

# **COMPREHENSIVE PROGRAM REVIEW**

## **MANUAL**



**Atlanta Metropolitan State College**

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## INTRODUCTION

As a State College within the University System of Georgia, Atlanta Metropolitan State College (AMSC) has as its central focus preparing students for successful transfer to the senior college. Approximately 95% of all AMSC graduates receive degrees in the Associate of Science (AS) or Associate of Arts (AA) Transfer Programs, with the remainder enrolled in Bachelor's, Associates of Applied Science (AAS), or Certificate Programs. Atlanta Metropolitan State College is committed to ensuring that core/general education and program specific courses require those academic skills and abilities to produce a well-rounded, informed student, who can successfully transfer to graduate and professional schools, senior colleges, and/or move directly into the workplace. These skills and abilities are articulated in the College's General Education Learning Outcomes (GELOs) and are imbedded within the AMSC course offerings. Examining and assessing the general education learning content and process are key to the program review process.

While AMSC's primary focus will be the review and assessment of the Associate of Science, Associate of Arts and Career Programs, we will continue to conduct critical internal reviews of Area F "Programs of Study" because courses in Area F provide the discipline-specific foundations for majors at the senior college. The approach to Comprehensive Program Review will be to examine and assess (a) the extent that the general education outcomes (GELOs) are achieved, (b) the effectiveness of program specific learning outcomes (PLOs), (c) AMSC graduate's performance at receiving/subsequent senior institutions upon transfer, and (d) the extent that the career and certificate program students perform in the job market. The "Program Review Report" section of this document provides the expected deliverables and format of the final report.

It is the belief of the College that an aggregate review of the findings (e.g. how GELOs and PLOs are realized, transfer data, student scores on standardized and institutional tests, committee reviews, survey results, writing samples, portfolios, and program quality, viability, and productivity analyses) will provide a comprehensive, informed picture of the health of Atlanta Metropolitan State College's B.S., A.S., A.A, A.A.S, and Certificate programs.

## **COMPREHENSIVE PROGRAM REVIEW: PURPOSE**

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 State College as it relates to its overall 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

## **MEMBERSHIP AND RESPONSIBILITY OF COMMITTEES**

Comprehensive program review will be conducted within each of the College's academic divisions. Oversight of the policies and procedures guiding the program reviews is the responsibility of the Comprehensive Program Review Committee (CPRC). Members of the comprehensive Program Review Committee include:

- The Chair (appointed by the Vice President for Academic Affairs)
- The Dean from each Academic Division
- One Faculty representative from each Division
- The Vice President of Institutional Effectiveness (ex-officio)
- The Vice President for Academic Affairs (ex-officio)

The Comprehensive Program Review Committee is also 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
- review and assess how the General Education Learning Outcomes are realized

- monitor the planning, implementation, and evaluation of programs
- determine the quality, productivity, and viability of the Career and Certificate programs
- ensure that all programs are evaluated during the appropriate cycle
- submit an annual report to the Vice President for Academic Affairs and to the Division Secretary of the Faculty regarding the status of Program Reviews.

The Committee who carries out the Program review process is called the Division Program Review Committee (DPRC). The DPRC consists of the following members:

- Each Division Dean, who will serve as, or appoint a Chair;
- at least two faculty and/or staff from the Division
- at least one faculty or staff member outside the Division

## **THE PROGRAM REVIEW PROCESS**

- A. The Division Dean appoints members to the Division Program Review Committee. When possible, this appointment should occur the term prior to the Program Review.
- B. The Division Dean charges the Division Program Review Committee to begin the review process in the first month (August for the fall semester and January for the spring semester) of the fall or spring academic term.
- C. The DPRC commences the Program Review process (i.e., data collection, data analysis, data interpretation, and conclusion determination, along with any recommendations) for a maximum of two months into the semester, (i.e. September and October for the fall semester and February and March for the spring semester) that the Program Review occurs.
- D. In the first week of the fourth month (i.e. November for the fall semester and April for the spring semester), the DPRC presents the interim status report to the Division Dean, who reviews, and discusses the report with the DPRC and CPRC Chairs. The Division Dean then makes recommendations, in writing, for modifications, to the DPRC's interim status report within two weeks. During this period of time, the Division Dean must meet with the VPAA to provide an update on the status of the Program Review.
- E. The DPRC will submit the Program Review Report to the Division Dean, who will, in consultation with the CPRC Chair, submit the Program Review Report to the VPAA no later than the first week of the fifth month (December for the fall semester and May for the spring semester).
- F. The VPAA reviews the Program Review Report, and either accepts the Program Review Report, or returns it to the Division Dean for modifications. Upon acceptance of the Program Review Report, the VPAA presents the Program Review Report to the appropriate College Committee(s) (i.e. Program Review Committee, Curriculum and Policies Committee, Executive Committee) and Faculty Assembly for the appropriate action(s) and approval(s) based on the recommendations submitted, including those to: 1) continue the program's active status, 2) inactivate the program temporarily, or 3) remove the program permanently from the curriculum). The VPAA submits final recommendations to the President for review and acceptance. Upon approval by the College President, the program will be submitted, when applicable, to the Board of Regents for final review and approval.

