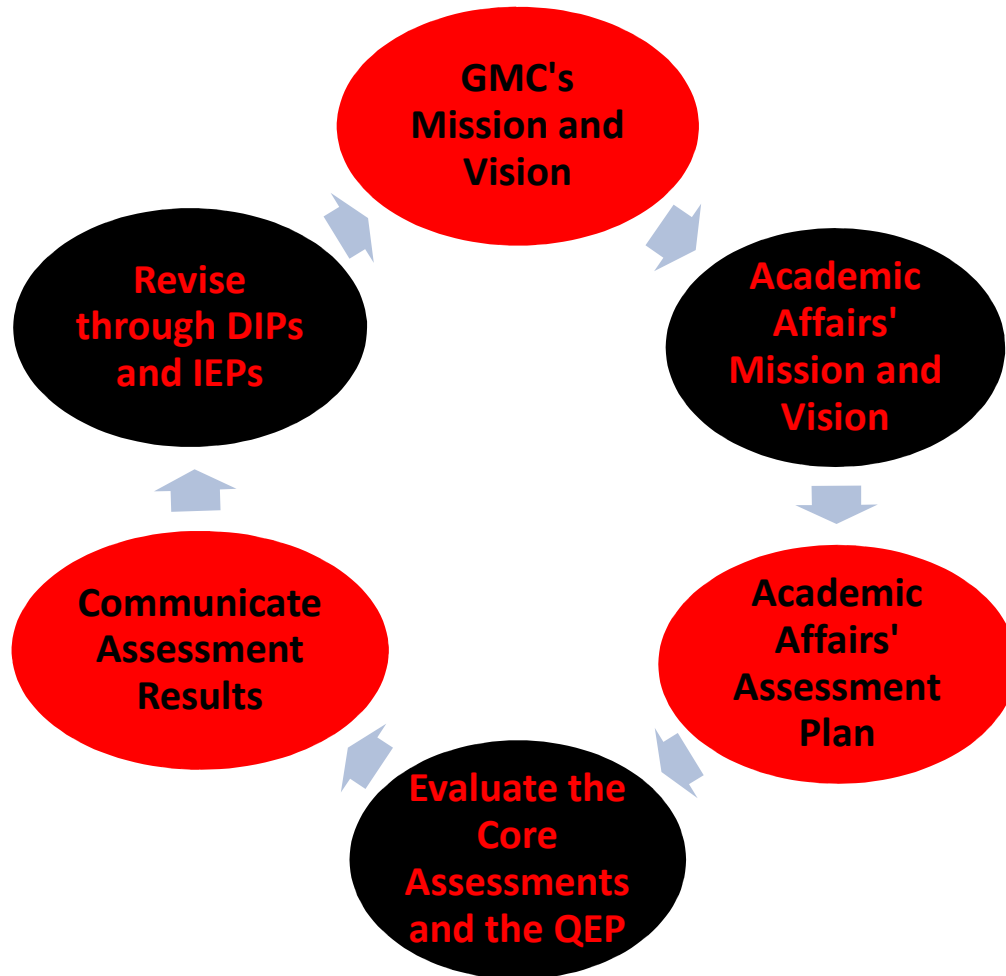


ACADEMIC AFFAIRS' ASSESSMENT PLAN

Approved January 2009



GMC ASSESSMENT PLAN EXECUTIVE COMMITTEE

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INTRODUCTION

Assessment is a process of gathering information to provide a basis for informed decisions continuous improvement. By following a standardized assessment plan, Academic Affairs evaluates the effectiveness of our courses, programs, and academic services; improves academic performance in the classroom and outside of the classroom through academic services; and documents the changes made over the years in order to provide a history of evidence to current and future stakeholders.

Guided by the mission and vision of Georgia Military College (GMC), the mission of Academic Affairs, and the principles of accreditation outlined by the Southern Association of Colleges and Schools (SACS), the division of Academic Affairs has established an assessment plan to assess, communicate, and improve core academic areas (student learning, degree programs, core curriculum, individual courses, educational support services, and faculty) and the Quality Enhancement Plan.

Through the Academic Affairs Assessment Committee and the Quality Enhancement Plan Committee, the assessment plan will coordinate the assessment efforts in Academic Affairs on all six campuses and at the two extension centers. The Academic Affairs Assessment Committee will provide recommendations for revisions to the plan.

The Academic Affairs Assessment Committee includes the Assessment Chair, Vice President of Academic Affairs and Dean of Faculty, Academic Division Chairs, the Assistant Deans, Directors of Madison and Sandersville extension centers, Director of the Library, and the Director of Academic Support Services. This committee meets when called to review the assessment plan, complete tasks, discuss the process for gathering data, communicate the findings, and oversee the completion of reports.

The Quality Enhancement Plan Committee includes the QEP chair, the President, LSS Division Chair, the LSS coordinators, the Life KEYS coordinators, the Directors of Sandersville and Madison, the Vice President of Academic Affairs and Dean of Faculty (VPAA/DF), and the Vice President of Institutional Research and Plans (VPIRP). This committee meets quarterly and as needed to discuss the objectives, the assessment plan, the gathering of assessment data, and report the progress of assigned tasks.

This document outlines the two major areas that comprise the Academic Affairs' Assessment Plan: the Core Academic Assessment Plan (section I) and the Quality Enhancement Assessment Plan (section II). In addition, it explains the process of improvement with Institutional Effectiveness Plans (IEPs) (section III) and Departmental Improvement Plans (DIPs) (section IV) and discusses GMC's Internal Review process (section V). The information collected in the assessment process will allow Academic Affairs to improve student learning and the functions of this division.

Not only will we continually assess academic programs and functions in order to improve student learning, but also we will continually assess the assessment plan in order to improve assessment. This Academic Affairs Assessment Plan will be reviewed and revised as required on an annual basis.

I. CORE ACADEMIC ASSESSMENTS

The Core Academic Assessment Plan subdivides into four areas for assessment: (1) student learning and achievement; (2) degree programs, the core curriculum, and individual courses; (3) educational support services; and (4) faculty.

Student Learning and Achievement

Student Learning and Achievement, focuses on seven key assessments: (1) core competencies, (2) students with 2.0 GPA or higher, (3) students with a 2.5 GPA or higher, (4) course completion rates, (5) student learning outcomes (6) graduation rates and (7) transferring to a 4-year institution rates.

As a graduation requirement, GMC students must demonstrate competency in five core areas: writing, oral presentation, reading, mathematics, and computer literacy. The assessments communicate the performance of GMC students on each competency. If a competency measurement is found to be beneath its target goal, then the appropriate faculty members will seek to identify root causes of the barriers to goal achievement. Following the identification of root causes, faculty members will identify and develop appropriate interventions/solutions for meeting the targeted goal. The oral presentation rubric can be located in Appendix A.

In addition, student learning and achievement is measured by the number and percent of GMC students, who have attained a 2.0 GPA required for graduation and GMC students, who have attained a 2.5 GPA required by most transfer institutions in the state of Georgia. Both of these measures serve as broad, general indicators of student academic performance and success. Another broad indicator of academic success is measured by course completion rates. This report separates successful students (A, B, C) from less successful students (D, F, W, WF) and provides a ratio of courses successfully completed to courses attempted. These assessments allow Academic Affairs to gauge student performance toward the goal of graduation and/or transfer to a four-year institution.

