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Appendix
AMSC Mission Statement

Mission Statement

Atlanta Metropolitan State College, a unit of the University System of Georgia, focuses on excellence, where outstanding faculty members and committed staff teach and facilitate the successful academic matriculation and holistic development of students. The College offers an affordable liberal arts education and prepares students from a diverse urban community to function in a global society.
Introduction

Purpose of the Institutional Effectiveness/Assessment Plan and Guide

The Atlanta Metropolitan State College Institutional Effectiveness (IE)/Assessment Handbook is designed to provide a comprehensive overview of basic methodologies utilized in the planning, assessment/evaluation processes, as well as how the results from these processes are used to improve programs and services of the College. The impetus for these processes is based on the principle of continuous improvement in academic programs, services, and overall institutional effectiveness.

Institutional Effectiveness Model of Atlanta Metropolitan State College

Institutional effectiveness is an on-going, comprehensive integrated system designed to enhance and improve the Institution through an internal and external assessment process as well as demonstrate the degree to which the institution has effectively fulfilled or achieved its stated mission or purpose. Therefore, institutional effectiveness involves a systematic comparison of proposed institutional performance to actual outcomes and the extent to which the college uses assessment results for improving effectiveness. The Atlanta Metropolitan State College Comprehensive Assessment/Evaluation Handbook is the instructional document for the evaluation of institutional effectiveness.

Atlanta Metropolitan State College is committed to providing excellent academic programs and educational support services and as such channels all activities and resources to that end. The institutional effectiveness process integrates assessment, evaluation, planning, monitoring, implementation, state and federal compliance, accountability, and budgeting to improve the quality of all functions of the College. The AMSC Institutional Effectiveness System is comprehensive in scope and encompasses all sectors of the College. The goal of institutional effectiveness at Atlanta Metropolitan State College is to assess the outcomes of educational programs and services and utilize the results to make improvements.

The College has identified Indicators of Effectiveness (IOE) attributes essential to success, which measure the institution’s performance. Formative and summative evaluations provide the foundation for assessing effectiveness at the Institution and forming the basis for determining progress toward the accomplishment of the institution’s stated mission and goals. Operational (annual) goals and objectives that are not accomplished during the fiscal year are reviewed for modification, elimination, or continuation into the new fiscal year. This analysis is conducted via the annual Strategic Planning Audit. (Refer to the Atlanta Metropolitan State College Strategic Planning Manual for a more comprehensive overview of the long-range planning process.)
Atlanta Metropolitan State College Institutional Effectiveness Model
AMSC Policy, Planning, and Assessment Organizational Structure

President

VP Institutional Effectiveness
(Makes Committee Recommendations to the President)

Institutional Effectiveness Committee
(Mission, Planning and Assessment Policy)

Executive Committee
Lead Committee on Academic and Faculty Policies
(Vice Presidents, Deans, One Faculty Representative from each Division)

Division Deans
(Faculty and Staff Evaluations, and Course Evaluations)

Comprehensive Program Review Committee
(Educational Program Reviews)

VP Academic Affairs
(Makes Committee Recommends to the President)

Human Resources Director
(Distributes and Processes Non-Faculty Evaluations)

Non-Academic Unit Heads
(Annual Evaluation of Non-Faculty Employees)

Employment Search/Screen
(Evaluate Job Applicants)

VP Student Affairs
(Makes Council Recommendations to the President)

Student Affairs Assessment Council
(Non Academic Unit reviews)

Educational Program Committee
Educational and Curriculum Approvals
(2 Representatives from each Division)
The IE Components at Atlanta Metropolitan State College

The AMSC institutional effectiveness process has four components: planning (Exhibit xxx), implementation, assessment, and use of assessment results to improve programs. A description of these components follow.

A. Strategic and Operational Planning

The strategic planning process at Atlanta Metropolitan State College (AMSC) is designed to guide academic and administrative units of the college through a structured planning process that is based on on-going monitoring, evaluation, and outcomes assessment. The strategic planning process focuses on continuous quality improvement systems and projects to meet the future needs and priorities of the college. The strategic plan will set the direction for Atlanta Metropolitan State College to achieve its mission (Refer to the Strategic Plan for a Comprehensive overview of the planning process).
B. Implementation

All unit employees are expected to take part in the planning and implementation of unit objectives. The implementation phase is guided by an action plan which identifies who and when (called the timeline) will carry out the unit objectives.

C. Budgeting

Budgeting involves the allocation of fiscal resources required to carry out the strategic and operational plans of the College. Planning should always precede the budgeting process.

D. Assessment/Evaluation

This component measures the extent that AMSC achieves its goals and objectives. More specifically, it indicates how assessment findings are applied to ameliorate or alleviate weaknesses and maintain or enhance strengths in the quality of programs or services.

E. Use of the Results to Improve Programs and Services

The use of assessment results is perhaps the most important component of the IE process. All units are expect to use the assessment results to improve its programs and services, a process that is often called “closing the loop.”
Scheduling of Institutional Effectiveness Activities

<table>
<thead>
<tr>
<th>Area Assessed/Evaluated</th>
<th>Respondents</th>
<th>Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Faculty</td>
<td>Students</td>
<td>Annual</td>
</tr>
<tr>
<td>Mission</td>
<td>College and Community</td>
<td>Five-Year</td>
</tr>
<tr>
<td>Faculty</td>
<td>Vice President for Academic Affairs and Academic Division Deans</td>
<td>Annual</td>
</tr>
<tr>
<td>Staff</td>
<td>Unit Heads</td>
<td>Annual</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Internal Customers</td>
<td>Annual</td>
</tr>
<tr>
<td>Institution</td>
<td>Accrediting Agencies, Graduates, Alumni, and External Stakeholders</td>
<td>Various</td>
</tr>
<tr>
<td>Educational Programs</td>
<td>Divisions and External Evaluators</td>
<td>Five-Year</td>
</tr>
<tr>
<td>Student Services</td>
<td>Students</td>
<td>Annual</td>
</tr>
<tr>
<td>Planning Units/Subunits</td>
<td>Unit Heads, Faculty and Employees</td>
<td>Annual</td>
</tr>
<tr>
<td>Unit Processes</td>
<td>Internal/External Evaluators</td>
<td>Three-Year</td>
</tr>
</tbody>
</table>

The Office of Institutional Effectiveness and the IE Committee has the primary responsibility for the development and administration of the comprehensive assessment and evaluation document; however, the following administrative units have primary responsibilities for implementation of respective unit plans and assessments.

<table>
<thead>
<tr>
<th>PLANNING AND ASSESSMENT DOCUMENTS</th>
<th>ADMINISTRATIVE UNIT SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Effectiveness and Assessment Handbook</td>
<td>Institutional Effectiveness</td>
</tr>
<tr>
<td>Program Review Manual</td>
<td>Academic Affairs and Institutional Effectiveness (VPIE)</td>
</tr>
<tr>
<td>The Faculty Evaluation System Handbook</td>
<td>Office of the Vice President for Academic Affairs (VPAA)</td>
</tr>
<tr>
<td>Performance Evaluation Process for Professional, Administrative, and Non-Exempt Staff</td>
<td>Fiscal Affairs (Human Resources)</td>
</tr>
<tr>
<td>Instructional Delivery Plan – Distance Education</td>
<td>Academic Affairs and Institutional Effectiveness</td>
</tr>
</tbody>
</table>
Planning, Budgeting and Assessment Model

The planning and assessment structures (Figure xxx) of AMSC are integrated, broad-based, and interrelated. All IE activities are based on the College’s mission. The Strategic Plans, both for the Institution and units, are long-range in nature and are implemented primarily through the annual planning process. Formative and summative assessments are implemented throughout the planning and assessment model. Institutional priorities provide the flexibility to address unanticipated internal/external threats and provides a risk management structure for the College to address such events. A brief description of each component follows.
Mission Statement Review Process

The AMSC mission statement guides all aspects of the College’s planning, budget and assessment processes. The review and evaluation of the AMSC mission statement occurs at least once in every five-year cycle, consistent with the College’s Strategic Planning Cycle. All components of the College, including community participate in the Mission Statement review and evaluation process. Approval of the Mission Statement follows the same process (Fig. xxxx) as other core documents of the college.

A campus-wide Mission Review Committee, consisting of representatives from all sectors (i.e. students, faculty, staff) of the College, is responsible for conducting the Mission Statement review. Based on feedback from the College community, the Mission Review Committee makes recommendations to the Institutional Effectiveness Committee, who presents the findings to the faculty assembly for approval. If approved by the faculty assembly, the Vice-President for Institutional Effectiveness makes any recommendation to the College President, who subsequently submits mission statement recommendation changes to the University System of Georgia Board of Regents for final approval.

Figure xxx. Review Levels of Mission Statement
Mission Statement Assessment Rubric

An acceptable mission statement should be concise, comprehensive, indicating the College’s purpose, who it serves, the way in which it serves, and with what results (indicators)

☐ Exemplary

- Clearly and Concisely Stated Purpose
- Comprehensive, identifies Stakeholders
- Purpose is specific and appropriate for capability
- Purpose Aligned with USG and external needs/demands
- Outcomes are measurable

☐ Acceptable

- Statement of purpose
- Broadly refers to stakeholders
- Questionable Capacity to carry out purpose
- Mostly aligned with USG and external needs/demands
- Outcomes are measurable, but needs refining and/or clarity

☐ Developing

- Unclear, incomplete purpose
- Purpose is not comprehensive and inconsistent with what the College does
- Purpose is beyond capacity
- Most of Purpose is misaligned with needs
- Most Outcomes are not measurable
Planning: Strategic and Annual

Strategic Planning

A full description of Institutional Strategic Planning is described in the Atlanta Metropolitan State College Strategic Plan Document. Strategic Planning, both unit and Institutional, occurs on a five-year cycle, and is a multifaceted process involving various components. The AMSC Strategic Planning process is describe in Figure xxxx.

---

**Planning Assumptions**

- SWOT - Analysis of Internal strengths and weaknesses and external opportunities and threats
- Develop a GAP Analysis – Assess the current resources (human and physical) to achieve planning assumptions
- Develop Conclusions

---

**Strategic Action Plan**

- Specify goals and objectives, success indicators
- Prioritize Initiatives
- Allocate Resources/Budget

---

**Environmental Scan**
The Annual Planning Process

1. The annual planning cycle, Figure xxx, is initiated by the President of the College, who will prioritize the institutional strategic goals. As necessary, the President may designate specific planning assignments.

2. In the **Planning Phase**, by October 1, each unit will submit its annual plan. The annual plan consists of institutional strategic goal(s) and measurable objective(s). Objectives include budget projections, expected outcomes/targets, and an implementation strategy, an action plan describing who will do what, how, when, and at what cost. After completing the vetting and approval processes in the respective vice president units of the College, annual plans should be submitted to the Office of Institutional Research, Planning, and Assessment (IRPA) using the Planning Forms (Figures 3-9) and the Budget Form (Figure 10), or a modified electronic version of the form from the Compliance Assist Management System. The Office of IRPA will review the unit plans, provide technical feedback as necessary, and store the documents in electronic form. Faculty and staff have access to the documents through a secure login process.

3. In the **Implementation Phase**, units will implement their plans during the period occurring October-May. Unit requests for a change in scope and/or nature in their originally approved annual plans should be submitted to the respective unit head using the Audit Form, Figure 11. An approved copy of the audit form request should be submitted to the Office of IRPA.

4. In the **Assessment Phase**, in July and August, each unit will evaluate/assess its progress toward achieving its annual goals and objectives, indicate how it utilizes results, and submit its assessment and evaluation on the **Annual Assessment Form**, Figure 12, or an electronic form. The Office of IRPA will then review the submitted forms, provide technical feedback to the units, and make available the assessment/evaluations to the Unit Heads and appropriate entities for ongoing review and the budget hearing process. The flow of information, p. 14, is the same in the Review Phase as that described earlier for the Planning Phase, except the process will culminate with the units presenting their annual progress and next year projections, including budgetary considerations, to the President and/or an appropriate group that he deems appropriate,
October

Submission of Planning and Budget Forms for the Following Fiscal Year

Deliverables – Units adopt and submit goals, objectives, and action plans for the upcoming year, including budget projections; Process - Units submit annual plans for approval by unit heads and the respective Vice President, followed by submission to the Office of IRPA, which provides technical support and posting of documents

June - September

Assessment and Use of Results

Deliverables - Unit assessment/evaluation of its annual progress to the President in a Budget Hearing Process.

