

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative:

Chattahoochee Valley Community College (CVCC) places primary responsibility for the content, quality and effectiveness of the curriculum with its faculty. Faculty responsibility for content, quality, and effectiveness of curriculum is achieved through a faculty-driven curricula proposal, development, and review process. Quality and effectiveness of College curricula are also ensured through classroom and faculty observations, evaluations and planning at the program and course (Student Learning Outcomes) level, and professional development to enforce the academic experience.

Content

Faculty have the responsibility for establishing and maintaining the content or substance of the curriculum. As stated in Curriculum Development, Review and Approval section in the [Faculty Policy and Procedures Handbook](#): Any College faculty or administrative staff member may propose the addition of courses to the curriculum. The initiator determines the purpose and general content of the course, recommends the curriculum to which it will apply and whether or not it will be required or elective, determines if the proposed course already exists in the Alabama Community College System Common Course Directory, and subsequently makes a recommendation to the appropriate Division Chairperson. Division Chairpersons and other appropriate departmental personnel review, approve, and then submit the course to the Chief Academic Officer, who, in turn, submits it to the [Curriculum Committee](#) for review and forwards it to the [Cabinet](#) for final approval.

The appropriate academic division originates requests for all new curricula. Proposals from within a division are submitted to the Division Chairperson. The materials are assembled and submitted to the Chief Academic Officer, who initiates the review process.

The academic division responsible for the development of a respective curriculum provides preliminary planning by completing the "[Intent to Submit A Program Application](#)" which complies with State Board Policy [702.01](#) and by designing the curriculum format for the *College Catalog and Student Handbook*. The applicable division members then establish the objectives of the course, and the individual instructor develops the appropriate methods of instruction and assessment designed to meet the established goals. The division members also create the course [syllabi](#), that include the following: course description, textbook requirements, course objectives, course competencies/content objectives, essential functions, academic misconduct policy, ADA compliance statement, attendance policy, course requirements, grading criteria, grading scale, STARS statement, course number, course name, credit hours, instructor name, and contact information. In addition, appropriate textbooks are selected by each academic division and approved by the Chief Academic Officer.

Quality

Faculty have the responsibility for ensuring the quality of the curricula at CVCC. As stated in the [Faculty Policy and Procedures Handbook](#), curricula and programs are reviewed by a variety of means. All curriculum offerings are evaluated by faculty, the [Chair Council](#), the [Curriculum Committee](#), and other appropriate institutional units. Each course offered is evaluated in terms of the purpose of the institution, the resources of the institution, and the changing needs of the

students. Inclusion of courses in the [College Catalog and Student Handbook](#) is an indication that they meet all these requirements and are approved by the Department of Postsecondary Education.

Chattahoochee Valley Community College requires that all instructional divisions, Humanities, Natural Sciences and Mathematics and the diverse curricula within each, publish and distribute standardized department [syllabi](#), as well as a course-specific syllabi to all students enrolled in classes at CVCC. Student learning outcomes, student responsibilities, and course evaluation procedures are detailed in these department syllabi and reviewed by the instructors in conjunction with the course-specific syllabus at the beginning of each semester, so students will have a better understanding of the course content and procedures they must master to successfully complete their studies. In addition to forming the basis of student performance evaluation, these student learning outcomes also provide the College, the division, and the course instructor with essential information that is used for program and course improvement to insure that CVCC provides its students with the highest quality educational experience possible.

Also as stated in the [Faculty Policy and Procedures Handbook](#), division chairpersons supervise faculty and non-instructional departmental support staff and the instructional program in the respective academic departments of the College to ensure that the College offers a quality product. Division Chairs report directly to the Chief Academic Officer and are responsible for the daily operation and for setting goals for the academic departments. Division Chairs serve as members of the Chair Council.

Chattahoochee Valley Community College also conducts annual [Program Reviews](#), as required by State Board Policy [903.01](#). These comprehensive Program Reviews allow faculty and division chairs to make suggestions for [improvements](#) for their programs of study.

To ensure quality in the curricula, the College strives to hire quality faculty. The selection committee, which is made up of a variety of personnel from the College, develops the interview process and conducts the interview procedure. The selection committee then forwards the three most qualified applicants to the President, who conducts final interviews and makes the hire. During the interview, the applicant must complete several evaluated tasks, including such aspects as the writing of an essay, conducting a presentation or teaching a lesson, and responding to a variety of questions that emphasize their skills and establish their educational abilities.

To help ensure quality, instructors are evaluated by the appropriate Division Chair each year. The [Faculty Policies and Procedures Handbook](#) states the [job](#) for faculty includes major areas of commitment. Evaluation of an instructor is based on observed accomplishment of the specific responsibilities listed in each area and thus is a valid indication of job performance. A complete faculty job description and the [appraisal](#) instrument upon which evaluation is based are available from the Chief Academic Officer's office or in the individual full-time instructor's personnel file.

