

SOUTH GEORGIA COLLEGE



PART-TIME FACULTY HANDBOOK

2009 - 2010

Revised August 17, 2009

FOREWORD

The Part-time Faculty Handbook is intended to be a reference to the policies, procedures, and guidelines relating to the operation of the instructional program at South Georgia College. The handbook is not to be construed as an official publication of the Board of Regents of the University System of Georgia, nor is it meant to replace any portion of the South Georgia College Catalog, Personnel Policy Manual, Statutes, or Faculty Handbook, all of which are available online at the South Georgia College website, www.sgc.edu, and in notebook form in academic division offices.

AFFIRMATIVE ACTION

South Georgia College is committed to the operation of all its educational, employment, and related programs without discrimination on grounds of race, color, creed, religion, gender, national origin, age, physical or mental disability, or other factors which cannot lawfully be the basis of denying equal opportunity.

College Administration

President	Dr. Virginia Carson
Vice President for Academic Affairs	Dr. Carl McDonald
Vice President for Student Affairs	Dr. Jim Cottingham
Vice President for Business Affairs	Ms. Wanda Lloyd
Ex. Chief Information Officer & Enrollment	Mr. Wes Brown
Director of Admissions, Records, and Research	Dr. Randy Braswell
Director of Entry Programs & Planning	Ms. Valerie Webster
Interim Director, SGC Entry Program/VSU	Ms. Valerie Webster
Coordinator of SGC Entry Program/GSW	Ms. Christy Barry
Interim Chair, Humanities/Learning Support	Mr. Duane Benson
Chair, Business/Social Sciences	Dr. Rick Reiman
Chair, Nursing	Ms. Melissa Peacock
Chair, Science/Math/Physical Education	Dr. Charles Johnson
Director, Student Support Services	Ms. Angela Nuga
Director, Library	Ms. Jacqueline Vickers

Academic Calendar of Important Dates

FALL SEMESTER 2009

Financial Aid Priority Date	June 8, 2009
Admissions Application Priority Date	July 31, 2009
Registration	August 13-14, 2009
Orientation	August 14, 2009
First Day of Classes	August 17, 2009
Drop/Add	August 17-21, 2009
Labor Day Holiday	September 7, 2009
Mid-Semester	October 8, 2009
Regents' Test Day	October 27, 2009
Advisement Day (no classes).....	November 3, 2009
Advance Registration.....	November 3-4, 2009
Thanksgiving Holidays	November 25-27, 2009*
Last Day of Classes.....	December 4, 2009
Final Exams	December 7-10, 2009

* *November 25th is not a holiday for staff.*

SPRING SEMESTER 2010

Financial Aid Priority Date	October 23, 2009
Admissions Application Priority Date	December 4, 2009
Registration and Orientation	January 5, 2010
First Day of Classes	January 6, 2010
Drop/Add	January 6-12, 2010
MLK Holiday	January 18, 2010
Mid-Semester	March 2, 2010
Spring Break	March 22-26, 2010
Advance Registration	April 7-8, 2010
Last Day of Classes	April 28, 2010
Final Exams	April 29, May 3-5, 2010
Graduation	May 6, 2010

MAYMESTER 2010

Financial Aid Priority Date	March 5, 2010
Admissions Application Priority Date	April 16, 2010
Registration Begins	April 7-8, 2010
First Day of Classes	May 10, 2010
Mid-Term	May 19, 2010
Last Day of Classes	May 27, 2010
Final Exams	May 27, 2010

SUMMER TERM 2010

Financial Aid Priority Date	April 2, 2010
Admissions Application Priority Date	May 7, 2010
Registration Begins	April 7-8, 2010
Registration and Orientation	June 1, 2010
First Day of Classes	June 2, 2010
Drop/Add	June 2-8, 2010
Mid-Term	June 30, 2010
Holiday	July 5, 2010
Last Day of Classes	July 26, 2010
Final Exams	July 27-29, 2010

SGC Frequently Used Telephone Numbers

Office	Telephone	Building
Academic Affairs	260-4204	Thrash
Admissions and Enrollment Services	260-4206	Engram Union
Bookstore	260-4230	Engram Union
Business Affairs	260-4236	Thrash
Business & Social Sciences	260-4246	Collins
Office of Advancement	260-4268	Alumni House
Continuing Education	260-4460	Richey Hall
Financial Aid	260-4282	Engram Union
Humanities/Learning Support	260-4296	Davis
Instructional Technology	260-4317	Richey Hall
Library	260-4323	Library
MESA Center	260-4349	Stubbs
Science & Math	260-4336	Stubbs
Physical Education	260-4216	Wellness
Nursing	260-4356	Nursing
Personnel	260-4376	Thrash
President's Office	260-4397	Thrash
Public Safety	260-4401, 4444	Shannon Hall
Registrar	260-4406	Engram Union
Student Life	260-4427	Powell
Student Affairs	260-4430	Powell
Student Support Services	260-4434	Powell

History and Mission of South Georgia College

South Georgia College traces its roots to 1906 when the Eleventh District Agricultural and Mechanical School was established by an Act of the Georgia General Assembly. In 1927 the institution became the first state-supported junior college in Georgia and four years later emerged as one of the original units of Georgia's system of public higher education. Today, the campus life of every institution in the University System of Georgia is characterized by:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.
- South Georgia College shares with the other two-year colleges of the University System of Georgia the following core characteristics or purposes:
 - a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
 - a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
 - a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;
 - a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
 - a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

South Georgia College considers its primary scope of influence to be the southeastern region of Georgia which surrounds the campus in Douglas. The College collaborates with Waycross College to offer an innovative associate degree registered nursing program that serves much of southeast Georgia. In addition, South Georgia College utilizes the Georgia coast to offer life-long learning opportunities that attract senior citizens from throughout the United States. The College's residential facilities enable the institution to draw students from other regions of Georgia and neighboring states.

South Georgia College serves a wide array of students, from the recent high school graduate to the working parent or grandparent who commutes to campus to enroll in a course or two. Given its diverse student body, the College curriculum includes a learning support component to strengthen those basic academic skills necessary for success in the institution's transfer and career programs. The College also provides its students with a range of student activities, intercollegiate athletic opportunities, and cultural events to facilitate a well-balanced college experience.

At its core, South Georgia College is a teaching institution. Excellent classroom instruction and personalized academic advising are its faculty's hallmarks. All faculty and staff are expected to be life-long learners and active participants in the institution's process of continuous planning, assessment, and

improvement.

The College offers Associate of Arts and Associate of Science degree programs that prepare students for transfer in a multitude of baccalaureate program majors. Through its Associate of Science in Nursing degree program the College prepares individuals to become registered nurses and thereby meet regional health care needs.

As a contributing member of its community, South Georgia College offers area citizens conferences, seminars, and short courses to develop specific competencies and provide information on special interest topics. The institution and its faculty and staff also work to support regional economic development efforts in cooperation with other community-minded organizations.

A dynamic institution constantly planning, assessing, and responding to change, South Georgia College enthusiastically embraces new technology, innovative methods, and collaborative efforts to advance the missions of the University System of Georgia. (Approved by the Board of Regents, July 9, 1996.)

Applying for a Part-time faculty position

- All advertisements for faculty positions will instruct applicants to send their application materials to the Division Chair of the discipline being advertised. For off-campus site faculty positions, application materials should be sent to the main campus Division Chair of the discipline being advertised.
- The Division Chair will screen the applications to determine which candidates are qualified for the position. The Division Chair will not make any recommendations on candidates until all application materials are received.
- The Division Chair will forward the originals of all application materials of candidates for serious consideration to the office of the VPAA. The Division Chair will also forward copies of all application materials of candidates for serious consideration at off-campus sites to the Director of the appropriate site. The Division Chair will also keep a copy of all application materials of candidates for serious consideration.
- The VPAA, and in the case of off-campus sites, Director of the off-campus site, will review the materials of candidates for serious consideration and, together with the appropriate Division Chair, make decisions about which candidates to invite to campus or the off-campus site for an interview.
- Based upon the recommendations of the Division Chair and the off-campus Director, the VPAA will make a hiring recommendation to the college President.
- The above steps apply to the hiring of both full and part-time faculty.

