



Procedural Handbook for the Academic Comprehensive Program Review Taskforce



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Assessment Committee 2007, 2008, 2009, 2020, 2011, 2015
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I. INTRODUCTION

The Gordon State College Academic Assessment Committee, a standing committee of the Faculty Senate, oversees the assessment of the viability, productivity, and quality of education and academic programs. Duties of the Committee include:

- (a) To coordinate academic assessment activities with the General Education Assessment Committee
- (b) To serve in an advisory capacity to the President, Provost and Vice President of Academic Affairs, and Planning Committee by submitting an annual report concerning the strengths and weaknesses of academic programs and student learning outcomes
- (c) To review the consistency of Gordon State's educational activities with its mission
- (d) To coordinate and promote assessment activities on campus
- (e) To ensure that institutional assessment activities meet the criteria of the University System of Georgia (USG), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting agencies by providing feedback as peer reviewers to other committees and academic units performing assessments

(Faculty Senate Bylaws, Article VI, Section 2).

II. ROLE OF ASSESSMENT AT GORDON STATE COLLEGE

Assessment plays a critical role in evaluating progress toward the College's strategic objectives. Success in planning and implementation depends on widespread participation throughout campus. The following specific responsibilities are to ensure such participation:

Responsibilities for Planning at Gordon State College

1. President

Ensures that the planning process fosters widespread participation, engaging faculty, staff, students, and the community.

2. President's Cabinet

Prepares specialized sub-plans, evaluates, and executes their implementation and progress.

3. Planning Committee

Works with the President in strategic planning and Quality Enhancement Planning. Evaluates implementation and progress.

4. Assessment Committee

Works with faculty on evaluation and assessment tools. Designs and oversees implementation of Comprehensive Program Review.

5. Office of Institutional Research

Ensures continuity of an ongoing measurement and assessment program and timely reporting of results to the Board of Regents, SACSCOC, and others. Coordinates composition of the Compliance Certificate and builds the data archives to support.

(Annual and Strategic Planning at Gordon State College, pp. 5 & 6.

Retrieved 21 November 2015 from <http://www.gordonstate.edu/ie/strategic-planning>)

Strategic Planning occurs every five years at Gordon State College. Annual planning ensures that everyone in the organization is on target and focused on achieving strategic goals. Each area of finance, academic affairs, student affairs, technology and facilities evaluates the previous year's actions and goal achievement and plans for the next year. At the same time, the Academic Assessment Committee embarks on annual academic program evaluation and assessment. Information gathered by these annual activities form the foundation for the *Gordon State College Annual Report on Institutional Progress*, prepared each summer for submission to the Board of Regents. The *Annual Report* shows the extent to which the previous year's actions have supported the realization of strategic and specialized goals.

III. THE COMPREHENSIVE PROGRAM REVIEW

Based on the *Gordon State College Planning Model*, the Comprehensive Program Review becomes the "focal point of measuring and assessing student outcomes" and is a collaborative effort between the faculty Academic Assessment Committee and Institutional Research (*The Gordon State College Planning Model*, 2013-14, p. 4). Indeed, the *Annual Report of Institutional Progress* is "driven by Annual Planning and Assessment."

One of the key deliverables of the Academic Assessment Committee is the report of their annual Comprehensive Program Review. To complete this task, the Chair of the Academic Assessment Committee organizes the members into sub-committees called Comprehensive Program Review (CPR) teams. These teams collect data, analyze, evaluate, and make recommendations for improvements to academic programs.

The Comprehensive Program Review at Gordon State College establishes a systematic process to assess programs. All academic programs are to be assessed on a seven-year cycle. The process results in recommendations supported by both qualitative and quantitative data analyses. Analyses and recommendations are for use in program improvement, analyses of costs and benefits, and strategic decision-making regarding program viability, productivity, and quality.

In summary, within the context of Gordon State College's general planning model, the Comprehensive Program Review makes up a critical component of the annual planning and review process. The Comprehensive Program Review becomes the focal point for program-oriented student outcomes assessment.