Program coordinators and department chairs have responsibility for identifying budget needs for their programs that contribute to maintaining and improving the quality of their programs. Faculty from each program submit written requests, and the requests are considered in order of priority. Items needed outside of the regular operating budget can be submitted on a [Form B](#) Request. These requests are reviewed by the Strategic Funding Committee, rank ordered, and submitted to Cabinet for final review and approval.

Effectiveness

Faculty have the responsibility for ensuring the effectiveness of the curriculum at CVCC. As part of the yearly planning cycle, each division must assess the degree to which the established goals at both the division and course level were met. The assessment results provide information the division may use in the creation of the following year's division goals and action plans. Individual instructors establish goals that are derivatives of the division goals to address the areas designated as needing improvement. Each academic year, Unit Plans are assessed and the results are included in the following year's Unit Plans in order to track [trends](#), which help the division and individual instructors assess teaching and learning and develop future plans for improvement. The identified [General Education Competencies](#) are evaluated each year with all other courses evaluated on a [rotating](#) basis. The planning process ensures effectiveness of instruction at the course, division, program and institutional levels.

The College gathers data of the performance of CVCC students who have transferred after earning their Associate's degree, number of students in the career and technical programs who earn certificates, pass licensure or certification examinations, and gain employment. Success rates of developmental education courses at the College, as well as results from student satisfaction surveys, are used in the evaluation process. [Report on Measures of Student Success](#) as well as student survey information is available in the Institutional Effectiveness (IE) publications section of the College [Intranet](#). This information is posted to inform faculty and staff and to direct institutional efforts to identify areas needing improvement. The [Institutional Effectiveness Committee](#), made up of 61% faculty, is charged with the establishment and monitoring of critical outcomes: Access, Retention, Persistence, Developmental Education, Student Engagement, Student Satisfaction, Graduation, Transfer and Resource Utilization. The results are used in the academic planning process to reinforce and/or modify college policies and procedures to ensure the achievement of the mission and goals.

In accordance with State Board and CVCC Policy [612.01](#) and the [Human Resources Procedures Manual](#), the College provides for continual faculty and staff professional development. The College designates specific days in the institutional [calendar](#) for state and local professional development activities. A [Professional Development Committee](#) is responsible for planning activities that meet the needs of the campus, and the College sets aside funds as they are available to provide for planned travel and professional development for personnel. It is, however, the responsibility of the individual faculty or staff member to remain current through planned annual development activities ([Professional Development Agenda August 2012](#), [Professional Development Agenda January 2013](#), [Technology Training Schedule with Notes](#), [Intranet Blackboard Training](#)) that are identified in professional development plans.

SUPPORT DOCUMENTATION

[Faculty Policy and Procedures Handbook Section 4.3, Curriculum Request, Development, and Approval – Pages 17-19](#)

[Standing Committees 2012-13: Curriculum Committee](#)

[Standing Committees 2012-13 ; Cabinet](#)

[Intent to Submit a Program Application](#)

[State Board Policy 702.01: Requests for New Instructional Programs](#)

[General Course Syllabi Example – ENG102](#)

[Faculty Policy and Procedures Handbook Section 4.3.2, Curricula – Pages 17-19](#)

<u>Faculty Policy and Procedures Handbook Section 2.4, Chair Council – Page 3</u>
<u>College Catalog and Student Handbook, Course Descriptions – Pages 134-205</u>
<u>Faculty Policy and Procedures Handbook Section 2.5, Division Chair/Program Directors – Pages 3-4</u>
<u>CIS Program Review</u>
<u>State Board Policy 903.01: Institutional Effectiveness – Instructional Programs</u>
<u>Form B Request – EMS Clicker Mannequin Request</u>
<u>Faculty Policy and Procedures Manual Section 3.3, Faculty Duties and Responsibilities</u>
<u>Faculty Job Description</u>
<u>Faculty Performance Appraisal</u>
<u>Form B Request – Blank</u>
<u>Trends - Unit Plan Comparison</u>
<u>General Education Competencies</u>
<u>General Education Course Review Schedule</u>
<u>Report on Measures of Student Success</u>
<u>Publications on the College Intranet</u>
<u>Standing Committees 2012-13: Institutional Effectiveness Committee</u>
<u>State Board Policy 612.01: Professional Development Opportunities</u>
<u>Human Resources Procedures Manual Section 3, Professional Development Opportunities – Page 21</u>
<u>2012-13 Calendar Summary</u>
<u>Standing Committees 2012-13: Professional Development Committee</u>
<u>Professional Development Agenda August 2012</u>
<u>Professional Development Agenda January 2013</u>
<u>Technology Training Schedule</u>
<u>Blackboard Training Schedule on Intranet</u>