Part-time faculty vacancies are advertised on the college website (www.sgc.edu) through the “Human Resources” link and in local news media. The application form for a faculty position is also available on the college website (http://www.sgc.edu/faculty_staff/hr/employment_opp.html). To be eligible to teach at South Georgia College, the candidate must have completed a Master’s Degree and must have earned at least eighteen graduate semester hours in the academic discipline he/she will teach. The only exception is in the case of institutional credit-only courses, such as learning support courses, which require a minimum of a Bachelor’s Degree. To be considered for a part-time faculty position, candidate for both campus and off-campus sites must provide the following documents to the Division Chair of the discipline applied for:

- a signed application for the position
- a current resume

- official transcripts of work completed at all colleges and universities
- three original, current letters of recommendation

The Division Chair will make faculty hiring recommendations to the VPAA, and in the case of off-campus sites, to the off-campus Director as well.

Required Business Office Procedures

Before a part-time faculty member can be entered into the payroll system, he or she must complete certain paperwork in the college's Business Office, located on the first floor of Thrash Hall. The Director of Personnel will provide the faculty member with guidelines for completing the following forms:

- I-9 Employment Eligibility Verification (requires proof of U.S. citizenship)
- Board of Regents Security Questionnaire
- Federal and State income tax withholding forms
- Georgia Defined Contribution Plan form (part-time state employee mandatory retirement plan)
- Personnel Data Form (emergency contacts and the like)
- Authorization for direct deposit
- Policy statements and acknowledgement (Drug-Free Workplace Policy; Sexual Harassment Policy; Governor's Ethics Policy; Workers' Compensation Policy; Right to Know Policy)
- Background checks)

Salary and Payment

Part-time faculty salary is contracted according to the level of advanced degree and course credit hours. The current part-time salaries are as follows:

- Master's Degree: \$650 per credit hour
- Ph.D.: \$700 per credit hour

Salary payment is made monthly beginning with the second month of a semester and concluding with the last month of a semester. Faculty members can choose direct deposit to a financial institution or payment by check through the U.S. mail.

Part-Time Faculty Services

Parking Permlt

Part-time faculty are entitled to a faculty parking decal or hang tag, available from the Public Safety office in Shannon Hall. The administrative assistant of the academic division where part-time faculty are employed will make the arrangements and provide assistance. Faculty may park in any parking area on campus, preferably in spots labeled "faculty."

Library Privileges

Part-time faculty are entitled to the same library privileges as full-time faculty. Faculty members should have a college ID card made in the Registrar's Office on the second floor of the Engram College

Union anytime during normal business hours. The ID card is to be presented at the circulation desk when checking out materials from the library. Materials not available in the SGC library can usually be procured through the college's interlibrary loan service.

Email Service

All faculty members are assigned an SGC email account upon employment. The faculty email account allows faculty to access the BANNER web system to print class rosters and enter final grades. Email addresses for all SGC personnel are in the format first name dot last name @sgc.edu with no spaces (ex.: john.smith@sgc.edu).

Wellness Center

All faculty members have access to the SGC Wellness Center (gym) facilities, including the swimming pool, during hours of operation for faculty. The Wellness Center schedule is posted on the college's website (www.sgc.edu) and in the Center itself.

Photocopy and FAX Services

Each SGC division office has a photocopier and a fax machine. Division policies may vary as to who has access to such equipment; however, part-time faculty have the same right to photocopy and fax services as do full-time faculty. The division administrative assistant will provide instructions on the use of the equipment and/or will make photocopies and send/receive faxed documents for faculty. In an attempt to conserve natural resources and save money, the college urges faculty and staff to make only those copies which are essential to the operation of the institution and its courses of instruction and to use both sides of paper when appropriate.

Keys

Part-time faculty who require access to their division's mail and/or photocopier room(s) after 6:00 p.m. may request keys through their division's administrative assistant. All key requests must be approved by the appropriate division Chair.

Offices and Telephone Access

All academic divisions provide space for part-time faculty to meet with students, grade papers, and prepare for classes. All part-time faculty also have access to a telephone. Division administrative assistants will provide information on office space and telephone access.

Television, VCR, and CD/DVD Equipment

Part-time faculty needing television, VCR, and CD/DVD equipment should make arrangements with the division administrative assistant. All faculty share such equipment; therefore, it is advisable to make equipment requests well in advance.

Planning and Managing Academic Matters

Textbooks and Supplies

All faculty are provided textbooks for their courses (instructor's editions when available). Textbooks become the personal property of the instructor unless a course is canceled the first time an instructor is assigned to it or if a change of instructors becomes necessary. The division administrative assistant or the Chair of the division will make arrangements for faculty textbooks.

Supplies normally required to support instruction, such as pens, paper clips, paper, index cards, and a class attendance and grade record book will be supplied by the division.

Class Rolls

Class rolls are available on the BANNER system, which is accessible from the college's website at www.sgc.edu. The division administrative assistant or Chair will provide instructions on the use of the BANNER system. Early in each term the Registrar's Office will request proof rosters to identify students who have never attended. Such identification is absolutely necessary for the college to be in compliance with federal financial aid guidelines. Please respond to the proof roster request by the due date. As the semester progresses, updated class rosters will continue to be available on BANNER. It is very important that all faculty keep accurate attendance records throughout each semester in case issues arise concerning financial aid or the attendance/class participation portion of an instructor's grading scheme.

Grade Books

All faculty are required to maintain a record of attendance and grades. Such records are to be submitted to the division administrative assistant at the end of the semester. In addition, all grade records are to be available for grade appeals and in cases of hardship withdrawal. The grade record is an official college document that must be clearly maintained, accurate, and available to the college administration.

Course Syllabi

All faculty, full-time and part-time, are required to distribute a written syllabus to each student enrolled in each course taught no later than the last day of the drop/add period. Copies of course syllabi must be filed with the division Chair each term; and, once a year, copies are to be placed on file in the Vice President for Academic Affairs' office to update the accreditation records. All faculty members should be taking concrete steps to post all syllabi on the SGC website. For assistance, please contact Dr. Luck Watford (luck.watford@sgc.edu), webmaster.

At a minimum the course syllabus must include:

- Instructor's name, office, telephone number, and e-mail address.
- Information on when and where the instructor will be available to assist students outside of class.
- Title of course.
- Text(s) and/or other required materials.
- Description of course.
- Goals, objectives, or expected outcomes of course, particularly the college's general education learning outcomes related to the course.

- Number and value of graded assignments, such as tests, themes, oral or written reports, etc., and other considerations used in determining the course grade.
- Policy on attendance and, if applicable, penalties for excessive absences.
- Policy on late or make-up work and, if applicable, penalties imposed.
- Other policies governing the course and/or course grade, such as plagiarism, supplies, and conduct.
- The college's Special Needs Statement with regard to learning and physical disabilities.

In addition, the following information, where applicable, can provide additional clarity and direction for the students:

1. Schedule of course: lectures, laboratory sessions, tests, and other graded assignments.
2. Supplementary readings and other resources such as tapes, films, slides.
3. Any other information that will help the student understand the nature, purpose, and requirements of the course and its discipline.

Dropping/Adding Classes

Students are permitted to drop and/or add classes during the first week of classes. Students are not permitted to add classes after the end of the first week of classes.

Students who want to drop a class before mid-term are permitted to do so without academic penalty. The request to withdraw from a course originates with the student who must complete a withdrawal form and submit it to the registrar.

Students who want to withdraw from a course after mid-term ordinarily are given a grade of WF unless there is a valid reason to permit the student to withdraw without penalty. (See "Hardship Withdrawal")

Administrative Withdrawal from Classes

Faculty can administratively withdraw from a class any student who has exceeded the allowed number of unexcused absences after contacting the student to offer assistance to remain in class. Administrative withdrawal forms are available in division offices and must be forwarded to the registrar. Please note that it is a Board of Regents' policy that any student required to be in a Learning Support class who withdraws from or is administratively withdrawn from such a class shall be withdrawn from all other classes by the registrar. The registrar may also administratively withdraw students from classes for failure to adhere to course prerequisite policies or for failure to pay fees. The administrative withdrawal form is appendix A of this handbook.

Hardship Withdrawal

University System of Georgia policy and South Georgia College policy do not permit students to withdraw after the mid-point of the term except in cases of hardship. The mid-term date for each term is listed in the Important Dates section of this handbook. A "hardship" is a non-academic circumstance which prevents a student from successfully completing a course. Examples of hardships include illness or other adverse medical condition, course/employment conflicts, and relocation of household. A hardship

ordinarily applies to all courses undertaken in a particular term; however, SGC treats each hardship request as a unique case. A student must be passing a course at the time of the hardship request in order to receive a hardship “W.” The request for the hardship “W” must originate with the student and must be processed through the office of the Vice-President for Student Affairs. Final approval rests with the Vice President for Student Affairs. In all cases, the student bears the responsibility for proving that the hardship “W” is justified.

