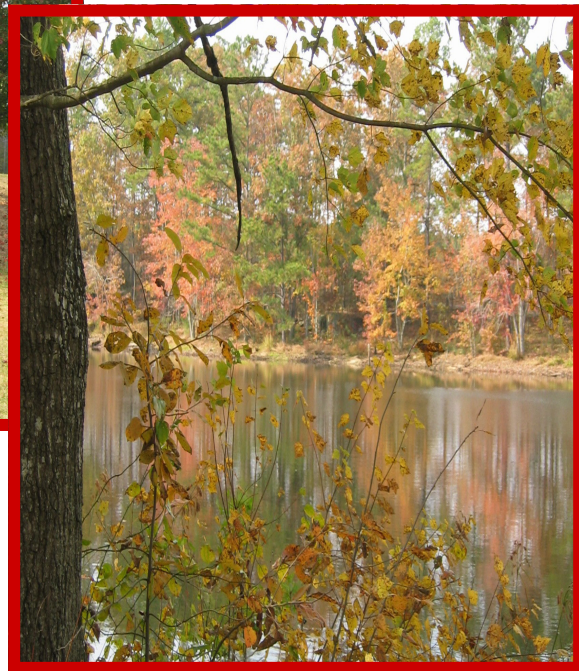


Supervisory Procedures
pertaining to
Institutional Planning and Assessment
Early Fall Semester 2011

for Deans, Division Directors, and Program Supervisors



Office of Institutional Planning and Assessment
Northeast Alabama Community College
July 21, 2011

Contents

Introductory Memo & Calendar	1
Faculty Self-evaluation/Professional Development Plan	7
Institutional Effectiveness Plan (Unit Goals)	23
SLO Course Reviews	31
SLO Course Review Schedule Updates	37
Notes	39

Reserved

Introductory Memo & Calendar

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A healthy attitude is contagious but don't wait to catch it from others. Be a carrier.

~ Unknown



Northeast Alabama Community College

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*SACS Accreditation Liaison
Director of Institutional Planning & Assessment
Martha Banks
banks@nacc.edu*

MEMORANDUM

TO: Vice President/Dean of Instruction Director of Workforce Development
Dean of Extended Day Division Directors
Dean of Student Services Program Supervisors

FROM: Martha Banks

DATE: July 21, 2011

SUBJECT: **Institutional Effectiveness Planning, Fall Semester 2011**

In order to assist you in organizing institutional effectiveness activities for the fall semester, this year we have again combined requests from the Office of Institutional Planning and Assessment into a comprehensive manual. First, you will find an activities calendar, followed by the appropriate guidelines and listings of personnel to whom each activity pertains. We hope you will find this manual helpful as you approach another productive year at the best institution in the Alabama Community College System!

Please contact our office if you have any questions – and please honor each deadline.

Approved: 
Dr. David Campbell, President

Reserved

Office of Institutional Planning & Assessment (OIPA)	
Deadlines for Early Fall Semester 2011	
Deadline	Item
Wednesday, August 17, Noon	Faculty Committee Preferences Survey*
Friday, August 26	Faculty Self-evaluation/Professional Development Plan
Friday, September 2	Institutional Effectiveness (Unit Goals) Plan
Friday, September 9	SLO Course Reviews for AY 2010-2011
Friday, September 16	Revision of SLO Course Review Schedule

*Committee surveys are submitted directly to OIPA by individual faculty members.

Save the Date	Item
September 26-30 (tentative)	Evaluation of Academic Advising Survey

Reserved

*If your actions inspire others to dream more, learn more,
do more and become more, you are a leader.*

~ John Quincy Adams

Faculty Self-Evaluation/ Professional Development Plan

Attention

Vice President/Dean of Instruction

Dean of Extended Day

Dean of Student Services

Director of Workforce Development

Division Directors

Reserved



Northeast Alabama Community College

Faculty Self-Evaluation/Professional Development Plan, 2011-2012 Instructions for Supervisors of Faculty

The faculty evaluation process appropriately ties individual faculty professional development plans to the enhancement of student learning outcomes. As a result, the College must document this step in the outcomes process for SACSCOC reports, including our five- and ten-year reviews. To facilitate this, the Office of Institutional Planning & Assessment (OIPA) needs electronic copies of the completed forms to incorporate as needed into College reports.