Each academic division measures student-learning outcomes from courses in their division to assess student learning. These outcomes stated on the course syllabi serve as the objectives that students must meet for each course. This assessment allows Academic Affairs and each division to address improvement to student learning based on student performance on each student-learning outcome.

Furthermore, student learning and achievement are measured by graduation rates based on IPEDS data. This information allows Academic Affairs to know how many students are graduating from a particular degree program in order to cut unnecessary programs or demonstrate the need for additional funding in thriving degree programs, which is measured in the review of degree programs.

Additionally, the National Clearinghouse Data allows GMC to track students that leave our institution and enroll in another institution. Academic Affairs determines how many students successfully transfer to a four-year college or university. This “transfer rate” is similar in calculation to the graduation rate.

Review of Degree Programs, Core Curriculum, and Courses

Review of Degree Programs, Core Curriculum, and Courses, focus on four key assessments: (1) internal review of degree programs, (2) external review of degree programs, (3) internal review of the core curriculum, and (4) internal review of courses.

GMC will review each degree program both internally and externally on a five-year rotating basis. The division chair and a team of faculty members from the division that houses that degree program conduct the internal evaluations. The purpose of the internal degree evaluation is to ensure that the degree program aligns with four-year institutions within the state of Georgia, and they will review data collected on the graduation rates and

the current enrollment to establish the vitality of the program. The internal review will also provide an opportunity to discuss overall degree program improvements. The division chairs will report the data using the Degree Program Review Form in Appendix B.

For the external review of the degree program, the division chair selects and the VPAA/DF approves at least one faculty member or administrator from a four-year university in Georgia from the same academic field to review the quality and alignment of each GMC degree program. The external reviewer will complete the tasks outlined on the External Review Checklist found in Appendix C. The internal degree program review will take place the year prior to the external degree program review.

In addition to reviewing degree programs, the core curriculum is also reviewed internally to ensure that it aligns with the Georgia Board of Regents' institutions. The General Studies division chair will assess the core curriculum when the General Studies degree program comes up for review in the internal review rotation, and the chair will record any information tracked on the Degree Program Review Form in Appendix B. Any variations discovered between the core curriculum of GMC and the Georgia Board of Regents will be addressed through the curriculum committee process.

During the internal review and external review process, the division chairs will assess courses by comparing each course prefix, course description, and the student learning outcomes (SLOs) on the course master syllabi with other transfer-equivalent course syllabi to maximize transferability. The division chairs and appropriate faculty members will recommend to the curriculum committee needed changes for course prefix, course title, and course description. This review ensures alignment with transfer institutions and the quality of

each course. The division chairs will record the data on the Course Syllabi Review Form in Appendix D.

Educational Support Services

Educational Support Services focuses on five key assessments: (1) technology, (2) the early alert program, (3) advising, (4) tutoring, and (5) the library.

In addition to the core competency assessment that measures student learning and achievement in computer literacy, Academic Affairs assesses how many students use technology and whether GMC students are satisfied with the technology provided by the college. This information provides Academic Affairs with the knowledge of how many students are using the computer labs and the E-library and whether or not there are enough computers or databases for the students.

The Early Alert Program is another academic student service that is assessed. This program asks faculty members and advisors to submit names of students having difficulty in a course. The program assists the student with the course for which they were referred. This program assesses how many faculty members refer students, how many students participate in the program, and how well these students performed in the courses for which they were referred. This information allows the Early Alert Coordinator to determine where problems may lie in the functioning of the program, which is necessary information in order to revise the program.

Academic Advising is also assessed. Faculty members and some paid advisors meet with students to discuss degree planning, the web registration process, and future college and career plans. In order to ensure that students are satisfied with the advising program, GMC uses two nationally known surveys, the ACT Advising Survey and the Noel-Levitz Student

Satisfaction Survey. Additionally, all advisors receive training in academic advising, and the contact hours of that training are tracked to ensure that all advisors have up-to-date knowledge in this area.

Tutoring is an Academic Student Service program that is also assessed. Every GMC campus offers free tutoring for its students. In order to maintain a viable tutoring program, the Coordinator of Academic Advising, Testing, and Tutoring compiles reports that track how many students seek tutoring and how many hours tutors are utilized in order to provide enough tutors in a given academic area. Furthermore, the coordinator tracks the grades received by students seeking tutoring for a particular course to see if the students were successful in passing that course.

The Library provides student services as well, and it is assessed through a variety of measurements in order to track information to ensure that the facilities and resources are appropriate to support student learning and the mission of the college. Student satisfaction data is also collected about the library through a GMC library survey and the Noel-Levitz Student Satisfaction Survey.

Faculty

Assessment of faculty focuses on four key assessments: (1) adequate number of full-time faculty, (2) adequate number of advisors, (3) faculty evaluation, and (4) professional development.

The assessment of the faculty ensures that the college has enough full-time faculty members to meet the mission of the college. This assessment is determined based on the total number of course load hours full-time faculty members have compared to the total number of course load hours adjunct faculty members have.

Similarly, Academic Affairs assesses its Academic Advising program to ensure that a sufficient number of advisors are available to advise the students. The goal for the Academic Advising program is to have no more than 50 advisees per advisor. Because full-time faculty serve as advisors, the advisee/advisor ratio is used to help determine if there are sufficient numbers of full-time faculty.

Faculty members are also assessed through the faculty evaluation process. This evaluation is conducted by a division chair, assistant dean, or director, and these administrators follow the faculty evaluation process located in the *Faculty Handbook*. Faculty members are reviewed on a rotating basis to ensure quality teaching. In addition, the faculty evaluation process is reviewed every five years to ensure that it provides adequate feedback to the faculty members and remains a fair and equitable process.

Furthermore, faculty members are assessed on professional development. This information is tracked in real-time, so after a faculty member completes the professional development, that person can complete the professional development form. These data are collected and analyzed in order to know the amount of faculty development in which GMC faculty members participate. The data will then be compiled to establish a benchmark for how much faculty development a GMC faculty member should complete in a year.

II. QUALITY ENHANCEMENT PLAN

The Quality Enhancement Plan (QEP) fulfills the SACS core requirement 2.12. For item five of 2.12, SACS states that the QEP must “identify goals and a plan to assess their achievement” (p. 19). The Quality Enhancement Plan focuses on one goal, “Georgia Military College will improve the learning and success of LSS students by: (1) designing an LSS curriculum that includes student learning outcomes and supplemental instruction for LSS

reading, English, and math that prepares LSS students to master the skills needed in order to improve LSS students' academic success; (2) training LSS faculty members in developmental and learner-centered best practices; (3) providing a comprehensive, effective academic support services program that includes, tutoring, Life KEYS, Early Alert, learning communities, and LSS advising." The QEP committee has revised the original objectives and plans to meet this goal through the following objectives that are based on educational best practices for improving student learning:

1A (formerly objective 2A):

Before the end of spring 2009 quarter, the QEP committee will assign a subcommittee to develop LSS placement procedures that are student-centered in order to improve LSS students' academic success.

1B (formerly objective 1C):

Before the end of the spring 2009 quarter, LSS Reading, English, and Math will develop aligned, measurable student-learning objectives that prepare the LSS students that complete the LSS program to pass the follow-on college credit course, which will improve LSS students' academic success.