Grades

South Georgia College uses the uniform grading system of the University System of Georgia. Letter grades and interpretations are given in the South Georgia College General Catalog under the heading of "Grades and Symbols." Each professor is free to develop, within limits, his or her unique approach to grading the student's performance so long as the grade can be converted to the uniform system at the appropriate time. The grading standards must be conveyed to and understood by the students and must be applied to all equally and fairly, without prejudice or caprice. The grading standard also should be noted in the course grade book for possible future reference. The use of make-up examinations is left to the discretion of the professor, as is using class attendance to determine, in part, the course grade. Graded assignments/examinations should be reviewed with the students, and the students given the opportunity to question or challenge their grades.

Grades, including final grades, may not be posted in public view or given to students by telephone or email. Final grades must be recorded on the final grade sheets with the instructor's signature and given to the division administrative assistant. Final grades must also be entered into the BANNER system on the web and submitted by the requested due date and time.

Grades that have been recorded in the Registrar's Office can be changed only by completing and submitting a grade change form that must be signed by the instructor and the division Chair. Grade changes should be necessary only to remove an incomplete or to correct an instructor error. A grade change should never be the result of an opportunity not afforded every student, such as extra credit turned in after grades have been submitted. The grade change form is appendix B of this handbook.

Grade Appeal

Students who think that they have been graded unfairly may appeal the grade at issue in writing within 30 days after the last day of the final examination period for the semester in which the grade was assigned. (The written appeal follows step 1 below and must be addressed to the Chair of the Division, signed by the student, and delivered or postmarked within the 30-day limit.) Because the appeal of a grade is an in-house procedure, and not a court of law, no legal counsel or any other person may be present other than the persons specifically mentioned in each step below. Exceptions to this may be granted by the Vice President for Academic Affairs only for the following reasons: (1) a student with disabilities requiring extraordinary assistance; or (2) a student whose first language is not English and whose English is not sufficiently fluent so as to allow him/her to represent himself/herself adequately. In these cases, the appointment will be left to the discretion of the Vice President for Academic Affairs. The steps in the process are as follows:

1. The student will discuss the grade with the instructor involved.* This meeting should occur within three weeks of the last day of the final examination period for the semester in which the grade was assigned. The majority of grade disputes are resolved at this step.

2. In the rare cases that the disputes are not resolved in step 1, the student must file a written appeal to the Division Chair within 30 days after the last day of the final examination period for the semester in which the grade was assigned. Within two weeks of receipt of the written appeal, the Division Chair will meet with the student and the instructor in an attempt to resolve the situation. A memorandum

of record will be prepared that will include the substance of the conversation during the meeting.

3. If the difficulty remains unresolved, a divisional review board will be appointed by the Division Chair to hear the student's appeal. The review board will meet to hear the appeal no later than two weeks after step two above.

- (1) There will be three members of this board, to be chaired by the Division Chair.
- (2) The instructor involved will not be a member of this board.
- (3) In small divisions, the membership of the board may come from outside the division.
- (4) If the charge of unfair grading is made against a Division Chair, the review board will be appointed by the Vice President for Academic Affairs, who will serve as its chair.
- (5) The review board shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.**
- (6) A record will be kept of the review board's proceedings.
- (7) The findings of the review board will be reported to the Vice President for Academic Affairs, along with a recommendation. The decision of the Vice President for Academic Affairs shall be submitted to the student in writing within seven days.

4. If satisfaction is not achieved with the decision of the Vice President for Academic Affairs, the student may appeal the ruling to the President in writing within seven days of receipt of the decision of the Vice President for Academic Affairs.

5. The decision of the President regarding grades is final.

*In the unlikely event that the student cannot locate the instructor, the student should submit a written appeal directly to the Division Chair. The Division Chair will make a reasonable attempt to locate the instructor. If the instructor is still not available, the Division Chair will send reliable notice to the instructor (e.g., via certified mail) notifying the instructor that the appeal will proceed on a specified date no sooner than ten days from the date of the notification. On the specified date, the Division Chair will meet with the student as specified in Step 2, with or without the instructor present.

**If the instructor cannot be present before the review board, the student will present his or her case to the review board, and the board will make a recommendation to the VPAA.

Off-Campus Activities

Any class trip off campus should not conflict with other college classes or functions and should be cleared in advance with the division Chair and the Vice-President for Academic Affairs. The instructor must provide the division Chair an itinerary of the off-campus activity and a list of all students involved should any emergency notification become necessary.

Alternative Dispute Resolution (MEDIATION)

South Georgia College subscribes to the University System of Georgia's initiative on Alternative Dispute Resolution (ADR). Also known as "mediation," ADR aims to resolve disputes between two persons without a formal grievance procedure or legal action. The goal of such a resolution is to satisfy the needs of both parties in a non-threatening manner in an atmosphere where both sides are expressed and possible solutions to the dispute are developed by the disputants themselves. To arrive at a win-win solution that will satisfy both parties, a certified mediator facilitates the expressions of concern, identifies issues for negotiation, and helps the parties work toward an agreement that can satisfy their needs. This process works very well for most disputes that do not involve criminal activity or academic grades. Further, the positions of the disputants are of minimal concern. Therefore, disputes between student and faculty member, student and student, faculty and staff, or faculty/staff and administration can be reasonably settled through mediation. For information on Alternative Dispute Resolution (mediation), please contact the Vice President for Academic Affairs in Thrash Hall or at (912) 260-4202.

Legal Considerations

The Buckley Amendment and Grades

There are many legal considerations involved with grades and grading, and the following is a synopsis of these considerations, some of which have been discussed above under "Grades."

According to The Family Education Rights and Privacy Act of 1974 and the Buckley Amendment, the faculty are not permitted to release any information about a student or a student's grades which does not appear in the Student Directory. The Student Directory includes

- Name
- Dates of attendance at the institution
- Class (Freshman, Sophomore)
- Previous institutions attended
- Major field of study
- Awards
- Honors
- Degrees conferred
- Past and present participation in officially recognized sports and activities
- Physical factors (height, weight of athletes)
- Date and place of birth

However, upon the written request of a student, grades and other specified material may be released. If a parent of a student calls, writes, visits, or otherwise requests a student's grades or other information, no such information may be given unless the parent submits a signed, dated, notarized release from the student.

Third parties who may request a student's grades without a written request from the student. These parties are specified in The Family Education Rights and Privacy Act of 1974, and the request for information should be forwarded to the Registrar's Office.

The faculty member must keep all grade books during his/her tenure at South Georgia College. Grade books must be filed with the Division Chair when a faculty member leaves. Questions concerning the release of grades may be resolved by consulting The Family Educational Rights and Privacy Act of 1974 documents which are on file in the Office of Registrar.

Sexual Harassment Policy

Like other forms of discrimination, sexual harassment will not be tolerated at South Georgia College. Federal law and Board of Regents Policy (Section 802.17) provide that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise to discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of gender violates this federal law.

Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes harassment when

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decision affecting an individual; or
- Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment. (BR Minutes, 1980-81, pp. 237-38)

South Georgia College firmly believes that such actions demean individuals and interferes with the principles that the institution upholds; therefore, all complaints will be resolved by a thorough and confidential investigation.

The College supports a discrimination-free work environment for all employees. This includes freedom from sexual harassment. The College strongly disapproves of sexual harassment in any form and prohibits employees at all levels from engaging in offensive or inappropriate sexual and/or sexually harassing behavior at work. In addition, all employees will be held responsible for ensuring that the workplace is free from sexual harassment.

The College specifically prohibits the following behavior:

- unwelcome sexual advances;
- requests for sexual favors, whether or not accompanied by promises or threats regarding the employment relationship;
- other verbal or physical conduct of a sexual nature that threatens or insinuates that submission to or rejection of sexual advances will influence personnel decisions regarding employment, evaluation, wages, advancement, assigned duties, shifts, or any other condition of employment or career development;
- any verbal or physical conduct that substantially interferes with employees' ability to do their jobs;
- any verbal or physical conduct that creates an intimidating, hostile, or offensive work environment; and
- other sexually harassing behavior including, but not limited to, comments about an individual's body; sexually degrading words to describe an individual; offensive comments; offensive language or jokes; innuendoes; and sexually suggestive objects, books, magazines, photographs, cartoons, or pictures.