## PROGRAM REVIEW PROCESS DIAGRAM

Note: Process may involve non-linear interactions

### Step 1

Appointment of DPRC by Dean  
**Semester Before Review**

### Step 2

Charge of the DPRC by the Dean  
**Aug (Fall) or Jan (Spring)**

### Step 6

Dean Submits Report to the Ed. Pol/Curr and Executive Committees, and Faculty Assembly for Approval. VPAA submits Report to the College President, who submits the Review to the BOR for final Approval

### Step 3

DPRC Conducts the Program Review Data Collection  
**Sept-Oct (Fall) or Feb-Mar (Spring)**

### Step 5

DPRC Updates and Submits Report to Dean, who Presents Report to VPAA  
**Dec, 1<sup>st</sup> Week (Fall) or May, 1<sup>st</sup> Week (Spring)**

### Step 4

DPRC Writes and Presents the Interim Report to the Dean and Chair CPR Committee for feedback  
**November (Fall) or April (Spring)**

**IMPLEMENTATION TIMETABLE (5-YEAR CYCLE)**

<b>*Academic Year of Review</b>	<b>Program to be Reviewed</b>
Year One	<b>Academic Support Services</b> Learning Support Program, Library, Academic Support Center
Year Two	<b>Academic Division (s)</b> Social Sciences Science, Math, and Health Professions  <b>High Impact Student Service Offices</b> Admissions and Registrars Office Financial Aid
Year Three	<b>Academic Divisions (s)</b> Business Administration Bachelor's Program(s)
Year Four	<b>Academic Division(s)</b> Humanities and Fine Arts  <b>Academic Support Services and Off-Campus Programs</b> Student Advising, Evening & Weekend Colleges, Distance Education (Online Programs) Instructional Site
Year Five	<b>**General Education and Institutional Courses</b> Comprehensive Program Review Committee Review/Evaluation of General Education Learning Outcomes and Institutional Courses (Orientation and AMIR)

\*All references to "Year" should be consistent with the Institutional Strategic Planning five-year cycle.

\*\* General Education outcomes will be reviewed at the division level with the respective program reviews. Year five review and analysis of general education outcomes will be conducted from the institutional perspective by the CPRC.



**GENERAL EDUCATION OUTCOMES AND AREA F PROGRAM COURSES BY DIVISION**

<b>Area</b>	<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Core Curriculum Courses Investigated</b>	<b>General Ed. Learning Outcomes Examined</b>
E	Social Sciences	Year Two	HIST 2111 AND HIST 2112	E1. U.S. Perspective: Students will discuss historical, political, and cultural aspects that influence the development of the United States.
E	Social Sciences	Year Two	POLS 2401	E2. Global Perspective: Students will compare and contrast the United States to other world cultures, discussing similarities, as well as differences among them.

