



**COLLEGE of  
CHARLESTON**

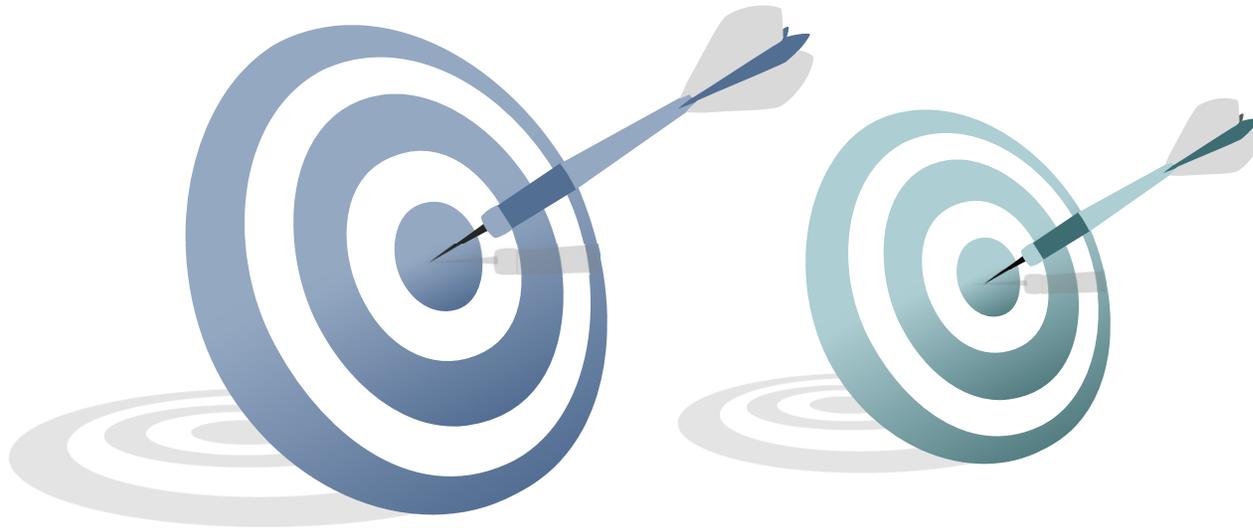
OFFICE FOR ASSESSMENT AND  
CONTINUOUS IMPROVEMENT

# Lessons Learned: Adjustments, Changes, and New Beginnings

By:  
Gia Quesada  
Shawn Morrison  
Karen Smail



# Participant Outcomes

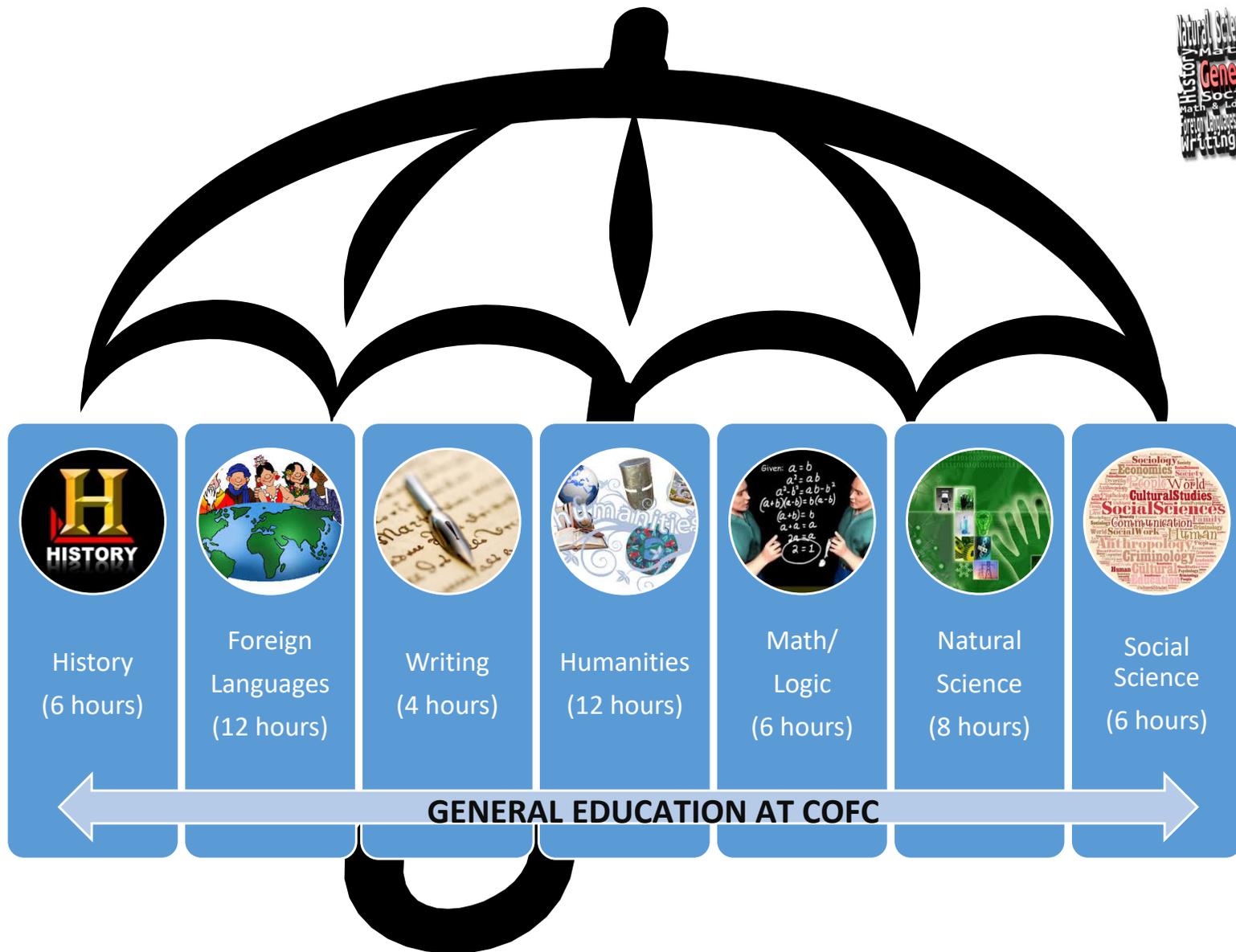


**Recognize perspectives of carrot vs stick approaches and their consequences on faculty buy-in**



**Reflect on assessment process changes to achieve higher faculty buy-in with a simplified approach that will generate more meaningful data.**