The form for the **Faculty Self-Evaluation (FSE)/Professional Development Plan** is posted online. An instructional memo will be included in the fall in-service packets to be distributed by the Office of the Vice President/Dean of Instruction to full-time faculty and adjunct faculty who serve as advisors. For your reference, a copy of the faculty memo and two attachments is included on page 13.

Please note the following:

If you have adjunct faculty under your immediate supervision who will not receive an in-service packet from the vice president's office (as noted above), copies of the faculty memo, sample form, and accompanying handout, "Clearing the Fog ...," will be provided by OIPA. Please distribute these copies to your instructors. All instructors must complete a **Faculty Self-Evaluation/Professional Development Plan** online and submit it electronically to their immediate supervisors.

Instructions for the collection and submission of individual faculty forms by the dean or division director follow.

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

~ Maya Angelou

Instructions for Submission of Completed FSE/Professional Development Plans to the Office of Institutional Planning & Assessment (OIPA)

1. Require instructors to submit their completed forms to you electronically in Word (.doc or .docx).

Instructors should use the following format to name their files:

FricksB_FSE_SPA WoottenR_FSE_EMS HoltK_FSE_BIO

You may also require instructors to submit a signed & dated print copy to you.

In establishing a due date for instructor submissions, allow yourself time to organize the files for submission to OIPA by Friday, August 26, 2011.

2. Submit completed forms to OIPA on a USB flash drive. Do not email your submission, and do not submit print copies. The USB drive will be returned to you.
3. To prepare your submission, save the completed forms in folders organized by subject area, as follows:

SPA_FSE_2010 EMS_FSE_2010 BIO_FSE_2010

Note: For subject areas with only one instructor, there is no need for a folder – just save the file.

4. Label your completed USB drive, using the following formats as models:

Vice President/Dean of Instruction Dean of Extended Day
FSE Forms_2010 FSE Forms_2010

Workforce Development English & Fine Arts Division
FSE Forms_2010 FSE Forms_2010

Note: The simplest way to label the USB drive is to type the above information in small font on an address label, which will adhere to the drive case.

5. Deadline for Submission to OIPA: **Friday, August 26, 2011.**

Please contact Martha Banks if you have any questions about this process.

Faculty Self-evaluation/Professional Development Plan, 2011-2012		
Deadline: Friday, August 26, 2011		
Unit	Supervisor	Responsibility
Business and Computer Science Division	Sam Dobbs, Director	Division Faculty
English and Fine Arts Division	Joan Reeves, Director	Division Faculty
Health Science Division	Dr. Cindy Jones, Director	Division Faculty
Mathematics Division	Greg Millican, Director	Division Faculty
Natural Sciences Division	Rodney Land, Director	Division Faculty
Social Sciences, Speech, & Foreign Languages Division	Cheryl Gorham, Director	Division Faculty
Learning Resources Center	Dr. Julia Everett, Director	Division Faculty
Office of Student Services	Tonie Niblett, Dean	Coordinator, Dev. Studies; Director, CCPC
Office of Extended Day	Marilyn Reece, Dean	Adjunct Faculty as assigned
Office of Vice President/Dean of Instruction	Dr. Joe Burke, VP/Dean	Academic Division Directors
Office of Workforce Development and Skills Training	Dr. Mike Kennamer, Director	Division Faculty

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Education is for improving the lives of others and for leaving your community and world better than you found it.

~ Marian Wright Edelman



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SACS Accreditation Liaison

Director of Institutional Planning & Assessment

Martha Banks

banksm@nacc.edu

MEMORANDUM

TO: All Faculty

FROM: Martha Banks

DATE: August 15, 2011

SUBJECT: **Faculty Self-Evaluation/Professional Development Plan for 2011-2012**

At the beginning of each academic year, all instructors must establish annual professional development objectives intended to enhance student learning outcomes. Completion of the **Faculty Self-evaluation (FSE)/Professional Development Plan** is an integral component of professional growth and development and, by extension, of the overall effectiveness of the institution. A sample copy of the required form is attached. You will complete the form online and submit it as specified by your dean or division director.