Sexual harassment may result in disciplinary action up to and including dismissal. Employees who experience sexual harassment from anyone at work, including supervisors, coworkers, or visitors, are urged to report this conduct to College officials so they may investigate and resolve the problem. Employees are encouraged to first use the procedures for filing a complaint of sexual harassment (see Complaint Procedures). Should the administrative officer not be able to resolve the complaint effectively, the Faculty and Staff Grievance Procedures should be followed.

The College will make every effort to keep all information confidential provided in the course of any investigation.

There will be no retaliation against employees for reporting sexual harassment or assisting the College in the investigation of a complaint.

The College may take disciplinary action against an employee who provides false information during the investigation of a complaint of sexual harassment or unlawful discrimination.

ADA Compliance and Learning Disorders

The College operates in compliance with the requirements of the Americans with Disabilities Act (ADA) of 1990. The College is also in full compliance with the requirements of Section 504 of the Rehabilitation Act of 1973 which forbids discrimination on the basis of physical or mental handicaps. It states that no qualified handicapped student may, on the basis of the handicap, be excluded "from any course, course of study, or other part of an education program or activity." Therefore, faculty are expected to construct classes and classroom activities to ensure that participation is possible for all students. If there are questions or clarifications needed, the Student Support Services Office (for learning disabilities) or the Office of the Vice President for Student Affairs (for physical disabilities) should be contacted.

In summary, the admission policies, activities, services, and facilities of South Georgia College do not exclude any student on the basis of race, color, gender, age, religion, national origin, or physical handicap. The College is an Affirmative Action Institution. Copies of the institutional Affirmative Action Plan are available in the Affirmative Action Office in Thrash Hall.

The Board of Regents of the University System of Georgia has established a series of regional centers whose function is to assess applications from students seeking accommodations for learning disabilities. South Georgia College operates in full compliance with Board of Regents' policies. No accommodations are to be made without written authorization from the Student Support Services Office to do so. Faculty members having requests from students for accommodations for learning disabilities should refer such students to the Student Support Services Office, where those students may receive assistance in the process of applying for such accommodations.

Professional and Personal Responsibilities

Campus and Professional Meetings

Part-time faculty are not expected to attend and participate in various campus meetings, but they are encouraged to attend division and full-faculty meetings when their time permits. The college may schedule some functions to include both part-time and full-time faculty. Part-time faculty are also encouraged to attend and make presentations at appropriate professional meetings as college funds and faculty schedules permit.

Instructor Responsibilities

- Maintain appropriate office time as needed by students for each class period (minimum two hours per week). Meetings with students may be arranged to take place in part-time faculty office space or in the classroom either before or after class.
- Explain the attendance policy and the policy for make-up work, as well as ongoing classroom procedures in the first class meeting.

- Make clear at the beginning of the semester the procedures that will be used to determine the final grade. Once a grading scheme has been set, do not change it.
- Begin the class promptly, use class time efficiently, and keep the class for the prescribed period of time.
- Be prepared for the class and present the material in a well-organized and effective manner.
- Grade and return tests and other assignments promptly.
- Be understanding and helpful to students.
- Use a variety of teaching methods and teaching aids.
- Be fair and impartial.
- Encourage students to ask questions, disagree, and express their own ideas.
- Actively involve students in the learning process.
- Be interested in every student and his/her progress.
- Design tests that help students to demonstrate what they have learned.
- Have enough grades to provide a fair assessment of a student's achievements before and after mid-term.
- Be enthusiastic about the subject and the class.
- Remain sensitive to students' feelings and problems.
- Make assignments that are reasonably demanding. Ensure through assignments and testing procedures that critical thinking, reading, writing, and mathematics have been emphasized.
- Maintain standards and expectations characteristic of a college-level course.
- Complete paperwork and respond to college requests promptly and accurately.
- Communicate with the Division Chair concerning problems, needs, and suggestions for improvement of the instructional program.
- Remember that you are representing South Georgia College and The University System of Georgia.

Handling Emergencies

Emergency first aid kits are available in division offices. Faculty should be familiar with the location of such kits. Faculty should also be familiar with the diagrams for exiting the building that are posted in strategic locations in all campus buildings. Emergency medical assistance can be secured by calling **911**. Emergency situations should also be reported to campus public safety officials by calling the **4444** emergency number. From a cell phone the number is **260-4444**. The college's emergency response plan is on file in each division office, in all administrative offices of the college, and on the college website www.sgc.edu.

Faculty Evaluations

Course/Instructor Evaluations by Students

Student evaluations of the course and instructor make an important contribution to improving one's teaching effectiveness. Admittedly, variables other than the instructor's effectiveness and course content can affect student ratings. However, there are no totally objective means of evaluation available and practical. When student evaluations are consistent and cut across class variables, they provide valuable information as to deficiencies which need to be corrected and strengths which should be retained. Part-time faculty should be evaluated anonymously by students each semester. The part-time faculty course/instructor evaluation form is appendix C of this handbook. Each faculty member should ensure that students are allowed to complete the evaluation while the faculty member is not in the room. A student volunteer will collect the forms, seal them in the envelope provided, and take them to the division office. The faculty member is not to see the evaluations until after final grades have been submitted.

Part-Time Faculty Self-Evaluation

All part-time faculty must complete the self-evaluation in appendix D of this handbook each semester and submit it to the Division Chair or division administrative assistant the week after student evaluations are completed.

Classroom Observation Evaluation

All part-time faculty will be observed at least once each semester, and an evaluation based on the classroom observation will be completed and submitted to the Vice President for Academic Affairs by the last week of the semester. The Division Chair will discuss the classroom observation evaluation with the faculty member, and both the faculty member and the Division Chair will sign the form before it is submitted to the Vice President for Academic Affairs. The classroom observation form is appendix E of this handbook.

Division Chair Evaluation

Each faculty member's Division Chair will prepare an evaluation and discuss it with the faculty member. Both the Division Chair and the faculty will sign the evaluation form. The Division Chair's evaluation form is appendix F of this handbook.

**South Georgia College Entry Programs
Valdosta Campus and Americus Campus
Handbook for part-time faculty**

History

The South Georgia College Entry Program in Valdosta is located on the campus of Valdosta State University in the University Center, Entrance # 9 on Ann St. The SGCEP originated as the South Georgia Regional Educational Consortium in the fall 1998 semester with a student body of 36 students and a small adjunct faculty. The consortium was made up of Abraham Baldwin College, Bainbridge College, South Georgia College, and Waycross College. The program quickly grew and soon established its excellence, winning a “Program of Excellence Award” in 2000 from NADE/GA. After five years, the program was placed solely under South Georgia College with its current title of The South Georgia College Entry Program. The program continues to grow in enrollment and reputation, with more than 350 students on the campus, where students enjoy the nurturing atmosphere of a small school with the opportunities that a large regional university provides.

The South Georgia College Entry Program in Americus is located on the campus of Georgia Southwestern State University in the English Building. The SGCEP in Americus began fall semester 2008 with a student body of 36 students and a small adjunct faculty. The program continues to grow in enrollment with more than 100 students on the campus, where students have access to all academic resources and extracurricular activities available to students of GSW.

Mission

The South Georgia College Entry Programs follow the mission of South Georgia College as described elsewhere in this handbook. In addition, the SGCEPs recognize the specific mission to provide the college CORE curriculum in a nurturing atmosphere developing strong learning skills, a positive view toward success, and sound study habits. By encouraging mostly full-time students to complete their course of study in less than two years, the SGCEPs are able to meet the goal of successful student transfers to Valdosta State University, Georgia Southwestern State University and other institutions of higher learning. The SGCEPs encourages student cross-curriculum portfolios, learning groups, and community action.

Parking

For VSU each semester, part-time faculty must report to the VSU Human Resource Office, located on the bottom floor of the University Center where a permit to gain a parking pass is issued. This permit is then taken to the VSU Parking Office on Georgia Avenue. The faculty member must pay the required fee.

For GSW each semester, part-time faculty must report to the Student Success Center Room 3425 for IDs. A parking decal may be picked up at Public Safety in Sanford Hall room 118. For more information, visit <http://www.gsw.edu/~safety/>.

Emergencies

Should an emergency arise, the 911 number will reach campus police. Blue public safety phones are located in parking areas.

Keys

For VSU, all keys must be signed for by the faculty member using the proper form obtained in the SGCEP office and taken to the Key Shop on the corner of Ashley and Northside. Each faculty member must return the key before leaving employment.

For GSW, all keys will be issued by the Coordinator of the SGCEP. Each faculty member must return the key before leaving employment.