(ENG 099 → ENG 101) (MAT 099 → MAT 106/109) (RDG 099 → BIO 123)

1C (formerly objective 1D):

Before the beginning of the fall 2010 quarter, all GMC campuses will have peer leaders, an Early Alert program, and reading circles, and before the winter 2011 quarter, all GMC campuses will have writing/reading/math labs and learning communities for supplemental instruction in order to improve LSS students' academic success.

1D (formerly objective 2C):

By the end of the spring 2012 quarter, the LSS reading, English, and math programs will have achieved national recognition by receiving NADE certification.

2A (formerly objective 3B and 3C):

Before the end of the spring 2011 quarter, full-time and adjunct LSS faculty members that have worked at GMC for at least two years will have started initial training in learner-centered instruction and in educational technology in order to improve LSS students' academic success.

2B (formerly objective 3E):

By the end of the winter 2009 quarter, full-time LSS faculty members and Life KEYS coordinators that have worked at GMC for one year will have attended either a state or national conference in the field of developmental education or first-year experience

(NADE, GADE, KELLOGG, FYE) in order to remain current in their fields and to improve teaching techniques, which may be demonstrated by pilot projects designed to improve LSS students' academic success.

2C (formerly objective 2A):

At the fall 2009 workshop and in subsequent training sessions, full-time and adjunct LSS faculty members will receive training by attending or watching on video the workshop hosted at GMC in developmental education best practices discussed in Hunter Boylan's What Works in order to improve LSS students' academic success.

3A (formerly objective 1A):

By the beginning of the fall 1, 2009 quarter, trained tutors will work with LSS English, Reading, and Math faculty and LSS students outside the classroom in order to improve LSS students' academic success.

3B (formerly objective 2B):

By the end of winter 2010 quarter, the Life KEYS coordinators as a sub-committee will develop and measure standardized student-learning objectives for GMC 100a, Preparing for Success, for the master syllabus that will assist in improving LSS students' academic success.

3C (formerly objectives 1B and 3A):

By the end of the spring 2010 quarter, every GMC campus will have a Life Keys program with uniform objectives and trained Life KEYS coordinators that will assist in improving LSS students' academic success.

3D (formerly objective 3D):

At the 2010 spring faculty workshop and in subsequent training, advisors that advise LSS students will have completed an LSS advisor-training workshop that focuses on student-centered advising techniques in order to improve LSS students' academic success.

The Quality Enhancement Plan (QEP) defines and measures LSS students' academic success with the following assessments that directly measures LSS students' academic success and indirectly measures LSS students' academic success. The assessment table is referred to as the Student and Institutional Success Inventory (SISI). By using multiple assessments, the QEP committee can more accurately determine if LSS students' academic success has improved. In 2009, the QEP chair revised the original QEP (SISI) assessment plan based on the expertise of assessment consultant, Dr. Edward Morante, and suggestions made by the members of the QEP

committee and the assistant deans. The QEP committee will measure LSS students' academic success with the following direct and indirect assessments:

Direct Assessment of LSS Students' Academic Success:

- SISI #1a** **LSS Students passing Gateway Courses:** LSS students will meet or exceed the target goals set by the quarterly pass rates of the Non-LSS students in the gateway courses: (ENG 099 to ENG 101; MAT 099 to MAT 106/109; RDG 099 to BIO 123/HIS 122/ENG 222)
- SISI #1b** **LSS Students passing Gateway Courses:** LSS students will meet or exceed the National Study of Developmental Education where 88% of the LSS students passed their follow-on English course, 65% of the LSS students passed their follow-on math course, and 77% passed their follow-on reading course.
- SISI #2** **LSS Students passing Regents' Reading and Writing Exams:** LSS students will meet or exceed a 75% pass rate for Regents' Reading Exam, and LSS students will meet or exceed an 80% pass rate for Regents' Writing. Target goal set based on previous LSS pass rates. In addition, target goals will be established for LSS Reading students passing the Regents' Reading exam, and LSS English students passing the Regents' Writing exam. (XCLS Report needs to be adjusted.)
- SISI #3** **LSS Students passing COMPASS:** LSS students passing the course with a "C" or better will meet or exceed the COMPASS placement score as set by the targeted goals listed below; LSS faculty members administer COMPASS at the end of their 099 course and include the test score as part of the students' grade to ensure motivation. (Target Percentages will be determined after the pilot has been completed.) Passing Scores for COMPASS Math = 37 or above on the Algebra portion; COMPASS Reading = 74 or above; COMPASS English = 60 or above.)
- SISI #4** **LSS Students achieving Student Learning Outcomes in MAT 099, RDG 099, ENG 099, and GMC 100a: Post Test Assessment, Target 1** = 90% of all LSS students achieving a "C" or better in Math 099, Reading 099, English 099, and GMC 100a will be able to demonstrate successful proficiency on the post-test. (Successful proficiency is targeted for each area: For Math 099, successful proficiency is a 23 or higher on the 33pt. Exam. For Reading 099, successful proficiency is a 28 or higher on the 44pt. Exam. For English 099, successful proficiency is missing 35 points in errors or less. For GMC 100a, successful proficiency has yet to be determined by the QEP committee, but subcommittee 6 has been tasked with this issue.

Student Learning Outcome Assessment, Target 2 = This assessment will report the # and % of students' correct responses on each Student Learning Outcome for these four courses.

Indirect Assessments of LSS Students' Academic Success:

- SISI #5** **Noel-Levitz Student Satisfaction Survey:** LSS student satisfaction will meet or exceed the national norm each year it is conducted for questions on advising, teaching effectiveness, and Academic Services.
- SISI #6** **ACT Advising Survey for Student Satisfaction:** LSS student satisfaction with advising will meet or exceed the national norm each year it is conducted.
- SISI #7b** **Tutoring Program Evaluation:** 70% of LSS students that seek tutoring for an LSS course will pass that LSS course for which they sought tutoring with a "C" or better.
- SISI #8b** **Life KEYS Program Evaluation:** 70% of the full-time students, who received a "C" or better in GMC 100a and enrolled in the following quarter will achieve a higher quarterly GPA than the LSS students, who received a "C" or better for GMC 100a, but did not participate in the Life KEYS program.
- SISI #9** **NADE Certification:** GMC will achieve NADE certification for LSS reading, LSS English, and LSS math by 2013.
- SISI #10** **LSS Faculty Development:** GMC will ensure that 100% of the full-time faculty members and Life KEYS coordinators and 75% of the adjunct faculty members that have worked at GMC for one year will have attended either a GMC campus, state, or national conference/workshop in the field of developmental education, educational technology, learner-centered instruction, advising, tutoring or first-year experience (such as, NADE, GADE, KELLOGG, FYE) in order to improve LSS students' academic success.
- SISI#11** **Peer Leader Program Evaluation:** LSS students in an LSS course with a peer leader will have a higher pass rate than LSS students in the equivalent LSS course, but without a peer leader. (Target goal needs to be established.)
- SISI #12** **Track an LSS Student Cohort:** Each academic year, the fall LSS cohort from the main campus will be tracked until the students leave GMC or graduate from GMC. The areas tracked for each LSS student will be quarterly GPA, GPA in their LSS courses, quarter-to-quarter retention, graduation, credits earned versus credits attempted. Demographics will

also be obtained, such as gender, ethnicity, socio-economic class, full-time versus part-time, and age.

III. INSTITUTIONAL EFFECTIVENESS PLANS

The President of GMC institutes any Institutional Effectiveness Plans (IEPs). These plans describe multi-year projects that require institutional level supervision, large expenditures, and may involve coordination with state and/or federal authorities. The Strategic Plan Initiatives and the Quality Enhancement Plan supervised by Academic Affairs are examples of Institutional Effectiveness Plans.