IV. MEMBERS OF THE COMPREHENSIVE PROGRAM REVIEW TASKFORCE

The Academic Assessment Committee is responsible for conducting the Comprehensive Program Review each academic year. Faculty members are elected to the Academic Assessment Committee by the (nine) Academic Units at Gordon State College during the Planning Week prior to the launch of Fall semester and the new Academic Year. Faculty commit one year of service upon election to the Academic Assessment Committee. The Committee is composed of:

- a) The Faculty Senate Representative (one)
- b) Provost and Vice President of Academic Affairs
- c) Representative from Institutional Effectiveness
- d) Director of Student Success
- e) Faculty, one per Academic Unit (nine) with at least one year of service at Gordon State College

(Faculty Senate Bylaws, Article VI, Section 2).

The first meeting of the Academic Assessment Committee will be called by the Faculty Senate Representative no later than the fourth week of Fall Semester. At the first meeting, the Faculty Senate Representative reviews the Purpose and Duties of the Committee from the Bylaws of the Faculty Senate and oversees election of the Committee's leadership (Chair and Recorder). The Provost and Vice President of Academic Affairs will then charge the committee with their strategic objectives for the Academic Year and speak of the importance of the work of the Assessment Committee and Comprehensive Program Review Taskforce.

The Chair of the Academic Assessment Committee will select a Comprehensive Program Review Taskforce Team Leader for each program under review. Academic Assessment Committee members will self-select the review team on which to serve. Taskforce members will serve the entire Academic Year. Each Program Review Taskforce will be composed of:

- a) At least two faculty members from the Academic Assessment Committee who are from different Academic units and who are not from the Academic Unit housing the Baccalaureate or Associates program(s) under review that Academic Year.
- b) Two to three faculty members (with the following exceptions) selected by the Academic Unit Head, in collaboration with Faculty of the Academic Unit, whose Baccalaureate and/or Associate program(s) are under review that Academic Year. These Faculty members may or may not also be serving on the Academic Assessment Committee.
- c) Representative from Institutional Research

Exceptions: In the years that Learning Support components are reviewed, the Head of the Academic Unit, in collaboration with Faculty of the Academic Unit, will select one additional Faculty representative from those instructing Learning Support courses, raising the total Faculty representation from the Academic Unit to four review Committee members.

REVIEW CYCLE ACADEMIC YEAR	PROGRAM(S) UNDER REVIEW
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V. REVIEW CYCLE

The Comprehensive Program Review process operates on a seven-year cycle, as prescribed by the Board of Regents. The Comprehensive Program Review Cycle approved by the AY 2015-16 Academic Assessment Committee, is presented below:

2007-08	Associate of Science in Nursing and other programs in the Division of Nursing
2008-09	Two year programs in Division of Humanities, general education objectives in Humanities, Reading Learning Support, and English Learning Support
2009-10	Two year programs in Division of Business & Social Sciences, general education objectives in Social Sciences
2010-11	Two year programs in Division of Math & Natural Sciences, general education objectives in Science and Math, Learning Support Math
2011-12	Two year programs in Division of Education
2012-13	Preparation for reorganization into three Schools required no program review for this academic year
2013-14	Reorganized into three Schools: School of Arts and Sciences, School of Education, and School of Nursing and adoption of new assessment model based on external SACS consultant input required no program review for this academic year
2014-15	Faculty Senate Bylaws were changed for composition and duties of Assessment Committee required no program review for this academic year
2015-16	Four year programs <ul style="list-style-type: none"> • School of Arts and Sciences: Department of Biology: Bachelor of Science in Biology and Bachelor of Science in Biology with Teacher Certification • School of Arts and Sciences: Department of Math and Physical Sciences: Bachelor of Science in Mathematics Bachelor of Science in Mathematics with Teacher Certification
2016-17	Four year programs <ul style="list-style-type: none"> • School of Arts and Sciences: Department of History and Political Science- Bachelor of Arts in History and Bachelor of Arts in History with Teacher Certification • School of Arts and Sciences: Department of Humanities - Bachelor of Arts in English, Bachelor of Arts in English: Communication Track, and Bachelor of Arts in English with Teacher Certification
2017-18	Four year programs <ul style="list-style-type: none"> • School of Nursing and Health Sciences: Bachelor of Science in Health Services and Informatics Administration, Bachelor of Science Degree Completion for Registered Nurses (RN-BSN) Two year program <ul style="list-style-type: none"> • School of Nursing and Health Sciences: Associate of Science in Nursing
2018-2019	Two year programs <ul style="list-style-type: none"> • Associate of Arts • Associate of Science • General Education Learning Support <ul style="list-style-type: none"> • English • Math