Prior to completing your form, you should consider the specified outcomes of the course(s) you will teach during the year and decide what you wish to accomplish in the area of professional development to enhance these outcomes/promote student learning.

1. Read "Clearing the Fog" (attached).
2. Access the current online **Faculty Self-Evaluation/Professional Development Plan** by one of the following methods:

- From the NACC homepage: Click on **Faculty & Staff
NACC Resources
Forms
Planning & Assessment Forms**

OR

- Type in the following web address: <http://www.nacc.edu/assessment/forms.htm>.

Please do not use last year's form.

3. Complete the form online. Save the form as a Word document (.doc), using the following format to name your file:

LastnameFirstinitial_FSE_Subjectarea

Examples:	FricksB_FSE_SPA	WoottenR_FSE_EMS	HoltK_FSE_BIO
	DayB_FSE_HIS	BrelandM_FSE_MTH	WalkerR_FSE_MAT

*When you discover your mission, you will feel its demand.
It will fill you with enthusiasm and a burning desire to
get to work on it.*

~ W. Clement Stone

4. Follow the directive of your dean or division director (or other immediate supervisor) to submit your form electronically. You may also be required to submit a print copy. The deadline will be established by your supervisor.
5. Save a copy for yourself for reference throughout the year. You will discuss the accomplishment of your professional development objectives with your supervisor at your annual evaluation conference during the spring semester.

If you experience a technical problem with the online form, please contact Lynde Mann at extension 230 or at mannl@nacc.edu.

Attachment: Sample FSE/Professional Development Form
"Clearing the Fog"

Approved: 
Dr. David Campbell, President

COPY

Reserved

Northeast Alabama Community College

Faculty Self-Evaluation Professional Development Plan

Based on constructive self-evaluation of your ability to promote student learning, please complete the following **professional development plan** for the current academic year.

Save this form as a Word document (.doc), using the following format to name your file:

LastnameFirstinitial_FSE_Subjectarea

Examples: FricksB_FSE_SPA AndrewsK_FSE_DDT

Note: To add a row, right click on a cell, go to Insert, and select either "Insert Rows Above" or Insert Rows Below". To delete a row, highlight the row, and select "Delete Cells."

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion with colleagues about readings or conferences, documentation of completed activity)
	Online at www.nacc.edu/assessment/forms.htm	

Instructor _____

Date _____

This form is to be completed at the beginning of the academic year and filed with the immediate supervisor. Deadline to be determined by supervisor.

The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime.

~ Babe Ruth

Clearing the Fog around the Faculty Self-evaluation/Professional Development Plan

In 2006 the *ad hoc* Evaluation Committee incorporated references to student learning outcomes (SLO) on the Faculty Self-evaluation Form. The purpose of this inclusion was to emphasize that faculty engage in professional development in order to enhance learning outcomes. While this is indeed correct, since the inclusion of SLO terminology, there has been some confusion as to the purpose of the form –

It has always been and continues to be about faculty professional development.

The immediate purpose of the Faculty Self-evaluation/Professional Development Plan is the formulation of a personal professional development plan on the part of each instructor.

This plan must be worded in terms of what you, the instructor, will accomplish to increase your knowledge, improve your teaching practices, etc. In other words, this form is all about you!

Please make certain you use the latest form, dated 07/12/10.

In establishing your personal professional development plan, please consider the following:

Step 1: Engage in "self-evaluation": what do I need to learn this year? what skills do I need to acquire? how can I enhance my teaching? in what areas have I experienced difficulty in the past?

Note: These are your thoughts/ideas – your “self-evaluation” leading to the development of objectives. **Don’t record this step on the form!**

Step 2: Based on self-evaluation, set one or more **professional development objectives** for the year.