Discipline

All students are required to conform to the conduct expectations of a college classroom. The faculty member must stress class rules for cell phones, beepers, and other potential issues. Mutual respect for students and faculty is the policy of the SGCEP. Any serious breach of conduct should be reported immediately to the Director. Students in violation of the discipline codes of Valdosta State University, Georgia Southwestern State University and/or South Georgia College will be subject to the discipline procedures of both schools. Students who have been arrested or accused of violating campus conduct expectations may be required to meet with the Assistant to the Chair of Students for Judicial Affairs at VSU.

Student Support Services

SGCEP students are eligible for tutoring, counseling, stress management, and other support services offered to all students on the VSU or GSW campus. Contact the appropriate SGCEP office for further information or specific referrals.

Advisement and Academic Assistance

All faculty members must be available to offer assistance to enrolled students with time before or after class, office meetings, email contact, or other arrangements. Unfortunately, our expanding enrollment and increase in faculty is making office space an issue. However, space will always be made available for you through arrangements with the SGCEP office.

South Georgia College Entry Program (SGCEP) at VSU Important Phone Numbers

Ms. Valerie Webster, Director	(229) 293-6135	University Center
Ms. Kaci Hutchison, Financial Aid	(229) 333-5891	University Center
Ms. Lea Johnson, Admin. Asst.	(229) 293-6247	University Center
Odum Library	(229) 333-5860	Library
Parking and Transportation	(229) 293-7275	114 Georgia Ave.
University Bursary	(229) 333-5725	1204 N. Patterson St.
University Infirmary	(229) 333-5886	Farber Medical Ctr
University One Card Services	(229) 259-2593	1204 N. Patterson St.
University Police	(229) 333-7816	Pine Hall

South Georgia College Entry Program (SGCEP) at GSW Important Phone Numbers

Ms. Valerie Webster, Director	(229) 293-6135	University Center
Ms. Christy Barry	(229) 931-5141	English Building
Parking	(229) 928-1390	Sanford Building

Appendix B

**GRADE CHANGE REQUEST FORM
SOUTH GEORGIA COLLEGE**

Student's Name: _____
(Last) (First) (MI)

ID#: 928 - ____ - ____ - ____ - ____

Course Title & Record No. _____

Term/Year Taken: _____

Grade Assigned: _____ Grade Requested: _____

Reason for Change:

Instructor: _____

Date: _____

Division Chair: _____

Date: _____

Vice President for Academic Affairs _____

Date: _____

Registrar: _____

Date: _____

APPENDIX C

South Georgia College

Faculty Evaluation

Instructor's Name: _____ Semester/Year: _____

Course: _____ Time: _____ Day(s): _____

Key to Responses:

SA: Strongly Agree D: Disagree
A: Agree SD: Strongly Disagree

	SA(1)	A(2)	D(3)	SD(4)
1. My knowledge of this subject has been increased significantly.	SA	A	D	SD
2. The instructor knows the subject.	SA	A	D	SD
3. The course is well organized.	SA	A	D	SD
4. The instructor explains the subjects clearly.	SA	A	D	SD
5. The grading has been fair and appropriate.	SA	A	D	SD
6. The instructor is tolerant of views that differ from his/her own.	SA	A	D	SD
7. The instructor offers ample opportunity for questions and discussion.	SA	A	D	SD
8. The instructor displays respect to and concern for students.	SA	A	D	SD
9. I would recommend this instructor to a friend.	SA	A	D	SD
10. My overall evaluation of the instructor is positive.	SA	A	D	SD

Expected grade of the course: A B C D F Other _____
Course Pace: 1. too slow 2. slow 3. about right 4. fast 5. too fast
Hours per week spent outside class: 0-2 3-5 6-8 9-12 over twelve
Your cumulative GPA at SGC: 1. 3.50-4.00 2. 3.00-3.49 3. 2.50-2.99
4. 2.00-2.49 5. 0-1.99

This class is 1. required 2. elective
Your class level 1. freshman 2. sophomore 3. other _____

Please offer any additional comments that would be helpful to evaluate this instructor and the course.

Comments:

Thank you for your help.

APPENDIX E

PART TIME-FACULTY CLASSROOM OBSERVATION

Instructor: _____ Site Location & Room: _____
 Course: _____ CRN _____ Visit _____
 : _____ Date/Time: _____

Description of classroom activity (method/topic): _____

Number of Students present: _____

KEY: S = Satisfactory N = Needs Improvement N/A = Not Applicable or Not Observed

Instructional Assessment	S	N	N/A	Comments
1. Up-to-date knowledge of the subject				
2. Preparation and organization of material				
3. Clarity of presentation				
4. Use of instructional techniques and aids to stimulate class interest				
5. Ability to move smoothly from one topic or classroom activity to another				
6. Effective rapport with students				
7. Encouragement of student participation (as appropriate)				
8. Enthusiasm of instructor				
9. Observation of beginning/ending of class as scheduled and/or appropriate class breaks				
10. Classroom management/enforcement of college policies				
11. Review of Syllabus (contains learning outcomes, grading scheme/course requirements, absence policy, special needs statement, office/appointment hours, how to contact instructor, course description, textbook and other required materials)				

ASSESSMENT: Satisfactory Needs Improvement

Additional Comments: _____

Signature of Reviewer: _____

Date: _____

APPENDIX F

**PART-TIME FACULTY EVALUATION
COMPLETED BY DIVISION CHAIR**

Name _____

Course Number and
Title _____

Semester and Year _____

I. Teaching:

II. Professional Growth and Development:

III. Other:

Division Chair

Date

Faculty Member

Part-Time Faculty Handbook, Appendix G

The South Georgia College Quality Enhancement Plan (QEP) A Summary of “Critical Thinking through the WRITE Plan: Writing and Reasoning to Improve Thinking Effectiveness”

I. Critical Thinking and Related Student Learning Outcomes

For the purposes of the South Georgia College QEP on improving critical thinking through writing, student learning is defined as measurable improvement in knowledge, skills, and competencies in critical thinking. After considerable review of pertinent literature, including researching various definitions of critical thinking and its components, SGC faculty approved the following definition of critical thinking:

Critical thinking is the process of drawing conclusions and solving problems through evaluating, analyzing, making inferences, and using deductive and inductive reasoning.

Our definition of critical thinking is based on the five subscales of the California Critical Thinking Skills Test. The five student learning outcomes to be focused on and assessed through implementation of the QEP are

- Students will demonstrate the ability to analyze.
- Students will demonstrate the ability to evaluate.
- Students will demonstrate the ability to infer.
- Students will demonstrate the ability to reason deductively.
- Students will demonstrate the ability to reason inductively.

The above critical thinking skills are defined as follows:

Analysis--the ability to dissect arguments and points of view.

Evaluation--the ability to decide on the strength of an argument and the validity of a given statement.

Inference--the ability to hypothesize and develop conclusions based upon facts, reasons, observations, and evidence.

Deduction--the ability to use generalizations in order to draw conclusions in a specific situation.

Induction--the ability to draw conclusions from an array of evidence.

The summary of the QEP Assessment Plan which follows contains faculty and committee responsibilities, an organizational and reporting chart, and a list of both direct and indirect

assessment measures. A glossary of assessment terms and the QEP rubric conclude this overview of the QEP focus and assessment plan.

II. A Summary of the QEP Assessment Plan

A. Faculty and Committee Responsibilities

1. Faculty Responsibilities

The QEP focus, outcomes, implementation, assessment, and use of assessment results to enhance student learning are faculty driven. Faculty are responsible for developing classroom activities, embedded course assignments, assessment measures for assignments, collection of assessment data, and analysis of results to make changes in instruction and recommend changes to the implementation plan. Faculty are also responsible for communicating QEP student learning outcomes to students and explaining how course assignments, assessment measures, and the QEP rubric are related to the outcomes. Faculty academic discipline teams, comprised of all faculty in a particular academic discipline, each appoint a team leader. The team leader and faculty work together to do the following:

- 1) as a group, select two to three of the QEP student learning outcomes on which to focus
- 2) form a faculty learning community to share ideas, resources, and assignments
- 3) devise teaching strategies and embedded writing assignments, including a capstone assignment, that target the chosen student learning outcomes
- 4) revise their syllabi, including the stated student learning outcomes and course objectives, as appropriate
- 5) conduct pre- and post-testing of critical thinking skills using the California Critical Thinking Skills Test (CCTST)
- 6) implement in their classes the strategies and assignments they have identified
- 7) conduct formative assessment throughout the semester using the QEP rubric to gauge the success of those strategies in meeting the student learning outcomes that had been established
- 8) work together with the QEP leadership to use all formative and summative assessment results to make adjustments to course syllabi, strategies, and embedded assignments for the following semester as needed

The academic discipline teams report activities, actions, issues, and recommendations to the QEP Steering Committee, the QEP Assessment Committee, and academic division chairpersons

using the QEP Annual Report Form. The faculty of each division meet at least once per month for the specific purpose of discussing QEP implementation, assessment, and use of assessment results to improve student learning. In addition, the QEP Steering Committee informs the Faculty Assembly (entire faculty) on QEP progress and issues at least once per month.