Associate of Science Transfer Programs: Area F Program of Study Courses

<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Area F Courses Investigated</b>	<b>Area F Programs of Study</b>
Social Sciences	Year Two	CRUJ 1102, 1105, 1106, 2105, 2108 SOSC 1101	Criminal Justice
Social Sciences	Year Two	PSYC 1101, 2201	Psychology
Social Sciences	Year Two	SOCI 1101, 1201 SOWK 2000, 2100	Sociology and Social Work Cluster
Social Sciences	Year Two	EDUC 1105, 2105, PSYC 2103 PHED 2101, 2103, 2205, 2230, 2231	Education, Physical Education and Recreation
Social Sciences	Year Two	HIST 1111, 1112, 2111, 2112, 2211, 2232 SOSC 2101	History & African American Studies
Social Sciences	Year Two	POLS 2101, 2301, 2601	Political Science

Area	Division Responsible For Review	Year of Review	Core Curriculum Courses Investigated	General Ed. Learning Outcomes Examined
A	Science, Math, and Health Professions	Year Two	(MATH 1001, 1101, 1111, 1113 OR 2201)	A2. Use mathematical operations and concepts to solve problems related to practical situations.
D	Science, Math, and Health Professions	Year Two	(BIOL 1101, BIOL 1102, BIOL 1107, CHEM 1151, CHEM 1211, GSCI 1101, GSCI 1102, PHYS 1011, PHYS 1012, PHYS 1111, PHYS 2211)	D. Apply the steps and tenets of the scientific method.

Associate of Science Transfer Programs: Area F Program of Study Courses

<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Area F Courses Investigated</b>	<b>Area F Programs of Study</b>
Science, Math, and Health Professions	Year Two	MATH 2201, 2202, 2204, 2208, PHYS 2211, 2212 PLAB 2211, 2212	Mathematics, Physics, & Pre-Engineering,
Science, Math, and Health Professions	Year Two	BIOL 1107, 1108, BLAB 1107, 1108, CHEM 1121, 1122, 2241, 2242 CLAB 1121, 1122,M 2241, 2242	Biology, Chemistry, Pre-Medical Technology
Science, Math, and Health Professions	Year Two	BIOL 2241, 2242 BLAB 2241, 2242 CHEM 1121, 1122, CLAB 1121, 1122	Allied Health Areas

Bachelor of Science Program (Biological Science): Program of Study Courses

<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Area G and H Courses Investigated (Junior)</b>	<b>Major</b>
Science, Math and Health Professions	Year Two	BIOL/BLAB 3011, BIOL 3245, BIOL/BLAB 3009, BIOL 3205, BIOL 4001/4002, BIOL/BLAB 4011, BIOL/BLAB 4001, BIOL 4003/4004, BIOL 4205, BIOL 4000, BIOL 4010, BIOL 4005/4006, BIOL 4211	Biological Science

Associate of Science Transfer Programs: Area F Program of Study Courses

<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Area F Courses Investigated</b>	<b>Area F Programs of Study</b>
Business	Year Three	ACCT 2101, 2102, 2105, 2106, CISM 2101 BUSA 1105, 2105, 2106	Business
Business	Year Three	ACCT 2101, 2102, CSCI 1301, 1302, CSCI 1401, 1402, 1146, 1147, 1148, 1142, 1144, 1145, 2212, 2214, MATH 2201, 2202	Computer Science and Computer Information Systems

**Core Courses and Imbedded GELOs**

<b>Area</b>	<b>Division Responsible For Review</b>	<b>Year of Review</b>	<b>Core Curriculum Courses Investigated</b>	<b>General Ed. Learning Outcomes Examined</b>
A	Humanities and Fine Arts	Year Four	ENGL 1101, ENGL 1102	A1. Write effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development.
B	Humanities and Fine Arts	Year Four	AMIR 1001	B1. think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating and synthesizing information.
C	Humanities and Fine Arts	Year Four	ARTS 1100, ARTS 2211, MUSC 1100, MUSC 1101, OR THEA 1100	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.

C	Humanities and Fine Arts	Year Four	COMM 1100, COMM 1110, ENGL 1110, ENGL 2110, ENGL 2130, FREN 1002, FREN 2001, FREN 2002	C2. Identify at least one mode of communication (oral or written) and utilize appropriate guidelines and conventions in expressing ideas and/or opinions.
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Associate of Art Transfer Programs: Area F Programs of Study Courses

Division Responsible For Review	Year of Review	Programs of Study by Content Cluster	Courses Investigated
Humanities and Fine Arts	Year Four	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	Year Four	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
Year Four	ENGL 0099; MATH 0097, 0099; READ 0099	LS English LS Mathematics LS Reading

**AAS (Career) Programs in Business and Computer Science**

<b>Unit Responsible For Review</b>	<b>Year of Review</b>	<b>Program of Study by Content Cluster</b>	<b>Courses Investigated</b>
Science, Math, Health Professions	Year Two	Computer Programming	CSCI 1145, 1145, 1146, 1401, 1402, 2245