IV. DEPARTMENTAL IMPROVEMENT PLANS

Departmental Improvement Plans (DIPs) are operational plans that can be supervised at the department-level and completed and resourced in the following budget year. Divisions can annually prepare, as appropriate, the following types of DIPs:

- Plans that describe initiatives to improve student learning that requires expenditure of resources other than that needed to support routine operations.
- Plans to correct items deemed to “need improvement” based on the Internal Review process
- Plans to improve student satisfaction as indicated by the annual Noel-Levitz Student Satisfaction Surveys and/or ACT Advising Surveys

Academic Affairs utilizes the Departmental Improvement Plans to pilot projects that improve student learning. Once an assessment has been completed, Academic Affairs reviews the analyses and disseminates that information to the faculty members, division chairs, assistant deans, and directors. The Assessment Plan supplies Academic Affairs with the knowledge concerning areas that need improvement. When an area needing improvement is identified, the appropriate leader submits a Departmental Improvement Plan. In addition, the Departmental

Improvement Plan allows Academic Affairs to pilot projects that would facilitate student learning and student satisfaction.

V. ACADEMIC AFFAIRS' INTERNAL REVIEW

Academic Affairs conducts an annual internal review. The Executive Vice President directs the internal review process; in consultation with the President and the senior staff, sets the agenda for the annual review visitations; and is responsible to the President for collecting the team reports and compiling findings into a comprehensive executive summary. The internal review process occurs once a year and includes seven stages:

1. Vice President for Institutional Research and Plans (VPIRP) travels to the Internal Review site to conduct focus groups.
2. Focus groups take place with the following stakeholders: 1st quarter students, advanced students, faculty members, and staff members.
3. VPIRP writes a summary of focus group information, which directs the next stage of the review. VPIRP also runs a Data Validation Report for the Internal Review site. This report indicates what student information has been downloaded into Datatel.
4. Administrators from the Milledgeville campus travel to Internal Review sites with a rubric designed by each department to assess work effectiveness. Each administrator asks to look at records in her or her area to ensure all appropriate information is included. Comments surfacing during the focus groups are used to ask questions of DLC administrators and staff. The following administrators conduct the assessment: Human Resources, Registrar, Admissions, Dean of Students, Institutional Technology, Engineering, and Financial Aid.

5. Each administrator or staff member writes a summary of his or her findings and makes recommendations for improvement or offers praise for work well done.
6. The Executive Vice President collects all the Internal Review Reports from each evaluator and produces one comprehensive report for the campus being evaluated. Once completed, this final report is sent to the President and all stakeholders.
7. Once the administrators and staff receive the final report of their Internal Review, they write Departmental Improvement Plans (DIPs) addressing the changes that need to be made.

The Internal Review process fulfills two specific objectives to promote institutional effectiveness. First, the review committee evaluates the student services provided at each campus to ensure “best practices” and discovers innovative ways that campuses offer student services in order to share those best practices with the other campuses. Second, the internal review process identifies inconsistent practices or deficiencies in the educational support services provided by the campus in order to correct problems or elevate the issue to senior staff for guidance. The internal review process offers each campus feedback on their efforts in educational support services in order for them to improve.

VI. ACADEMIC AFFAIRS' ASSESSMENT TABLE

| I. Core Academic Assessments | | | | | |
|---|--------------------------|--|--|------------------|----------------|
| Student Learning and Achievement | | | | | |
| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets <small>(demographics list at end of Section I)</small> | Responsible | SACS Reference |
| | Core Competencies | | | | 3.5.1 |
| Tri-Annually/ FY09 | * Writing | Regents' Essay Exam (AA & AS degree programs) | (1) FY08 Annual Pass rate = 74%; Target = 80% (Based on Student Performance) | Assessment Chair | 3.5.1 |
| Quarterly/ FY09 | | Pass ENG 101 with a grade of C or better (AAS degree program) | Pass rate; Target = TBD | Humanities Chair | |
| | | Future: Student performance on select student learning outcomes (SLO's) in ENG 101 | (2) Target = TBD | Humanities Chair | |
| Quarterly/ FY10 | * Oral | Speech presented by student in ENG 101; scored by rubric (App. A) | (1) FY08 Pass rate = 89%; Target = 95% | Humanities Chair | 3.5.1 |
| | | | (2) Avg. score; Target = TBD | Humanities Chair | |
| Tri-Annually/ FY10 | * Reading | Regents' Reading Exam | Pass rate (FY08) = 48%; Target = 66%(Based on Student Performance) | Assessment Chair | 3.5.1 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|------------------------------------|--|---|---------------------|----------------|
| Quarterly / FY11 | * Math | Pass MAT 106 or 109 with a grade of C or better | MAT 106 (FY08) Pass rate= 84%; Target = 86% MAT 109 (FY08) Pass rate = 71%; Target = 79% | Math/Business Chair | 3.5.1 |
| | | <u>Future:</u> Student performance on select student learning outcomes (SLO's) in MAT 106 or 109 | TBD | Math/Business Chair | |
| Quarterly/ FY12 | * Computer | Pass CIS 200 with a grade of C or better | Pass rate (FY08)= ; Target = (calculations in progress) | Math/Business Chair | 3.5.1 |
| | | <u>Future:</u> Student performance on select student learning outcomes (SLO's) in CIS 200 | TBD | Math/Business Chair | |
| | Student Success/Achievement | | | | 4.1 |
| Quarterly/FY09 | | GPA of 2.0 or greater. A GPA of 2.0 or greater is required for graduation | Number and % of students; Target = TBD | Assessment Chair | 4.1 |
| Quarterly/FY09 | | GPA of 2.5 or greater. A GPA of 2.5 or greater is commonly required for transfer to a 4-year institution | Number and % of students; Target = TBD | Assessment Chair | 4.1 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|-------------------------|--|---|-------------------------------|----------------|
| Quarterly/FY09 | | Course completion rate: the number of classes successfully completed (grade of C or better) to the number of classes attempted | Number and %; Current Rate (FY08) = 81%; Target = 81% | Assessment Chair | 4.1 |
| Quarterly/FY09 | | Graduation rate | IPEDS data (FY08) = 514; Target = 697 | Assessment Chair (from VPIRP) | 4.1 |
| Annual/FY09 | | National Clearinghouse Database (manual search by students' name) | Transfer Rate for GMC students transferring to a 4-year institution Target = TBD | Assessment Chair (from VPIRP) | 4.1 |
| | Student Learning | | | | 4.1 |
| | | <u>Future</u> : Student performance on student learning outcomes (SLO's) | TBD | Division Chairs | 4.1 |