# General Education – Distribution Model



# Student Learning Outcomes (SLOs)



## Faculty Retreat

1

Faculty invited to write SLOs based on distribution area

2

Faculty wrote rubric for each area



## GenEd Recertification Process

1

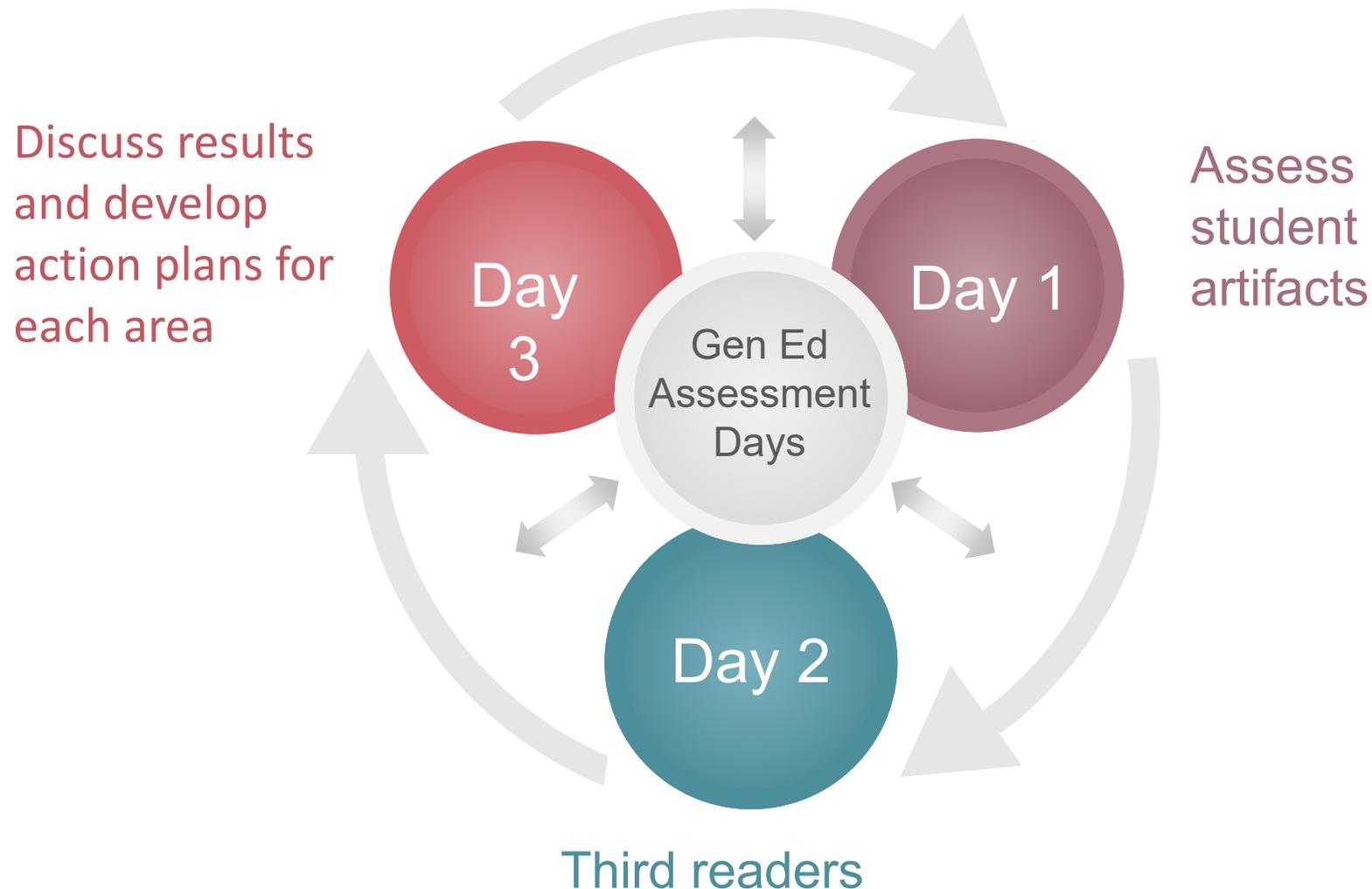
Every course needed to get recertified

2

Syllabi with Gen Ed SLOs – signature assignment identified – and graded

# Faculty Coordinator for General Education

- Hired faculty for Coordinator position
- Paid faculty to be Assessment Reading Group (ARGs) to assess signature assignments



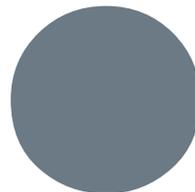
# SACSCOC STANDARD 8.2.b. (General Education)