October-May

Implementation Period

Deliverables – Units implement objectives/action plans

March

Budget & State-of-the-Unit Hearing

Units submit budget requests (> $5000), as well as provide the State-of-the-Unit PowerPoint presentations
### Strategic Goal 4: Ensure effective and efficient educational programs and academic services that meet student and market demands.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop science, math, teacher education, and/or other program initiatives, both collaborative and internal, to increase the underrepresented population of minorities in those areas.</td>
<td></td>
</tr>
<tr>
<td>Develop a balance of transfer, career, and certificate educational programs that meet student demands.</td>
<td></td>
</tr>
<tr>
<td>Ensure effective educational programs and academic support services that address student institutional requirements, such as the those associated with the Regents Exam and Learning Support.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement periodic and scheduled evaluation/assessment of educational programs to ensure their quality, consistency, and relevance to student needs.</td>
<td></td>
</tr>
<tr>
<td>Implement the Board of Regents strategic initiatives to enhance AMC’s educational programs and services.</td>
<td></td>
</tr>
<tr>
<td>Employ a planning, evaluation, and budget process that ensures continuous improvement in the delivery of educational programs and academic services.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Include associated expenses on the "Budget Form."*

**Note:** Please complete this portion using the Budget Worksheet to indicate fiscal and physical resources needed and sources.
**Assessment Form**

Note: Use a different assessment form for each planning objective.

<table>
<thead>
<tr>
<th>Unit name ____________________________________________</th>
<th>Date Submitted __________________________</th>
</tr>
</thead>
</table>

**Planning Activity (as listed on the planning form)**  
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Actual Outcome</th>
<th>Outcome Assessment and Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(or expected results, taken from the Planning Form)</td>
<td>Assessment Instrument</td>
</tr>
<tr>
<td></td>
<td>(Give a description or the instrument/method used to measure the progress of the expected outcome)</td>
</tr>
<tr>
<td></td>
<td>Achieved or exceeded the expected outcome</td>
</tr>
</tbody>
</table>
Budget Form

**BUDGET FORM**

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Activity (List from the Planning Form):</td>
<td></td>
</tr>
</tbody>
</table>

Please Check one of the boxes:  
- One-time Budget Request  
- On-going Budget Request

<table>
<thead>
<tr>
<th>Unit Head Signature/Approval</th>
<th>Area Vice President Signature/Approval</th>
</tr>
</thead>
</table>

Total Amount Requested (Calculated) 0

<table>
<thead>
<tr>
<th>CURRENT BUDGET</th>
<th>PROJECTED BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Services</strong></td>
<td><strong>Personnel Services</strong></td>
</tr>
<tr>
<td>Salaries-Regular Faculty</td>
<td>Salaries-Regular Faculty</td>
</tr>
<tr>
<td>Salaries-Part-Time Faculty</td>
<td>Salaries-Part-Time Faculty</td>
</tr>
<tr>
<td>Salaries-Summer Faculty</td>
<td>Salaries-Summer Faculty</td>
</tr>
<tr>
<td>Salaries-Professional/Admin</td>
<td>Salaries-Professional/Admin</td>
</tr>
<tr>
<td>Salaries-Staff</td>
<td>Salaries-Staff</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>Fringe Benefits</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Personnel Services Sub-total (Calculated) 0

<table>
<thead>
<tr>
<th>Travel</th>
<th>Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel- Employee</td>
<td>Travel - Employee</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Travel Sub-total (Calculated) 0

<table>
<thead>
<tr>
<th>Operating Supplies &amp; Expenses</th>
<th>Operating Supplies &amp; Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase</td>
<td>Purchase</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>Supplies and Materials</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>Repairs and Maintenance</td>
</tr>
<tr>
<td>Software</td>
<td>Software</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>Subscriptions</td>
</tr>
<tr>
<td>Computer Charges -Other</td>
<td>Computer Charges -Other</td>
</tr>
<tr>
<td>Contracts</td>
<td>Contracts</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Telecommunications</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Operational Supplies/Exp Sub-total (Calc) 0

<table>
<thead>
<tr>
<th>Equipment Purchase/Capital Outlay</th>
<th>Equipment Purchase/Capital Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease/Purchase</td>
<td>Lease/Purchase</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Equipment Purchase/Cap. Outlay Sub-total (Calc) 0

<table>
<thead>
<tr>
<th>Total Current Budget</th>
<th>Total Projected Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Major Project and Year End Request

### Project Name

### Project Description

### Project Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardware/Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loose Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurring Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Calculated):</strong></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Funds Available

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year End</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Calculated):</strong></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

## Authorized Allocations

<table>
<thead>
<tr>
<th>Vendors Name(s)</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
</table>

### Approval

Vice President of Fiscal Affairs

Date
Assessment is a measure of student learning. It is a cyclical process consisting of a sequence of decisions and procedures designed to focus attention on outcomes, as defined by the faculty and staff. Assessment is also designed to demonstrate, in a structured and objective manner, the degree to which those outcomes actually are being collectively achieved by the program’s graduates and the unit’s employees.

An assessment plan is an evolving document which guides the evaluation of student performance and learning outcomes in academic programs and administrative units. Like each program/unit it seeks to improve the assessment process and will change and improve over time, based on an evaluation of its own “outcomes.” As the plan is implemented, changes will occur. The plan should remain flexible so that it can be adjusted or amended by any area or operational unit which identifies additional indicators of effectiveness. The assessment program is not intended to evaluate every aspect of student outcomes or administrative operations, but to assess the more significant aspects of each program or unit. It was not devised to be used just once to produce a “report card” on a degree program/unit and then be set aside. Moreover, it is neither a vehicle for comparing programs/units with one another internally, nor a device for comparing effectiveness among institutions. The assessment process is intended to be an integral component of the program it serves; operating in concert with instruction and other academic functions upon which it is focused.

A primary purpose of the Atlanta Metropolitan State College assessment/evaluation process is to improve the quality of the Institution and to assist it in achieving academic excellence. In order to attain academic excellence, it is imperative for the institution’s decision-makers to know whether or not the resources used for academic and administrative support are being utilized as effectively and efficiently as possible.

According to SACS, institutions must ensure that the results of an evaluation are used to improve institutional effectiveness. An important step in fulfilling that obligation is the clear communication of pertinent evaluation results to the institution’s academic and administrative units. Evaluation results provided to each department should focus primarily upon that unit’s operations and/or the accomplishment of its students.

Evaluation results should be:

1. Easily understood by the persons expected to use it.
2. Clearly related to pertinent statements of goals or expected educational results/outcomes.
3. Compared (when feasible) to appropriate reference groups, either internal or external.
4. Analyzed in reference to comparable assessments repeated at periodic intervals.
Evaluating, in order to be effective and have a significant impact on the Institution should involve the Institution’s personnel and fiscal resource considerations. The results of the evaluation process should be useful to everyone involved throughout the college, especially decision-makers and other constituents.

The Institution’s evaluation process provides documented data concerning actual performance. The evaluation system focuses on assessment of overall educational programs and support services success. It measures progress in achieving goals and objectives in all units of the Institution with emphasis on individual academic programs and non-academic services. The total evaluation program is highly participatory, involving faculty, students, staff, administration, and advisory committee members of the community as appropriate.

The evaluation results are used to plan, make predictions, and reduce uncertainty within the implementation process of the Institution. Administrative and academic units should use the evaluation process to assess the effectiveness of the units.


Assessment is the systematic gathering of data/information to determine how well performance matches expectations. Moreover, it is a continual process that is integrated into all aspects of the College. Assessment at Atlanta Metropolitan State College seeks to ensure that the college’s goals are achieved and improvements are implemented as appropriate. More specifically, Atlanta Metropolitan State College’s assessment of programs and services focuses on whether or not assessment methodologies described have actually been implemented, the results of those methods analyzed, and the information garnered from the process, were utilized to improve overall institutional effectiveness.

The major goals of assessment are to improve student learning outcomes, faculty teaching, and to evaluate campus effectiveness as measured by student learning outcomes. Assessment is an interface between projected goals and the reality of learning. It pinpoints the effectiveness or ineffectiveness of the college experience for students. It encompasses:

- Setting goals and raising questions about the education provided.
- Gathering information/data.
- “Closing the Loop” - using significant findings to improve educational programs, services, and operations

Common Assessment Instruments

What are commonly used assessment methods at AMSC and institutions of higher education?

Various assessment methods are utilized at Atlanta Metropolitan State College to measure student learning. It is critically important that the assessment method matches the learning outcome and that the course grading is consistent with both outcomes and assessment methods. To ensure quality assessment,
various methods should be utilized for a given learning outcome. Various methods which point to the same assessment results validate and lends credibility to the assessment process. Following are various assessment methods, by learning level, adapted from Morris et al., that are commonly used in higher education.

**Thinking critically and making judgments**
(Developing arguments, reflecting, evaluating, assessing, judging)

- Essay
- Report
- Journal
- Letter of Advice (about policy, public health matters .....)
- Present a case for an interest group
- Prepare a committee briefing paper for a specific meeting
- Book review (or article) for a particular journal
- Write a newspaper article for a foreign newspaper
- Comment on an article's theoretical perspective

**2. Solving problems and developing plans**
(Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information)

- Problem scenario
- Group Work
- Work-based problem
- Prepare a committee of enquiry report
- Draft a research bid to a realistic brief
- Analyze a case
- Conference paper (or notes for a conference paper plus annotated bibliography)

**3. Performing procedures and demonstrating techniques**
(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)

- Demonstration
- Role Play
- Make a video (write script and produce/make a video)
- Produce a poster
- Lab report
- Prepare an illustrated manual on using the equipment, for a particular audience
- Observe real or simulated professional practice
4. Managing and developing oneself
(Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing)

- Journal
- Portfolio
- Learning Contract
- Group work

5. Accessing and managing information
(Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)

- Annotated bibliography
- Project
- Dissertation
- Applied task
- Applied problem

6. Demonstrating knowledge and understanding
(Recalling, describing, reporting, recounting, recognizing, identifying, relating & interrelating)

- Written examination
- Oral examination
- Essay
- Report
- Comment on the accuracy of a set of records
- Devise an encyclopedia entry
- Produce an A-Z of ...
- Write an answer to a client's question
- Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment)

7. Designing, creating, performing
(Imagining, visualizing, designing, producing, creating, innovating, performing)

- Portfolio
- Performance
- Presentation
- Hypothetical
- Projects
8. **Communicating**
(One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)

- Written presentation (essay, report, reflective paper etc.)
- Oral presentation
- Group work
- Discussion/debate/role play
- Participate in a 'Court of Enquiry'
- Presentation to camera
- Observation of real or simulated professional practice

**Assessment of Learning Outcomes, Programs, and Services**

Atlanta Metropolitan State College (AMSC) conducts assessments of its programs and operations as part of the institutional effectiveness/strategic planning initiatives. Each administrative and academic unit of AMSC has conducted or will conduct its own self-analysis and share the findings with the Planning Committee. This Committee monitors the execution of area/operational unit and program plans by advising units on assessment strategies and assisting in the interpretation of assessment results that aid in the strategic planning process.

Methods of evaluating and monitoring College-wide plans should be customized for each academic and administrative component of the institution based on their individual needs and differences. These plans should focus on procedures to enhance effectiveness. Through planning, evaluation, and on-going monitoring, the institution’s constituency identifies strengths and weaknesses and prescribes steps necessary for improvement.

Assessment occurs at various levels of the institution, including: general education, program, course, institutional mission, strategic plan, A description of these processes follow with the corresponding assessment documents.
Student Learning Outcomes
PURPOSE

Unequivocally, the most important assessment at AMSC is that of student learning outcomes. The assessment of student learning outcomes is an on-going, comprehensive process by which all faculty participate. The assessment process has been implemented to systematically evaluate the quality of student learning and to use assessment results to enhance programs and services. There are three levels of student learning outcomes:

- **General Education Learning Outcomes (GELOs)** – knowledge and/or skills that all AMSC graduates should attain, regardless of the major. GELOs are measured at the institution level. The GELOs are implemented in courses from areas A-E in the curriculum, commonly called core or general education courses.

- **Program Learning Outcomes (PLOs)** – knowledge and/or skills that students should attain who complete an academic program. PLOs are measured at the division level. The PLOs are implemented in courses from areas F in the curriculum, commonly called “courses in the program.”

- **Course Student Learning Outcomes (SLOs)** – knowledge and/or skills that a student should attain who complete a course. SLOs are measured at the course level.

PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING

American colleges and universities have a long history of grading and certifying student work. The more recent practice of assessment builds on that history by looking at student achievement not only within courses but across the curriculum, asking about cumulative learning outcomes. As a systematic process of gathering, interpreting, and using information about student learning, assessment is a powerful tool for educational improvement.

Today, hundreds of colleges and universities are doing assessment, at the classroom, program, and institutional levels. The practice has become a universal expectation for accreditation and frequent object of state mandates; nine out of ten institutions now report that they have some type of assessment activity under way. Along the way a “wisdom of practice” has emerged; the nine principles that follow constitute an attempt to capture some of that practical wisdom.

1. **The assessment of student learning begins with educational values.**
   Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to
assess, but how we do so. Where questions about educational mission and values are skipped 
over, assessment threatens to be an exercise in measuring what’s easy, rather than a process of 
improving what we really care about.

