

Atlanta Metropolitan College

PROCEDURAL MANUAL FOR ACADEMIC PROGRAM REVIEW



**Office of Academic Affairs
2003**

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I. INTRODUCTION

As a two-year institution within the University System of Georgia, Atlanta Metropolitan College (AMC) has as its central focus preparing students for successful transfer to the senior college. Approximately 95% of all AMC graduates are in transfer programs, with the remainder enrolled in either certificate or two-year career programs. The AMC faculty and administration are convinced that successful transfer is strongly correlated to the degree that the school provides students with a quality general education background. To this end, Atlanta Metropolitan College is committed to ensuring that core/general education courses as well as the ones in Area F (programs of study) incorporate those academic skills and proficiencies believed to contribute to a well-rounded, informed citizen who can successfully transfer to the senior college and/or move into the work place. These proficiencies are articulated in the college's General Education Learning Outcomes (see Table A) and are imbedded within the general education curriculum.

Because these proficiencies are imbedded within the curriculum, it is essential to examine and review how the expected outcomes are realized. The review of the Associate of Science program and the Associate of Arts program will be guided by the academic divisions whose disciplines are most clearly aligned with the general education outcome(s) being examined. It will rely heavily on (a) the degree to which the general education outcomes are realized, (b) available transfer data, and (c) specific relevant data sources listed in Table C. The review of the Career and Certificate programs will be conducted by members of the academic divisions in which the programs are housed and will rely heavily on relevant data sources listed in Table C.

II. COMPREHENSIVE PROGRAM REVIEW

Comprehensive Program Review will be conducted in five-year cycles in order to:

- collect, review, and analyze qualitative and quantitative data on transfer, career, and certificate programs in order to review and assess program *Quality*, *Productivity*, and *Viability*
- review the relationships of academic programs and services at Atlanta Metropolitan College, the college's mission, goals and priorities
- improve the quality of instruction and the quality of academic programs
- maximize and improve the use of ancillary services within Academic Affairs
- provide a systematic, ongoing approach to determine future academic program needs and the resources needed to deliver these programs
- formulate informed conclusions, recommendations and/or projections regarding programs at the college

It is the belief of the college that the aggregate of review findings (how GELOs are met, along with other measurements such as transfer data, student scores on standardized and institutional tests, committee reviews, survey results, writing samples, portfolios, program viability analyses, etc.) will provide a comprehensive, informed picture of the health of Atlanta Metropolitan College's programs.

During the first two years of the review cycle, the Associate of Science Transfer Program will be reviewed. During the third year of the review cycle, the Associate of Arts Transfer Program will be reviewed. During the fourth year, Learning Support, the Associate of Applied Sciences and the Certificate Programs will be reviewed. The final year of the review cycle will be dedicated to examining the effectiveness of all units (academic and ancillary) that support the college's transfer, career, and certificate programs.

The following pages contain the Implementation Time Table, the Implementation Matrices, information about the composition and responsibilities of the campus committees, definitions, tables, charts, and reporting templates that will help facilitate the comprehensive program review process.

III. IMPLEMENTATION TIMETABLE (5-YEAR CYCLE)

Year of Review	Program to be Reviewed
August 2003- May 2004	AS Transfer Program
August 2004- May 2005	AS Transfer Program
August 2005- May 2006	AA Transfer Program
August 2006- May 2007	Learning Support and AAS (Career Programs) & Certificate Programs
August 2007- May 2008	Internal Audits of All Units that Support the AA, AS & AAS Programs

IV. IMPLEMENTATION MATRICES

The Associate of Science Transfer Program: Core Courses and Imbedded GELOs

Area	Division Responsible For Review	Year of Review	Core Curriculum Courses Investigated	General Ed. Learning Outcomes Examined
E	Social Sciences	August 2003- May 2004	POLS 1101, HIST 1111,1112,2111,2112	<p>Understand and appreciate the diversity and commonalities of world cultures.</p> <p>Understand the historical, political, and cultural contexts from which contemporary issues develop.</p> <p>Understand the forces that help shape individual, societal, and cultural development</p>