*Last report for General Education assessment was “beautiful”*

*What's Next?*

*Are we ready to go to  
a 2-year cycle?*

*Is it time to  
recertify again?*



# Program Assessment At CofC Before the Changes

## EXAMPLES



# of majors who went to Graduate School



Results on National Tests

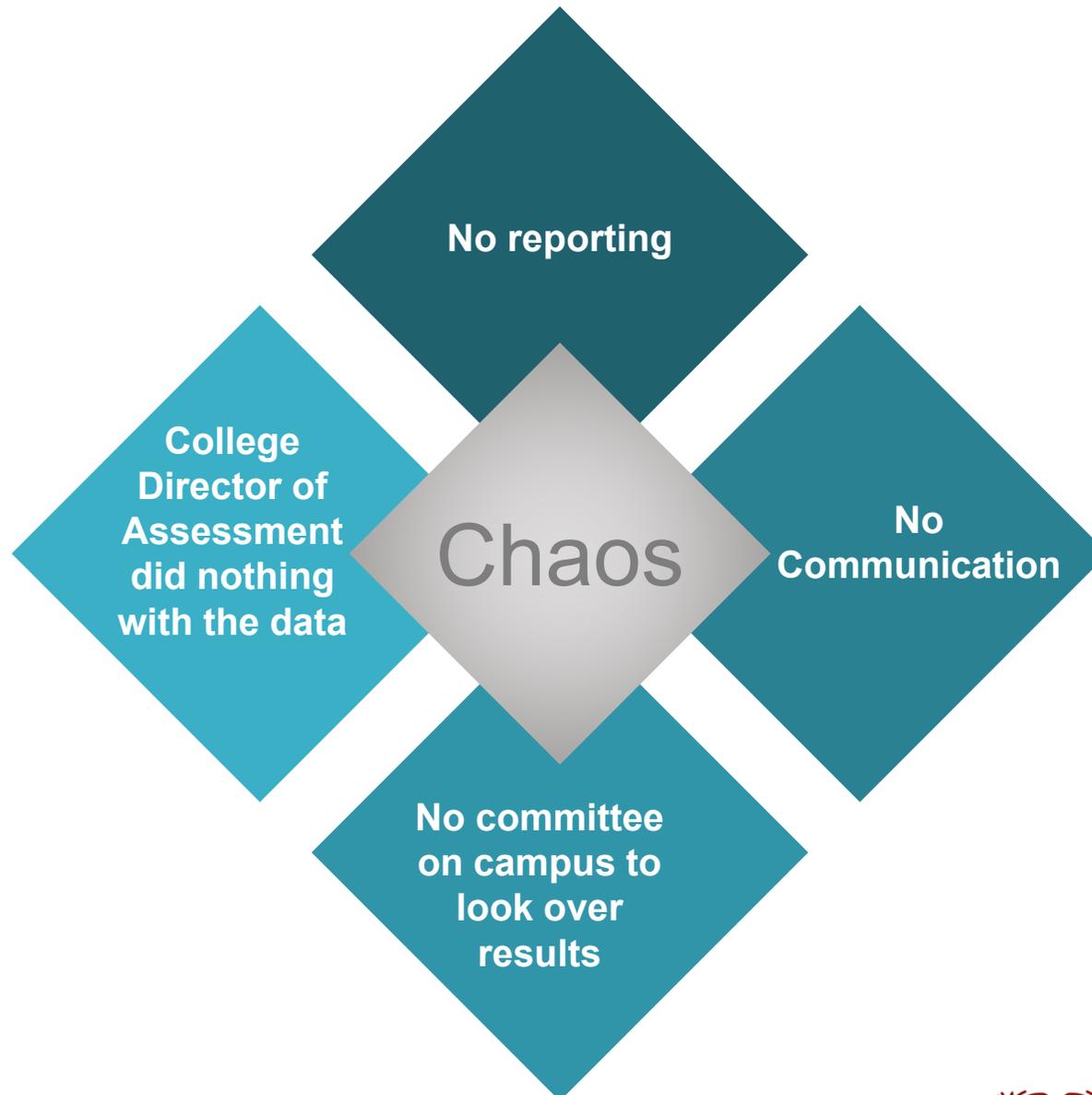


Grades on in-class essays, collected by faculty, no system, no rubric



Department-created tests on content, given to students at random

# Assessment Chaos – Before 2015



# Our New System (around 2015)

An assessment consultant came in

If programs did not complete their report or had few data, an email was sent to the dean

Minimum of 3 Student Learning Outcomes for all programs

Feedback was on quantity and compliance, not on quality of the assessment

Min of 2 measures per outcome; one formative, one summative, at least one direct measure

Programs were allowed to say they would “monitor the data” for several years in order to avoid having to change

Very Rigid & Prescriptive Assessment Process

Assessment software: add data, reports, were housed there

Many programs put low thresholds so the data would be at meets or exceeds expectations each year

May 15<sup>th</sup> deadline for all-reports and plans for next year

Programs had to “close the loop” by making a change, even if all data were good

# Our New System (around 2015)

Results of these changes for our  
compliance journey...