**AAS (Career) Programs in Social Science**

<b>Unit Responsible For Review</b>	<b>Year of Review</b>	<b>Program of Study by Content Cluster</b>	<b>Courses Investigated</b>
Social Sciences	Year Two	Early Childhood Development and Recreational Leadership	EDUC 1117, 2101, 2105, 2253 PHED 2205, 2240

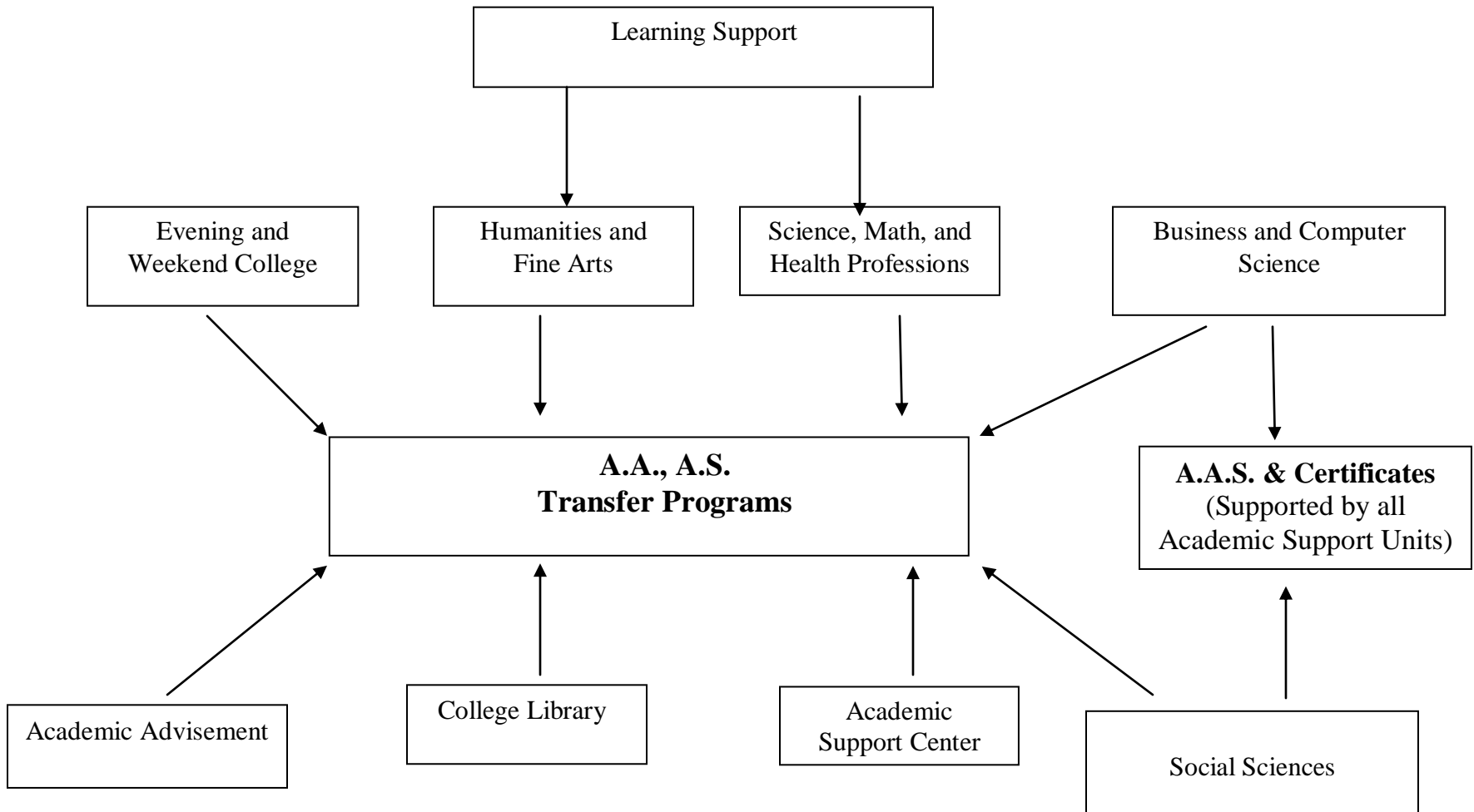
**AAS (Career) Programs in Business**

<b>Unit Responsible For Review</b>	<b>Year of Review</b>	<b>Program of Study by Content Cluster</b>	<b>Courses Investigated</b>
Business	Year Three	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**