2. **Assessment is most effective when it reflects an understanding of learning as 
multidimensional, integrated, and revealed in performance over time.**

   Learning is a complex process. It entails not only what students know but what they can do 
with what they know; it involves not only knowledge and abilities but values, attitudes, and 
habits of mind that affect both academic success and performance beyond the classroom. 
Assessment should reflect these understandings by employing a diverse array of methods, 
including those that call for actual performance, using them over time so as to reveal change, 
growth, and increasing degrees of integration. Such an approach aims for a more complete 
and accurate picture of learning, and therefore firmer bases for improving our students’ 
educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly 
stated purposes.**

   Assessment is a goal-oriented process. It entails comparing educational performance with 
educational purposes and expectations—these derived from the institution’s mission, from 
faculty intentions in program and course design, and from knowledge of students’ own goals. 
Where program purposes lack specificity or agreement, assessment as a process pushes a 
campus toward clarity about where to aim and what standards to apply; assessment also 
prompts attention to where and how program goals 
will be taught and learned. Clear, shared, 
implementable goals are the cornerstone for assessment that is focused and useful.

4. **Assessment requires attention to outcomes but also and equally to the experiences that 
lead to those outcomes.**

   Information about outcomes is of high importance; where students “end up” matters greatly. 
But to improve outcomes, we need to know about student experiences along the way—about 
the curricula, teaching, and kind of student effort that lead to particular outcomes. 
Assessment can help us understand which students learn best under what conditions; with 
such knowledge comes the capacity to improve the whole of their learning experience.

5. **Assessment works best when it is ongoing, not episodic.**

   Assessment is a process whose power is cumulative. Though isolated, “one-shot” assessment 
can be better that none, improvement is best fostered when assessment entails a linked series 
of activities undertaken over time. This may mean tracking the progress of individual 
students, or of cohorts of students; it may mean collecting the same examples of student 
performance or using the same instrument semester after semester. The point is to monitor 
progress toward intended goals in a spirit of continuous improvement. Along the way, the 
assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the 
educational community are involved.**

   Students learning is a campus-wide responsibility, and assessment is a way of enacting that 
responsibility. Thus, while assessment efforts may start small, the aim over time is to involve
people from across the educational community. Faculty play an especially important role, but assessment questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parities with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**
   Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return “results”. It is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**
   Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked on. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of education is central to the institution’s planning, budgeting, and personnel decisions. On such a campus, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.**
   There is a compelling public stake in education. As educators, we have a responsibility to the public that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation - to ourselves, our students, and society - is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

*Source: American Association of Higher Education (AAHE)*
STEPS FOR ASSESSING LEARNING OUTCOMES

The AMSC learning outcome assessment/approval form (exhibit xxx) should be utilized to assess all aspects of student learning. Following is a description of the steps involved in this process.
STEP ONE: DEFINE THE LEARNING OUTCOMES

Learning outcomes are the intended results that students take away from an educational experience, that is, the knowledge, skills, and attitude that students are expected to acquire through the completion of an academic experience (e.g. course, program). Expected results for student learning are often termed measurable results, operationalized outcomes, or measurable outcomes. The learning outcome is a dependent variable with a defined criterion or expected measurement level stated in the outcome.

AMSC emphasizes three important guidelines:

1. Expected outcomes should reflect the mission statement and overall goals of the institution.
2. The scope of an expected outcome should be consistent with its intended purpose and level that it applies (e.g. General Education, Program or course level). Learning outcomes get progressively broader from course outcomes to program outcomes. General education outcomes are the broadest of the three types of learning outcomes.
3. Only one outcome should be measured at a time. The number of outcomes should be manageable, as each outcome has to be measured and results utilized to improve the student learning process.

STEP TWO: ASSESS EACH EXPECTED OUTCOME

This step involves stating each outcome in a measurable form, determining which method or methods are most appropriate for measuring each outcome, and assessing each accordingly. Expected outcomes must be stated in specific terms which can be assessed, as in “operationalizing” a variable. There may be more than one assessable aspect to an outcome that would require corresponding operationalizing.

STEP THREE: ANALYZE ASSESSMENT RESULTS

The purpose of this step is to determine whether the institution is helping students achieve the expected outcomes of a formal education and, if not, why and where it is failing to do so. The most relevant analysis of assessment data should be internal and should determine how well students are acquiring skills, knowledge, and perspectives defined as expected outcomes. Also, by sampling student populations at different points in their educational programs, or by conducting a longitudinal study of the same students over a period of time, an institution will determine institutional progress.
STEP FOUR: USE ASSESSMENT RESULTS TO (A) IDENTIFY CURRICULUM STRENGTHS AND WEAKNESSES, AND (B) CLARIFY (REFINE OR REDEFINE) EDUCATIONAL OUTCOMES AND REVIEW ASSESSMENT METHODOLOGIES

Taking into account the results of Step Three, the next step is to use the assessment results to review the curriculum. Beginning with the results that indicate which outcomes are being achieved and which are not, and which groups of students achieve or do not achieve the outcomes. Some questions that can be asked are: (1) How effective is the curriculum in achieving expected outcomes? (2) What areas of the curriculum are particularly effective in achieving certain outcomes? (3) What areas of the curriculum are less effective in achieving certain outcomes? (4) What are the reasons for the success or failure of the curriculum to achieve certain outcomes? The first of these questions is the seminal question of all assessment activity. It is assumed that the answer will be complex, reflecting the multidimensional nature of each expected outcome.

Second, while an institution will define clearly its expected outcomes prior to assessment, after it analyzes its results it may be apparent that it needs to further clarify them. Some of the questions that it may ask are: (1) Was the expected result stated properly? (2) Did this outcome lend itself to assessment by the methods used? (3) Was the instrument used valid and reliable? (4) Was the assessment instrument administered properly and to appropriate students? (5) How were students selected? (6) Were students motivated to do their best on the assessment? Nearly all institutions will find that some assessment results do not answer the four questions listed above. Sometimes the answers are even contradictory; yet, rarely will institutions find that they cannot use the results to begin to improve the curriculum.

STEP FIVE: DESIGN AND IMPLEMENT APPROPRIATE CURRICULUM IMPROVEMENT MEASURES

If answers to questions in Step Four indicate that the curriculum needs to be revised to improve the attainment of the institution’s educational outcomes, further questions can be asked: (1) Can the existing curriculum be altered with minor adjustments to accomplish this purpose, or must there be a major revision of the curriculum? (2) Can a distribution model of the curriculum accomplish the institution’s purpose, or does the institution need a more integrated curriculum?
General Education Learning Outcomes (GELOs)
The broadest and most comprehensive assessment of the institutional based learning outcomes are general education learning outcomes; outcomes identified by the college as those which inculcate knowledge, develop and enhance skills, form attitudes, and define perspectives. General education is the common factor in the AMSC experience and is central to the goals the institution has established for its students. At AMSC, general education outcomes address the following domains which the college considers essential to student success:

Communication  
Basic Quantitative Skills (Math)  
Culture and Values  
The Individual and Society  
Science (Applying the Scientific Method and Technology)  
Critical Thinking  
United States and Global Perspectives

The general education outcomes are assigned to specific general education courses (Areas A - Area E). Following is a list of the general education outcomes mapped to the specific courses that they are implemented.
<table>
<thead>
<tr>
<th>Area A – Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. write effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development.</td>
</tr>
<tr>
<td>A2. demonstrate effective reading skills (e.g. comprehension, inference, analysis, recall, contextual clues) that transcend subject matter or genre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B – Institutional Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating and synthesizing information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C – Humanities and Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. identify at least one genre of the fine and applied arts and discuss the social and historical contexts from which the art form emerged.</td>
</tr>
<tr>
<td>C2. identify at least one mode of communication (oral or written) and utilize appropriate guidelines and conventions in expressing ideas and/or opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D – Science, Mathematics, and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2. apply the steps and tenets of the scientific method.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E – Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. U.S. Perspective: Students will discuss historical, political, and cultural aspects that influence the development of the United States.</td>
</tr>
<tr>
<td>E2. Global Perspective: Students will compare and contrast the United States to other world cultures, discussing similarities as well as differences among them.</td>
</tr>
</tbody>
</table>
General Education Learning Outcomes Implementation Process

Faculty Member Incorporates GELOs into Course Syllabus

Assessment of the GELO occurs in designated GELO Courses

Faculty Member Reports the GELOs Results to the respective Division and Office of Institutional Effectiveness

The Office of Institutional Effectiveness monitor the completion of the GELOs, and transmit the GELO results to the VPAA and Division Deans

The Deans review the GELO results on a semester-by-semester basis, report the results to their faculty members and use the results to improve student learning
Review/Revise General Education Learning Outcomes and Program Learning Outcome (PLOs) Process
(Occurs on a Five-Year Cycle)

*Starting Point

Review/Revision of GELOs and PLOs by Divisions

Results Analysis and Recommendation by Vice President for Academic Affairs

External Evaluator

Recommendation by the VPAA to the President for Final Approval

Review/Revision by Comprehensive Program Review and Academic Assessment Committee

Approval by General Faculty Body

Approval and Recommendation by Institutional Effectiveness Committee
Program Learning
Outcomes and Program Reviews
Program Learning Outcomes