The work of faculty responsible for individual courses and the collaboration of faculty in academic disciplines and divisions is fundamental to QEP assessment at the course and program levels. The work of the committees discussed below ensures further assessment at the program level, as well as overall assessment at the institutional level. Considerations for implementing the QEP at all three levels are included below.

2. Committees and Committee Responsibilities

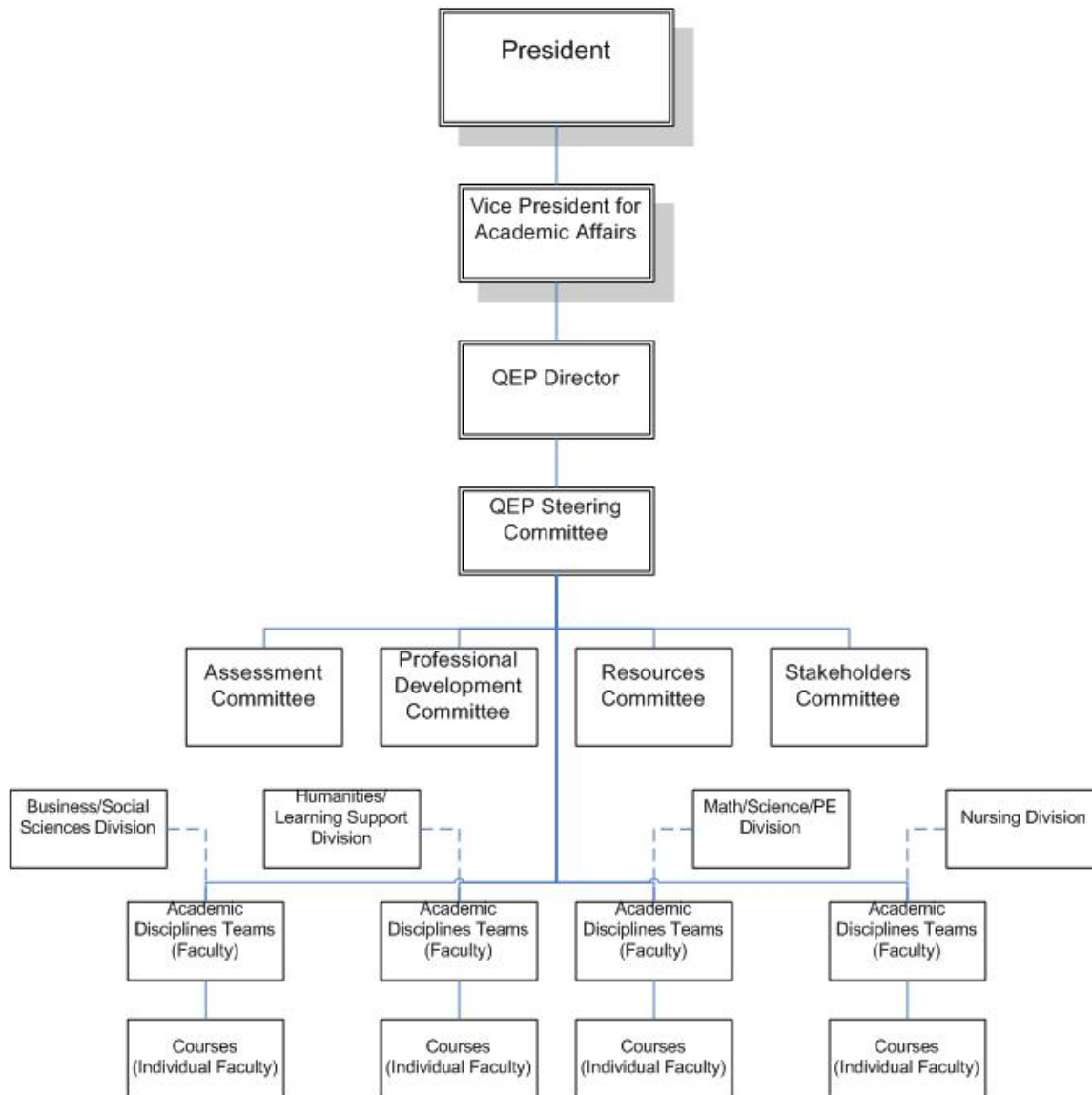
The QEP Steering Committee, comprised of the QEP Director, the Director of Strategic Planning, representative faculty from each academic division, academic discipline team leaders, and the Vice President for Academic Affairs as an *ex officio* member, has overall responsibility for the implementation and assessment of the QEP. The Steering Committee meets at least once per month and will continue to do so during the five years of the QEP to consider and act on input from the four other committees and the academic discipline teams. It is noteworthy that in year one of the QEP 49% of the College's full-time faculty serve on at least one QEP committee or team.¹ The other four QEP committees are as follows:

- Assessment Committee (with oversight responsibility for the assessment of learning outcomes)
- Professional Development Committee (with overall responsibility for faculty and staff development)
- Resources Committee (with overall responsibility for library, technology, and institutional budgetary support)
- Stakeholders Committee (with responsibility for advising the Steering Committee on all aspects of the QEP; includes one representative each from the College Foundation, the Coffee County Chamber of Commerce, the Coffee County School System, the SGC Student Government Association, the SGC Faculty Assembly, the SGC administration, the SGC staff, and the SGC alumni)

¹ In year two, 53% of faculty will serve on at least one QEP committee or team; in year three, 58%; in year four, 64%; and in year five, 71%.

The QEP organizational and reporting structure is as follows:

QEP Organizational and Reporting Chart



Each committee meets monthly, keeps minutes of all meetings, and at least once per semester reports data and recommended changes to plans and strategies relevant to its responsibility to the QEP Steering Committee. Each committee (except the Stakeholders Committee) also submits an annual report of its activities and recommendations to the QEP

Steering Committee during the second week of April, beginning in April 2009. The annual report will include a summary and status report on the year's activities.²

The QEP Steering Committee collects and acts on other committee and academic discipline annual reports. Steering Committee action focuses on modifications to the QEP plan with regard to student learning outcomes; assessment strategies; the implementation calendar; and time, personnel, and budget resources. The Steering Committee will produce an annual written report by May 1 to be reviewed with the Stakeholders Committee, the Vice President for Academic Affairs, and the College President. The annual report will include the following:

- minutes of all Steering Committee meetings
- a summary of all QEP activities for the year
- a summary of the level of achievement of student learning outcomes
- a summary of changes in instructional strategies based on assessment results
- recommendations on revisions to student learning outcomes, implementation plan, budget, and timeline.

After reviewing the annual report with the Stakeholders Committee and taking into account that committee's recommendations, as well as the recommendations of the VPAA and the College President, the Steering Committee will finalize the report by May 15. This report, representing the input of faculty, academic divisions (SGC does not have academic departments), and the four other committees (with membership from all sectors of the college, as well as the community), ensures assessment of the QEP at the institutional level. The final annual report will be distributed to all faculty and staff, as well as to community members of the Stakeholders Committee, and it will be posted on the QEP website for public viewing.

