Dept. Heads and Associate Director	Student Surveys for Library - Administered by Dept. Heads and Associate Director	Student Surveys for Library - Administered by Dept. Heads and Associate Director	Alumni Survey Teacher Preparation - College of Education (Health Promotion)
	ACHUO-I/EBI Resident Study (Residence Life - once per year).	ACHUO-I/EBI Resident Study (Residence Life - once per year).	ACHUO-I/EBI Resident Study (Residence Life - once per year).	ACHUO-I/EBI Resident Study (Residence Life - once per year).	Employer/Student Surveys - Career Services
	CORE alcohol and drug survey (once per year)	CORE alcohol and drug survey (once per year)	CORE alcohol and drug survey (once per year)	CORE alcohol and drug survey (once per year)	Alumni Student Satisfaction Surveys: College of Business, Computer Science
	National College Health Survey	National College Health Survey	National College Health Survey	National College Health Survey	

Pre-college	Freshman Year	Sophomore Year	Junior Year	Senior Year	Post-graduation
<i>Assessment Programs Occurring –</i> Assessment of Student Learning and Satisfaction and Assessment of Academic Departments					
	Learning Assistance Center Survey (Student Satisfaction) - Administered Each Spring in select English, Math, and Foreign Language Classes.	Learning Assistance Center Survey (Student Satisfaction) - Administered Each Spring in select English, Math, and Foreign Language Classes.	Learning Assistance Center Survey (Student Satisfaction) - Administered Each Spring in select English, Math, and Foreign Language Classes.	Learning Assistance Center Survey (Student Satisfaction) - Administered Each Spring in select English, Math, and Foreign Language Classes.	
	Recreation/Intramurals Interest Survey (every 3 years) - Campus Recreation	Recreation/Intramurals Interest Survey (every 3 years) - Campus Recreation	Recreation/Intramurals Interest Survey (every 3 years) - Campus Recreation	Recreation/Intramurals Interest Survey (every 3 years) - Campus Recreation	
	Course evaluation (every semester)	Course evaluation (every semester)	Course evaluation (every semester)	Course evaluation (every semester)	
	Praxis I (College of Education). Prior to admission to the professional program		Praxis II (College of Education). Prior to admission to internship.		
	Advisor Assessment Survey – SRAC (spring)		Core Curriculum - Measure of Academic Proficiency and Progress (MAPP) was administered March 2007 to selected upper level courses.		
	Library Skills Assessment Test (fall): Results used in annual report to show continuous improvement			Portfolio Assessment – College of Education, selected programs (course dependent)	

Pre-college	Freshman Year	Sophomore Year	Junior Year	Senior Year	Post-graduation
<i>Assessment Programs Occurring –</i> Assessment of Student Learning and Satisfaction and Assessment of Academic Departments					
	Music - Entrance Performance Audition			Capstone Assessment – Selected programs (course dependent)	
	Music - Music Theory Entrance Examination			ETS Major Fields Test – College of Business, selected programs (English, History, Political Science, Biology etc.)	
	Politics & Geography - departmental written examination			Educational Benchmark Inventory (EBI) College of Education, End of Internship Semester	
	First-Year Information Literacy Pre/Post Test	Advisor Surveys: Computer Science (every two years)		Recreation and Sport Management - Written & Oral Exit Exam (Administered Each Semester)	
				C-BASE (Elementary Education) - every semester	
				Exit Survey: Health Promotion, Computer Science, Psychology	

Pre-college	Freshman Year	Sophomore Year	Junior Year	Senior Year	Post-graduation
<i>Assessment Programs Occurring –</i> Assessment of Student Learning and Satisfaction and Assessment of Academic Departments					
				ARTS 497 Artist As a Professional (Grades and Senior Show) - Art Studio	
				BA in Spanish Exit Exam (administered to graduating students). Prior to FA06 the Praxis Exam was used as an exit assessment.	
				Exit Exams: Philosophy/Religion, Politics/ Geography, Theatre/Musical Theatre, Education (Health Promotion), Computer Science, Marine Science	
				Senior Services Survey of Career Services	
	Academic Department Annual Assessment Report (Online) – Assessment Plan Composer or in-development Coastal assessment reporting tool (spring)				
			CCU Mentor Survey (fall)		

Pre-college	Freshman Year	Sophomore Year	Junior Year	Senior Year	Post-graduation
<i>Assessment Programs Occurring –</i> Assessment of Student Learning and Satisfaction and Assessment of Academic Departments					
	Library Satisfaction: Students & Faculty (spring)/Online	Library Satisfaction: Students & Faculty (spring)/Online	Library Satisfaction: Students & Faculty (spring)/Online	Library Satisfaction: Students & Faculty (spring)/Online	
	Celebration of Inquiry evaluation form: University community (spring)/Online	Celebration of Inquiry evaluation form: University community (spring)/Online	Celebration of Inquiry evaluation form: University community (spring)/Online	Celebration of Inquiry evaluation form: University community (spring)/Online	

**Strategic Plan:
Key and Supporting Strategies**

Working together, the academic colleges, the division of student affairs, and the administrative units use data collected from internal assessment and the data collected for our external stakeholders for continuous improvement and accountability. The table below shows the alignment of *student learning*, *student development*, and *administrative unit operations*, the university's major components of assessment, with the university's key and supporting strategies of the Strategic Plan.