The Associate of Science Transfer Program: Area F Courses Within Programs of Study (An Internal Audit)

Division Responsible For Review	Year of Review	Area F Courses Investigated	Area F Programs of Study
Social Sciences	August 2003- May 2004	CRUJ 1102, 1105, 1106, 2105, 2108 SOSC 1101	Criminal Justice
Social Sciences	August 2003- May 2004	PSYC 1101, 2201	Psychology
Social Sciences	August 2003- May 2004	SOC 1101, 1201 SOWK 2000, 2001	Sociology and Social Work Cluster
Social Sciences	August 2003- May 2004	EDUC 1105, 2105, 2253 PSYC 2103 PHED 2101, 2103, 2205, 2230, 2231	Education, Physical Education and Recreation
Social Sciences	August 2003- May 2004	HIST 1111, 1112, 2111, 2112, 2211 SOSC 2010	History & African American Studies
Social Sciences	August 2003- May 2004	POLS 1101, 230, 2601	Political Science

The Associate of Science Transfer Program: Core Courses and Imbedded GELOs

Area	Division Responsible For Review	Year of Review	Core Curriculum Courses Investigated	General Ed. Learning Outcomes Examined
D	Natural Science & Mathematics	August 2004- May 2005	CHEM 1151, 1152, 1211, 1212; PHYS 1111,1112 PHYS 1011,1012 , BIOL 1101,1102, 1107,1108, POLS 1101, HIST 111,1112, 2111,2112	<p>Understand the basic science concepts and the applications of the scientific method.</p> <p>Appreciate natural phenomena and the enduring, yet fragile nature of the global environment.</p> <p>Understand and analyze the social, cultural, and political contexts – as well as the ethical implications – of scientific and technological advances.</p>
A	Natural Science and Mathematics	August 2004- May 2005	Math 1111,1101	Manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations.

**The Associate of Science Transfer Program: Area F Courses Within Programs of Study
(An Internal Audit)**

Division Responsible For Review	Year of Review	Area F Courses Investigated	Area F Programs of Study
Natural Science & Mathematics	August 2004- May 2005	CSCI 1401, 1402, 1146, 1147, 1148, 1142, 1144, 1145, 2212, 2214 MATH 2201, 2202	Computer Science and Computer Information Systems
Natural Science & Mathematics	August 2004- May 2005	MATH 2201, 2202, 2204, 2208, PHYS 2211, 2212 PLAB 2211, 2212	Mathematics, Physics, & Engineering,
Natural Science & Mathematics	August 2004- May 2005	BIOL 1107, 1108, BLAB 1107, 1108, CHEM 1121, 1122, 2241, 2242 CLAB 1121, 1122, M 2241, 2242	Biology, Chemistry, Pre-
Natural Science & Mathematics	August 2004- May 2005	BIOL 2241, 2242 BLAB 2241, 2242 CHEM 1121, 1122, CLAB 1121, 1122	Allied Health Areas

**The Associate of Science Transfer Program: Area F Courses Within Programs of Study
(An Internal Audit)**

Division Responsible For Review	Year of Review	Area F Courses Investigated	Area F Programs of Study
Business	August 2004- May 2005	ACCT 2101, 2102, 2105, 2106 CISM 2101 BUSA 1105, 2105, 2106	Business
Business	August 2004- May 2005	ACCT 2101, 2102 CSCI 1301, 1302	Computer Information Systems