2019-2020	Four year program <ul style="list-style-type: none"> • School of Arts and Sciences: Department of Business and Public Service – Bachelor of Science in Human Services
2020-2021	Four year program <ul style="list-style-type: none"> • School of Education: Bachelor of Science in Education - Early Childhood/Special Education Program, Bachelor of Science - Middle Grades Education Program Two year program <ul style="list-style-type: none"> • Associate of Arts –Teacher Education – Early Childhood; Middle Grades; Secondary Education
2021-2022	Four year program <ul style="list-style-type: none"> • School of Arts and Sciences: Department of Business and Public Service - Bachelor of Science in Management and Administration

VI. MEASURING PROGRAM OUTCOMES

The process by which programs are assessed is designed with the understanding that different assessment tools are appropriate for different areas of study. Additionally, even within a given field of study, diversity among the Faculty members is an essential part of the collegiate environment. This process further recognizes that outcome assessment tools utilized by the Faculty often evolve over time, often due to the changing composition of Faculty in a field or to changes in a Faculty member's choice of optimal assessment techniques. Outcomes and assessment procedures are already in place and are used for annual planning as well as for the Comprehensive Program Review.

As part of both the Comprehensive Program Review and Gordon State College's general *Planning and Assessment Model*, the Faculty within each field of study establishes program outcomes and each year compiles a list of assessment tools to be used by the Faculty at the time of review to measure student outcomes in the courses within that field. For example, economists will devise this list for economics courses, and chemists will create this list for chemistry courses, etc. It is important to note that this list is not intended to be prescriptive, but rather to document the tools utilized by the Faculty in student assessment. For the Academic Assessment Committee, this annual assessment is called Assessment of Academic Assessment. Only the programs under review in the Committee's Comprehensive Program Review cycle will be included in the Comprehensive Program Review report. Remaining annual assessments will be included in the Assessment of Academic Assessment Report completed in the Spring semester of each year.

As each Baccalaureate and Associate degree programs come under Comprehensive Review focus in the seven-year cycle, the Faculty members within each field of study in the Academic Unit will re-examine the existing list of student outcome assessment tools, modifying and updating this list as necessary. The Academic Unit Head will submit these

revised lists as part of the information to be provided by the Academic Unit to the Comprehensive Program Review team.

VII. INDICATORS

The following measures and indicators will be examined, as appropriate, in all programs reviewed to determine the viability, productivity, and quality of programs:

1. *Viability Assessed Through:*

- a. Gordon College Mission Statement
- b. School Mission Statement and Department Mission Statement, where applicable
- c. Program Mission Statement
- d. Budgetary Resources used exclusively to deliver program
- e. Number of graduates
- f. Special criteria chosen by Program Coordinators or Academic Unit Heads

2. *Productivity Assessed Through:*

- a. Enrollments
- b. Diversity of students (demographics)
- c. Distribution of Advising
- d. Number of students in program
- e. Persistence rates
- f. Graduation rates
- g. Credit hours generated
- h. Additional criteria chosen by Program or School

3. *Quality Assessed Through:*

- a. Student satisfaction
- b. Co-curricular activities
- c. Part-time faculty Roster
- d. Part-time faculty qualifications
- e. Full-time faculty Roster
- f. Full-time faculty qualifications
- g. Faculty/student ratio
- h. Average class size
- i. Curriculum review
- j. Instructional technology resources / utilization
- k. Facilities¹ (example: classrooms, offices, labs, study rooms, etc.)
- l. Program outcomes

VIII. DATA REQUIREMENTS

The following data are required to support analyses, recommendations, and the Comprehensive Program Review Report. Where possible, data should be provided over the five-year period immediately preceding the academic year in which the review is being conducted. Required data are both quantitative and qualitative in nature.

SECTION 1. Introduction

- a. Describe the program, its mission, and its relation to the School's mission and the Gordon State College mission.

¹ This criterion would not necessarily require data, rather the professional judgment of faculty. Are facilities and infrastructure satisfactory to achieve program mission? If not, what problems or deficiencies need to be addressed?