Key Strategies, Goals and Objectives	Student Learning	Student Development	Administrative Units
Strategy 1: Meeting the Educational Needs of Students and Community Expand degree and non-degree program offerings and formats while maintaining quality in all programs			
Goal 1.1. Quality Teaching and Learning: Promote a student-centered campus environment that strengthens opportunities for exceptional teaching and learning in undergraduate and graduate programs	X	X	
Goal 1.2. Appropriate Educational Initiatives: Promote high quality educational programs and services that are aligned with available resources to meet the needs of our constituencies	X		
Goal 1.3. Improved Access to Education: Enhance accessibility of education at Coastal Carolina University while maintaining quality standards	X		
Goal 1.4. Enhanced Global Perspective: Create a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world	X	X	
Goal 1.5. Mutually-Beneficial Community Partnerships: Enhance and expand connections between the community and University programs and services to support enrollment, academic, cultural, and athletic outcomes which further the mission of Coastal Carolina University	X	X	
Strategy 2: Ensuring Student Success Increase retention and graduation rates by supporting programs and services that enrich the student learning and living environment and broaden the diversity of students seeking Coastal Carolina University as their choice for educational advancement			
Goal 2.1. Talented & Diverse Student Body: Implement a comprehensive enrollment strategy to recruit and retain an academically talented and diverse student body	X	X	X
Goal 2.2. Productive Graduates: Graduate individuals who will be productive citizens	X	X	
Goal 2.3. Supportive Learning & Living Facilities: Provide facilities and services that support a rich academic, residential, athletic, co-curricular, and sustainable environment in which students, faculty, and staff effectively interact	X	X	X
Goal 2.4. Enhanced Commitment to Safety & Wellness: Enhance the safety, health, and wellness of Coastal Carolina University students		X	X
Goal 2.5. Engaged Alumni: Enhance communication and relationships between the University and alumni			X
Strategy 3: Ensuring Faculty and Staff Success Develop programs and services that support a successful, satisfying, safe, healthy, and productive work life for Coastal Carolina University faculty and staff			
Goal 3.1. Highly Qualified Faculty & Staff: Recruit and retain highly qualified and diverse faculty and staff	X		X
Goal 3.2. Appropriate Support, Evaluation & Rewards: Foster a culture of accountability among faculty and staff and especially among those in supervisory roles by ensuring appropriate support, evaluation, and rewards systems			X

	Student Learning	Student Development	Administrative Units
Goal 3.3. Enhanced Commitment to Safety & Wellness: Enhance the personal safety, health and wellness of University faculty and staff			X
Strategy 4: Ensuring Financial Viability and Managed Growth Ensure responsible financial management practices which are based on a clear commitment to enrollment growth and consistent with the mission of the University			
Goal 4.1. Comprehensive Financial Plan: Develop, implement, and communicate a comprehensive financial plan that includes projections of tuition, state support, grant support, and philanthropy			X
Goal 4.2. Broadened Base of Financial Support: Broaden the University's base of financial support			X
Supporting Strategy 1: Improve Communication Enhance Communication within Coastal Carolina University and to and among current and potential stakeholders.			
Goal S1.1.Communication Effectiveness: Improve flow, efficiency, and effectiveness of communication throughout the University	X	X	X
Goal S1.2. Unified University Image: Develop a comprehensive branding strategy and communication plan for Coastal Carolina University that enables effective communication and builds positive perceptions among key University audiences			X
Supporting Strategy 2: Stronger Assessment and Accountability Implement and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission			
Goal S2.1.Culture of Assessment: Create and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission	X	X	X
Goal S2.2. Documented Performance: Document and report relevant initiatives and performance outcomes that enable ongoing monitoring by campus members and outside stakeholders	X	X	X
Supporting Strategy 3: Increased Technological Support Manage technology tools, systems, skills, and applications to deliver effectively on the key strategies			
Goal S3.1.Emerging Technologies: Acquire and implement emerging technology tools, skills, and applications, as appropriate, to support key strategies	X	X	X
Goal S3.2. Improved Learning Through Technology Integration: Increase integration of technologies into learning, teaching, and service environments	X	X	X
Goal S3.3. Improved Web Presence: Improve Web-based interaction to assure maximum usability	X	X	X

University-Wide Assessment Committee
2008 - 2009

Membership:

Associate Provost for Assessment and Accreditation (1)
Director of Institutional Research and Assessment (1)
Director of Core Curriculum (1)
Members from the Student Learning Oversight Committee (3)
Members from the Student Development Oversight Committee (2)
Members from the Administrative Oversight Committee (2)

Charge of the committee:

1. Provide leadership to ensure the overall direction and support to direct the operations of the university-wide assessment system.
2. Provide leadership in the review, evaluation and use of data for continuous improvement and accountability.
3. Determine assessment initiatives across the institution.
4. Ensure resource sharing across all three major components of assessment.
5. Ensure that assessment results from the three major components of assessment are comprehensive and integrated in order to provide information for monitoring student learning outcomes and managing and improving academic programs, student development, and administrative unit operations to promote continuous improvement, enhance institutional effectiveness, and ensure accountability.
6. Disseminate results of assessment in order to inform the budget process.
7. Communicate information on the results of assessment efforts for accountability and transparency to stakeholders.
8. Review final reports from the Core Curriculum Assessment Committee, University Assessment Initiatives Committee, Faculty Development Assessment Committee, and each of the College Assessment Committees for continuous improvement.
9. Provide leadership to the three University-Wide Oversight Committees on yearly or ongoing assessment initiatives.
10. Assess the effectiveness of the university-wide organizational design of the University-Wide Assessment Committee and the three oversight committees.
11. Provide an annual report to the administration documenting strengths and weaknesses of the University's effort in assessment and institutional effectiveness.

**University-Wide Assessment Oversight Committee
On
Student Learning
2008 – 2009**

Membership:

Associate Provost for Assessment and Accreditation (1)
Associate Provost for Graduate and Academic Outreach (1)
Director of Institutional Research and Assessment (1)
Director of Core Curriculum Committee (1)
Associate Deans, one from each college (4)
Assessment Coordinators, one from each college, and Kimbel Library, (5)
Director of University Academic Center and First-Year Experience (1)
Director of CETL Center (1)
Student representative (1)

Charge of the committee:

1. Provide leadership in the review, evaluation and use of data for continuous improvement and accountability for student learning, the major, and department assessment plans.
2. Ensure consensus about what the institution expects students to represent or demonstrate along the continuum of their learning.
3. Disseminate results of student learning in academic areas in order to use assessment to inform the budget process.
4. Monitor assessment of student learning outcomes in the academic colleges, Kimbel Library, Core Curriculum, Honors Program, and International Program.
5. Determine how to integrate data collected among individual academic colleges, the Core Curriculum, CETL and TEAL Centers, Honors Program, International Programs, University Academic Center, and the Kimbel library.
6. Use the assessment results to verify student achievement and to identify patterns of weakness in order to improve teaching and learning.
7. Provide an annual report to the University-Wide Assessment Committee documenting changes, strengths, and weaknesses of student learning outcomes.
8. Use assessment results from the CETL Center to improve teaching and learning.

**University-Wide Assessment Oversight Committee
On
Student Development
2008 - 2009**

Membership:

Associate Provost of Assessment and Accreditation (1)
Director of Institutional Research and Assessment (1)
Interim Associate Vice President & Dean of Students (1)
Assessment Coordinator Student Affairs (1)
Athletics (1)
Director of Honors Program (1)
Director of International Student Programs (1)
Student representative (1)

Charge of the committee:

1. Provide leadership in the review, evaluation, and use of data for continuous improvement and accountability for student growth and development and unit assessment plans.
2. Ensure consensus about what the institution expects students to represent or demonstrate along the continuum of their development
3. Disseminate results of student growth and development in order to use assessment to inform the budget process.
4. Monitor assessment of student growth and development outcomes in the division of student affairs, athletics, honors program, and international student programs.
5. Determine how to integrate data collected for continuous improvement and accountability among Student Affairs, Athletics, Honors Program and International Programs.
6. Use the assessment results to verify student growth and development and to identify patterns of weakness in order to improve programs and services.
7. Provide an annual report to the University-Wide Assessment Committee documenting changes, strengths, and weaknesses of student growth and development.
8. Determine how outputs in the form of products, services, and information will be received and measured by students.

University-Wide Assessment Oversight Committee
On
Administrative Units
2008 – 2009

Membership:

Associate Provost of Assessment and Accreditation (1)
Director of Institutional Research and Assessment (1)
Representative from Information Technology Services (1)
Representative from Business Affairs (1)
Representative from Facilities (1)
Representative from Enrollment Services (1)
Representative from Marketing and Communications (1)

Charge of the committee:

1. Provide leadership in the review, evaluation, and use of data for continuous improvement and accountability.
2. Disseminate results of assessment of administrative unit operations in order to inform the budget process.
3. Monitor assessment of administrative unit operations in meeting goals and objectives for the following units: Business Affairs, Enrollment Services, Facilities, Human Resources, Information Technology Services, Institutional Research and Assessment, Marketing and Communications, Public Safety, Registrar, University Advancement, and University Relations.
4. Use the assessment results to verify administrative unit operations and to identify patterns of weakness in order to improve services.
5. Provide an annual report to the University-Wide Assessment Committee documenting changes, strengths, and weaknesses of the administrative units.
6. Determine how outputs in the form of products, services, and information will be received and measured by students and other customers.