The Associate of Arts Transfer Program: Core Courses and Imbedded GELOs

Area	Division Responsible For Review	Year of Review	Core Curriculum Courses Investigated	General Ed. Learning Outcomes Examined
B	Humanities and Fine Arts & Learning Support	August 2005- May 2006	AMIR 1001 ORNT 1100	<p>Demonstrate a knowledge of, and an ability to use information technology.</p> <p>Demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.</p> <p>Develop an enhanced sense of self-worth and in increased potential for growth and personal responsibility in curricular, co-curricular, and individual endeavors.</p>
A	Humanities and Fine Arts	August 2005- May 2006	ARTS 1100, AMIR 1001 MUSC 1100	<p>Understand, appreciate, and value fine and applied arts as well as the social and historical contexts from which these art forms emerge.</p>
C	Humanities and Fine Arts	August 2005- May 2006	ENGL 1101,1102 AMIR 1001 COMM 1100	<p>Communicate effectively through reading, writing, speaking and listening.</p>

**The Associate of Arts Transfer Program: Area F Courses Within Programs of Study
(An Internal Audit)**

Division Responsible For Review	Year of Review	Programs of Study by Content Cluster	Courses Investigated
Humanities and Fine Arts	August 2005-May 2006	Languages and Communications	ENGL 1110, 2110 FREN 2001, 2002 SPAN 2001, 2002 HUMA 1101, 1102 COMM 1100, 1110 THEA 1100, 1105 MCOM 1002, 2202
Humanities and Fine Arts	August 2005-May 2006	Fine Arts	ART 1010, 1011, 1020, 1040 ARHS 2201 MUSIC 1111, 1112, 2111, 2114, 1105

The Learning Support Program

Year of Review	Courses Investigated	Components Within Learning Support
August 2006-May 2007	ENGL 0097, 0099; MATH 0097, 0099; READ 0097, 0099	LS English LS Mathematics LS Reading

AAS (Career) Programs in Natural Science and Mathematics

Unit Responsible For Review	Year of Review	Program of Study by Content Cluster	Courses Investigated
Natural Science and Mathematics	August 2006-May 2007	Computer Programming	CSCI 1145, 1145, 1146, 1401, 1402, 2245

AAS (Career) Programs in Social Science

Unit Responsible For Review	Year of Review	Program of Study by Content Cluster	Courses Investigated
Social Sciences	August 2006-May 2007	Early Childhood Development and Teacher Assistance, Recreational Leadership	EDUC 1117, 2101, 2105, 2254 PHED 2205, 2240
Social Sciences	August 2006-May 2007	Human Services	HUSR 1105 SOWK 2000, 2100