Step 3: Indicate appropriate **activities** to achieve each objective and the **method of evaluating** each.

Following are some examples intended to assist you in formulating your annual professional development plan. Each of these is adaptable to any subject area.

Only one example is given per instructor – remember that most instructors have more than one objective for the year except in the case of an objective that is far reaching and time consuming.

Instructor A:

Step 1: Self-evaluation: *I haven’t been to any conferences or seminars in accounting in three years. I need to update my knowledge of current accounting practices.*
(These are your thoughts – your “self-evaluation” – make personal notes, but don’t record this on the form.)

Step 2: Establish objective, activities, and method of evaluation, then complete the form:

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)
To update my knowledge of current accounting practices	Attend CPE seminar: Gear Up Workshop - Accounting and Auditing 2011 Update, September 1, 2011, Birmingham, sponsored by Thomson Reuters.	Documentation of completion of seminar, with notes as appropriate.
Repeat the process for other objectives.		

Instructor B:

Step 1: Self-evaluation: *Even though I don't teach courses online, I'm one of the few instructors on campus who hasn't integrated Blackboard into my classes. I think I'd better find out how this works.*

Step 2: Establish objective, activities, and method of evaluation, then complete the form:

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)
To integrate Blackboard into traditional class instruction during the Spring 2012 semester	Discuss the use of Blackboard with instructors already employing it in traditional classes and attend Blackboard workshops in the Technology Learning Center.	Documentation of completion of Blackboard training and written survey of students at the end of spring semester to determine their perceptions of the use of this technology in each class.
Repeat the process for other objectives.		

Instructor C:

Step 1: Self-evaluation: *Every time I teach ENG 252, I avoid Ezra Pound and T. S. Eliot, so this year I'm going to do as much research as possible on these two writers.*

Step 2: Establish objective, activities, and method of evaluation, then complete the form:

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)
To enhance my knowledge about poets Ezra Pound and T.S. Eliot	Engage in readings of scholarly journals and books about Pound and Eliot, including, but not limited to, the following sources: <u>Journals:</u> <i>The Virginia Quarterly Review</i> , <i>Poetry</i> (Modern Poetry Association), <i>The Explicator</i> , <i>Journal of Modern Literature</i> , and <i>The Hudson Review</i> . <u>Books:</u> Bacigalupo, Massimo. <i>The Forméd Trace: the Later Poetry of Ezra Pound</i> . NY: Columbia UP, 1980. Paige, D.D, ed. <i>Letters</i> (Ezra Pound), 1907-1941. NY: Harcourt, Brace & World, 1950. Moody, A. David, ed. <i>The Cambridge Companion to T.S. Eliot</i> . NY: Cambridge UP, 1994.	Documentation of articles and books completed, with notes as appropriate.
Repeat the process for other objectives.		

Instructor D:

Step 1: Self-evaluation: *I try to attend the annual state math teach teachers conference each year, which really helps me keep up to date with current pedagogical trends. I always come away with new ideas, and it's a good way to network with instructors from other colleges as well as high school teachers.*

Step 2: Establish objective, activities, and method of evaluation, then complete the form:

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)
To keep current with pedagogical practices in mathematics	Attend the Alabama Council of Teachers of Mathematics Fall Forum, October 20-21, 2011, Auburn University at Montgomery.	Documentation of attendance of conference, with notes as appropriate.
Repeat the process for other objectives.		

Instructor E:

Step 1: Self-evaluation: *I've taken a course toward my next degree each semester for the past two years, and I want to continue until I complete my degree.*

Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)	Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)	Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)
To continue to enhance my knowledge of educational practices in vocational education	Complete one course in vocational education at Athens State University each semester.	Completion of courses, documentation of course grades.
Repeat the process for other objectives.		