<b>Unit Responsible For Review</b>	<b>Year of Review</b>	<b>Program of Study by Content Cluster</b>	<b>Courses Investigated</b>
Social Sciences	Year Two	Criminal Justice	CRUJ 1102, 1105, 1106, 2105, 2108
Business Division	Year Three	Automated Office Management Criminal Justice	ACCT 2101 BUSA 2105, 2201, 2240 CISM 2101 ITEC 2220, 2224, 2226, 2240

**Matrix of Units that Support the AA, AS, AAS, and Certificate Programs**







**THE PROGRAM REVIEW REPORT CONTENT/FORMAT: THE DELIVERABLES**

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 (described in Tables 1-30 of this report), 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 in 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.

## **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 exist, 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's 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 Commendation(s)

- 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 \_\_\_\_\_

Program Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Chair Comprehensive Program Review Committee \_\_\_\_\_ Date \_\_\_\_\_

Division Dean \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

**GENERAL PROGRAM**  
Data Collection and Indicators

**Atlanta Metropolitan State College  
Curriculum Review  
Program Area F Review**

**Directions: Please provide the information requested in the spaces and tables below. Appropriate documentation in support of the information request should also be attached.**

**Table 1. Nature of the Program**

A. Name of Program \_\_\_\_\_

B. Type of Program: Transfer \_\_\_\_\_ Career \_\_\_\_\_ Certificate \_\_\_\_\_

C. Catalog Program Description (Enter in space below.):


D. List and evaluate each of the program outcomes for its relevance, comprehensiveness, accuracy, and effectiveness in preparing and evaluating AMSC's graduates.


**E. Program Costs/Expenses over past five years**

	Educational & General (E&G) Budget for Program	Student FTE in Program	Expense per FTE
Year 1			
Year 2...			

**Table 2.** Value Added Components (List and briefly describe)

Undergraduate Research Opportunities	Internships	Co-Op	Others (E.G., Work Study Or Student Assistantships)	Comments

**Table 3.** Other USG and/or Peer Institutions where the program is offered (Please list)

Two Year Institution	Four Year Institution	Others	Comments



**Table 4.** Employment potential for program graduates (See Appendix for data sources) Evaluate the employment potential as Excellent, Good, Fair, and Poor

	Occupation	5 Year Outlook	10 Year Outlook	Comments
State				
National				

**Table 5.** Rating(s) by External Reviewer(s)

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Program Description.					
2. Adequacy and Success of Program Outcomes.					
3. Compatibility with other 2 yr college programs.					
4. Compatibility with 4-year college programs.					
5. Favorable employment potential for graduates.					
6. Courses meet USG Area F Requirements / Specifications.					

**QUALITY**  
Data Collection and Indicators

## Area F Quality Review

**Directions:** Please provide the information requested in the spaces and tables below. Appropriate documentation in support of the information request should also be attached.

**Table 6.** Faculty Credentials

A. Name of Program \_\_\_\_\_

B. Type of Program: Transfer \_\_\_\_\_ Career \_\_\_\_\_ Certificate \_\_\_\_\_

C. Program Outcomes Success Rate \_\_\_\_\_

Name of Faculty Member	Discipline	Status Permanent/Temporary	Status F-T/P-T	Years at AMSC	Bachelors Degree (Institution/Year)	Masters Degree (Institution/Year)	Doctoral Degree (Institution/Year)	Post Doctoral Studies (Institution/Year)	Other Course Work (Institution/Year)	# of Grad. Hrs. in Teaching Discipline

**Table 7.** Faculty Involvement in Research, Other Professional Development Activities and Organizations

Faculty Member	Discipline	Status: F-T/P-T	Research Experience (including AMSC)	Professional Organizations	Other Scholastic Activities (grants, publications, presentations, etc.)