AAS (Career) Programs in Business

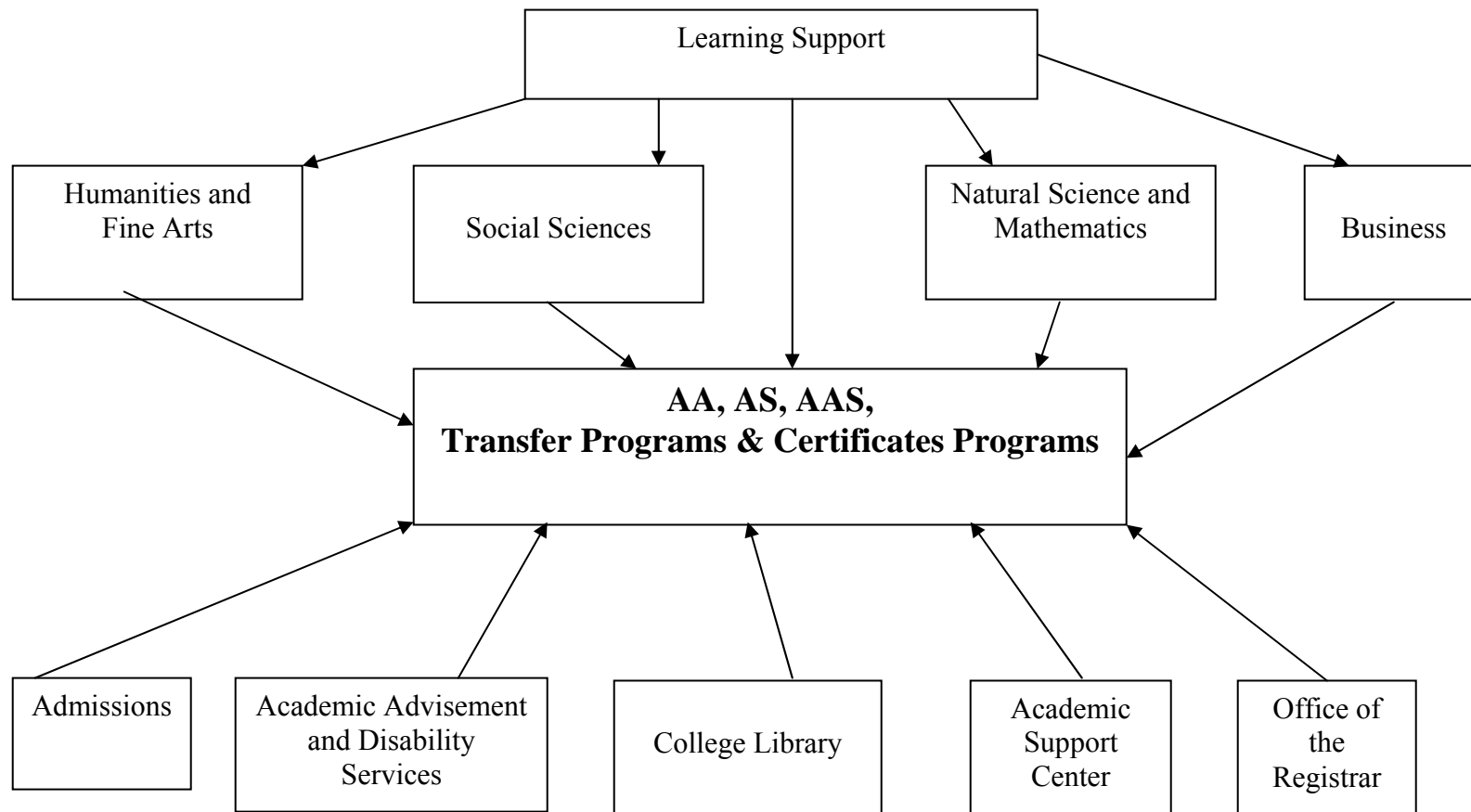
Unit Responsible For Review	Year of Review	Program of Study by Content Cluster	Courses Investigated
Business	August 2006- May 2007	Accountancy, Business Management Computerized Office Management	ACCT 2101, 2102, 2210, 2225, 2240, 2241, 2244 BUSA 1105, 2105, 2106, 2201, 2204, 2209, 2299 CISM 2101 ITEC 2220, 2222, 2224, 2226, 2240

Certificate Programs

Unit Responsible For Review	Year of Review	Program of Study by Content Cluster	Courses Investigated
Social Sciences	August 2006- May 2007	Criminal Justice	CRUJ 1102, 1105, 1106, 2105, 2108
Business Division	August 2006- May 2007	Automated Office Management Criminal Justice	ACCT 2101 BUSA 2105, 2201, 2240 CISM 2101 ITEC 2220, 2224, 2226, 2240

Internal Review of All Units that Support the AA, AS & AAS Programs

Review Year 2007-2008



V. MEMBERSHIP AND RESPONSIBILITY OF COMMITTEES

Comprehensive program review will be conducted within each of the college's academic divisions. The oversight of these reviews is the responsibility of the Comprehensive Program Review and Academic Assessment Committee (CPRAAC). Findings and recommendations are forwarded to the Vice President for Academic Affairs. The Vice President for Academic Affairs makes recommendations regarding program findings to the college President.