Program Learning Outcomes

Program learning outcomes define what a student should know or be able to do upon completion of the program. Courses in area F are utilized to implement program student learning outcomes. The program learning outcomes, by Program, are listed below.
<table>
<thead>
<tr>
<th>Program</th>
<th>Outcomes</th>
<th>Assessment Method</th>
<th>PLO Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>Students will be able to create and analyze basic financial statements using general accepted accounting principles and practices. Students will be required to demonstrate the ability to work in a group setting in order to achieve organizational goals. Students will be able to utilize software applications to process raw data into information and reports that can be used to make business decisions.</td>
<td>electronic portfolio</td>
<td>ACCT 2102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A group assignment</td>
<td>BUSA 1105, 2105, 2106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Portfolio</td>
<td>CISM 2101</td>
</tr>
<tr>
<td>Automated Office Management</td>
<td>Students will be required to demonstrate the ability to work in a group setting in order to achieve organizational goals. Students will be able to create and analyze basic financial statements using general accepted accounting principles and practices. Students will be able to utilize software applications to process raw data into information and reports that can be used to make business decisions.</td>
<td>A group assignment</td>
<td>BUSA 1105, 2105, 2106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic portfolio</td>
<td>ACCT 2102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Portfolio</td>
<td>CISM 2101</td>
</tr>
<tr>
<td>Business Management</td>
<td>Students will be able to create and analyze basic financial statements using general accepted accounting principles and practices. Students will be required to demonstrate the ability to work in a group setting in order to achieve organizational goals. Students will be able to utilize software applications to process raw data into information and reports that can be used to make business decisions.</td>
<td>electronic portfolio</td>
<td>ACCT 2102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A group assignment</td>
<td>BUSA 1105, 2105, 2106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Portfolio</td>
<td>CISM 2101</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Students will be able to create and analyze basic financial statements using general accepted accounting principles and practices. Students will be required to design, code, debug, test and implement an application program using an object oriented programming language. Students will be required to Analyze complex problems and develop the appropriate software to solve the problems.</td>
<td>electronic portfolio (see attached)</td>
<td>ACCT 2101, ACCT 2102</td>
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<tr>
<td></td>
<td></td>
<td>A part of an electronic portf</td>
<td>CSCI 1301</td>
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<tr>
<td></td>
<td></td>
<td>A part of an electronic portfolio</td>
<td>CSCI 1301</td>
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<tr>
<td>Program</td>
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<td>Assessment Method</td>
<td>PLO Courses</td>
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<tr>
<td>Computer Programming</td>
<td>Students will be required to design, code, debug, test and implement an application program using an object oriented programming language.</td>
<td>A part of an electronic portfolio</td>
<td>CSCI 1301</td>
</tr>
<tr>
<td></td>
<td>Students will be required to Analyze complex problems and develop the appropriate software to solve the problems.</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>Students will be required to design, code, debug, test and implement an application program using an object oriented programming language. Students will be required to Analyze complex problems and develop the appropriate software to solve the problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computerized Office Management</td>
<td>Students will be able to utilize software applications to process raw data into information and reports that can be used to make business decisions. Students will be able to create and analyze basic financial statements using general accepted accounting principles and practices. Students will be required to demonstrate the ability to work in a group setting in order to achieve organizational goals.</td>
<td>Electronic Portfolio</td>
<td>CISM 2101</td>
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<td>PLO Courses</td>
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<tr>
<td>African-American Studies</td>
<td>Understand the foundations of African &amp; African American Studies as an interdisciplinary scholarly inquiry, and is diverse perspectives;</td>
<td>Incomplete</td>
<td>Incomplete</td>
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<tr>
<td></td>
<td>Develop skills in critical thinking, qualitative and analytical reasoning in the evaluation and interpretation of the complexity and diversity of people in the African Diaspora, with a focus on the interplay between the historical, political, economic, cultural, and social dynamics that have shaped the reality of African people;</td>
<td>Incomplete</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td>Communicate the history, culture, and experiences of African people around the globe, and the contributions they have made to the development of world civilizations;</td>
<td>Incomplete</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td>Exhibit communication skills (i.e., writing, speaking, listening) that will enable them to engage in promoting the collective consciousness of African people throughout the Diaspora;</td>
<td>Incomplete</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Art</td>
<td>Create in a variety of studio processes and media to generate a finished original work of art.</td>
<td>Incomplete</td>
<td>ARTS 1011</td>
</tr>
<tr>
<td></td>
<td>Identify, analyze and apply effective principles of design with in a visual artistic method</td>
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<tr>
<td></td>
<td>Demonstrate artistic critical thinking and analysis through discussion and writing.</td>
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<td>ARTS 2210</td>
</tr>
<tr>
<td></td>
<td>Project FIVE: PENCIL, GRAPHITE POWDER, AND BLACK INK LAYERING. is an assignment where the student explore a variety of studio drawing processes in a single drawing project.</td>
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<td></td>
<td>Project SIX: COLLAGE PAPER PROCESS INTRO TO COLOR is the first assignment to introduce the students to color in the Drawing II course with specific project guidelines.</td>
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<tr>
<td></td>
<td>Project SEVEN: COLOR DRAWING FINAL. Is a final assessment assignment that is given to see how well students have grasped the application method of color and can apply the use of color without specific parameters of how the project should be created.</td>
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<td></td>
<td>Students will create a mask made of shoes of which they are influenced by a particular culture. Included with this project students will have to create an artist statement. During critiques the student will read their artist statement that goes along with their piece. They will be assessed on how well their artist statement</td>
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<tr>
<td>Program</td>
<td>Learning Outcomes</td>
<td>Assessment Method</td>
<td>Course for Assessment</td>
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</tr>
<tr>
<td>English</td>
<td>Demonstrate oral academic expression</td>
<td>Oral evaluation rubric</td>
<td>American Literature (ENGL 2130)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate written academic expression</td>
<td>Written evaluation rubric</td>
<td>American Literature (ENGL 2130)</td>
</tr>
<tr>
<td></td>
<td>Evaluate literary genres</td>
<td>Written exam</td>
<td>American Literature (ENGL 2130)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Learners will be able to create sentences orally, interpret and comprehend someone else speaking in the target language at the ACTFL (American Council for the Teaching of Foreign Languages) Intermediate lo-high proficiency level.</td>
<td>Oral interview - In-class oral &amp; listening activities.</td>
<td>SPAN 2002</td>
</tr>
<tr>
<td></td>
<td>Learners will be able to create sentences orally, interpret and comprehend someone else speaking in the target language at the ACTFL (American Council for the Teaching of Foreign Languages) Intermediate lo-high proficiency level.</td>
<td>A foreign language composition rubric assessment instrument will be used to assess a student's program learning outcome within exams and assignments. The instrument will assess: Task completion, comprehensibility, content, vocabulary, language control, spelling and punctuation. Imbedded test assessment - In-class written assessments - Written assessments</td>
<td>SPAN 2002</td>
</tr>
<tr>
<td></td>
<td>Learners will be able to create and write a composition at the ACTFL (American Council for the Teaching of Foreign Languages) Intermediate lo-high proficiency level.</td>
<td>Imbedded test assessment - In-class written assessments - Written assessments</td>
<td>FREN/SPAN 2002</td>
</tr>
<tr>
<td>General Studies</td>
<td>Create interdisciplinary programs which will expand the Area F courses relevant to students' interests and/or career plans</td>
<td>Required Survey for Students Graduating with a Major in General Studies</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Facilitate graduation so that students who have changed majors or are undecided can graduate in a timely manner</td>
<td>Required Survey for Students Graduating with a Major in General Studies</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Students will have to fulfill PLOs in at least two Area F courses</td>
<td>PLOs are pre-defined for each course</td>
<td>N/A</td>
</tr>
<tr>
<td>Human Communication</td>
<td>Students will identify appropriate guidelines for oral communication.</td>
<td>To evaluate the percentage of students whose content clarity of messages skills improve.</td>
<td>COMM 1100</td>
</tr>
<tr>
<td>Program</td>
<td>Learning Outcomes</td>
<td>Assessment Method</td>
<td>Course for Assessment</td>
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</tr>
</tbody>
</table>
| Mass Communication | Demonstrate an understanding of the history, functions, development and theories of mass communications and the use of multimedia  
Competently use various media production and editing tools to create effective communication materials as a means of artistic, political, cultural and social expression. | Embedded Test Assessment                                                          | MCOM 2202             |
| Music        | Demonstrate an understanding of the theoretical concepts of music notation by reading and composing music in common practice style.  
Demonstrate musical knowledge and performance practices indigenous to an ensemble by participating in that ensemble and performing in said ensemble.  
Demonstrate musical knowledge and performance practices indigenous to their chosen applied instrument by performing up to a college level on said instrument.  
Further, the students will be able to discuss the music being performed in its social, stylistic, and historical context.  
Sight-sing single melodies and harmonic parts in various keys, meters, clefs, and styles.  
Students will demonstrate business and management principles in the music industry and recognize what careers are available | Faculty will use a scoring rubric to assess the content knowledge of the student in a final powerpoint research project to be developed in the capstone course.  
Pre-Post Test                                                                 | MCOM 2202, MUSC 2111, MUSC 1105, MUSC 1115, MUSC 1120 |
| Speech       | Demonstrate the ability to communicate effectively and ethically by presenting oral presentation.  
Successfully work with others in a group setting to demonstrate knowledge of nonverbal communication, listening, interviewing, small group behavior, conflict resolution and informative briefings.  
Demonstrate the skills of research and planning for organization of informative and persuasive presentations. | Pre-Post Aural Assessment                                                        | MUSC 2115              |
|              |                                                                                                                                                                                                               | The student will create a music based company with an LLC in the career area of their choice.  
A Pre/Post Test will be given.                                                                                                    | MUSC 2114              |
<p>|              |                                                                                                                                                                                                               | In-class written assessments                                                      | COMM 1110              |
|              |                                                                                                                                                                                                               | Individual and collaborative class research projects.                           | COMM 1110              |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Learning Outcomes</th>
<th>Assessment Method</th>
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</thead>
</table>
| Criminal Justice            | Criminal Justice students should be able to identify and describe the various work groups in the Criminal Justice System.  
Criminal Justice majors should be able to discuss the historical developments and summarize the current trends in law enforcement  
Identify and describe the various work groups in the Criminal Justice System. | Periodic and end of semester exams         | CRJU 1102                                 |
| Health and Physical Education | Discuss historical events that affected the field of Health and Physical Education  
Describe how philosophical ideas affect health and physical education. | End of semester Multiple Choice Assessment, Discussion Assessment, True/False Assessment | PHED 2101                                 |
| History                     | History students should be able to explain the relevance of history to the present. | End of Term Essay Exam Item                | HIST 2112-United States History II (Since 1865) |
| Political Science           | Analyze political theories and ideologies in terms of how they manifest themselves in political issues and developments.  
Explain the relationship between agencies (the process for political socialization, interest groups, political parties, representation and elections) and output agencies  
Compare, contrast, and/or defend political systems of Western and Non-Western countries and the concepts, evolution, processes and consequences  
Analyze political theories and ideologies in terms of how they manifest themselves in political issues and developments. | Departmental exit exam assigned to graduating Political Sciences students in the final month of matriculation at AMC.  
Departmental exit exam assigned to graduating Political Sciences students in the final month of matriculation at AMC.  
Departmental exit exam assigned to graduating Political Sciences students in the final month of matriculation at AMC.  
Departmental exit exam assigned to graduating Political Sciences students in the final month of matriculation at AMC. | POLS 1101, 2101, 2301, 2601 |