Supporting Data: Introduction

Data Needed	Data Type	Data Description	Data Source
Program Mission Statement	Descriptive	Program Overview, purpose, and Mission	Academic Unit Head and Program website
School Mission Statement	Descriptive	School purpose and Mission	Academic Unit Head and School website
Gordon State College Mission	Descriptive	College Mission Statement	College website

SECTION 2. Curriculum

This section includes information by specific program or degree or by obvious clusters.

- a. Describe the curriculum for each major or, within the context of the Associate degree or Baccalaureate degrees.
- b. Board of Regents curriculum guidelines
- c. List of annual assessment criteria for each curriculum
- d. Summarized annual assessment results since the most recent Comprehensive Program Review
- e. List of specific changes resulting from annual assessment
- f. Description of learning activities available outside the classroom such as service learning, student organizations, study abroad, etc.

Supporting Data: Curriculum

Data Needed	Data Type	Data Description	Data Source
Degree Requirements	Descriptive	Required Courses for Degree Completion	Program Advisement Worksheet, Program website, and <i>Academic Catalog</i>
Board of Regents Guidelines for Program	Descriptive	School purpose and Mission	Academic Unit Head and School website
Course Offerings: A) Number of sections each semester B) Day, evening, and online sections C) Location of offerings by campus D) Enrollment caps and enrollments	Quantitative	Five year table of course sections offered, format offered, location, and mean enrollments in each course	Office of Institutional Research
Outside Learning Activities (internships, service learning, study abroad, career advisement, clubs, etc.)	Descriptive and Quantitative	Five year table of program sponsored outside learning activities	Program Coordinator and Academic Unit Head
Assessment Criteria	Descriptive and Quantitative	Criteria identified for annual assessment	Program Coordinator and Academic Unit Head
Annual Assessment Results	Descriptive and Quantitative	Program assessment results over five-year period	Program Coordinator and Academic Unit Head
List of Changes Implemented	Descriptive	Corrective actions implemented over five-year period	Program Coordinator and Academic Unit Head

SECTION 3. Students

This section includes five years of data on students served including:

- a. The number of students enrolled in the program by gender, reported ethnicity, age, and hours completed.
- b. The persistence rate and graduation rate for the program or rate of transfers.

Supporting Data: Students

Data Needed	Data Type	Data Description	Data Source
Total number of program students in Fall semester of each of five years reviewed	Quantitative	Total of degree-declared students enrolled in the program under review and as a percentage of students enrolled at Gordon State College	Office of Institutional Research
Number of students by: A) Age B) Gender C) Reported ethnicity D) Hours completed at the start of the Academic Year	Quantitative	Demographic data of program students and hours completed	Office of Institutional Research
Graduation Rate	Quantitative	Graduation rates by time to graduation in program	Office of Institutional Research
Persistence Rate	Quantitative	Number of students returned from subsequent Fall term (Fall-to-Fall retention rate) and percentage of students retained; and as a percentage of the total number of students in Bachelors or Associates programs at Gordon State College	Office of Institutional Research
GPA of Program students	Quantitative	Five years of mean GPA that are > 2.0 and as compared to mean GPA of all Bachelors or Associates students at Gordon State College	Office of Institutional Research
Student Satisfaction with Program	Quantitative	Survey results on Student Satisfaction variables for semester of Program Review (Basic Student Satisfaction Survey is attached as Appendix A)	Office of Institutional Research
Outside Learning Activities	Quantitative	Percentage of students involved in outside learning activities	Office of Institutional Research
Campus Participation	Quantitative	Percentage of students engaged in campus activities	Office of Institutional Research

SECTION 4. Faculty and Staff

This section includes five years of data on teaching Faculty and support staff, including:

- a. A SACS-COC formatted Faculty Roster for all Faculty instructing in the program
- b. Summary information on professional development activities of the Faculty over the five years in review.
- c. Data on advising loads per program faculty over the five years in review