Degree Programs, Core Curriculum, and Individual Courses

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets | Responsible | SACS Reference |
|---|---------------------------|---|---|----------------------------------|-----------------|
| 5-Year Rotation (rotation schedule at end of section I) | Degree Programs | | | | 3.4.10/3.3.1.1 |
| 1 st rotation (Annual)/ FY09 | | Internal review. Degree/Core Program Review Form (App. B) | Completed Degree/Core Program Review Form | Appropriate Division Chair | 3.4.10 |
| 1 st rotation (Annual) FY10 | | External review. External Review Checklist (App. C) | External reviewer's report based upon the External Review Checklist | Appropriate Division Chair | 3.4.10, 3.3.1.1 |
| 5-Year Rotation (rotation schedule at end of section I) | Core Curriculum | | | | 3.4.10 |
| 2 nd rotation FY11 | | Degree/Core Program Review Form (App. B) | Completed Degree/Core Program Review Form | Division Chair "General Studies" | 3.4.10 |
| | Individual Courses | | | | 3.4.10 |
| Annually (Timetable developed by chairs on 5yr rotation)/FY09 | | Syllabi Review Form (App. D) | Completed Syllabi Review Form | Appropriate Division Chair | 3.4.10 |

| Educational Support Services | | | | | |
|-------------------------------------|--|---|---|--------------------------------------|------------------------|
| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets | Responsible | SACS Reference |
| | Student Learning and Technology | | | | 3.4.12 / 3.5.1 / 3.8.1 |
| Annually/FY09 | | Computer Lab Usage Report | | Assessment Chair (report from IT) | 3.4.12 |
| Annually/FY09 | | Library Database Usage Report | Student usage (Average total hits for Online Databases) (FY08); Pass rate = 244,813 Target = 314,000 | Librarian | 3.4.12/3.8.1 |
| Biennially/FY09 | | Noel-Levitz Student Satisfaction Survey GMC student satisfaction on question #34 concerning technology will >/= national and southern norms | Student Satisfaction; Current GMC rate (FY08) = 5.58; Current National Norm = 5.54; Current Southern Norm = 5.62 Target = exceed national norm but not Southern Norm | Assessment Chair (report from VPIRP) | 3.4.12 |
| | | Computer Core Competency | See Core Competencies under Student Learning and Achievement | | 3.4.12/3.5.1 |
| | Early Alert Program | | | | 3.3.1.3 / 3.4.9 |
| Quarterly/FY09 | | Early Alert Form (App. E) | FY08 # of students referred Current Rate = 339 (Milledgeville only) | Early Alert Program Dir. | 3.3.1.3/3.4.9 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|-----------------|---------------------------|--|--------------------------|----------------|
| Quarterly/FY09 | | (Full time vs. Part-Time) | #/% of faculty referring Current rate = 16/33 (Milledgeville, full-time only); 3 adjunct faculty members participated in Early Alert | Early Alert Program Dir. | 3.3.1.3/3.4.9 |
| Quarterly/FY09 | | | #/% of students reporting to Early Alert Director; Current rate = 126/339 = 37% Target = 48% (Milledgeville only) (FY08) | Early Alert Program Dir. | 3.3.1.3/3.4.9 |
| Quarterly/FY09 | | | # and % of students that passed the course with a "C" or better and sought help from Early Alert Current rate = 95/126 = 75% Target = 77% (FY08) | Early Alert Program Dir. | 3.3.1.3/3.4.9 |
| Quarterly/FY09 | | | # and % of students that passed the course with a "C" or better and did not seek help from Early Alert Current Rate = 100/213 = 47% (FY08) | Early Alert Program Dir. | 3.3.1.3/3.4.9 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|--------------------------|---|--|---|-----------------|
| | Academic Advising | | | | 3.3.1.3 / 3.4.9 |
| Biennially/F10 | | ACT Advising Survey | GMC student satisfaction on advising \geq national norms Current GMC rate = 4.14 Current National Norm = 3.96 Target = exceed national norm (FY08) | Assessment chair (data from VPIRP) | 3.3.1.3/3.4.9 |
| Biennially/FY09 | | Noel-Levitz Student Satisfaction (Academic Advising/Counseling Section) | GMC student satisfaction on advising \geq national norms Current GMC rate = 5.39 Current National Norm = 5.19 Target = exceed national norm (FY08) | Assessment chair (data from VPIRP) | 3.3.1.3/3.4.9 |
| Annually/FY10 | | Advisor Training / Professional Development Form (App. F) | Hours of advisor training; Target = Assessment will start in the Fall 2009 | Assessment Chair (from Academic Affairs Office) | 3.3.1.3/3.4.9 |
| Annually/FY09 | | Advisor to Advisee ratio based on the number of advisors to number of students enrolled | # Advisors : # Advisees; Target = \leq 1:50 | Assessment Chair | 3.3.1.3/3.4.9 |
| | Tutoring | | | | 3.3.1.3 / 3.4.9 |
| Quarterly/FY09 | | Tutor Trac | # of students utilizing tutoring = 203 (FY08) | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|-----------------|--|--|---|----------------|
| Quarterly/FY09 | | | # of hours students spent in tutoring – 518.63 hours (FY08) | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |
| Quarterly/FY09 | | | # of students tutored per academic discipline (FY08) Accounting – 3; Biology – 15; English – 27; LSS English – 39; Math – 29; LSS Math – 64; LSS Reading – 2; Chemistry – 10; Computer Applications – 2; Economics – 1; Ethics – 1; History – 1; Education – 1; Physical Science – 0; Political Science – 2; Writing papers - 1 | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |
| Quarterly/FY09 | | | # and % of students that passed the class with a “C” or better for which they sought tutoring (FY08) 147/203 = 72% | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |
| | | Future: GMC Student Evaluation of tutors/tutoring services | Student Satisfaction with tutoring; Target = TBD | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |
| | | Tutor Training | Number of hours tutors receive training = 8 hours of initial training (FY08) | Coordinator of Academic Advising, Testing, and Tutoring | 3.3.1.3/3.4.9 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|---------------------------------|--|--|------------------------------------|-------------------------|
| | Library | | | | 3.8.1 / 3.8.2 / 3.3.1.3 |
| Annually/FY09 | | E-library Adequacy Survey | Faculty Satisfaction Current (FY08) pass rate = 100% Target = 100% | Librarian | 3.8.1/3.3.1.3 |
| Biennially/FY09 | | Noel-Levitz Student Satisfaction | Student Satisfaction; Target = GMC student satisfaction on questions concerning the library will >/= national and southern norms Question 14: Current (FY08) GMC rate = 5.33; National Norm = 5.56; Southern Norm = 5.65; Question 26: Current (FY08) GMC rate = 5.44; National Norm = 5.48; Southern Norm = 5.54 | Assessment Chair (data from VPIRP) | 3.8.1/3.3.1.3 |
| Faculty | | | | | |
| | Adequate # of FT Faculty | | | | 2.8 |
| Annually/FY09 | | Course load taught by FT vs. Adjunct Faculty | % of course load taught by FT faculty; Target = > 50% | Assessment Chair (data from AVPAA) | 2.8 |
| Annually/FY09 | | Student : Faculty Ratio | IPEDS = 25:1; Target = 50:1 | Assessment Chair (data from VPIRP) | 2.8 |
| Annually/FY09 | | Advisor to Advisee ratio (also under "Advising") (Sample Winter Quarter) | # of Advisors : # of Advisees; Target = </= 1 : 50 (Refer to the Assessment Report) | Assessment Chair | 2.8 |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|----------------------------|--|---|--|----------------|
| | Faculty Development | | | | 3.7.3 |
| Annually/FY09 | | Professional Development Reporting Form (App. F) | # and % of Faculty participating; Target = 100% | Assessment Chair (Data from Academic Affairs) | 3.7.3 |
| Annually/FY09 | | | Type of professional development by numbers and % | Assessment Chair (Data from Academic Affairs) | 3.7.3 |
| Annually/FY09 | | | Avg. # of professional development contact hours; Target = Determined after collecting data for one year | Assessment Chair (Data from Academic Affairs) | 3.7.3 |
| Annually/FY09 | | | Per faculty dollars expended | Assessment Chair (Data from Academic Affairs) | 3.7.3 |