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<table>
<thead>
<tr>
<th>Program</th>
<th>Learning Outcomes</th>
<th>Assessment Method</th>
<th>Courses for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td></td>
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</tr>
<tr>
<td>Recreation</td>
<td>Discuss and describe the principles and techniques of recreational programming.</td>
<td>End of semester Recreational Programming Project, Discussion Assessment, Multiple Choice Assessment</td>
<td>PHED 2205</td>
</tr>
<tr>
<td></td>
<td>List the requirements for employment in Recreational Leadership or public and private agencies.</td>
<td>End of semester Multiple Choice Assessment, Matching Assessment, True/False Assessment</td>
<td>PHED 2230</td>
</tr>
<tr>
<td>Recreation Leadership</td>
<td>Discuss and describe the principles and techniques of recreational programming.</td>
<td>End of semester Recreational Programming Project, Discussion Assessment, Multiple Choice Assessment</td>
<td>PHED 2205</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of the history of social welfare and its influence on contemporary policies, programs and services.</td>
<td>Final Exam Discussion Question.</td>
<td>SOWK 2100: Introduction to Social Welfare</td>
</tr>
<tr>
<td></td>
<td>Apply critical thinking skills in identifying and analyzing social problems within the context of professional social work practice.</td>
<td>Critical Thinking Essays Based on a Selected Case Study.</td>
<td>SOWK 2000: Introduction to Social Work and/or SOWK 2100: Introduction to Social Welfare</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of Social Work values, ethical standards and principles.</td>
<td>Final Exam discussion Question.</td>
<td>SOWK 2000: Introduction to Social Work</td>
</tr>
<tr>
<td>Program</td>
<td>Social Work Program Learning Outcomes</td>
<td>Assessment Method</td>
<td>Courses for Assessment</td>
</tr>
<tr>
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</tr>
<tr>
<td>Sociology</td>
<td>Perform satisfactorily in junior and senior level sociology courses.</td>
<td>Records of students at senior colleges, research carried out by Office of Institutional Effectiveness.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Explain the means by which individuals, groups, and institutions create and maintain human society.</td>
<td>One or more writing assignments and/or end of course written assignment.</td>
<td>SOCI 1101</td>
</tr>
<tr>
<td></td>
<td>Explain how the scientific method is used to study the components that make up human society—individuals, groups, and institutions.</td>
<td>One or more writing assignments and/or end of course written assignment.</td>
<td>SOCI 1101</td>
</tr>
<tr>
<td></td>
<td>Demonstrate critical thinking skills by analyzing sociological problems.</td>
<td>One or more writing assignments and/or end of course written assignment.</td>
<td>SOCI 1101</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>By the end of the program, students will be able to compare and contrast two learning theories (behaviorism &amp; cognitivism).</td>
<td>Essay response item on the end-of-course examination</td>
<td>EDUC 2130 - Exploring Learning and Teaching</td>
</tr>
<tr>
<td>Programs</td>
<td>Student Learning Outcomes</td>
<td>Assessment Method</td>
<td>Courses for Assessment</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Biology</td>
<td>Compare and contrast scientific theories and research studies.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, PowerPoint presentations, case-studies and written reports.</td>
<td>BIOL 1107, BIOL 1108 and BLAB 1108.</td>
</tr>
<tr>
<td></td>
<td>Communicate scientific concepts effectively through writing and speaking.</td>
<td>End of semester final examination, Unit Examinations, PowerPoint presentations and written reports, and case studies.</td>
<td>BIOL 1107, BIOL 1108</td>
</tr>
<tr>
<td></td>
<td>Collect and analyze scientific information from multiple resources.</td>
<td>Power Point presentations, written reports and case studies.</td>
<td>BIOL 1107, BIOL 1108 and BIOL 2246</td>
</tr>
<tr>
<td></td>
<td>Synthesize and assess basic mathematical and chemical concepts to solve chemical problems</td>
<td>End of semester examination comprised of multiple choice questions and at least two written or calculation questions and final semester grades.</td>
<td>CHEM 1211 and CHEM 1212</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Demonstrate ability to apply concepts of chemistry and mathematics to solve related problems.</td>
<td>End of semester examination comprised of multiple choice questions and at least two written or calculation questions and laboratory final semester examination and final semester grades.</td>
<td>CHEM 1211, CLAB 1211, CHEM 1212 and CLAB 1212</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of the impact of science on society and the global environment</td>
<td>Division of Science, Mathematics and Health Professions multiple choice test taken at the end of each semester (IRPA Data) and final semester examination and grades.</td>
<td>CHEM 1211</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Health Information Management</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td>BIOL 2241, Blab 2241, BIOL 2242 Blab 2242,</td>
</tr>
<tr>
<td>Program</td>
<td>Student Learning Outcomes</td>
<td>Assessment Method</td>
<td>Courses for Assessment</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Increase transfer rates of students graduating with AS in Mathematics into mathematics-related programs at four-year institutions.</td>
<td>Via the Office of Institutional Research</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Analyze and synthesize mathematical concepts and procedures to solve mathematical problems at the two-year level</td>
<td>Exams, Grades, Portfolio.</td>
<td>Math 2203</td>
</tr>
<tr>
<td></td>
<td>Evaluate mathematical concepts, skills, and procedures used to solve various problems from the sciences Effectively express mathematical concepts orally and in writing.</td>
<td>Exams (please see attached), Grades, portfolio.</td>
<td>Math 2203</td>
</tr>
<tr>
<td>Physics</td>
<td>Design and carry out an experimental investigation using appropriate techniques, skills, and tools.</td>
<td>Laboratory reports</td>
<td>PLAB 2212, PHYS 2245</td>
</tr>
<tr>
<td></td>
<td>Apply those mathematical and foundational physics concepts, skills, and procedures necessary to solve physics problems.</td>
<td>Research report</td>
<td>PHYS 2211, PHYS 2212, MATH 2203</td>
</tr>
<tr>
<td></td>
<td>Communicate scientific concepts effectively through writing and speaking.</td>
<td>Laboratory reports, Research report, PowerPoint presentations</td>
<td>PLAB 2212, PHYS 2245</td>
</tr>
<tr>
<td>Pre-Dental Hygiene</td>
<td>Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Pre-Dental Hygiene.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies, End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td>Biol 2241, Blab 2241, Biol 2215, Blab 2215, Chem 1211, Clab 1211</td>
</tr>
<tr>
<td></td>
<td>Communicate orally and written to explain biological and chemical concepts related to Pre-Dental Hygiene.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td>Biol 2241, Blab 2241, Biol 2215, Blab 2215, Chem 1211, Clab 1211</td>
</tr>
<tr>
<td></td>
<td>Gather and analyze information from multiple sources.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td>Biol 2241, Blab 2241, Biol 2215, Blab 2215, Chem 1211, Clab 1211</td>
</tr>
<tr>
<td>Program</td>
<td>Student Learning Outcome</td>
<td>Assessment Method</td>
<td>Courses for Assessment</td>
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</tr>
<tr>
<td>Pre-Engineering</td>
<td>Apply those physics and mathematical concepts, skills, and procedures necessary to solve engineering problems.</td>
<td>Comprehensive final exam, Grades</td>
<td>MATH 2203, PHYS 2211, PHYS 2212</td>
</tr>
<tr>
<td></td>
<td>Formulate and solve engineering problems.</td>
<td>Comprehensive final exam, Grades, Design project</td>
<td>CADD 1111 and ENGR 2201</td>
</tr>
<tr>
<td></td>
<td>Use the techniques, skills, and modern engineering tools necessary for engineering practice.</td>
<td>Comprehensive final exam, Grades, Fundamentals of Engineering exam practice problems</td>
<td></td>
</tr>
<tr>
<td>Pre-Engineering Technology</td>
<td>Communicate scientific concepts effectively through writing and speaking.</td>
<td>Laboratory reports, Grades</td>
<td>PLAB 2211</td>
</tr>
<tr>
<td></td>
<td>Formulate and solve engineering technology problems.</td>
<td>Laboratory reports, Grades</td>
<td>PLAB 2212</td>
</tr>
<tr>
<td></td>
<td>Use the techniques, skills, and modern engineering technology tools necessary in engineering technology applications.</td>
<td>Comprehensive final exam, Grades, Design project</td>
<td>CADD 1111</td>
</tr>
<tr>
<td></td>
<td>Apply those physics and mathematical concepts, skills, and procedures used in engineering technology applications.</td>
<td>Laboratory reports, Grades</td>
<td>PHYS 2245</td>
</tr>
<tr>
<td>Pre-Medical Technology</td>
<td>Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Pre-Medical Technology</td>
<td>Comprehensive final exam, Grades</td>
<td>MATH 2203, PHYS 1111 (or 2211), PHYS 1112 (or 2212)</td>
</tr>
<tr>
<td></td>
<td>Communicate orally and written to explain biological and chemical concepts related to Pre-Medical Technology</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td>Biol 1107, Blab 1107, Biol 1108, Blab 1108, Blab 1108, Biol 2241, Blab 2241,Biol 2215, Blab 2215, Chem 2241, Clab 2241 Biol 1107, Blab 1107, Biol 1108, Blab 1108, Biol 2241, Blab 2241,Biol 2215, Blab 2215, Chem 2241, Clab 2241 Biol 1107, Blab 1107, Biol 1108, Blab 1108, Biol 2241, Blab 2241,Biol 2215, Blab 2215, Chem 2241, Clab 2241</td>
</tr>
<tr>
<td></td>
<td>Gather and analyze information from multiple sources.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies,</td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Program</td>
<td>Student Learning Outcome</td>
<td>Assessment Method</td>
<td>PLO Courses</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Pre-Nursing</td>
<td>Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Pre-Nursing. Communicate orally and written to explain biological and chemical concepts related to pre-nursing. Gather and analyze information from multiple sources.</td>
<td>End of semester multiple choice assessment, laboratory quizzes, case studies.</td>
<td>Biol 1107, Biol 2241, Blab 2241, Biol 2242 Blab 2242, Biol 2215, Biol 2215, Chem 1211, Clab 1211</td>
</tr>
<tr>
<td>Pre-Occupational Therapy</td>
<td>Gather and analyze information from multiple sources. Communicate orally and written to explain biological and chemical concepts related to pre-occupational therapy. Gather and analyze information from multiple sources.</td>
<td>End of semester multiple choice assessment, quizzes, case studies.</td>
<td>Biol 1107, Biol 2241, Blab 2241, Biol 2242 Blab 2242, Biol 2215, Biol 2215, Chem 1211, Clab 1211</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Pre-Occupational Therapy. Communicate orally and written to explain biological and chemical concepts related to pre-occupational therapy. Gather and analyze information from multiple sources.</td>
<td>End of semester multiple choice assessment, quizzes, case studies.</td>
<td>Biol 1107, Biol 2241, Blab 2241, Biol 2242 Blab 2242, Biol 2215, Biol 2215, Chem 1211, Clab 1211</td>
</tr>
</tbody>
</table>

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Program Reviews
Program Management and Implementation

Each program of the College has been assigned a coordinator, who is responsible for regularly monitoring the program learning outcomes and other aspects of programs to ensure that they are appropriated executed by faculty and the division, and that programs are viable, productive, and sustains high quality. The program coordinators are to review the program learning outcomes and course syllabi on a biannual basis and submit a written report of the results to the Division dean, who shall report the status to the VPAA. The Dean of the Division has the ultimate responsibility to ensure that the program learning outcomes are consistently assessed and achieved, and when necessary, appropriate measures are put in place to regularly review PLOs to ensure that they are consistent with AMSC standards and market demand.

The Program Review Cycle Schedule

A. The Chairperson for the CPRAAC charges the Unit Program Review Committee (UPRC) to begin the review process by August 15.

B. The Unit Head(s) designates subcommittee assignments and responsibilities by September 15.

C. The UPRC presents the interim status report to the CPRAAC by December 5.

D. Subcommittees will complete research, data collection, data analysis, interpretation of data, and determination of conclusions and recommendations by February 15.

E. Final unit reports are compiled, edited, formatted, and submitted to the CPRAAC by March 1.

F. The CPRAAC provides feedback to the unit committee Chairs for any modifications and/or revisions of their unit reports by March 4.

G. As necessary, Unit reports are revised by the UPRC and resubmitted to the CPRAAC.

H. The CPRAAC submits its final report of the program review findings and recommendations to the Vice President for Academic Affairs by April 5.

I. Upon final acceptance of the CPRAAC’s report, the Vice President for Academic Affairs submits a final draft to the President by May 5.

J. Upon acceptance of the report by the President, recommendations are submitted to the appropriate standing committees and a report is sent to the Board of Regents by June 4th.
## Division Program Review Schedule

<table>
<thead>
<tr>
<th>Academic Year of Review</th>
<th>Program to be Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>AA Transfer Program, Learning Support Program, Library, Academic Support Center</td>
</tr>
<tr>
<td>Year Two – Year Four</td>
<td>AS Transfer Program, AAS (Career Programs), Certificate Program</td>
</tr>
<tr>
<td></td>
<td>Social Sciences - Year Two</td>
</tr>
<tr>
<td></td>
<td>Business Administration – Year Three</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences – Year Four</td>
</tr>
<tr>
<td>Year Four</td>
<td>Student Advising, Evening &amp; Weekend Colleges</td>
</tr>
<tr>
<td>Year Five</td>
<td>Comprehensive Program Review Committee Review/Evaluation of General Education Learning Outcomes and Institutional Courses (Orientation and AMIR)</td>
</tr>
</tbody>
</table>
Program Review Report Format

All program reviews should include a Program Review Report (PRR). At a minimum, the PRR should contain the following sections: 1. Introduction, 2. Data Collected and Summaries of how these data relate to program quality, productivity, and viability, 3. Program Evaluation and Analysis, 4. Program Recommendations, Suggestions and Commendations, and 4. Appropriate Signatures. The PRR contents and format are described in this section.

Introduction

- Name of Program, Date of the Program Review
- List of Program Review Committee Members, Titles, and Roles (Note: the Committee should include at least one external faculty evaluator)
- Program Description (program goals and objectives, program CIP, date program was first approved, program learning outcomes, list of general education learning outcomes (GELO) for courses in the program, degree associated with the program, demands/trends and contributions of the program to the community, city, state, and/or nation, program advisory committee(s) and their role

Data Collection

Collect and include the Program Review Report relevant data for the following program performance indicators: program quality, viability, cost effectiveness, productivity, and area F program course quality. Unless otherwise indicated, each data item should be collected for at least three-year periods of data within the past five-year. A detailed description of each program performance element is defined in Tables 1-30 in this document, and should be used as a guide for the data collection process. The focus of the program data collection, analysis, and recommendations should be in area F program courses. Courses targeted for GELOs should be evaluated by the indicators designated below as “GELO” and will entail a separate review from program reviews. The following program elements should be evaluated.

Quality

Indicators: Measure of program student learning outcomes achieved, test score trends (Regents, Compass, standardized tests in program area), certification/licensures, student publications, presentations (local, state, national, international), quality of instruction and courses in the program (student/faculty ratio, quality of syllabi, faculty terminal degrees and professional development), alumni satisfaction surveys, student and faculty course survey satisfaction, and student course survey evaluations, equipment, Library holdings (print and electronic) for area F courses; achievement of GELO (based on the faculty end-of-the-semester Course Assessment Report and Division GELO Reports) of courses in the program. 18
Viability

Indicators: Number and percentage of students in program (and GELO courses within the program), frequency of area F course offerings (and GELO courses) in the program by course enrollment, number of non-program students serviced by the area F (and GELO) courses in the program.

Cost Effectiveness

Indicators: Cost of program per student FTE to teach, Cost per faculty (full-time and part-time) per FTE, Number of Student serviced in the Program, Faculty FTE.

Productivity

Indicators: Number and percentage of degrees conferred annually in the program, and the number and percentage of graduates transferring to a bachelor’s degree program, graduation rates, number and percentage of graduates employed after graduation in a program-related job.

Program Evaluation and Analysis

- Summarize the data from Tables 1-30, identifying any trends or anomalies that may exists, for the quality, productivity, viability, and area F program courses.
- Discuss the extent to which the program has met demands by the local economy and society in terms of program productivity. And, discuss the growth of the program in terms of program productivity.
- Evaluate the contribution of the program to the College’ mission, community, state, nation, in terms of program indicators.
- Discuss the viability, cost effectiveness, and productivity of the program compared to internal programs in the division and external benchmark programs at similar institution(s).
- Evaluate changes in the quality, productivity, viability, and cost of the program indicators and compare the program with benchmark institutions and/or similar programs within the division.
- Evaluate the extent to which the expected outcomes of the Program’s GELO courses, Regents’ Exam courses, and area F courses were clearly stated, measured, and achieved over a five-year period.
Program Recommendations/Suggestions and Commendations

- Discuss the strengths and challenges of the program
- Recommend areas of the program that must be improved in terms of the program indicators (quality, productivity, viability, cost effectiveness) and suggestions for how they might be improved. In the case of the GELOs review, discuss GELO pass rates. Provide actions that might lead to improvement(s) and solution(s)
- Recommend whether the program should be continued, discontinued, or placed on a conditional status for a specified length of time, based on the “Future Institutional Plan for this Program” below.
- Indicate how the program review results will be used to improve the program in the future.

Future Institutional Plan for this Program (check ALL that apply)
- Expand and enhance
- Maintain at present level
- Consolidate with another program(s)
- Reduce in scope
- Discontinue
- Other (clarify in supplemental document)

Signatures

Chair Unit Review Committee ___________________________ Date____________________
Chair Comprehensive Program Review Committee _______________ Date________________
Division Dean ____________________________ Date _______________________
Vice President for Academic Affairs __________________________ Date __________________
Course Level
Learning Outcomes
Course Level Learning Outcomes Assessment

Faculty collect data on student learning via classroom observations of student responses and activities in their classes and by utilizing instruments and methods designed to assess student learning outcomes. Course-based outcomes, which are less comprehensive in scope than general education learning and programmatic outcomes, assess what students are expected to know, think, and do upon course completion.