Supporting Data: Faculty and Staff

Data Needed	Data Type	Data Description	Data Source
All faculty instructing in the program for the current academic year	List/Tabular	SACS-COC formulated Faculty Roster listing courses, faculty names, degrees and institutions	Academic Unit Head or Office of Institutional Research
Classes by Full-time and Part-time Faculty	Quantitative	Distribution of courses lead by full-tie and part-time faculty.	Office of Institutional Research
Advising Loads	Quantitative	Distribution of advising assignments	Institutional Research
Support and Staff Responsibilities	Qualitative	Description of available support staff and responsibilities carried out for the program under review.	Administrative Aide and Department Head of the Academic Unit
Professional Development of Staff	Qualitative	Description of professional development opportunities completed by support staff of program	Administrative Aide and Department Head of the Academic Unit

SECTION 5. Finances and Facilities

This section includes five years of data on the adequacy of available facilities to support the programs, including:

- a. Listing of courses that require special facilities other than the standard classrooms
- b. Evaluate utilization of classroom space, both on and off campus, during various times of the week.
- c. Describe utilization of Student Success Center and related facilities
- d. Evaluate specific library collections identified to support the program
- e. Discuss specialized costs of specific non-core courses

Supporting Data: Finances and Facilities

Data Needed	Data Type	Data Description	Data Source
Classroom Utilization	Quantitative	Classroom utilization per program course	Academic Unit Head, Academic Aide, or Office of Institutional Research
Science and Computer Lab Deployment	Quantitative	Utilization of specified Science Labs and/or Computer Labs	Institutional Research
Use of Student Success Center	Qualitative and Quantitative	Number of uses of Student Success Center facilities during Fall semester under	Director, Student Success Center

		review	
Special Facilities	Qualitative	Description of any course or courses requiring special facilities and use of those facilities	Academic Unit Head or Academic Aide
Library Holdings	Qualitative	Description of Library Services. Lists of specialized Library holdings and data base subscriptions supporting the Program	Director of Hightower Library
Budget Resources	Quantitative	Ratio of BS Math Personnel Dollars to Number of Program Students, ratio of BS Math personnel dollars to number of credit hours generated; and ratio of math non-personnel dollars to number of credit hours generated. ²	

SECTION 6. Conclusion

This section includes a summary discussion of findings regarding program quality, productivity, and validity. This section will also include a summary of recommendations provided for improving the program.

IX. TIMELINE OF PRODUCTION

The following table summarizes the timeline of the Comprehensive Program Review process:

COMPREHENSIVE PROGRAM REVIEW ACTIONS	ACADEMIC CALENDAR	DATES FOR YEAR OF REVIEW
Assessment Committee Elected	Planning Week (Prior to First Week of Fall Semester)	
First Meeting of Assessment Committee	No later than the FOURTH Week of the Fall Semester	
Comprehensive Program Review Taskforce Selected and Taskforce Team Leader Chosen	No later than the FIFTH Week of the Fall Semester	
Committee Chair delivers Program Review Table to Taskforce Team	No later than the SIXTH Week of the Fall Semester	

² For the most recent fiscal year, the following ratios will be equal to or greater than those of the preceding year:

- (1) The ratio of Math personnel budget dollars to the number of students in Math;
- (2) The ratio of Math personnel budget dollars to the number of credit hours generated by program courses. (Credit hours generated are determined by the following formula: Number of students on the rolls at the end of Drop-Add times the number of class sections times the number of hours);
- (3) The ratio of non-personnel budget dollars for Math to the number of credit hours generated.

leaders		
First Meeting of the Comprehensive Program Review Taskforce	No later than the SIXTH Week of the Fall Semester	
Work on Comprehensive Program Review	SEVENTH Week of the Fall Semester until the SIXTH Week of the Spring Semester	
Comprehensive Program Review Taskforce delivers report to the Chair of the Academic Assessment Committee	SIXTH Week of the Spring Semester	
Assessment Committee meets to approve the Comprehensive Program Review report	No later than WEEK EIGHT of the Spring Semester	
Assessment Committee Chair submits Final Report to the Academic Unit Head	WEEK EIGHT of the Spring Semester	
Academic Unit Head delivers report and supporting comments to the Provost and Vice President of Academic Affairs	WEEK NINE of the Spring Semester	
Provost and Vice President of Academic Affairs submits report with comments to the President, copying the Chair of Assessment Committee	WEEK TEN of the Spring Semester	
President delivers the Comprehensive Program Review responses to the Head of the Academic Unit under review, copying the Chair of Assessment Committee	WEEK ELEVEN of the Spring Semester	
Academic Unit Head develops a plan to address report findings and recommendations and submits plan to the Provost and Vice President of Academic Affairs	No later than Final Day of Spring Semester	
Academic Unit plan implemented	WEEK ONE of Fall Semester	