**Table 8.** Full- and Adjunct Faculty Load (5-Year Period)

Faculty Member	Discipline	F-T/ P-T	Fall (Most Recent)	Spring	Su	Fall	Spring	Su	Fall	Fall	Spring

**Table 9.** Grants, Special Programs, Honors and Collaborative Relationships (Describe briefly)

Year	Grants	Special Programs	Collaborative Relationships	Honors	Awards	Others
Most Recent						
Year 2						
Year 3						
Year 4						
Year 5						

**Table 10.** Transfer Data

[Redacted Header]					
Name of Institution	Year 1 (Most Recent)	Year 2	Year 3	Year 4	Year 5

**Table 11.** Graduates Completing B.S. Degree or Professional Programs over the past five years

[Redacted]					
Name Of Institution	Year 1 (Most Recent)	Year 2	Year 3	Year 4	Year 5

**Table 12.** Students Employed in areas related to an AMSC Program of Study

Program of Study/Employment Type (Title)	Year 1 (Most Recent)	Year 2	Year 3	Year 4	Year 5

**Table 13.** Student Performance on Program Outcomes using Local Assessment Measures (capstone projects, common exams comprehensive examinations, etc.). Courses with less than a 50% pass rate must be included first, before selecting other courses. Courses with less than a 50% pass rate must be tracked through multiple terms until (or if) it reaches the 70% pass rate. At least two Area F courses within the Program should be included.

Semester Term	Course	Program Outcome	Assessment Method/Instrument	Number Students	% Pass Rate
(Most Recent)					

**Table 14.** Program Ratings by AMSC Graduates' Survey

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Quality of Program.					
3 Overall Rating.					
4. Would recommend program to others?					



**Table 15.** Program Ratings by AMSC Transfer Students (non-graduates with at least 9 hours in area F)

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Quality.					
3. Overall Rating.					
4. Would recommend program to others?					

**Table 16.** Rating by External Reviewer(s)

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Quality of Program.					
3. Overall Rating.					

**VIABILITY AND PRODUCTIVITY**  
Data Collection and Indicators

Directions: Please provide the information requested in the spaces and tables below. Appropriate documentation in support of the information request should also be attached.

**Table 17.** Enrollment Data

A. Name of Program \_\_\_\_\_

B. Type of Program: Transfer \_\_\_\_\_ Career \_\_\_\_\_ Certificate \_\_\_\_\_

Name of Program	Enrollment Year 1 (Most Recent)	Enrollment in Year 2	Enrollment in Year 3	Enrollment in Year 4	Enrollment in Year 5

**Table 18.** Graduation Data

Name of Program	Graduates Year 1 (Most recent)	Graduates in Year 2	Graduates in Year 3	Graduates In Year 4	Graduates In Year 5

**Table 19.** Transfer Data

Name of Institution	Number of transfers (Most Recent Year)	Number of transfers in Year 2	Number of transfers in Year 3	Number of transfers In Year 4	Number of transfers in Year 5

**Table 20.** Graduates Completing B.S. Degrees or Professional Programs over the past seven years

Name of Institution	Number of Graduates (Most Recent Year)	Number of Graduates in Year 2	Number of Graduates in Year 3	Number of Graduates in Year 4	Number of Graduates in Year 5

**Table 21.** Program Ratings by AMSC Graduates

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Viability of Program.					
3. Productivity of Program.					
4. Overall Rating.					

**Table 22.** Program Ratings by AMSC Transfer Students (non-graduates with at least 9 hours in area F)

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Overall Rating.					
3. Would recommend program to others.					

**Table 23.** Rating by External Reviewer(s)

Criterion	Excellent	Good	Fair	Poor	Comments
1. Adequacy of Preparation at AMSC.					
2. Viability of Program.					
3. Productivity of Program.					
4. Overall Rating.					

**Table 24.** Student performance on general education Outcomes using A-E courses in the division. Select at least two different courses per term over the past five years.