Once outcomes have been determined, surveys, instruments, portfolios, common exams, and other methods of assessment, are designed and/or selected to serve assessment purposes. Course syllabi are developed and reviewed to ensure that coursework contains assignments designed to enhance expected knowledge and skill levels. Quantitative and qualitative data are collected from course and individual discipline assessments. Data from course and discipline assessments are collected, evaluated, analyzed, and shared with division faculty. Divisions discuss results obtained from various assessment instruments and exercises and formulate specific recommendations as to the modification of course content, course sequencing, program requirements, and the addition or deletion of courses, etc. Ultimately, assessment evidence measures knowledge levels of students, guides administrators in curriculum planning, and serves as an overall vehicle for educational improvement.
# State the Student Learning Outcome to be Evaluated

# Identify which aspect of student learning the SLO targets:
- Skills
- Knowledge/Information
- Values/Attitudes

Evaluate whether the SLO is measurable and contains the appropriate action verb.

# Explain if the outcome will be utilized at the course, program, or GELO level(s).

## Analysis of Student Learning Outcome

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Expected Cost</th>
<th>Assessment Method</th>
<th>Use of Assessment Results</th>
<th>Actual Results</th>
<th>Actual Costs</th>
<th>Program/Student Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and describe in SPECIFIC DETAIL the degree to which students, after completion of the course, program, or degree, is expected to possess any of the following:</td>
<td></td>
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<tr>
<td>&lt; Skills</td>
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<td></td>
<td></td>
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<tr>
<td>&lt; Knowledge/Information</td>
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<tr>
<td>&lt; Values/Attitudes</td>
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<tr>
<td>Identify specific human and financial resources required to implement the SLO</td>
<td></td>
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</tr>
<tr>
<td>Describe the methods and procedures which will be used to assess each expected outcome. Attach the actual assessment to this form</td>
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<tr>
<td># For each method presented:</td>
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</tr>
<tr>
<td>&lt; Specify the person responsible for implementing the assessment.</td>
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</tr>
<tr>
<td>&lt; Indicate the cycle(s) in which the assessment will be implemented.</td>
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</tr>
<tr>
<td>&lt; Stipulate custodianship of the assessment data/results.</td>
<td></td>
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</tr>
<tr>
<td>Stipulate how the assessment results of the expected outcome(s) will be utilized.</td>
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</tr>
<tr>
<td># Specify to whom the results will be reported and why:</td>
<td></td>
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</tr>
<tr>
<td>&lt; Students</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Faculty</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>&lt; Administrators</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Alumni</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>&lt; Outside Agencies</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AFTER the assessment results of the expected results have been analyzed, record the ACTUAL results.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Compare the ACTUAL results with EXPECTED results.</td>
<td></td>
<td></td>
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<tr>
<td>How much did it actually cost to carry out the SLO?</td>
<td></td>
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</tr>
<tr>
<td>Describe the mechanisms and procedures through which the course and/or program will take action to improve the program and/or student outcomes as a result of the assessment findings.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Approved __________________________

Division Dean __________________________ Date ________________ Comments ________________
DISTANCE EDUCATION ASSESSMENT
**Policy Statement**

In keeping with AMC’s mission and strategic plan, distance education is intended to expand student access to higher education by providing affordable, accessible, and relevant education for a diverse population of traditional and non-traditional students. Distance education at AMC is intended to increase the affordability of education by reducing commuting costs and providing greater flexibility in scheduling to accommodate the changing needs of the student body. AMC will ensure that all distance education courses have adequate oversight, resources, faculty and student support, security measures, and comply with copyright laws. AMC will also ensure that distance education courses are consistent with its mission, values, visions, and institutional strategic goals as well as adhere to the Principles of Accreditation as defined by the Commission of Colleges (COC) of the Southern Association of Colleges and Schools (SACS) and the “Principles of Good Practice” as defined by the Southern Regional Educational Board. Institutional planning for the development of distance education courses and programs will reflect input from ongoing course and programmatic assessments and evaluations.

**Organization and Coordination**

The following chart outlines the placement of distance education in AMC’s organizational structure.
Distance Education Assessment Instruments
# Online Courses Evaluation Form

Course Name/CRN: __________________________ Course Instructor: __________________________

All online courses are expected, at a minimum, to have the following components/content readily available to and implemented by online students. Rate each online course item below by placing an “X” in the appropriate box.

## SYLLABUS EVALUATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Exemplary</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course syllabus posted at the online course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. List and schedule of class activities, including assessment activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructor contact and course information, including: phone contact, virtual office hours, email, office location, course textbook(s), and supplementary material.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Course tools and references in the course syllabus of at least one of the following learning activities and expectations for faculty-student interactions and student-student interactions (e.g. discussion boards, message boards, electronic blackboard, Q &amp; A sessions, learning communities, threads, student peer evaluations, student monitors, chat rooms, group projects, group mail, list-serves)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. *Learning outcomes linked to appropriate class activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. *List of course topics and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. *Class Integrity/Academic Dishonesty Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Course Withdrawal Policy and Dates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. *Evaluation and Grading Scale</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Published information for how student can get technical support to resolve problems during the day and evening hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Clear and detailed information on library resources and academic support for students in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Course layout and design (e.g. readable fonts, easy navigation, clear instructions), and appropriate content to achieve the stated learning outcomes and class activities stated on the course syllabus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## COURSE EVALUATION (Please use the “Online Course Assessment Rubric” for criteria in evaluating the section below)

<table>
<thead>
<tr>
<th>Area</th>
<th>Exemplary</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview and Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner Resources and Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment and Evaluation of Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* These items should be consistent with face-to-face courses

Reviewed by ___________________________ Date ___________________________
# Online Course Assessment Rubric

<table>
<thead>
<tr>
<th>Course Overview and Introduction</th>
<th>Learner Resources and Materials</th>
<th>Learner Engagement</th>
<th>Assessment and Evaluation of Student Learning</th>
<th>Course Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instructions make clear how to get started and where to find components</td>
<td>- The relationship between the instructional materials and the learning activities is clearly explained to the student</td>
<td>- Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student</td>
<td>- The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed</td>
<td>- The course instructions articulate or link to clear description of the technical support offered.</td>
</tr>
<tr>
<td>- Self-introductions by instructor and students posted in first 2 wks.</td>
<td>- The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
<td>- Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)</td>
<td>- “Self-check” or practice assignments are provided, with timely feedback to students.</td>
<td>- A variety of tools and multimedia support student interaction and encourage the student to become an active learner.</td>
</tr>
<tr>
<td>Effective (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prerequisites clearly stated</td>
<td>- The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</td>
<td>- The learning activities promote the achievement of the stated learning objectives.</td>
<td>- The course grading policy is stated clearly.</td>
<td>- Instructions on how to access resources at a distance are sufficient and easy to understand.</td>
</tr>
<tr>
<td>- Minimum technical skills expected of the student are clearly stated.</td>
<td>- Course provides adequate course-specific resources, contact information for instructor, dept. and academic assistance</td>
<td>- The requirements for student interaction are clearly articulated.</td>
<td>- The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>- Students have ready access to the technologies required in the course.</td>
</tr>
<tr>
<td>- Course is organized and navigable</td>
<td></td>
<td>- Course provides visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility</td>
<td>- Course provides visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility</td>
<td>- Most pages are visually and functionally consistent</td>
</tr>
<tr>
<td>Needs Improvement (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The course lacks course heading, instructor name and welcome statement</td>
<td>- Learner resources are not present.</td>
<td>- Course lacks discussion/communication tools</td>
<td>- Course lacks learning outcomes assessments</td>
<td>- Technology tools do not contribute to student learning outcomes</td>
</tr>
<tr>
<td>- Updated syllabus containing online course info not posted</td>
<td>- Learner resources are not organized in logical easy to find manner</td>
<td>- Class discussions do not involve instructor</td>
<td>- Assessments are not easy to find in course content</td>
<td>- Aesthetic design does not present and communicate course information clearly.</td>
</tr>
<tr>
<td>- Course materials are hidden and/or hard to locate</td>
<td></td>
<td>- Students are not required to actively engage in course content, with other students, or with faculty</td>
<td>- Assignment/assessment expectations are not clearly defined</td>
<td></td>
</tr>
</tbody>
</table>
Course Evaluation

Instructions: Please complete the questions below by selecting the answer that most closely reflect your experience in this class. All questions on page 1 must be answered before moving on to answer questions on page 2. Your responses are totally confidential. Thank you for your participation and the results of this survey will be used to improve AMC’s online classes.

1. Term*
   - Full Term
   - First Mini-mester
   - Second Mini-mester
   - Ten Week Term

2. Please enter the name of your online course instructor*

3. The course syllabus accurately presents course objectives, policies, and student learning outcomes.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

4. I am satisfied with my progress in this course.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

5. The course activities and assignments assist my learning and prepare me for exams and other course assessment.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree
6. Dates for quizzes, exams, and other assessments are clearly posted, and allow adequate time for completion.*

   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

7. Compared to similar on-campus face-to-face courses, I would rate the learning outcomes of this online course:

   - Much Better
   - Better
   - Equal
   - Worse
   - Much Worse
   - Other, please specify

Instructor's Performance

8. The instructor responds to course emails and phone messages in a timely manner.*

   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

9. The instructor is very supportive and provides useful assistance to students.*

   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree
10. The instructor provides clear guidelines for course grades and requirements.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

11. The instructor grades and returns assignments and quizzes/exams in a timely manner.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

12. Overall, the instructor teaches this course effectively.*
   - Strongly Agree
   - Agree
   - Don't Know
   - Disagree
   - Strongly Disagree

13. Is this course being taught in a manner that you learn best? Please explain below.

14. Please provide additional comments, suggestions, or ideas about this course.
THE FACULTY EVALUATION SYSTEM
FACULTY EVALUATION SYSTEM OVERVIEW

Atlanta Metropolitan State College holds that one of its principal responsibilities is the evaluation of faculty with a view towards continuously improving faculty effectiveness. To assist with this responsibility, faculty and administrators of the college have developed an integrative evaluation system that utilizes a variety of information sources. Data gathered for review and evaluation are supplied by the faculty, the faculty member’s students, Division Chairperson, and the Office of the Vice President for Academic Affairs. The handbook contains the purpose, objectives, scope, procedures, forms, and calendar that comprise the Faculty Evaluation system.

PURPOSE AND OBJECTIVES OF THE EVALUATION PROCESS

The faculty evaluation process at Atlanta Metropolitan State College is intended to create a positive motivating force that assists faculty members in achieving their individual goals and those of the institution. Evaluation findings are also utilized in making decisions relative to promotion, tenure, pre- and post-tenure, and salary.

The primary objectives of this assessment process are to:

a. Improve instructional effectiveness in order to promote student achievement,
b. Encourage academic and professional development, and
c. Recognize service to the College and community.

SCOPE OF THE EVALUATION SYSTEM

Because of the diverse nature of the Atlanta Metropolitan State College faculty, student body, and the unique mission of the College, it is difficult to identify and evaluate all roles of every faculty member. Although there is considerable diversity in the Atlanta Metropolitan State College campus environment, three areas of job performance were identified as crucial to overall faculty effectiveness: They are:

I. **Teaching (60-70%)** - activities related to the delivery of instructional events, both in and out of the classroom. These include, but are not limited to, classroom performance, preparation of materials, record keeping, classroom management, and out-of-class responsibilities directly related to and in support of teaching.

II. **Academic and Professional Development (10-20%)** - the process of continual improvement to better fulfill duties and responsibilities related to the profession and the teaching/learning process.

III. **Service to the College and Community (10-30%)** - activities engaged in and services rendered to the division, college, and/or the community that help the college fulfill its mission and accomplish its goals and objectives.
### ASSESSMENT/EVALUATION
### ANNUAL CALENDAR

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August (Beginning of Fall Term)</td>
<td>First Division Meeting of the Academic Year</td>
</tr>
<tr>
<td></td>
<td>Introduce Faculty Evaluation System</td>
</tr>
<tr>
<td>September-October</td>
<td>Faculty Workload Agreement between Faculty Member and Division Dean;</td>
</tr>
<tr>
<td></td>
<td>Development of the Faculty Activity Report</td>
</tr>
<tr>
<td>Last Two Weeks of the Fall Semester</td>
<td>Self-Evaluation Forms are Distributed to Faculty to be reviewed by the</td>
</tr>
<tr>
<td></td>
<td>Dean in Annual Evaluations</td>
</tr>
<tr>
<td>Third Month (March) of the Spring</td>
<td>Completion of Faculty Self-Evaluations</td>
</tr>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>Fourth Month (April) of the Spring</td>
<td>Completion of the Division</td>
</tr>
<tr>
<td>Semester</td>
<td>Dean’s Evaluation of Faculty including Class Observations, and Student</td>
</tr>
<tr>
<td></td>
<td>Course Evaluations</td>
</tr>
<tr>
<td>April-May</td>
<td>Division Dean/Faculty Member Conferences</td>
</tr>
</tbody>
</table>

NOTE: Student course evaluations will occur during the fall of each year. Sampling and random face-to-face course evaluations will occur during the spring semester. Online course evaluations
will occur each semester.