Instructor F:

Step 1: Self-evaluation: *I've read some articles about active learning, and I think I do a fairly good job of engaging students during class, but I'm sure there's room for improvement.*

<p>Objective – What do you wish to accomplish to enhance student learning outcomes? (Examples: integrate technology into classroom presentations, develop online course, update knowledge of subject matter, promote active learning, attain professional certification)</p>	<p>Activity – How will you accomplish your objective? (Examples: attend a conference, present at a conference, complete directed readings, network with other professionals, complete a course, prepare for and take a certification exam)</p>	<p>Evaluation – How will you know to what extent you have accomplished your objective? (Examples: informal survey of students, small group discussion of readings or conference, documentation of completed activity)</p>
<p>To promote active learning practices in my classes</p>	<p>During the fall 2011 semester, I will engage in readings of scholarly journals about active learning practices, including, but not limited to the following sources:</p> <p><i>The Education Digest</i> <i>Change</i> <i>Phi Delta Kappan</i> <i>T H E (Technological Horizons in Education) Journal</i> <i>Journal of Teacher Education</i> <i>The Journal of Experimental Education</i></p>	<p>(1) Documentation of articles completed, with notes as appropriate. (2) Written survey of students at end of spring semester to determine student reactions to incorporation of active learning techniques into the classroom.</p>
<p>Repeat the process for other objectives.</p>		

“A teacher affects eternity;
 he can never tell where his influence stops.”

~ Henry B. Adams

Best wishes for a successful year of professional growth!

Institutional Effectiveness Plan (Unit Goals)

Attention

Vice President/Dean of Instruction

Dean of Extended Day

Dean of Student Services

Director of Workforce Development

Division Directors

Program Supervisors

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be.

~ Rosalynn Carter



Northeast Alabama Community College

Institutional Effectiveness Plan (Annual Unit Goals)

It is time to develop Annual Goals for each division, program, and office for the academic year 2011-2012. The key to this accountability process is five-fold:

1. Thoughtful planning with members of the unit to establish goals
2. Completion of activities to achieve stated goals
3. Evaluation of outcomes
4. Study of the results of evaluation to determine needs for improvement
5. Implementation of improvements

In conferring with members of your unit to formulate this year's goals, give consideration to ways your unit can contribute to the achievement of both the College Mission and the current Directive Goals (listed below).

Forms are available for completion online at **Faculty & Staff – NACC Resources – Forms**. Be sure to use the current form, dated 07/18/11. Please do not use last year's form.

Please submit your plan to Martha Banks via email by **Friday, September 2, 2011**.

DIRECTIVE GOALS 2008-2009 through 2010-2011

NOTICE: If the Directive Goals are amended following the July 29, 2011, meeting of the IMP Committee, a new listing will be issued prior to the September 2 deadline.

1. Improve the retention rates of students enrolled in all programs of study, with particular emphasis given to marginally prepared students.
2. Assure that students are properly advised through contact with their designated advisor, full utilization of the STARS articulation system, and comprehensive advisor explanations of the requirements of specific applied science and certificate programs, as well as career counseling.
3. Provide professional development opportunities to faculty and staff that improve instructional methods of the teaching/learning process, particularly in regard to applying new educational technology resources now available at the College.
4. Continue to establish and institutionalize the instruction of the College's designated student learning outcomes throughout the curriculum. These student learning outcomes are as follows: communication, cognition, information literacy, interpersonal skills, aesthetic sensitivity, and personal responsibility.
5. Increase enrollment of racial/ethnic minorities and nontraditional age students.
6. Increase community services by enhancing partnerships with local workforce and economic development agencies, employers, and high schools to ensure the quantity and quality of trained technical workers for the area's workforce.

Guidelines for establishing Unit Goals follow.

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We should not only use the brains we have, but all that we can borrow.

~ Woodrow Wilson

Guidelines for Completion of the *Institutional Effectiveness Plan (Unit Goals)*

Unit Purpose: If the purpose of your division, program, or office has not changed, use the official statement of purpose for your unit as published in *Unit Goals, Evaluation, Use of Results: Academic Year 2010-2011*. The purpose statement must address NACC mission goals as appropriate to your division, program, or office.

Annual Goals:

Questions you may consider:

- Do any of last year's goals remain incomplete and need to be continued?
- How can you improve outcomes?
- What are the weaknesses/problems/needs of your division or office?
- How can you better serve your constituents/students?
- What changes would you like to pursue?
- How can you contribute toward achievement of the current Directive Goals?