Semester Term	Course	General Education Learning Outcome	Assessment Method/Instrument	Number Students	% Pass/Fail
(most recent)					

**CURRICULUM EVALUATION**  
Data Collection and Indicators

## **Indicators and Data to be Collected for Program and General Education Course Evaluations**

1. Current Course Syllabi
  - Format (clear, easy for students to follow)
  - Appropriate Topics/Content compared to Academic Advisory Council Standards and Other Institutions
  - Textbook (e.g. relevancy, up-to-date)
  - Prerequisites (e.g. appropriateness)
  - Assessments/Grading Policies (e.g. consistency between learning outcomes, assessment instruments, and grading)
  - Assignments (consistency with learning outcomes and grading)
  - Course Objectives & Student Learning Outcomes
  - Course Description (conciseness, accuracy, and consistency in syllabus and the College Catalog)
  
2. Pedagogy
  - Use, Appropriateness, and Quality of Technology
  - Use appropriateness of Other Course Supplementary Material
  - Effective Communications (measured by course student learning outcomes)
  - Ratings with Students (measured by course evaluations)
  - Effectiveness of Mode(s) of Instructional Delivery (online vs. on-campus, full-term vs. mini-mester)
  
3. Classroom Facilities
4. Enrollment over past 5 years
5. F-T/P-T Teaching Ratio
6. Frequency of Offering
7. Credentials of Teaching Faculty
8. Consistency in rigor, learning outcomes, curriculum, and course quality in online courses, 34 Peachtree Site and the Main Campus

## INSTITUTIONAL BASELINE EXPECTATIONS FOR COURSES

As the courses are evaluated, keep in mind the following institutional baseline expectations:

- Courses are expected to have consistent grading policies, learning outcomes, and teaching methods, rigor, and content, regardless of their format and whether part-time or full-time faculty teaches the course.
- Learning outcomes are considered the primary criteria for course success, and should be consistent at the program and course levels.
- It is expected that all AMSC students achieve the general education learning outcomes, regardless of the program.
- Classroom facilities and resources are expected to provide an environment conducive for maximum teaching and learning.
- It is expected that courses will be taught with a frequency that will allow students to graduate within a two-year period, excluding summer terms. Double-digit enrollment (minimum of 12 students) is expected for all courses.
- In limited cases, capstone courses are exempt from double-digit enrollment, with appropriate rationale and justification on a case-by-case basis.
- Full-time, Part-time faculty ratios are expected to be consistent with and conform to best practices in higher education. Faculty credentials are expected to meet standards as set forth by the Commission on Colleges. Consult the Office of Institutional Effectiveness for benchmark values.



**TABLE 25.** Program Courses syllabi evaluation of curriculum content and pedagogy. All area F course syllabi must be evaluated for at least 20-30% of courses over the past five years.

Name of Course \_\_\_\_\_ Course # \_\_\_\_\_

<b>Evaluation Criterion</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Inadequate</b>	<b>Comment</b>
1. Faculty Office Hours/ Contact Information (clearly stated, appropriate amount and at reasonable times for students to attend)				
2. Course Description (Comprehensive, updated, and consistent with the Catalog course description)				
3. Format (Sections clearly labeled and easy to follow, page numbers included, section headings clear and appropriate, consistent fonts, aesthetically presented, concise)				
4. Appropriate Content* (Contact Information, Relevant Course and Institutional Policies, Schedule of Class Activities, Learning Outcomes, Course Objectives, Textbooks/Supplementary Material, Prerequisites, Grading Policies)				
5. Textbook(s) (updated version, consistent with outcomes and pedagogy)				
6. Prerequisite(s) (appropriate for high probability of student success)				
7. Grading Policies (Clear and consistent with the curriculum content, learning outcomes and assessment instruments)				
8. Attendance Policies				
9. Course Objectives (clear, reasonable, consistent with learning outcomes and course assessment)				
10. Rigor and Content Consistent regardless of platform (e.g. online, off-campus)				

Note: As with all other data, all syllabi for area F courses, regardless of the format: on-campus, online, or hybrid courses, should be subjected to the same evaluation criteria

**Table 26.** Course Pedagogy and Success. Please use the rubric below to evaluate the course content and effectiveness. Rationale and a discussion should be provided for the ratings for criteria 1, 9, and 10

<b>Evaluation Criterion</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Inadequate</b>	<b>Comments</b>
1. Comparison of course formats (e.g. rigor, outcomes comparisons in full-term vs. short-term, face-to-face vs. online)				
Use of Technology				
Use of Supplements				
Effective Supplements				
Effective Communication				
Ratings with Students				
Adequacy of principal modes of Instructional delivery				
Classroom Observations				
Student Course Rating				
Peer Course Rating (Benchmarking)				
10. Learning Outcomes (Pass Rate)				