# Results from the Implemented Changes from the Faculty point of view

- 01 Faculty were told what to do, but the training was mostly how to do it and what was required
- 02 Faculty resented being told what to do
- 03 Faculty resented the “stick” of the dean being informed if something was not done correctly
- 04 Despite an attempt to bring about a positive attitude (Assessment Day), faculty did not change their attitudes
- 05 New expressions began to be heard, “the A word”, being the least offensive



It's possible that the perception of the Office of Assessment did not align with the collective sentiments of faculty and staff.

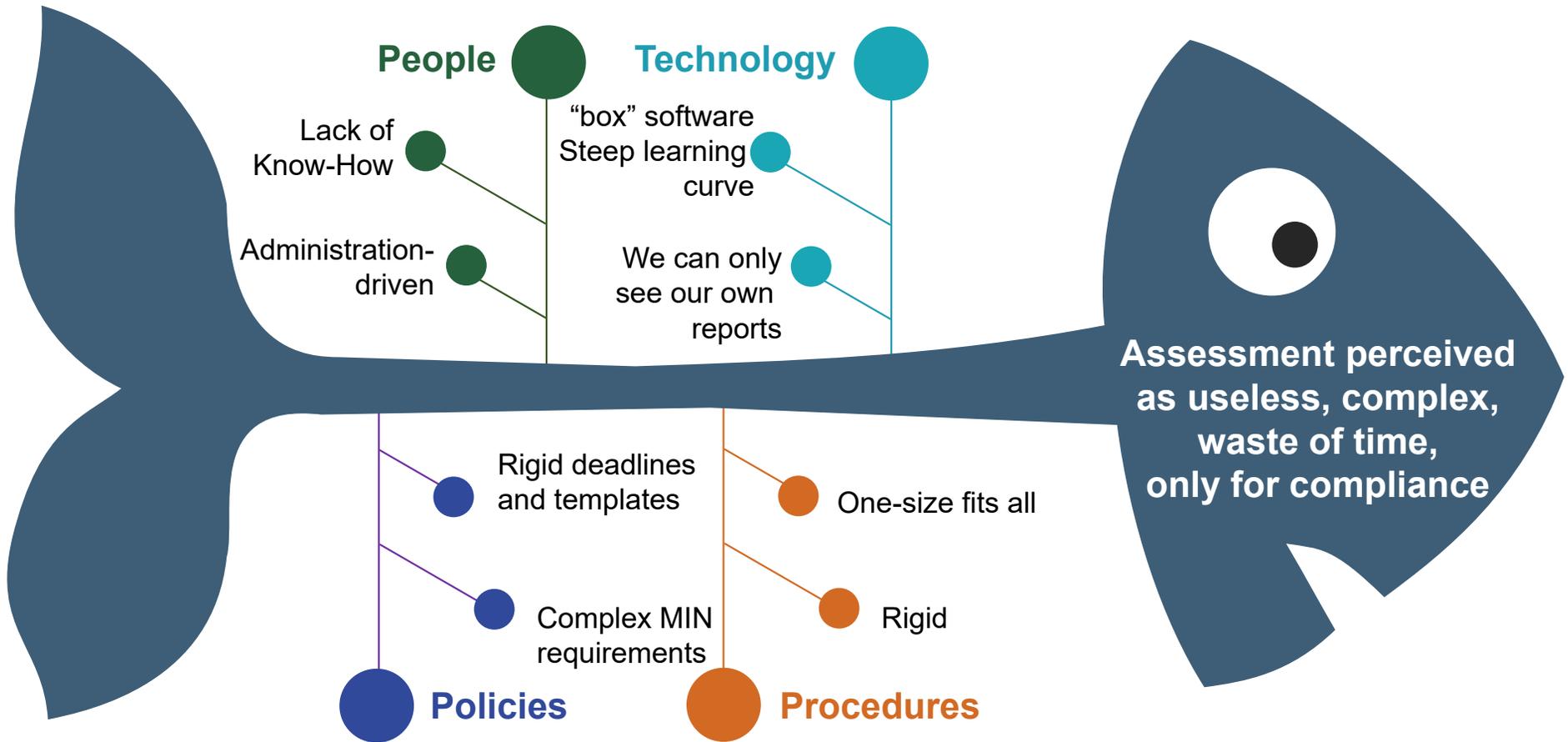


# Voice of Customer

complicated  
worthless  
waste  
difficult  
complex time  
software  
useless

3PAF (feedback 2021)





**Unfreeze**



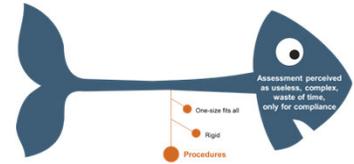
**Refreeze**



Change is never easy

- Kurt Lewis Model





Causes of Problems	People	Technology	Policies (guidelines)	Procedures
<b>Details of issues found</b>	<ul style="list-style-type: none"> <li>Leaders were staff mostly</li> <li>Too focused on Compliance</li> <li>No Training Budget</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Software</li> <li>Fill-In the Boxes (many!)</li> <li>Repeat year by year</li> <li>Access Restrictions</li> <li>Steep learning curve</li> </ul>	<ul style="list-style-type: none"> <li>Rigid Deadlines</li> <li>Endless info on templates</li> <li>All programs same requirements</li> <li>Target Best Practices over Simplicity</li> <li>Checklist more than Quality</li> </ul>	<ul style="list-style-type: none"> <li>Rigid Procedures</li> <li>One-Size-Fits-All</li> <li>Communication</li> </ul>