PLEASE NOTE: Some offices and divisions have historically submitted **Standard Operating Procedures** as annual goals—goals such as providing effective advisement to students, operating the office within the stated budget, or complying with a particular set of guidelines that are constant from year to year. **Annual Goals result from the need for improvement or desire for enhancement.** Annual Goals must stretch beyond standard operating procedures.

Discuss the needs of your division or office with the members of your unit. Perhaps it's time to implement more efficient office procedures, develop a new instructional method, improve communications, or formulate a special project. Additionally, instructional divisions should review the results of the 2010-2011 general education and program outcomes course reviews to determine any needed follow-up to those reviews.

Limit the number of goals in order to facilitate your personnel's ability to work toward attainment. Use the publication *Unit Goals, Evaluation, Use of Results: Academic Year 2010-2011* as a resource. Review your goals for last year and look at the work of other divisions and offices in order to glean ideas.

Whatever your goals for 2011-2012,

- they should be intended to improve your unit
- they should be attainable
- they should be measurable.

How goals will be evaluated: Each goal must be measurable. Specify one or more evaluation methods for each individual goal. Make certain the methods of evaluation are both practical and doable.

Results of evaluation

Use of evaluation results for improvement:

You will complete these two sections of the form in May. At that time you will report how the evaluation process either has led or will lead to improvement within your division, program, or office as related to each Annual Goal.

Please contact Martha Banks if you have questions about formulating your goals or about appropriate methods of evaluation.

Effective goals → effective results → effective institution!

Reserved

Institutional Effectiveness Plan: Unit Goals, 2011-2012

Deadline: Friday, September 2, 2011

Unit	Supervisor
Adult Education Program	Chad Gorham, Director
Child Development Program	Debra O'Neal, Instructor
College and Career Planning Center	Sherry Whitten, Director
Cosmetology Program	Julise Clement, Director
Criminal Justice Program	Brent Satterfield, Instructor
Developmental Studies	Shirley Buttram, Coordinator
Division of Business and Computer Science	Sam Dobbs, Director
Division of English and Fine Arts	Joan Reeves, Director
Division of Health Science	Dr. Cindy Jones, Director
Division of Mathematics	Greg Millican, Director
Division of Natural Sciences	Rodney Land, Director
Division of Social Sciences, Speech, and Foreign Languages	Cheryl Gorham, Director
Drafting and Design Technology Program	Keith Andrews, Instructor
Engineering Technician Program	TBD
Emergency Medical Services Program	Roger Wootten, Director
Industrial Electronics Program	Barry Wigley, Instructor
Industrial Systems Technology Program	Will Roberts, Instructor
Learning Resources Center	Dr. Julia Everett, Director
Massage Therapy Program	Juli Roden, Instructor
Medical Assistant Program	Rachel Walker, Director
Student Services	Tonie Niblett, Dean
Administrative Services (Business Office)	Larry Guffey, Dean
Extended Day	Marilyn Reece, Dean
Vice President/Dean of Instruction	Dr. Joe Burke, Vice President/Dean
Financial Aid	Nicky Willmon, Director
High School Relations and Event Planning	Susan Barron, Director
Management Information Services (MIS)	Kyna Bowman, Coordinator
Physical Plant	Kent Jones, Director
President	Dr. David Campbell, President
Promotions and Marketing	Debra Barrentine, Director
SACS Accreditation Liaison & Institutional Planning and Assessment	Martha Banks, Director
Security	Norman Smith, Chief
Technology Learning Center	Judith Lea, Director
Workforce Development and Skills Training	Dr. Mike Kennamer, Director

Reserved

SLO Course Reviews

Attention

Director of Workforce Development

Division Directors

Program Supervisors

Reserved

*Autumn is a second spring when every leaf is a flower.
~ Albert Camus*



Northeast Alabama Community College

Evaluation of General Education and Program Learning Outcomes (SLO Course Reviews)

It is imperative that the 2010-2011 SLO Course Review Process for each division or program be on schedule. The course review process enables faculty to determine the extent to which the general education and/or program learning outcomes identified in course syllabi are being attained by NACC students.