X. PROGRAM REVIEW PROCEDURES

Task Force Team Leader. The Chair of the Assessment Committee will select the Comprehensive Program Review Taskforce Team Leader(s). The Team Leader of the Taskforce will schedule meetings and reserve meeting rooms. The Team Leader will notify members of the Taskforce of meeting times and places, with copies of notifications also

going to the Chair of the Academic Assessment Committee. The Team Leader will maintain all working documents and circulate updated documents to the Taskforce and Committee Chair. The Team Leader will also assign and coordinate tasks.

The Chair of the Assessment Committee will deliver to the Taskforce Team Leader(s) the Comprehensive Program Review Table to be completed on the assigned program. A sample Review Table may be viewed in **Appendix B**.

At the initial meeting of the Comprehensive Program Review Taskforce, the Chair of the Assessment Committee will arrange for or provide instruction to Taskforce members on how the comprehensive review process is to be accomplished. The Chair will also deliver to each Taskforce member a copy of this *Procedural Handbook for Comprehensive Program Review Taskforce*. Taskforce members should familiarize themselves with the elements of this procedural handbook.

Comprehensive Program Review Report. The Comprehensive Program Review Taskforce will complete their work by WEEK SIX of the Spring Semester and deliver a copy of the Comprehensive Program Review Table(s) to the Chair of the Academic Assessment Committee. Based on the Comprehensive Program Review Table(s), the Chair, in collaboration with the Academic Assessment Committee and Comprehensive Program Review faculty, shall compose a summary report of the Taskforce's findings and recommendations based on the study variables: Viability, Productivity, and Quality. The Summary Report shall be composed using the outline described in Section VII above. The Summary Support should contain the Comprehensive Program Review Table(s) as an Appendix to the report.

The Chair will deliver a copy of the Summary Report and completed Tables to the full Academic Assessment Committee for review. The Chair shall call a meeting of the Academic Assessment Committee no later than WEEK EIGHT of the Spring Semester for discussion and approval of the Summary Report.

Post Task Force Path of the Comprehensive Program Review Report. Following approval by the Academic Assessment Committee, the Chair shall submit the Final Report to the Academic Unit Head, the Assistant Vice President of Institutional Research, and the Provost and Vice President of Academic Affairs no later than the end of WEEK EIGHT of the Spring Semester.

The Academic Unit Head shall review the Summary Report and supporting Comprehensive Program Review Table(s) and compose a memo to the Provost and Vice President of Academic Affairs where the Academic Unit Head will comment on results and recommendations and provide additional information, as needed. The Academic Unit Head will select Recommendations deemed most critical and briefly describe a plan of action to initiate improvement on the variable. The Academic Unit Head will deliver the Response Memo to the Provost and Vice President of Academic Affairs, copying the Chair of the Academic Assessment Committee, no later than WEEK NINE of the Spring Semester.

The Provost and Vice President of Academic Affairs will review the Summary Report, Comprehensive Program Review Table(s), and Response Memo of the Academic Unit Head

and compose a memo to the President of Gordon State College. The Provost and Vice President of Academic Affairs will provide a response to the Recommendations selected for action and the action steps selected for improvement on the variables of Viability, Productivity, and Quality of the program. The Provost and Vice President of Academic Affairs will deliver the Response Memo to the President, with a copy to the Chair of the Assessment Committee, no later than WEEK TEN of the Spring Semester.

The President of Gordon State College will review the Summary Report, Comprehensive Program Review Table(s), and Response Memo of the Academic Unit Head and compose a response to the Academic Unit Head. The Presidential Response will include comments on the review process, the supporting evidences, the recommendations selected for addressing by the Academic Unit, the proposed action plan to improve the variables of Viability, Productivity, and Quality, and recommendations provided by the Provost and Vice President of Academic Affairs. The President will deliver the President's Response to the Academic Unit Head, copying the Chair of the Assessment Committee and the Provost and Vice President of Academic Affairs no later than WEEK ELEVEN of the Spring Semester.