A) The membership of the Comprehensive Program Review and Academic Assessment Committee is composed of:

- The Chair (appointed by the Vice President for Academic Affairs)
- The Chairperson from each Academic Division
- One Faculty representative from each Division
- The Director of Institutional Research, Planning and Assessment
- The Vice President for Academic Affairs
- The President (ex-officio)

The Comprehensive Program Review and Academic Assessment Committee is responsible for guiding and monitoring the review and assessment of academic programs. The committee's duties are to:

- develop and maintain a systematic process for assessing the degree of effectiveness of teaching and learning in academic programs
- monitor the planning, implementation, and evaluation of programs
- determine program quality, viability, and productivity
- ensure that all programs are evaluated during the appropriate cycle
- submit an annual report to the Vice President for Academic Affairs and to the Secretary of the Faculty by the last day of the spring semester

B) The membership of the Unit Program Review Committee is composed of:

- the Division Head, who serves as Chair; the Director of Institutional Research, Planning and Assessment; and selected faculty and staff
- The Divisional Program Review Committee is responsible for conducting the review of the Division and for preparing reports with recommendations

VI. THE OUTLINE OF THE REVIEW CYCLE

- A. Comprehensive program review is a recurring process.
- B. The Chairperson for the CPRAAC charges the Unit Program Review Committee (UPRC) to begin the review process by August 40th.
- C. The Unit Head(s) designates subcommittee assignments and responsibilities by October 15.
- D. The UPRC presents the interim status report to the CPRAAC by December 5.
- E. Subcommittees will complete research, data collection, data analysis, interpretation of data, and determination of conclusions and recommendations by February 15.
- F. Final unit reports are compiled, edited, formatted, and submitted to the CPRAAC by March 1.
- G. The CPRAAC provides feedback to the unit committee Chairs for any modifications and/or revisions of their unit reports by March 41.
- H. As necessary, Unit reports are revised by the UPRC and resubmitted to the CPRAAC.
- I. The CPRAAC submits its final report of the program review findings and recommendations to the Vice President for Academic Affairs by April 40.
- J. Upon final acceptance of the CPRAAC's report, the Vice President for Academic Affairs submits a final draft to the President by May 5.
- K. 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 40th.

Table A. AMC General Education Learning Outcomes

Students completing their first two years of study at Atlanta Metropolitan College should be able to:

1. Communicate effectively through reading, writing, speaking, and listening.
2. Manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations.
3. Understand the basic science concepts and the applications of the scientific method.
4. Appreciate natural phenomena and the enduring, yet fragile nature of the global environment.
5. Demonstrate a knowledge of, and an ability to use information technology.
6. Understand and analyze the social, cultural, and political contexts—as well as the ethical implications—of scientific and technological advances.
7. Understand, appreciate, and value fine and applied arts as well as the social and historical contexts from which these art forms emerge.
8. Understand and appreciate the diversity and commonalities of world cultures.
9. Understand the historical, political, and cultural contexts from which contemporary issues develop.
10. Demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.
11. Understand the forces that help shape individual, societal, and cultural development.
12. Develop an enhanced sense of self-worth and an increased potential for growth and personal responsibility in curricular, co-curricular, and individual endeavors.

Table B. Definition of Terms

The term “**program of study/academic program**” is operationalized as that cluster of courses under a unifying theme or academic area such as history, or business, or communications.

The term “**program review**” is used to describe the process of defining, collecting, analyzing, comparing, and interpreting information about a given program of study, and using that information for making informed decisions about the program.

The term “**ancillary unit**” refers to those departments at Atlanta Metropolitan College, under the direction of the Vice President for Academic Affairs, that support the core/transfer, academic program. The ancillary units are: the Division of Learning Support, the Academic Support Center, Continuing Education, the Office of Academic Advisement and Disability Services, the Office of Admissions, the Library, and the Registrar’s Office.

[The definitions for **quality**, **productivity**, and **viability** are taken from the Sr. Vice Chancellor’s memo to Chief Academic Officers, October 18, 2000]

A. Quality – measure of excellence. Quality indicators may include, but are not limited to, attainment of student learning outcomes, a comparison of program elements relative to internal and external benchmarks, resources, accreditation criteria, relevant external indicators of program success (e.g., license and certification results, placement in graduate schools, job placement, and awards and honors received by the program), and other standards.