Please refer to the guidelines in the procedures manual:

*The Student Learning Outcomes Course Review Process: A Summary . . .
for Division Directors and Program Supervisors, 2nd revision. May 2010.*

This manual is also available online for easy reference. Please note that an informative email about the annual reporting process was sent to you on June 3, 2011 – subject line: SLO Course Reviews for 2010-2011.

It is vital that division directors and program supervisors meet with instructors for a discussion of the findings of the year's reviews prior to completing Form B or 2. The suggested time for meeting with instructors is during fall in-service; however, you may find it more convenient to meet during the summer or within the first few days of the fall semester. Instructor input is important to the process of determining the extent to which the stated student learning outcomes have been met and to formulate plans for improved course delivery and any resulting revisions to syllabi. This information must be included on the appropriate form - B or 2.

All reviews must be submitted on a USB flash drive. These are available for purchase with division funds in the college bookstore. The drive will be returned to you for further use.

Please remember that the answers to most questions about the SLO course review process are available in the procedures manual. For issues not addressed in the manual, please contact one of the following:

- Dr. Joe Burke, Chair of the Student Learning Outcomes Committee
- Dr. Mike Kennamer, Chair of the Student Learning Outcomes - Technical Committee
- Martha Banks, coordinator of the course review process

The deadline for submission of the annual SLO course reviews to OIPA is **Friday, September 9, 2011.**

Reserved

Life is trying things to see if they work.

~ Ray Bradbury

Student Learning Outcomes Course Review Process: Report for AY 2010-2011

Deadline: Friday, September 9, 2011

Division or Program	Responsibility	Supervisor
Child Development Program	Division or Program Courses Scheduled for Review during AY 2010-2011	Debra O'Neal, Instructor
Cosmetology Program		Julise Clement, Director
Criminal Justice Program		Brent Satterfield, Instructor
Division of Business and CIS		Sam Dobbs, Director
Division of English and Fine Arts		Joan Reeves, Director
Division of Health Science		Dr. Cindy Jones, Director
Division of Mathematics		Greg Millican, Director
Division of Natural Sciences		Rodney Land, Director
Division of Social Sciences, Speech, and Foreign Languages		Cheryl Gorham, Director
Drafting and Design Technology Program		Keith Andrews, Instructor
Emergency Medical Services Program		Roger Wootten, Director
Industrial Electronics Program		Barry Wigley, Instructor
Industrial Systems Technology Program		Will Roberts, Instructor
Medical Assistant Program		Rachel Walker, Director

Reserved



Northeast Alabama Community College

Revision of Student Learning Outcomes Course Review Schedule

It is time to revise the five-year course review schedules for the review of student attainment of learning outcomes (SLO Course Reviews). A copy of the current schedule, updated to show the next five-year cycle, will be emailed to each academic division director and to the Director of Workforce Development.

It is essential that every course published in the 2011-2012 college catalog - as well as any courses approved by the Curriculum Committee after the catalog went to the printer - be included in the course review schedule.

If you have any questions, please notify the Director of Institutional Planning and Assessment. Please submit your revised schedules to Lynde Mann via email by **Friday, September 16, 2011**, and notify instructors of the courses they must review during the fall semester. Please refer to the manual *The Student Learning Outcomes Course Review Process*, 2nd rev., May 2010, for procedures pertaining to the course review process.

SLO Course Review Schedules	
Deadline: Friday, September 16, 2011	
Division or Program	Director
Business and Computer Science	Sam Dobbs
English and Fine Arts	Joan Reeves
Health Science	Dr. Cindy Jones
Mathematics	Greg Millican
Natural Sciences	Rodney Land
Social Sciences, Speech, and Foreign Languages	Cheryl Gorham
Workforce Development	Dr. Mike Kennamer

Reserved

I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.

~ Helen Keller

Notes

Reserved