Demographics List:

- ✓ LSS/Non-LSS
- ✓ Gender
- ✓ Ethnicity
- ✓ Degree Program
- ✓ FT/PT
- ✓ First Time Freshmen (#/% of 1st generation college)
- ✓ Campus
- ✓ Socio-Economic Status (Financial Aid) (Based on Pell Grant # and %)

Rotation Schedule for Program Review:

1st Rotation – Pre-Nursing, Criminal Justice, and Logistics Management

2nd Rotation – Business Administration, International Affairs, and General Studies (Core Courses only), and Biology

3rd Rotation – Education (Early Childhood, Middle, and Secondary), Psychology, Behavioral Science, Information Technology, and Computer Information Systems

4th Rotation – Health and Human Performance, Health and Physical Education, History and Homeland Security

5th Rotation – Communications, Paralegal, and Sociology

II. Quality Enhancement Plan (QEP) Assessment Plan

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets | Responsible | SACS Reference |
|-------------------------|---|--|---|-------------|----------------|
| Quarterly/December 2009 | <p>SISI #1 QEP - LSS Student Success in Gateway Courses</p> <p>How successful are the LSS students at passing the gateway courses: (ENG 099 to ENG 101; MAT 099 to MAT 106/109; RDG 099 to BIO 123/HIS122/ENG222)?</p> | <p>X-reports (Math – XEMLM and English – XEMLE under Institutional Research and XEML under institutional research)</p> <p>Reading X-Report is being developed.</p> | <p>1a. Pass rate of LSS versus non-LSS students in gateway courses; Target = LSS students >/= Non-LSS students</p> <p>1b. GMC LSS student pass rates will meet or exceed benchmarks established by the National Study of Developmental Education; Target = 88% pass rate for LSS English; 65% pass rate for LSS math; 77% pass rate for LSS reading</p> | QEP Chair | QEP (2.12) |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|---------------------------|---|---|--|---|----------------|
| Tri-annual /December 2009 | <p>SISI #2 QEP – LSS/Non-LSS Student Performance on the Regents’ Reading and Writing Exams</p> <p>How successful are the LSS students at passing the Regents’ Reading and Writing Exams when compared to the Non-LSS students?</p> | X-report (XCLS under institutional research – report needs to be fixed); New report in development to assess former LSS reading students’ performance on Regents’ reading exam, and former LSS English students on Regents’ Writing exam. | Pass rates of LSS students on the Regents’ Exam. Target = 75% pass rate on Regents’ Reading; Target = 80% pass rate on Regents’ Writing | QEP Chair | QEP (2.12) |
| Quarterly/ December 2009 | <p>SISI #3B QEP – COMPASS Pilot</p> <p>Are LSS students, with a “C” or better, able to meet or exceed the COMPASS cut off score when completing their 099 course?</p> | <p>COMPASS Exam given at the end of 099 courses and factored into the grade of that class.</p> <p>Data collected from the MAT/RDG/ENG, Peer Leader, and COMPASS Pilot Reports (Appendices G, H, and I)</p> | <p>(Target Percentages will be determined after pilot ends December 2010.)</p> <p>Target = LSS Math, pass Algebra portion of COMPASS with 37 or above; Target = LSS Reading, pass COMPASS with 74 or above; Target = LSS English, pass COMPASS with 60 or above.</p> | QEP Coordinators and LSS Chair will collect data on their campuses and forward to QEP chair | QEP (2.12) |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|-------------------------|---|--|---|---|----------------|
| Quarterly/December 2009 | <p>SISI #4 QEP –Student Learning Outcomes</p> <p>Are students achieving the student learning outcomes in the LSS 099 courses and GMC 100a?</p> | <p>In house Post Tests for MAT 099 and RDG 099 and ENG 099 exit test.</p> <p>Data collected on the MAT/RDG/ENG, Peer Leader, and COMPASS Pilot Report Forms (Appendices G, H, and I)</p> <p>Subcommittee 6 will develop SLO measurements for GMC 100a.</p> | <p>Target 1 = 90% of all LSS students achieving a “C” or better in MAT 099, RDG 099, ENG 099, and GMC 100a will be able to demonstrate successful proficiency on the post-test.</p> <p>Successful Proficiency = MAT 099, score of 23 or higher; RDG 099, score of 28 or higher; ENG 099, 35 points in errors or less; GMC 100a, needs to be developed (tasked to subcommittee 6)</p> <p>Target 2 = This assessment will report the # and % of students’ correct responses on each Student Learning Outcome for these four courses.</p> | QEP Coordinators and LSS Chair will collect data on their campuses and forward to QEP chair | QEP (2.12) |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|--------------------------|--|--|---|---|---------------------------------------|
| Biennially/December 2009 | <p>SISI #5 QEP - Student Satisfaction with Advising, Instructional Effectiveness, and Tutoring</p> <p>How satisfied are GMC LSS students with advising, instructional effectiveness, and tutoring compared to national norms?</p> | Noel-Levitz Student Satisfaction Survey | Target = GMC, LSS students' satisfaction ratings will \geq national student satisfaction norms on the section for advising, the section for institutional effectiveness, and questions 50 and 52 on tutoring. | QEP Chair (information collected by VPIRP) | QEP (2.12) |
| Biennially/December 2010 | <p>SISI #6 QEP - ACT Academic Advising Evaluation</p> <p>How satisfied are LSS students with the Academic Advising program?</p> | ACT Advising Survey | Target = GMC, LSS students' satisfaction ratings will \geq national student satisfaction norms on advising. | QEP chair (Information collected by VPIRP) | QEP (2.12) AND (3.3.1.3 and 3.4.9) |
| Quarterly/December 2009 | <p>SISI # 7b QEP - Tutoring Program Evaluation</p> <p>How effective is the tutoring program with improving students' academic success?</p> | <p>Internal Report from Tutor Trac lists the student, ID number, and the LSS course for which that student sought tutoring.</p> <p>Information compared to an X-report (XERM under registrar) showing if students passed the LSS course.</p> | Target = 70% of LSS students that seek tutoring for an LSS course will pass that LSS course for which they sought tutoring with a "C" or better. | QEP Coordinators and Coordinator of Academic Advising, Testing, and Tutoring report data to QEP Chair | QEP – 2.12 and 3.3.1.3) |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|--------------------------|---|---|---|-------------|--------------------------|
| Quarterly/ December 2009 | <p>SISI # 8b QEP - Life KEYS Program</p> <p>How effective is the Life Keys program at improving student learning for the LSS and Non-LSS student populations?</p> | 8b. X-report needs to be developed | <p>8b. Target = 70% of the full-time students, who received a "C" or better in GMC 100a and enrolled in the following quarter will achieve a higher quarterly GPA than the LSS students, who received a "C" or better for GMC 100a, but did not participate in the Life KEYS program.</p> <p>(Benchmark may need to be adjusted after pilot.)</p> | QEP Chair | QEP – (2.12 and 3.3.1.3) |
| Annual Goals/2013 | <p>SISI #9 QEP – NADE Certification</p> <p>What certification standards does GMC's LSS program want to attain?</p> | Completing and Achieving NADE certification | Target = NADE to award Advanced Certification with NADE for "Developmental Coursework" in LSS reading, LSS English, and LSS Mathematics by 2013 | LSS Chair | QEP (2.12) |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|----------------------|--|---|---|-------------|----------------|
| Annual/December 2009 | <p>SISI # 10 QEP - LSS Faculty Development</p> <p>How many LSS faculty participate in professional development that addresses developmental education, educational technology, learner-centered instruction, advising, tutoring, or first-year experience?</p> | <p>Data collected from the Professional Development Survey in Appendix F allows the QEP to track the number of faculty members receiving professional development for developmental education (LSS).</p> <p>In addition, the monetary amount spent on professional development is tracked through Safari by examining the QEP budget lines for professional development in each campuses budget and by obtaining the amount spent on professional development by Title III.</p> | <p>Target = 100% of the full-time faculty members and Life KEYS coordinators and 75% of the adjunct faculty members that have worked at GMC for one year will have attended either a GMC campus, state, or national conference/workshop in the field of developmental education, educational technology, learner-centered instruction, advising, tutoring, or first-year experience in order to improve LSS students' academic success.</p> | QEP Chair | QEP (2.12) – |