**Faculty/Staff Feedback and Evaluations**

<table>
<thead>
<tr>
<th>Assessment Event</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Self-Evaluations of Performance</td>
<td>Annual (March-April)</td>
</tr>
<tr>
<td>Annual Evaluations: Faculty Workload Agreements, Faculty Activity Report;</td>
<td>Annual (March - April)</td>
</tr>
<tr>
<td>Classroom Observations, Student Course Evaluations (Faculty)</td>
<td></td>
</tr>
<tr>
<td>Customer Service Evaluations (Website)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>SACS Reaccreditation Surveys</td>
<td>Every 10 years</td>
</tr>
<tr>
<td>Online Program (Self-Evaluations and Student Feedback)</td>
<td>Annual</td>
</tr>
<tr>
<td>Academic Course/Program Approval through Committee Structures</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Faculty Council Feedback</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Faculty AssemblyCourse/Program Approval</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
STUDENT AFFAIRS UNIT
ASSESSMENT/EVALUATION
OVERVIEW

The nature and objective of the assessment process for the Student Affairs Division is to determine the effectiveness of service delivery to students, the quality of service, and to make recommendations on how to achieve and/or improve upon the expected outcomes. The completion of the assessment process should ensure the alignment of program operations with those of the division and institutional mission statement.

The program review process of the Student Affairs Division will involve three phases. The first phase is the self-study process. This document is representative of the initial effort. The self-study reviews serve goals and rationales, provides evidence that indicates the extent to which student service outcomes are met, and identifies existing problems. The final edition of the report will include long- and short-range plans to satisfy any recommendations that may be set forth. The preparation of this report is guided by a set of questions that focus on important issues relative to the operation of programs and services in the Student Affairs Division.

An analysis of the self-study report by a group of external evaluators constitutes the second phase of the program review. This group includes professionals in the field who will:

- study the internal assessment report
- review related document(s)
- interview staff, students, managers, and administrator(s)
- request additional information as needed
- provide feedback
- make appropriate recommendations

From the information generated from the above process, the group will prepare a report which comments on the self-study report findings and conclusions. A list of recommendations will be included in the report submitted by the external evaluators.

The third phase of the program review process provides an opportunity for unit managers and the Vice President of Student Affairs to revisit the self-study report and develop a set of recommendations and plans based on the findings and conclusions drawn from the reports prepared by the Assessment Council for Student Affairs and those provided by the external review team. Discussions at this point will focus exclusively on the quality of services provided to students. Several follow-up sessions will occur at periodic intervals to discuss improvements/changes in the program that resulted from the program review.

The internal program review process will be accomplished through meetings, conducting surveys, and tallying/summarizing responses in preparation for preliminary reports leading to the overall summary of the assessment process. It will be the responsibility of the Council Chairperson to serve as a resource staff person for the sub-committees, assist the Vice President with coordinating the activities of the program review, compile and submit a draft of the self-
study report that contains major findings from the partial reports submitted by the co-chairpersons. The report consists of a summary of results and conclusions as they relate to the eight main topics studied. The topics are listed in the data collection section.

METHODS AND PROCEDURES

In conducting a program review successfully, an internal assessment of the division must be executed. The documentation of quality of service, cost effectiveness, and accountability will help to determine the impact and effectiveness of the Student Affairs Division. Once an assessment has been conducted, the first step is to determine if there is a problem and then develop a method on how to address and/or solve the problem. In the case of Student Affairs, the nature of the review is to determine if services provided to students are sufficient enough to assist them with their academic endeavors. Two methods for conducting assessment were employed.

Quantitative

The quantitative method should be employed first. It is a method using standardized measures where an array of perspectives and/or experiences of a larger sampling of students is selected and their responses are to a limited number of predetermined categories (a survey). This assessment process entails compiling data using a much larger sampling than qualitative, giving a more general overview of the group queried. Quantitative methods have an advantage over qualitative in that responses are in a measurable form to a limited set of questions, thus, allowing comparison and statistical aggregation of data compiled.

DATA COLLECTION

The indicators of effectiveness (IOE) for Student Affairs unit reviews include:

- Centrality to the AMSC Mission
- Quality of Unit Services and Programs
- Student and Employee Interviews and Focus Group Results
- Facilities and Equipment Quality
- Efficiency and Effectiveness of Unit Services and Programs
- Services and Program Demand
- Cost Effectiveness to Operate Unit
- Duplication of Services
- Critical Mass
- Customer Satisfaction from Results of Annual Internal/External Customer Service Services
## Student Assessment and Scheduling

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Survey of Student Engagement (CCSSE)</td>
<td>Every Two Years</td>
</tr>
<tr>
<td>Online Course Evaluations</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Face-to-Face Course Evaluations</td>
<td>Fall (All Students)</td>
</tr>
<tr>
<td></td>
<td>Spring (Random)</td>
</tr>
<tr>
<td>Survey of Graduation Candidates</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Website Customer Service Survey</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Divisional/Unit Surveys</td>
<td>Ongoing</td>
</tr>
<tr>
<td>SACS Reaccreditation Surveys</td>
<td>Every 10 years</td>
</tr>
</tbody>
</table>
PERFORMANCE EVALUATION PROCESS FOR PROFESSIONAL, ADMINISTRATIVE, AND NON-EXEMPT STAFF
Atlanta Metropolitan State College’s policy on employee evaluation plays a vital role in the success of the College. An important reason for conducting employee performance evaluations is to communicate what performance is expected and how well the employee is performing relative to those expectations. Another objective for having an effective evaluation process is that it will create and maintain a working and learning environment that is positive, supportive, and productive for all employees. To this end, it is the policy of the college that all employee performance evaluations are provided in a timely, supportive, and respectful manner. Performance evaluations guidelines for classified staff and administrators must be flexible to meet departmental and/or program missions and objectives.

Each regular status employee of Atlanta Metropolitan State College will be evaluated at the end of the first six months of employment and annually thereafter. The purpose of the evaluation is to assess job performance and enhance communication between employees and supervisors. The evaluations will also be used in determining eligibility for transfer, promotion, demotion, retention, supervisory assistance, wage adjustments, and employment references. Evaluations will be completed by the immediate supervisor and/or department head.

The employee evaluation process is comprised of three components:

**Performance Evaluation Form** - for classified exempt and non-exempt staff and administrators.

**Plans for Improvement Form** - identify areas of needed improvement and recommended ways of improving in those areas.

**Follow-Up Plan for Improvement Form** - follow-up on areas identified as needing improvement to ensure that a satisfactory level of performance is attained.

The evaluation packet includes the following forms:

- #Performance Evaluation
- #Plan for Improvement
- #Follow-up for Improvement

All professional, administrative, and non-exempt staff evaluation instruments can be obtained from the AMSC homepage, at the Human Resources website.

**Source:** AMSC Office of Human Resources
UNIVERSITY SYSTEM OF GEORGIA

ASSESSMENT/EVALUATION INITIATIVES
UNIVERSITY SYSTEM OF GEORGIA  
PEER REVIEW REPORTS ON GENERAL EDUCATION  
ASSESSMENT AND MAJOR AREA ASSESSMENT  

During academic year 1996-1997, the Assessment Peer Review Team of the University System of Georgia examined the General Education Learning Outcomes section of Atlanta Metropolitan State College’s Academic Assessment Handbook and the Major Area Assessment. The purpose of these examinations was to determine if an effective mechanism was in place for improving the teaching-learning process and the degree to which the assessment process met both the letter and spirit of the University System’s policies regarding general education outcomes assessment and assessment by major areas.  

METHODOLOGY  

During Winter Quarter 1996, approximately forty-five University System faculty and staff met in order to conduct the first peer review of institutional programs for the assessment of student learning outcomes. Working in teams, participants reviewed the assessment summaries of all thirty-four System institutions. This examination resulted in the General Education and Major Area Peer Review Reports.  

The two questionnaires that follow were developed in order to analyze AMSC’s assessment of educational outcomes processes. They are: Assessment Peer Review Process - Major Area Assessment Review Questions and Assessment Peer Review Process - General Education Assessment Review Questions. The results of these analyses were used to:  

1. Improve the overall assessment process and methods for academic programs.  

2. To develop a more comprehensive means of utilizing assessment results/findings in order to improve academic effectiveness.  

3. To provide evidence which demonstrates that the assessment methodologies described have been implemented, analyzed, and the data generated was used to improve general education outcomes thus “Closing the Loop.”
UNIVERSITY SYSTEM OF GEORGIA
ASSESSMENT PEER REVIEW PROCESS
MAJOR AREA ASSESSMENT REVIEW QUESTIONS

I. Campus Assessment Organization

# Is the institution’s assessment organization and process clearly described (e.g., organization chart, assignment of responsibilities, schedule of various activities, etc.)?

# Is the specific organization process for assessment of academic majors (including associate degree career and college transfer programs) clearly described?

# Are faculty involved in defining and assessing major area student learning outcomes?

II. Student Learning Outcomes and Expected Results for Academic Majors (Including Associate Degree Career and College Transfer Programs)

# Does each student learning outcome broadly identify a particular component of the program’s overall educational output?

# As a collective set, do the student learning outcomes for a major program fully reflect the knowledge, skills, values, attitudes, and/or behaviors identified by program faculty as the primary educational attainments of students completing that program of study (i.e., do they seem to aim for the maximum or the minimum in subject matter content?)

# Are the student learning outcomes narrowly focused (operationalized) into expected results that are specific enough to be directly assessable?

< Are the expected results clearly linked to specific, broader learning outcomes?

< Do the expected results accurately reflect those outcomes? (i.e., are they relevant and appropriate to the respective learning outcomes?)

< Are there important aspects of the learning outcomes that are NOT operationalized by their respective expected results?

< As a whole, are the student learning outcomes and expected results sufficiently clear and comprehensive enough to drive curricular development and revision (e.g., could the faculty use the learning outcomes to guide revision of the major area curricular?)
III. Assessment Methods and Instruments

# Is each method directly linked to a specific expected result?

# Are multiple assessment methods used? (i.e., are all student learning outcomes and most expected results assessed by more than one method?)

# Is each assessment method thoroughly described (i.e., how it works, its specific characteristics in that application, how it will be administered in the specific case, etc.)?

# Is each method consistent with, and appropriate to, the expected result it is used to assess?

# Is each method designed to generate accurate, meaningful, and practical information (data) that is useable for diagnostic and improvement purposes?

# Does it appear that the method(s) selected with each expected result are appropriate to assess the desired learning outcome content?

IV. Using Assessment Data for Program Improvement - “Closing the Loop”

# As a whole, will the assessment process yield a body of information (data) that the institution could use to make improvements in student learning, (i.e., student acquisition of the desired learning outcomes?)

# Does the institution’s assessment program, as summarized, provide a mechanism to insure that assessment information will be used for program improvement?

< By the department faculty?
< By the administration?

# Is the process reasonable? Practically speaking, can it be implemented and will it be successful?

# Has the institution made, or does it plan to make, specified improvements to major area programs based on information or data derived from the assessment process (e.g., curriculum revisions, changes in instructional delivery, reallocation of resources, etc.)?
Assessment organization

# Description of the institution’s assessment organization and process (e.g., organization chart, assignment of responsibilities, schedule of various activities, etc.).

# Is it evident that faculty was involved in defining and assessing outcomes?

# Is there a separate description for general education?

# Is general education defined? Is general education differentiated from the core curriculum?

Student learning outcomes for general education

Content

# Is each outcome broadly stated? Does the set of outcomes reflect general education at that particular college? If general education spans four or more years (at all colleges except two-year colleges), do outcomes reflect totality of general education experience?

Characteristics

# Do outcomes reflect knowledge, skills, values, attitudes and/or behaviors of students?

Assessing outcomes

# Expected result characteristics

< Are expected results linked to specific learning outcomes?

# Are expected results more narrowly focused than outcomes (i.e., do they further develop the learning outcomes with which they are linked?)
Do expected results appear to reflect outcomes? Are they measurable?

Are the expected results meaningful?

Are there important aspects of the learning outcomes that are not operationalized by the expected results?

Assessment method characteristics

Is each method linked to a specific expected result? Tied to an outcome?

Is each assessment method described (i.e., how it works, its specific characteristics in that application, how it will be administered in the specific case, etc.)?