We recognize the interrelationship between assessment of the QEP, assessment of academic programs, and assessment of general education learning outcomes. We also recognize the need for assessment at the course, program, and institutional levels. Consequently, our college-wide assessment efforts, and certainly the work of faculty and all QEP committees, is informed by specific questions raised through our research of successful QEPs, best practices in assessment methods, and best practices in review of institutional

² Academic Discipline Teams will also report on their activities to the Steering Committee by the second week of April using the QEP Annual Report Form (Appendix E).

effectiveness. The questions we have developed below guide our academic discipline teams and QEP committees to ensure that the QEP is an integral and sustainable part of our overall academic culture:

Course Level

- Do faculty teaching a particular course agree on the meanings of our five QEP learning outcomes?
- Do faculty teaching a particular course agree on how the QEP rubric applies to both our definition of critical thinking and our QEP learning outcomes?
- Do faculty teaching a particular course agree on what in student work constitutes "beginning," "developing," and "competent" ratings?
- Can faculty teaching a particular course explain the QEP rubric and the student performance expectations in the rubric to their students?
- Can faculty teaching a particular course agree on how to assess critical thinking through student writing?
- Can faculty teaching a particular course discuss and agree on effective strategies for teaching critical thinking skills?
- Can faculty teaching a particular course recognize weaknesses in student performance identified through assessment of critical thinking skills?
- Can faculty teaching a particular course develop strategies for addressing student performance weaknesses identified through assessment?
- Do students in a particular course report improvement in their own critical thinking skills?
- Can students in a particular course identify and explain elements of critical thinking in examples used in class?
- Can students in a particular course demonstrate the critical thinking skills defined and assessed in the QEP rubric?

Program Level

- Do faculty and academic divisions (we do not have departments) understand the relationship between QEP learning outcomes and our general education learning outcomes? Specifically, do they recognize how to synthesize QEP and general education learning outcomes so that the QEP and academic program review can inform and strengthen each other?
- Is there evidence of collaboration among academic disciplines to develop critical thinking teaching strategies, student assignments, assessment tools, and recommendations for using assessment results to improve student learning and the quality of academic programs?
- Are critical thinking through student writing courses appropriately distributed throughout the general education core curriculum?
- Does student written work collected in developmental portfolios over time represent work done in a variety of general education core curriculum courses?
- Does student written work collected in developmental portfolios over time demonstrate growth in the use of critical thinking skills?

Institutional Level

- Has South Georgia College put into place the policies, personnel, plans, and resources to implement and sustain a successful QEP?
- Do we have adequate administrative, leadership, and committee structures to implement and sustain our QEP?
- Do we have adequate financial resources to implement and sustain our QEP?
- Does our QEP allow for input from all significant campus and off-campus constituencies (administrators, faculty, staff, students, alumni, local public schools, community leaders, The University System of Georgia)?
- Have we developed an adequate timeline for implementing the QEP?
- Have we built into our plan adequate resources and structures for faculty and staff development?
- Have we built into our plan adequate resources and structures to enhance student awareness of the focus and learning outcomes of our QEP?
- Are we investigating and making use of exemplary models of faculty development, course assignments, and assessment methods?
- Does our plan focus on using the results of assessment to make changes in instruction, courses, and programs to improve student learning?

Throughout the implementation of the QEP, answering the above questions strengthens process evaluation and reminds administrators, faculty, staff, and QEP committees that our QEP is not a stand-alone project, but a plan to enhance the quality of teaching and learning in all courses and academic programs.

At the heart of the QEP is assessment that will lead to judgments about the level of student achievement of learning outcomes, changes in instruction to improve student learning, and changes in the plan itself. QEP assessment measures are discussed next.

B. Summary of Assessment Measures

The QEP assessment plan employs multiple direct and indirect measures of achievement of student learning outcomes in an attempt to achieve assessment triangulation. Many of the assessment measures are embedded course assignments developed and reported on collaboratively by faculty at the academic discipline and division level. The use of embedded course assignments is in keeping with the 2007 LEAP Report's (AAC&U) Seventh Principle of Excellence, "assess students' ability to apply learning to complex problems," particularly with regard to the report's warning that standardized tests by themselves are "a weak prompt to needed improvement in teaching, learning, and curriculum," and the report's recommendation that "curriculum-embedded assessment, when carefully done, is itself a potential 'high-yield'

educational reform because, by design, it focuses both faculty and student attention on students' cumulative progress and actual level of attainment" (p. 41).

Course written assignments and student developmental portfolios are all assessed with the QEP rubric measuring achievement levels of "beginning, developing, and competent." The QEP rubric is discussed with students to ensure student understanding of expectations. This direct assessment rubric is based on the five QEP student learning outcomes:

- The ability to analyze
- The ability to evaluate
- The ability to infer
- The ability to reason inductively
- The ability to reason deductively

For each of the outcomes the rubric has four descriptors for each of the three levels of competence to help students understand faculty expectations and to facilitate assessment of student thinking skills.

1. Tools for Direct Assessment of Student Learning Outcomes

- a. Written student responses to embedded course assignments assessed with the QEP rubric
- b. Written student course capstone assignments assessed with an analytic rubric; capstone assignments will be addressed in the final three weeks of each semester
- c. Student developmental portfolios of written work from courses across the curriculum assessed with the QEP rubric; portfolios will be required of all students matriculating fall 2009 and beyond and will contain a minimum of one essay per semester
- d. The California Critical Thinking Skills Test (CCTST)
- e. The Measure of Academic Proficiency and Progress Test (MAPP)

2. Tools for Indirect Assessment of Student Learning Outcomes

- a. Community College Survey of Student Engagement (CCSSE)
- b. Surveys of currently enrolled students nearing graduation, administered in conjunction with academic program review
- c. Surveys of alumni at senior transfer institutions, administered in conjunction with academic program review

III. Student Learning Outcomes and Targeted Improvements

A. Students will demonstrate the ability to evaluate.

- 70% of students will score at the “competent”³ level on the rubric item assessing evaluation in an embedded writing assignment in which the skill of evaluation is being emphasized.
- 70% of students will score at the “competent” level on the rubric item assessing evaluation in a course capstone assignment when evaluation is the skill being emphasized.
- 70% of students will score higher on the evaluation subscale of the CCTST post-test than on the pre-test.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting evaluation skills.

B. Students will demonstrate the ability to analyze.

- 70% of students will score at the “competent” level on the rubric item assessing analysis in an embedded writing assignment in which the skill of analysis is being emphasized.
- 70% of students will score at the “competent” level on the rubric item assessing analysis in a course capstone assignment when analysis is the skill being emphasized.
- 70% of students will score higher on the analysis subscale of the CCTST post-test than on the pre-test.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting analysis skills.

C. Students will demonstrate the ability to infer.

- 70% of students will score at the “competent” level on the rubric item assessing the ability to make inferences in an embedded writing assignment in which the skill of inference is being emphasized.
- 70% of students will score at the “competent” level on the rubric item assessing the ability to make inferences in the course capstone assignment when inference is the skill being emphasized.
- 70% of students will score higher on the inference subscale of the CCTST post-test than on the pre-test.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting inferential reasoning skills.

D. Students will demonstrate the ability to reason deductively.

- 70% of students will score at the “competent” level on the rubric item assessing deductive reasoning in an embedded writing assignment in which the skill of deductive reasoning is being emphasized.
- 70% of students will score at the “competent” level on the rubric item assessing deductive reasoning in a course capstone assignment when deductive reasoning is the skill being emphasized.

³ Overall “competence” in any QEP rubric skill is defined as achieving a score ≥ 9 , with at least two of the four checked items under the rubric category of “competent” and no more than one item checked under the rubric category of “beginning.”

- 70% of students will score higher on the deductive reasoning subscale of the CCTST post-test than on the pre-test.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting deductive reasoning skills.

E. Students will demonstrate the ability to reason inductively.

- 70% of students will score at the “competent” level on the rubric item assessing inductive reasoning in an embedded writing assignment in which the skill of inductive reasoning is being emphasized.
- 70% of students will score at the “competent” level on the rubric item assessing inductive reasoning in a course capstone assignment when inductive reasoning is the skill being emphasized.
- 70% of students will score higher on the inductive reasoning subscale of the CCTST post-test than on the pre-test.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting inductive reasoning skills.

F. College-wide targeted improvements include the following:

- 70% of students will score at the “competent” level on three of the five rubric items in the assessment of their portfolio essays.
- Scores for subscales 5b-5f (analyzing, synthesizing, making judgments, applying, using information) and 12e (thinking critically and analytically) of the CCSSE will increase to 3.5 by year 5 of the QEP implementation.
- 70% of students will “strongly agree” or “agree” with alumni survey items targeting the critiquing of their own thinking.
- The percentage of students ranked as “proficient” on reading level 3 (critical thinking) of the MAPP will increase by 2% per year.

The targeted improvements in student learning outcomes will contribute significantly to our determination of levels of improvement in student learning and the success of the QEP. In addition, the effect of the QEP on student achievement of our general education learning outcomes will be an important indicator of the QEP success. Finally, the impact of the QEP on academic program review and overall institutional effectiveness figures prominently in our assessment of QEP success.