| Frequency / Deadline | Assessment Area | Assessment Method/ Tool | Measures & Targets (demographics list at end of Section I) | Responsible | SACS Reference |
|---|---|---|---|-------------|------------------------|
| Annual/December 2009 | SISI #11 QEP - Peer Leader Program Does LSS student learning improve by having peer leaders in the LSS classrooms? | Data collected from the MAT/RDG/ENG, Peer Leader, and COMPASS Pilot Reports (Appendices G, H, and I) | LSS students in an LSS course with a peer leader will have a higher pass rate ("C" or better) on the post-test than LSS students in the equivalent LSS course, but without a peer leader. Target goal will be established by June 2009 | QEP Chair | QEP (3.3.1.3 and 2.12) |
| Quarterly/December 2009 | SISI # 12 QEP – Track an LSS Student Cohort Based on Dr. Morante's suggestion, the QEP will track cohorts of LSS students until they graduate or leave GMC. | Each academic year, the fall LSS cohort from the main campus will be tracked until the students leave GMC or graduate from GMC. | LSS Students in a cohort will be tracked for quarterly GPA, GPA in LSS courses, quarter-to-quarter retention, graduation, credits earned versus credits attempted. Demographics will also be obtained, such as gender, ethnicity, socio-economic class, full time versus part-time, and age | QEP Chair | QEP (3.3.1.3 and 2.12) |
| III. Institutional Effectiveness Plans (IEP's) | | | | | |
| | | | | | |
| | | | | | |
| IV. Departmental Improvement Plans (DIP's) | | | | | |
| | | | | | |
| | | | | | |

Appendix A: Oral Communications Skill Rubric

Student's Name: _____
 Course: _____
 Campus: _____

Date: _____
 Instructor's Name: _____

Intended Outcome: The student will use clear and concise communication in the oral form

| Performance Area | Rating = 4 | Rating = 3 | Rating = 2 | Rating = 1 | Score |
|--|--|---|--|---|--------------|
| Organization | Presenter follows logical sequence and provides explanations/elaboration | Presenter follows logical sequence, but fails to elaborate. | Presenter does not follow logical sequence (jumps around in presentation) | There is no logical sequence of information. | |
| Content | The presenter uses communication aids presented in a professional manner to provide an accurate and complete explanation of all key concepts with adequate detail that the audience gains useful information and can fully understand the topic being presented. | The presenter uses a communication aid that addresses some of the key concepts and is presented in a professional manner with sufficient detail. The audience gains some useful information and can understand the basic idea of the topic being presented. | The presenter uses a communication aid that does not address the key concepts and is not presented in a professional manner. Key details are missing from the presentation; therefore, the audience gains little information and can not fully understand the topic. | The presenter does not use a communication aid to address key concepts and key information is not present in the presentation. The audience does not gain any valuable information concerning the topic. | |
| Delivery | Presenter speaks clearly and loud enough for all in audience to hear, seldom returns to notes, maintains eye contact with audience throughout the presentation, makes no grammatical errors, and pronounces all terms correctly and precisely. | Presenter speaks clearly and loud enough to be heard by most in audience, maintains eye contact with the audience most of the time, but frequently returns to notes, makes relatively few grammatical errors, and pronounces most terms correctly. | Presenter's voice is relatively clear, but too low to be heard by those in the back of the room. Presenter reads most of the report, but occasionally makes eye contact, makes several major grammatical errors, and mispronounces some terms. | Presenter reads the entire report, makes no eye contact with the audience, mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout the presentation. Presenter speaks too quietly to be heard by many in audience. | |
| (Student must make an 8 or higher to pass the oral competency) | | | | | Total |

Appendix B: Degree/Core Program Review Form

As part of the ongoing process of maintaining responsibility for the quality and oversight of the GMC curriculum, the faculty members are required routinely to compare our degree concentrations with equivalent programs at our major transfer institutions. The purpose of this review is to ensure alignment of GMC degrees with equivalent programs of gaining four-year institutions. This review takes place on a five year rotating cycle (refer to Assessment Table). The division chair will report on the status and actions made during the review at the Spring Faculty Assembly of the same academic year. The Division Chair submits a written report (in the format below) for assembly minutes. Any changes in the degree program must be approved through the curriculum committee process. Please complete one form per program.

| | |
|--|--------------|
| Degree Program: | |
| Division responsible: | |
| Division Chair: | Date: |
| Total Number of Students in the Degree Program for these quarters and campuses: | |
| Fall: (Atlanta, Augusta, Columbus, Madison, Milledgeville, Sandersville, Valdosta, Warner Robins) | |
| Winter: (Atlanta, Augusta, Columbus, Madison, Milledgeville, Sandersville, Valdosta, Warner Robins) | |
| Spring: (Atlanta, Augusta, Columbus, Madison, Milledgeville, Sandersville, Valdosta, Warner Robins) | |
| Select at least five institutions from the following list: University of Georgia, Georgia College & State University, Macon State University, Columbus State University, Valdosta State University, Augusta State University, Brenau University, Clayton State University, Georgia State University, and State University of West Georgia | |
| List the Institution Reviewed and the Finding(s): (Compare program missions, program outcomes, course listings for the concentration, and complete the Syllabi Review Form for all concentration courses in all degree areas, A.A., A.S., and A.A.S.) | |
| Action(s) taken: | |

Appendix C: External Review Checklist

For the external review process, each external reviewer must complete the tasks on the checklist to complete the review of the degree program. However, the external reviewer may elect to add additional tasks to this program review. The external reviewer must provide a written report of the reviewer's findings and propose recommendations for improvement where needed.

- Examine the course prefix and title to determine transferability to the external reviewer's university.
- Examine the course syllabi description in either the concentration or the core courses (for General Studies only) to determine transferability.
- Examine the course syllabi student learning outcomes in either the concentration or the core courses (for General Studies only) to determine if these outcomes prepare students for transfer into their program at their university.
- Examine the degree program package of core and concentration courses to determine the success and ease of transferability.