Is the method consistent with, or appropriate to, the expected result? Does it appear to measure what it is intended to measure? Is it valid on the surface?

If sampling is used, does the sample appear appropriate? If generalizations are being made about all students, does the sample support such generalizations? (Inferential statistics)

Are multiple methods used?

Does it appear that the method used will generate useful and meaningful information that can be used to diagnose problems?

“Closing the Loop”

Is the whole process cyclical in nature?

Will it help improve the curriculum?

Will it help to improve student learning?

Is the process reasonable?

Is there any way to link assessment results back to the decision-making process?

**NOTE:** Appended to this plan are the comprehensive academic, faculty, and staff assessment/evaluation plans.

**Source:** University System of Georgia
APPENDIX
Appendix I.

ASSESSMENT METHODS, INSTRUMENTS, APPROACHES, AND TECHNIQUES

All of the following are used, either singly or in combinations, to assess one or more of expected outcomes/results.

DEFINITIONS OF METHODS

A. Capstone Oral Exam

This exam can be given during or near the end of the student’s final year to judge both the ability of the student to recall facts and to integrate those facts within the discipline and across disciplines. Also, this exam should test both the range of the student’s knowledge and his interpretation skills.

B. Capstone Written Exam

Directed at testing a student’s ability to recall facts, analyze their meaning, and philosophically reflect upon their implications within and outside of the discipline.

C. Capstone Essays

The essay provides the student an opportunity to discuss the nature and theory of the field. The topics should be specific enough to allow the student to reflect upon the implications of the material and to illustrate his/her command of a sophisticated writing style.

D. Capstone Courses

Courses are designed to review, evaluate, and integrate work accomplished to a certain point, (e.g., the first years of college or a culminating experience in a program). The performance of students in such courses can be assessed as a measure of the effectiveness of their prior general education experiences.

E. Performance

Situations can be structured so that the student can demonstrate a skill by performing an activity (e.g., make an oral presentation, perform a juried music recital, exhibit art works, write a short essay, or solve a problem which demonstrates critical thinking.)
F. Initial Writing Samples/Exit Writing Samples

These samples can be used to determine the ability of students entering the major program and are most helpful when saved as part of a student portfolio and then measured against exit writing samples taken just before graduation.

G. Portfolios

Portfolios can provide a continuous look at not only how individual students perform within a major program but how the program itself is doing with respect to their majors in general. Portfolios most often contain writing samples taken at regular intervals during the student’s academic career.

H. Senior Seminars

Senior seminar classes can be structured in order to test the graduating student’s ability to synthesize and reflect upon not only the major experience but its relationship to other disciplines as well.

I. Exit Interviews

In place of capstone courses or in addition to them, interviews should be structured to determine a student’s response to the major program, teaching effectiveness, and the kind of student knowledge acquired during the major program. Such interviews foster a more informal and intimate survey of departmental achievement.

J. Senior Program Evaluations

Written questionnaires or surveys can be given to graduating majors in an attempt to evaluate the effectiveness of the major program and the student response to it. These surveys could serve as an on-going evaluation of the department’s programs, courses, faculty, and staff on an annual basis.

K. Alumni Surveys

These surveys can include material covered in the exit interviews as well as the written graduate evaluations. They should also include questions relating to the appropriateness of programs and courses to required job skills and knowledge, and to the enrichment of life after college.
Appendix II.

**Evaluation/Assessment Terms and Definitions**

**Institutional Effectiveness** – the extent an institution is able to achieve its stated mission

- **Evaluation** - classified and defined in various ways, but the most widely used definitions are:

**Formative vs. Summative Evaluations**

<table>
<thead>
<tr>
<th><strong>Formative</strong></th>
<th><strong>Summative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Occurs ongoing during a process</td>
<td>Occurs at the end of a process</td>
</tr>
<tr>
<td>Prospective</td>
<td>Retrospective</td>
</tr>
<tr>
<td>measures strengths and weaknesses towards improving</td>
<td>Document achievement</td>
</tr>
<tr>
<td>Feedback</td>
<td>Evidence</td>
</tr>
<tr>
<td>Examples include: quizzes, essays, lab reports, diagnostic tests</td>
<td>Examples include: Final Exams, Statewide Exams, National Tests (SAT, ACT)</td>
</tr>
</tbody>
</table>

- **Criterion-Referenced vs. Norm-Referenced Assessment**

  Criterion-referenced assessment – compares performance to a standard or learning goal
  Norm-referenced assessment – compares performance to peers or a statistical group
  Ipsative – compares performance to oneself over some length of time

- **Assessment Quality** – measured in terms of reliability and validity.

  Reliability - the extent to which an assessment is consistent. Answers the question, does the assessment give the same results, within acceptable limits, under the same conditions?

  Validity – the accuracy of an assessment. Answers the question, does the assessment actually measure what it is intended to measure?

  Triangulation – multiple assessment methods results in the same outcome
Following is a list of definitions to guide assessment discussions. The definitions and associated principles discussed and presented have been derived from the literature on assessment.

**Assessment:** The term assessment is currently used to refer to a wide range of efforts to improve the quality of higher education. The primary goal of assessment is the improvement of student learning. This can be done by defining student learning outcomes and determining, through systematic means, whether the outcomes are being met, and thus validating the effectiveness of programs, identifying the need to make changes in the teaching-learning process, and for certifying student performance.

Also, assessment is the process of determining the degree to which expected results have been achieved in the actual outcomes of non-instructional institutional programs and activities, and the performance of those programs and activities has been improved.

Assessment is accomplished through formal, systematic observation, measurement, statistical analysis, testing or equivalent means.

**Education/Learning Outcomes:** A degree program’s educational outcomes (also frequently referred to as its “educational goals” or “program goals”) are broadly stated and serve as a basis of the programs intended outcomes/expected results. Educational outcomes help define a degree program’s academic purpose, but they are not stated in specific, assessable terms.

**Expected Results/Intended Outcomes:** The intended output, impact or other demonstrable outcome of the primary function(s) of a particular program or activity, (i.e., for student learning outcomes, the knowledge; skills; attitudes, values, or perspectives, and behaviors which students are expected to acquire through completion of a program of study.) In broad terms, the expected result is called an “outcome.” Expected results are sometimes termed measurable results, operationalized outcomes, intended outcomes, or measurable outcomes. In social science terms, the expected result is a dependent variable with a defined criterion or expected measurement level stated in the outcome. Thus, an expected result is the criterion against which the observed student learning outcomes are compared.

**Actual Results/Observed Outcomes:** The outcomes which are actually produced through the operation of a particular program, (i.e., the observable and/or measurable results which are compared with the corresponding expected results to assess the program’s effectiveness in achieving its expectations.)

**Assessment Program Elements:** Although many prefer the desirability of autonomy, variety, and innovation in stating expected results and in selecting and combining assessment methods, every valid assessment program should be comprised of the following elements, in order:

a. Selection of the degree program’s learning outcomes.
b. Definition of specific expected results for each outcome to be assessed;
c. Selection and implementation of methods by which the degree of attainment of each
expected result can be assessed.

d. Analysis of the evidence of effectiveness produced by assessment to determine the precise nature of the program’s strength and shortcomings (and/or student strengths and weaknesses, in the case of instructional programs);

e. Design and implementation of appropriate program improvement measures; and

f. Repetition of the assessment cycle.
Learning Domains: Bloom’s Domains

Bloom’s Taxonomy of Learning Domains – a widely accepted description of the various learning levels, published in 1956 by Benjamin Bloom. Bloom’s taxonomy includes the cognitive (mental skills), affective (attitude), and psychomotor (physical skills).

### Cognitive Domain

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>appraise, compare, conclude, contrast, critique, defend, discriminate, evaluate, interpret, justify, argue, assess, estimate, judge, predict, rate, support, value</td>
</tr>
<tr>
<td>(to make judgement about knowledge)</td>
<td></td>
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<tr>
<td><strong>Synthesis</strong></td>
<td>combine, compile, compose, create, devise, design, explain, generate, organize, reconstruct, revise, rewrite, summarize, assemble, collect, compose, construct, create, design, develop, formulate, plan, prepare, propose, set up</td>
</tr>
<tr>
<td>(to create new ideas or things)</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, separate, analyze, appraise, calculate, categorize, differentiate, discriminate, distinguish, examine, experiment, question, test</td>
</tr>
<tr>
<td>(to take information apart)</td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, prepare, produce, show, solve, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write</td>
</tr>
<tr>
<td>(to use information)</td>
<td></td>
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<tr>
<td><strong>Comprehensive</strong></td>
<td>comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, interpret, paraphrase, predict, rewrite, summarize, translate, classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate</td>
</tr>
<tr>
<td>(to understand information)</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state, arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state</td>
</tr>
<tr>
<td>(to find or remember information)</td>
<td></td>
</tr>
</tbody>
</table>

### Lower Order Thinking Skills
Affective Domain

Lower Order Learning

**Receiving**
(Awareness, willingness to hear, selected attention)

**Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people

**Action Verbs:** asks, chooses, describes, follows, gives, holds, identifies, locates, names

**Responding**
(Active participation on the part of the learners)

**Examples:** Participates in class discussions. Gives a presentation. Questions new ideals and concepts

**Keywords:** answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells

**Valuing**
(The worth attached to a particular object, phenomenon, or behavior)

**Examples:** Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement

**Keywords:** completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works

**Organization**
(priorities and creates a unique value system)

**Examples:** Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one’s behavior. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self

**Keywords:** adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies

**Characterizing**
(has a value system that controls behavior)

**Examples:** Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis.

**Keywords:** acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Higher Order Learning
Psychomotor Domain

Most Complex Behavior

**Origination**

(creating new movement patterns to fit a particular situation or specific problem)

**Adaption**

(the ability to modify movements to address special situations)

**Complex Overt Response**

(the skillful performance of motor acts that involve complex movement patterns)

**Mechanism**

(habitual and the movements can be performed with some confidence and proficiency)

**Guided Response**

(imitation and trial and error)

**Set**

(the readiness to act. It includes mental, physical, and emotional sets)

**Perception**

(the ability to use sensory cues to guide motor activity)

**Examples**: Student can construct a new theory. Individual can develop a new and comprehensive training programming. Student creates a new dance routine

**Keywords**: arranges, builds, combines, composes, constructs, creates, designs, initiates, makes

**Examples**: Student responds effectively to an unexpected experience. Teacher modifies instruction to meet the needs of the learners.

**Keywords**: adapts, alters, changes, rearranges, reorganizes, revises, varies

**Examples**: The ability to maneuver a car into a tight parallel parking spot. Operating a computer quickly and accurately. Displaying competence while playing the piano.

**Keywords**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes

**Examples**: Individual can keyboard using a personal computer.

**Keywords**: measures, mends, mixes, organizes, sketches

**Examples**: Student performs a mathematical equation as demonstrated. Student follows instructions to build a model

**Keywords**: copy, trace, follow, react, reproduce, respond

**Examples**: Students know and act upon a sequence of steps in a manufacturing process. Students recognize their abilities and limitations

**Keywords**: begins, displays, explains, moves, proceeds

**Examples**: Individual detects non-verbal communication cues. Individual estimates where a ball will land after it is thrown

**Keywords**: chooses, describes, detects, estimates

Simplest Behavior
L. Employer Questionnaires

Questionnaires may be used by a department to establish whether or not it is providing specific and explicitly stated job skills which employers find valuable. Questioning employers about individual students should be carefully considered with respect to invading the privacy of graduates. Sending such questionnaires to the graduates first and then to employers is one way of protecting such privacy.

M. Standardized Tests

There are several national evaluation instruments on the market which can be used to assess a variety of expected results within a department. Two commonly utilized assessment/evaluation services are:

1. **The Educational Testing Service (ETS)** - This service offers Major Field Achievement Tests in a variety of formats to fit the needs of individual schools. Reports to the department will include scores, group reliable scores, demographic summaries, additional local questions, etc.

2. **The American College Testing Program (ACT)** - This program offers a variety of assessment instruments, but most are aimed at general education learning outcomes. ACT has a full range of survey services, some of which may be useful in assessing the major area.
OUTCOMES ASSESSMENT QUESTIONNAIRE

Planning Unit ___________________________ Date Submitted

Subunit _________________________________ Submitted by

Directions: Complete the section of the questionnaire that directly applies to your area of responsibility and situation only.

1. How is student academic performance assessed?

2. How are student professionals skills evaluated?

3. How are internships/cooperative educational experiences assessed?

4. What faculty evaluation process is in place by which the teaching faculty can obtain constructive, balanced information and feedback which enables them to better fulfill their academic responsibilities?

5. What staff performance evaluation process is in place by which they can obtain constructive, balanced information which enables them to better fulfill their responsibilities?

6. What administrative performance evaluation process is in place by which they can obtain constructive, balanced information and feedback on their performance which enables them to better fulfill their responsibilities?

7. What external evaluations are conducted to assess program and institutional effectiveness?