B. Productivity – the number and contributions of graduates of an academic program and/or the number of students served through service courses in the context of the resources committed to its operation. (Additional measures of productivity might include counts of students who meet their educational goals through the program’s offerings, including minors, certificates, or job enhancement, if such goals are part of the program’s mission.)

C. Viability – the use of such considerations as available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, University System, and state to determine whether a program should be continued as is or modified (expanded, curtailed, consolidated, or eliminated). Viability considerations are independent of quality measure; i.e., a high quality program could lack viability, or program in need of considerable improvement could have high viability.

Table C. Data Sources

The *quality*, *productivity* and *viability* of programs will be determined after reviewing indicative data used to answer questions about the specific dimension (Teaching and Learning, Research and Scholarship, or Service) of the program under review. The Academic Program Review Data Collection Matrix (see Appendix) is designed to record the question of inquiry and data that will be used to draw informed conclusions as to program quality, productivity and viability. The following types of data and data sources will be used:

Data Sources in the Area of Teaching and Learning:

- Transfer Data at four-year institutions
- Faculty credentials
- Currency of curriculum
- Numbers of full and part-time faculty
- Adequacy of classroom and lab facilities
- Faculty and administrative opinion surveys
- Adequacy of library resources
- Attainment of general education learning outcomes
- Use of appropriate instructional technologies
- Attainment of cohort/clustered learning objectives
- Performance on normed and qualifying examinations
- Pre-Post test results
- Success in subsequent course work
- Student opinion surveys
- Benchmarks established by accrediting agencies
- Reviews and findings by external examiners
- Percent and number of students serviced
- Percent and number of graduates
- Credit hour generation
- Frequency of course offerings
- Class size
- Retention data
- Overall cost to run the program
- Percent of faculty salaries needed to run the program

Data Sources in the Area of Academic Growth and Professional Development:

- Faculty research
- Faculty involvement in continuing education
- Faculty awards
- Externally funded programs/projects
- Recognition of students' scholarly achievements

Data Sources in the Area of Service to the College:

- Program's contribution to the colleges vision, mission, priorities and goals
- Program's contribution to the division's vision, mission, priorities and goals
- Contributions of ancillary units (Admissions, Registrar, Learning Support, Library, Academic Advisement, Academic Support Center) to the program's success
- Numbers of students serviced
- Number of students in the program of study
- Relevance of program to the general society
- Job career opportunities
- Community outreach projects/activities
- Opinion surveys from community and cooperate enterprises
- Faculty, student and administrative opinion surveys

Table D, Sample Data Collection Matrix

>SAMPLE<

Review year: from August ____20XX____ to December ____20XX____

Identify GELO or Program Under Review: *Understand and appreciate the diversity and commonalities of world cultures.*

Question. *How do we know that students who complete Area E understand and appreciate the diversity and commonalities of world cultures?*

DATA SOURCE	FINDINGS	RECOMMENDATIONS/ ACTIONS
a. <i>Syllabi from selected courses</i>	a. <i>Included in each syllabus are activities and assignments that</i>	a.
b. <i>Participation in Study Abroad</i>	b.	b.
c. <i>Review of Portfolios</i>	c.	c.
d. <i>Survey Data</i>	d. <i>Graduation survey results from May 2003 indicate that 88% of the graduates agree or strongly agree that their AMC history and political science courses helped them to understand and appreciate the diversity and commonalities of world cultures</i>	d.
e. <i>Participation of Students in International Day Activities</i>	e.	e.

Reporting Template page 2.

Recommendations/Actions/etc.

Signatures

Chair Unit Review Committee _____ **Date** _____

Chair Comprehensive Program Review Committee _____ **Date** _____

Vice President for Academic Affairs _____ **Date** _____

Table F. Information Needed to Submit Review to System

Degree Acronym _____

Degree & Major _____

CIP Code for Career and Certificate Programs only _____

Department/Division _____

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)