<b>Solutions</b>	<ul style="list-style-type: none"> <li>Two positions are led by faculty: Assistant Provost for Assessment and Director of Assessment</li> <li>We restructured the Office -&gt; Office of Assessment <b>and continuous improvement (focus)</b></li> <li>More flexibility on budget-&gt;training</li> <li>PALs</li> <li>QEP faculty/staff training before we start</li> </ul>	<ul style="list-style-type: none"> <li>In Fall 2022 we used the "band aid" approach to switch from assessment software to SharePoint (word templates)</li> <li>Eliminated submission of repetitive data</li> <li>More transparency: every faculty and staff member have viewing access to all reports</li> <li>Simple video tutorials, since it is a Word document (hub)</li> <li>Support with data visualization</li> </ul>	<ul style="list-style-type: none"> <li>Flexible Deadlines</li> <li>Majors and minors/certificates have different requirements, same as low-enrollment programs</li> <li>2-year action plans cycle</li> <li>Reviewer rubrics changed from checklist to feedback on quality of reports</li> <li>Focus on action plans</li> <li>Individual meetings/training</li> </ul>	<ul style="list-style-type: none"> <li>Results are due May 15<sup>th</sup> <u>unless other dates are more convenient</u>. Action plans are due Oct. 1<sup>st</sup> on Odd years.</li> <li>Video tutorials explaining each step.</li> <li>Clear procedures showing who is responsible, what steps need to be taken.</li> </ul>





# Thank You

**Address**

Charleston, South Carolina

**Contact Number**

843-953-4277

**Email Address**

[assessment@cofc.edu](mailto:assessment@cofc.edu)



COLLEGE of  
CHARLESTON  
OFFICE FOR ASSESSMENT AND  
CONTINUOUS IMPROVEMENT