Appendix D: Course Syllabi Review Form

Georgia Military College Syllabi Review

As part of the ongoing process of maintaining responsibility for the quality and oversight of the GMC curriculum, the faculty members are required to compare our syllabi with equivalent courses at our major transfer institutions. The purpose of this review is to ensure alignment of GMC courses with equivalent courses of gaining four-year institutions. This review takes place annually and follows the five-year rotation developed by the division chairs. A report on status and actions is made at the Spring Faculty Assembly of the same academic year. A written report (in the format below) is submitted by the Division Chair for assembly minutes. This report lists every course in the division, and each course prefix, title, description, and student-learning outcomes must be reviewed. Major changes in the syllabi must be approved through the curriculum committee process. Complete a separate form for each class.

| | | | |
|---|---|--|-------------------------|
| | Division: | | |
| | Division Chair: | | Date: |
| | | | |
| GMC Course Prefix and Course Title | Institutions Reviewed, Course Prefix, and Course Title (Select at least five institutions from the following list: University of Georgia, Georgia College & State University, Macon State University, Columbus State University, Valdosta State University, Augusta State University, Brenau University, Clayton State University, Georgia State University, and State University of West Georgia) | Findings (Compare the Course Descriptions and the Student Learning Outcomes): | Action(s) taken: |
| | | | |
| | | | |
| | | | |

Appendix E: Early Alert Reporting Form

| EARLY ALERT | Academic Year 2008-2009 | Academic Year 2009-2010 |
|---|------------------------------------|------------------------------------|
| Total Number of Students Referred to the Early Alert Program and Notified | | |
| Total Number of Students that Sought Assistance | | |
| Total Number of Students that Achieved a grade of "C" or Better with Help | | |
| Total Number of Students that Sought Help and Failed | | |
| Total Number of Students that Did Not Seek Help | | |
| Total Number of Students that Did Not Seek Help and Passed | | |
| Total Number of Students that Did Not Seek Help and Failed | | |
| Total Number of Faculty that Referred Students to Early Alert | | |

Appendix F: Professional Development Form

Last name [Click to enter text.](#)

First name [Click to enter text.](#) Last 4 SSN [Click to enter text.](#)

Campus [Click here to choose an item.](#)

Work Status [Click here to choose an item.](#)

Type [Click here to choose an item](#)

Other [Click here to enter text.](#)

Conference name [Click here to enter text.](#)

Topic Area [Click here to choose an item.](#)

Discipline [Click here to enter text.](#)

Other [Click here to enter text.](#)

Start Date [Click here to enter a date.](#)

End Date [Click here to enter a date.](#)

Contact hours [Click here to enter text.](#)

Travel costs

Food [Click here to enter text.](#)

Lodging [Click here to enter text.](#)

Travel [Click here to enter text.](#)

Miscellaneous [Click here to enter text.](#)

Total [Click here to enter text.](#)

Registration fee [Click here to enter text.](#)

Material costs (books, etc) [Click here to enter text.](#)

Purpose/Objective(s) of the professional development: [Click here to enter text.](#)

Evaluation [Choose an item.](#)

Comments: [Click here to enter text.](#)

Routing by e-mail:

1. (DLC only) Department Coordinator
2. (DLC only) Assistant Dean
3. Division Chair
4. Donna Estes

Appendix G: LSS Reading, COMPASS Pilot, and Peer Leader Form

| | | | | | | |
|--|---|--|------------------------------------|-------------------------------|--|---|
| LSS RDG ASSESSMENT REPORT FOR COLLECTING PEER LEADER, COMPASS PILOT, AND PRE/POST TEST DATA | | | | | | |
| Campus | | | | | | |
| Quarter | | | | | | |
| | | | | | | |
| Number of Peer Leaders for all RDG courses for this Quarter | | Total Cost of Peer Leader Program for the Quarter for Your Campus | | | | |
| | | | | | | |
| RDG 099 COURSES ONLY | PLEASE COMPLETE THE AREAS IN RED ONLY IF THE STUDENTS IN THE COURSE ARE PARTICIPATING IN THE COMPASS PILOT | | | | | |
| Section Number (10306) | Student ID Number | Student's First Initial and Last Name | RDG COMPASS Placement Score | RDG COMPASS Exit Score | Numerical Post-Test Score, RDG 099, on a 40 point scale | Overall Numerical Grade in RDG 099 (Excluding the Post-Test Grade and COMPASS) |
| | | | | | | |

Appendix H: LSS English, COMPASS Pilot, and Peer Leader Form

| | | | | | | |
|---|---|--|------------------------------------|-------------------------------|--|---|
| LSS ENG ASSESSMENT FOR COLLECTING PEER LEADER, COMPASS PILOT, AND PRE/POST TEST DATA | | | | | | |
| Campus | | | | | | |
| Quarter | | | | | | |
| Number of Peer Leaders for all LSS ENG Courses for this Quarter | | Total Cost of the Peer Leader Program for the Quarter for Your Campus | | | | |
| ENG 099 COURSES ONLY | PLEASE COMPLETE THE AREAS IN RED ONLY IF THE STUDENTS IN THE COURSE ARE PARTICIPATING IN THE COMPASS PILOT | | | | | |
| Section Number (10406) | Student ID Number | Student's First Initial and Last Name | ENG COMPASS Placement Score | ENG COMPASS Exit Score | Numerical Score, ENG 099, Number of points missed (35 or less is passing) | Overall Numerical Grade in ENG 099 (Do Not Average in Exit Score or COMPASS) |
| | | | | | | |

Appendix I: LSS Math, COMPASS Pilot, and Peer Leader Form

| | | | | | | | | |
|--|--------------------------|--|--|---|---------------------------------------|-----------------------------------|---|---|
| LSS MATH ASSESSMENT SPREADSHEET FOR COLLECTING PEER LEADER, COMPASS PILOT, AND PRE/POST TEST DATA | | | | | | | | |
| Campus | | | | | | | | |
| Quarter | | | | | | | | |
| Number of Peer Leaders for all LSS Math courses for this Quarter | | Total Cost of Peer Leader Program for the Quarter for Your Campus | | PLEASE COMPLETE THE AREAS IN RED ONLY IF THE STUDENTS IN THE COURSE ARE PARTICIPATING IN THE COMPASS PILOT | | | | |
| | | | | | | | | |
| MAT 099 COURSES ONLY | | | | | | | | |
| Section Number (10101) | Student ID Number | Student's First Initial and Last Name | Pre-Algebra COMPASS Placement Score | Algebra COMPASS Placement score | Pre-Algebra COMPASS Exit Score | Algebra COMPASS Exit Score | Numerical Grade, MAT 099 Post-Test Score on a 33pt scale | Overall Numerical Grade in MAT 099 excluding the Post-Test and COMPASS |
| | | | | | | | | |

Appendix J: GMC 100a/Life KEYS, COMPASS Pilot, and Peer Leader Form

| | | | | | | |
|--|------------------------------|--|--|---|--|---|
| GMC 100a ASSESSMENT FOR COLLECTING PEER LEADER AND PRE/POST TEST DATA | | | | | | |
| Campus | | | | | | |
| Quarter | | | | | | |
| | | | | | | |
| Number of Peer Leaders for all GMC 100a Courses for this Quarter | | Total Cost of the Peer Leader Program for the Quarter for Your Campus | | | | |
| | | | | | | |
| GMC 100a COURSES | | | | | | |
| Section Number (10406) | Student ID Number | Student's First Initial and Last Name | Numerical Pre-Test Score on a 100pt scale | Numerical Post-Test Score on a 100pt scale | Overall Numerical Grade in GMC 100a (Excluding the Post-Test Score) | Place a "P" by the students who actively participated in the Life KEYS program |
| | | | | | | |