**Table 27.** Please evaluate the classroom facilities the course is most often taught

Evaluation Criterion	Adequate	Needs Improvement	Inadequate	Comments
Use of Technology				
Use of Supplements				
Effective Supplements				
Effective Communication				
Ratings with Students				
Adequacy of principal modes of instructional delivery				
Classroom Observations				
Student Course Rating				
Peer Course Rating (Benchmarking)				
Seating				
Temperature Control				
Laboratory Equipment (if applicable)				
Chalkboard Type and related space				
Internet Access				
Library Resources				
Academic Support Services				
Compliance with Safety Standards				

**Table 28.** Please evaluate the course enrollment for the past five years (fall, spring, summer).

Name of Course \_\_\_\_\_ Course # \_\_\_\_\_

Fall (Most Recent)	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer

**Table 29.** Evaluate the Full-time/Part-time Faculty ratio (number and percentages) for the past five years.

Name of Course \_\_\_\_\_ Course # \_\_\_\_\_

Fall (Most recent)	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Full-time Faculty (#/%)											
Part-time Faculty (#/%)											

**Table 30.** Evaluate course-offering frequency (Indicate whether or not the course was offered for each semester over the past five years).

Name of Course \_\_\_\_\_ Course # \_\_\_\_\_

Fall (most recent)	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer

## **APPENDICES**

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## Appendix I. Key Terms

Program of Study or academic program - that cluster of courses under a unifying theme or academic area such as history, or business, or communications.

Program review - 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 quality and future direction of the program.

Quality – a measure or degree of excellence; a measure of performance level

Productivity – a measure of output

Viability - ability to grow and develop

Competencies – established minimum standards of skills and knowledge necessary to become eligible for promotion, graduation, certification, or other official acknowledgement of achievement.

Formative Assessment – An assessment activity done during the learning activity (course or program) for the purpose of monitoring and guiding learning while it is still in progress.

Summative Assessment – An assessment activity done at the end of the learning process (course or program) to judge the success of that process at its completion.

Goal – an intended result or endpoint

Objective – specific and measurable steps toward achieving a goal

Inputs – Resources (e.g. staff, budget, facilities)

Output – Products and Services

Outcome - a benefit of a process (e.g. course or program) to its participants

Bloom's Taxonomy - a classification of levels of learning and behavior developed in 1956 by Benjamin Bloom. Bloom identified three domains: Cognitive (knowledge), Affective (attitude), and Psychomotor (skill).

## Appendix II. Data Sources

The primary data source for the institution is the Office of Institutional Research, Planning, and Assessment (IRPA). While the Office of IRPA will provide the raw data, it is the responsibility of the users to analyze and interpret the data for the purpose of the program review process. The divisions have the responsibility of conducting student and employee surveys. The Office of IRPA, upon request, can assist the units with constructing and implementing surveys, and collecting survey data. All data requests should be requested of the Office of IRPA via the Data Request Form, which can be accessed from the Office of IRPA website, <http://www.atlm.edu/irpa>. Following is the source of various data types:

<b>Data Type</b>	<b>Source</b>	<b>Scope</b>
Market Demands, Job Market	1. Atlanta Regional Commission <a href="http://www.atlantaregional.com">http://www.atlantaregional.com</a> 2. Georgia Department of Labor <a href="http://www.dol.state.ga.us/">http://www.dol.state.ga.us/</a> 3. US Department of Labor <a href="http://www.dol.gov/">http://www.dol.gov/</a>	Metro Atlanta and State of Georgia  State of Georgia  National
Course and Faculty	Office of IRPA and Division	IRPA - All Divisions Division - Divisional Data
General Education Outcomes	Course Assessment Report (Office of IRPA and Respective Division)	IRPA – All Divisional CARs Reports – Outcome Results Division – Detailed data with assessment instruments, results, and use of results
Student Surveys (Graduation Applicants, CCSSE, Support Services)	IRPA	All Institutional and Divisions
Course Evaluations	IRPA and Divisions	IRPA – All Divisions Divisions – Divisional Data
Course Outcomes	Divisions	Divisional Data
Program Outcomes	Office of IRPA and Division	IRPA – All Divisions Division – Detailed Data
Institutional Data (e.g. retention & graduation rates, grade distributions, COMPASS and Regents Results, Enrollment Trends, Student Demographics, Student/Faculty Ratios, FTE data, Fiscal/Cost Data, Transfer)	IRPA and IPEDS	All Divisions