



Bevill State Community College

SACS Reaffirmation of Accreditation Compliance Certification

Comprehensive Standard 3.4.10

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

Judgment of Compliance:

Compliance **Partial Compliance** **Non-Compliance**

Rationale for Judgment of Compliance:

Bevill State Community College recognizes its faculty members possess the qualifications to lead the development of the College's curriculum, and provides them with a system to take the primary responsibility in this area. In order to provide clear explanations and documentation of this, the narrative is divided into three sections—Content of the Curriculum, Quality of the Curriculum, and Effectiveness of the Curriculum.

Content of the Curriculum

Bevill State's faculty members establish and maintain the content of the College's curriculum. First, as members of a curriculum committee for their respective program (*Personnel Handbook B/1.1*), they monitor any changes in the state curriculum and in the Course Directory of the Alabama Community College System. They are charged with recognizing and ensuring implementation of changes prescribed by the state. They also monitor the state curriculum because they are responsible for ascertaining that courses in their programs remain listed in the Course Directory of the Alabama College System, as mandated by State Board *Policy 717.01*. Second, curriculum committees develop programs of study and confirm they meet the requirements established in State Board *Policy 712.01*. The content for each of the College's **programs of study** are listed in the *Bevill State Community College 2008-2009 Catalog*.

Faculty members also bear responsibility for changes made to the curriculum in their respective programs. The College's policy regarding this (*Personnel Handbook F/1.16*) demonstrates the faculty's authority to initiate and approve changes that are forwarded to appropriate departments for adoption. Faculty's authority also extends to the development of new programs: The curriculum committees hold the responsibility of developing the details of a proposed program; the procedures for this are outlined in the College's *Personnel Handbook F/1.15*.

In accordance with the curriculum committees' duties specified in the *Personnel Handbook B/1.1*, faculty members ensure that the syllabus mandated by the Alabama Department of Postsecondary Education is utilized for each course within their respective

program (see example: [ENG 101 State Syllabus](#)). Additionally, within the scope of the state syllabus, faculty members plan the delivery of content for their courses and prepare a [specific course syllabus](#) that provides an overview of the course, evaluation procedures, expectations, and other information as needed.

Finally, in regards to the content of the curriculum, each career technical program has an advisory committee consisting of business and industry professionals who provide guidance in program and curriculum changes and development. The advisory committee assists faculty in making decisions based on trends in the workforce. The faculty's collaboration with advisory committees is documented committee meeting [minutes](#).

Quality of the Curriculum

Bevill State Community College supports its faculty in making decisions about instructional methods to promote the quality of each program. The instructors monitor the effectiveness of their instructional methods in several formal ways. One such way is with student evaluations of faculty. Each fall term, [student evaluations](#) are administered for all faculty members in all courses. The appropriate division chair and campus associate dean share the results with the individual faculty members and discuss with them the effectiveness of their teaching methods, possible new and innovative strategies, and any resources that may be needed to continue to increase the quality of instruction and learning. Additionally, a [classroom evaluation](#) of each faculty member is conducted annually by the division chair or campus associate dean and is used as an instrument to assist with continual improvement in the quality of the curriculum. Finally, faculty members complete a [Professional Development Form for Faculty](#), which encourages them to reflect on their effectiveness as an instructor and possible ways to improve in order to continually enhance the quality of the curriculum.

Faculty members are also charged with working with division chairs to identify budget needs that relate to the quality of the curriculum. This work allows the instructors to present requests for travel, supplies, equipment, and technology that are necessary to maintain and increase the quality of Bevill State's programs. The annual needs assessment process demonstrates the faculty's responsibility regarding the budget process as it relates to their respective curricula.

Effectiveness of the Curriculum

The faculty members at Bevill State Community College have the primary responsibility for the effectiveness of their respective curricula, as they are charged with monitoring program quality, recommending changes, and assessing results. One important way this is accomplished is through the [SMACK reports](#) or the Expected Institutional and Educational Outcomes that the faculty prepare at the end of each semester. Using a standard assessment and scoring rubric developed by their respective curriculum committee, faculty members evaluate the extent to which students attain the [expected outcomes](#) identified by the committee and approved by the President. The instructors for each discipline meet at least once a year to discuss the results of the assessments and to consider possible changes needed to the curriculum, expected outcomes, assessments, or scoring rubrics. As documented in the above-referenced curriculum committee

guidelines, their [recommended changes](#) aimed at increasing the effectiveness of the curriculum are submitted in writing to the appropriate associate dean for approval.

The College faculty members also monitor the effectiveness of the curriculum by gathering and reviewing annual graduate and employer [surveys](#) that are compiled by Beville State’s Office of Planning, Research and Institutional Effectiveness.

In summary, Beville State recognizes that its faculty members are most knowledgeable about their curriculum needs and, therefore, invests them with authority regarding the content, quality, and effectiveness of the College curriculum. Policies and procedures, as described above, provide faculty with the processes and tools they need to meet the responsibilities related to ensuring continuous improvement in all areas of the curriculum.

References and Supporting Documentation:

| Keyword(s) | Reference |
|---|--|
| <i>Personnel Handbook</i> B/1.1 | <i>BSCC Personnel Handbook 2009: NUMBER: B/1.1 Curriculum Committees</i> |
| Policy 717.01 | State Board Policy: 717.01 Course Directory |
| Policy 712.01 | State Board Policy: 712.01 Degrees and Awards |
| Programs of study | <i>Beville State Community College Catalog 2008-2009, Programs of Study, pages 32-38</i> |
| <i>Personnel Handbook</i> F/1.16 | <i>BSCC Personnel Handbook 2009: NUMBER: F/1.16 Curriculum Changes</i> |
| <i>Personnel Handbook</i> F/1.15 | <i>BSCC Personnel Handbook 2009: NUMBER: F/1.15 Adding New Programs</i> |
| <i>Personnel Handbook</i> B/1.1 | <i>BSCC Personnel Handbook 2009: NUMBER: B/1.1 Curriculum Committees</i> |
| ENG 101 State Syllabus | Example State Syllabus ENG 101 |
| Specific course syllabus | Example Specific Syllabus ENG 101 |
| Minutes | Minutes from the Yearly Advisory Committee Program Review |
| Student evaluations | Sample Student Evaluation of Instruction |
| Classroom evaluation | <i>BSCC Personnel Handbook 2009: Appendix E Classroom Observation Form – Traditional and IITS</i> |
| Professional Development Form for Faculty | <i>BSCC Personnel Handbook 2009: Appendix G Professional Development Form for Faculty</i> |
| SMACK reports | <ul style="list-style-type: none"> • <i>SMACK Operational Plan, 2008 Edition, page 15</i> • <i>SMACK Operational Plan, 2008 Edition, page 35</i> • <i>SMACK Operational Plan, 2008 Edition, page 40</i> |

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| | <ul style="list-style-type: none"> • <i>SMACK Operational Plan, 2008 Edition, page 50</i> |
| Expected outcomes | Sample Expected Results, English Curriculum Committee |
| Recommended changes | Sample Expected Results, Developmental Curriculum Committee |
| Surveys | Graduating Student Survey 2008 |