The narrowed focus of the QEP, the refined definition of “critical thinking,” the five specific student learning outcomes, and especially the new emphasis on student writing in academic disciplines through embedded course assignments, capstone course assignments, and student developmental portfolios, tightens the focus of the plan and provides a good balance of direct and indirect assessment measures from which to determine the success of the QEP. The

assessment triangulation evident in the assessment plan and targeted plan outcomes provides data-based evidence from which the institution will determine the success of the QEP.

Critical Thinking Rubric

	Beginning 1	Developing 2	Competent 3
Analysis: To dissect statements, problems, arguments and points of view	<input type="checkbox"/> Does not identify or expresses confusion about statements, problems, arguments, or points of view <input type="checkbox"/> Does not apply basic concepts involved <input type="checkbox"/> Does not recognize biases or multiple perspectives <input type="checkbox"/> Does not acknowledge uncertainties	<input type="checkbox"/> Partially identifies statements, problems, arguments, or points of view <input type="checkbox"/> Partially applies basic concepts involved <input type="checkbox"/> Partially recognizes biases or multiple perspectives <input type="checkbox"/> Partially acknowledges uncertainties	<input type="checkbox"/> Accurately and thoroughly identifies all statements, problems, arguments, or points of view <input type="checkbox"/> Accurately and thoroughly applies basic concepts involved <input type="checkbox"/> Fully recognizes biases and multiple perspectives <input type="checkbox"/> Acknowledges uncertainties
Evaluation: To decide on the strength of an argument and the validity of a given statement	<input type="checkbox"/> Does not evaluate based on logic and context <input type="checkbox"/> Does not assess quality of evidence or distinguish between facts, opinions, and assumptions <input type="checkbox"/> Does not identify the weak and strong points of a problem, argument, or point of view <input type="checkbox"/> Does not recognize counterpoints or counterarguments	<input type="checkbox"/> Partially evaluates based on logic and context <input type="checkbox"/> Partially assesses quality of evidence and distinguishes between facts, opinions, and assumptions <input type="checkbox"/> Partially identifies the weak and strong parts of a problem, argument, or point of view <input type="checkbox"/> Partially recognizes counterpoints or counterarguments	<input type="checkbox"/> Evaluates based on logic and context <input type="checkbox"/> Thoroughly assesses quality of evidence and distinguishes between facts, opinions, and assumptions <input type="checkbox"/> Thoroughly identifies the weak and strong parts of a problem, argument, or point of view <input type="checkbox"/> Fully recognizes counterpoints or counterarguments
Inference: To hypothesize and develop conclusions based upon facts, reasons, observations, and evidence	<input type="checkbox"/> Does not recognize a variety of possible conclusions or outcomes; recognizes only one “correct” answer <input type="checkbox"/> Does not develop a reasonable hypothesis or conclusion <input type="checkbox"/> Does not draw a hypothesis or conclusion based on evidence and reasoning <input type="checkbox"/> Does not use evidence, facts, observations or commits errors in using them	<input type="checkbox"/> Recognizes some possible conclusions or outcomes <input type="checkbox"/> Develops a hypothesis or conclusion that cannot be fully supported <input type="checkbox"/> Draws a hypothesis or conclusion based on partial evidence or incomplete reasoning <input type="checkbox"/> Partially uses evidence, facts, observations	<input type="checkbox"/> Recognizes multiple conclusions or outcomes <input type="checkbox"/> Develops a reasonable hypothesis or conclusion that can be fully supported <input type="checkbox"/> Draws a hypothesis or conclusion fully based on evidence and reasoning <input type="checkbox"/> Fully uses evidence, facts, observations
Deduction: To use generalizations in order to draw conclusions in a specific situation	<input type="checkbox"/> Does not draw conclusions that can be supported by evidence and reasoning <input type="checkbox"/> Does not identify the appropriate general premises <input type="checkbox"/> Does not apply basic concepts involved <input type="checkbox"/> Does not recognize major and minor premises	<input type="checkbox"/> Draws conclusions that can be partially supported by evidence and reasoning <input type="checkbox"/> Identifies some general premises <input type="checkbox"/> Partially applies basic concepts involved <input type="checkbox"/> Partially recognizes major and minor premises	<input type="checkbox"/> Accurately develops conclusions based on evidence and reasoning <input type="checkbox"/> Identifies applicable general premises <input type="checkbox"/> Accurately and thoroughly applies basic concepts involved <input type="checkbox"/> Fully recognizes major and minor premises
Induction: To draw conclusions from an array of evidence	<input type="checkbox"/> Does not include evidence <input type="checkbox"/> Does not use appropriate, unbiased and authoritative sources of evidence <input type="checkbox"/> Does not use adequate or strong evidence <input type="checkbox"/> Does not draw logical conclusions from evidence	<input type="checkbox"/> Includes some evidence <input type="checkbox"/> Partially uses inadequate or inappropriate sources of evidence <input type="checkbox"/> Uses some inadequate or weak evidence <input type="checkbox"/> Draws some incorrect conclusions from evidence	<input type="checkbox"/> Includes substantial evidence <input type="checkbox"/> Consults high quality sources of evidence <input type="checkbox"/> Uses high quality, detailed evidence <input type="checkbox"/> Draws sound conclusions from evidence

**QEP committee annual report 2008-9
(Add Sheets as Necessary)**

Name of committee:

Committee members:

Meeting dates:

Committee objectives/responsibilities:

Evaluation of objectives/responsibilities:

Have committee objectives and responsibilities been met? If not, why not?

Committee activities/actions/notable accomplishments:

Describe committee activities and discuss their relationship to the objectives.

Unresolved Issues:

How do you plan to resolve these issues?

Recommendations:

How is the work of your committee contributing to the success of the QEP?

Assessment Terms*

Actionable results. Results are actionable if they allow assessors to identify what needs to be changed to improve student learning.

- Analytic rubric. A rubric for making a series of judgments, each assessing a characteristic of the product being evaluated.
- Assessment. The collection and use of evidence to monitor and improve a product or process.
- Assessment plan. An explicit identification of who, what, when, where, and how often each outcome will be assessed.
- Benchmark. A criterion for assessing results compared to an empirically developed standard.
- Close the loop. Professionals discuss assessment results, reach conclusions about their meaning, determine implications for change, and implement them.
- Close-ended questions. Questions for which answer options are predetermined by the data collector.
- Competency. An alternative name for a learning goal or outcome.
- Course-level assessment. Conducting assessment within a specific course to monitor and improve learning in this course.
- Developmental portfolio. A portfolio designed to show student progress by comparing products from early and late stages of the student's academic career.
- Direct measure. Students demonstrate that they have achieved a learning outcome.
- Embedded assessment. Assessment activities occur in courses. Students generally are graded on this work, and some or all of it is also used to assess program learning outcomes.
- Formative assessment. How well an assessment procedure provides information that is useful for improving what is being assessed.
- Goals. General statements about knowledge, skills, attitudes, and values expected in graduates.
- Holistic rubric. A rubric that involves one global, holistic judgment.
- Indirect measure. Students (or others) report opinions.
- Learning outcome. A clear, concise statement that describes how students can demonstrate their mastery of a program goal.
- Likert scale. A survey format that asks respondents to indicate their degree of agreement. Responses generally range from "strongly disagree" to "strongly agree."
- Objective. An alternative name for a learning goal or outcome.
- Open-ended question. A question that invites respondents to generate replies, rather than to pick a provided answer from among options.

- Portfolio. Compilations of student work. Students are often required to reflect on their achievement of learning outcomes and how the presented evidence supports their conclusions.
- Qualitative assessment. Assessment findings are verbal descriptions of what was discovered, rather than numerical scores.
- Quantitative assessment. Assessment findings are summarized with a number that indicates the extent of learning.
- Random sample. A sample selected in such a way that each member of the population is equally likely to be included.
- Reliability. The degree of measurement precision and stability for a test or assessment procedure.
- Rubric. An explicit scheme for classifying products or behaviors into categories that are steps along a continuum.
- Standardized test. A test that is administered to all test takers under identical conditions.
- Summative assessment. Assessment designed to provide an evaluative summary, or assessment that occurs as students are about to complete the program being assessed.
- Survey. A questionnaire that collects information about beliefs, experiences, or attitudes.
- Triangulation. Multiple lines of evidence lead to the same conclusion.
- Validity. How well a procedure assesses what it is supposed to be assessing.

*Terms and definitions are from Mary J. Allen, *Assessing General Education Programs*. San Francisco: Anker Publishing, 2006, pp. 226-235