Between WEEK ELEVEN and the end of the Spring Semester, the Academic unit Head, in collaboration with the Faculty and Staff of the Academic Unit, and in consultation, as needed, with the Chair of the Academic Assessment Committee, will develop a detailed action plan to address report findings and recommendations. By the final day of Spring Semester, the Academic unit Head will deliver the detailed plan to the Provost and Vice President of Academic Affairs. In WEEK ONE of the subsequent Fall Semester, the Academic Unit will implement their plan of action and collect and review data to determine the effectiveness of the plan of action.

XI. END OF YEAR REPORT

After the work of the Comprehensive Program Review Taskforce is completed, the Team Leader will compose a memo to the Chair of the Academic Assessment Committee reporting the activities of the Taskforce during the Academic Year. The End-of-Year Report should include Taskforce members, meetings, member participation, team accomplishments, and recommendations for future Taskforces. The End-of-Year Report should be delivered to the Chair of the Academic Assessment Committee no later than April 15th of the Spring Semester. The Chair of the Academic Assessment Committee will use the Comprehensive Program Review Taskforce's End-of-Year Report to compose the Committee's End-of-Year Report to submit to the Faculty Senate.

APPENDIX A

Student Satisfaction with Program Survey

Basic Survey:

The survey will consist of two sections, Student Program Satisfaction and Student Participation in Campus Activities and Events. Both will be on the first “core questions” page. Since you didn’t receive any optional department questions, there will not be a second page to the survey.

Student Program Satisfaction

1. I am satisfied with the availability of courses in my major.
2. I find the day and time of my major courses are convenient for me.
3. I am satisfied with extracurricular learning experiences offered for my major.
4. I am pleased with the quality of the Professors in my major.
5. I feel my classes at Gordon State College have prepared me well for my future career.
6. I feel my classes at Gordon State College have prepared me well for graduate school.
7. I am satisfied with the availability of Professors outside of class.
8. As an advisee, I made appointments when needed to see my Advisor.
9. My Advisor makes it easy to get in touch and set up an advisement time.
10. I feel my Advisor takes a personal interest in me.
11. My Advisor is knowledgeable about course requirements for my major.
12. Overall, I am satisfied with my experience with the _____ Program
13. Overall, I am satisfied with my experience at Gordon State College.

Student Participation in Campus Activities and Events

14. Are you a member of any campus clubs? YES; NO. If yes, please list the clubs you are a member of: _____
15. During the past year, have you attended an educational event outside of class (for example a study group or session) YES; NO. If yes, please describe events attended: _____

16. During the past year, have you attended an on-campus cultural/social event(s) (for example concerts, cookout, dance, or a theater production)? YES; NO. If yes, please list the cultural/social events you attended: _____

Program Coordinators, Heads of Academic Units, and/or Deans may add items to the Student Satisfaction with Program survey beyond the basic 16 questions. In the past, some have added questions about Academic Advising, Online course sections, Departmental clubs, and other program specific items.

Below is a sample email sent to degree-declared students in the program(s) under review:

Lifsey, Britt

From: Gordon State College Institutional Research <institutionalresearch@gordonstate.edu>
Sent: Monday, November 16, 2015 9:58 AM
To: Lifsey, Britt
Subject: Invitation to Complete the Comprehensive Program Review Satisfaction Survey

Sample Baccalaureate Student:

Your assistance is needed for us to better understand your experience at Gordon State College. An online survey is linked below with 16 items for you to communicate your level of satisfaction with elements of the Sample program. The survey will take two to three minutes to complete and will be available until 5:00 PM Friday, November 20.

Thank you for your feedback.

[Click here to access the CPR Satisfaction Survey!](#)

Gordon State College
Office of Institutional Research
419 College Dr.
Barnesville, GA 30204
(678) 359-5108
institutionalresearch@gordonstate.edu

Note: Please be advised that all responses are anonymous and will be used solely for information purposes to promote the improvement of the college.

APPENDIX B

Sample Program Review Table

COMPREHENSIVE PROGRAM REVIEW: AY 2015-16

for the

BACHELOR OF SCIENCE in BIOLOGY

Project Team: [NAMES]

INTRODUCTION

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS
Program mission statement	Program mission statement B.S. in Biology Website	Program mission statements for B.S. in Biology will (a) clearly reflect Gordon College's Mission Statement and (b) be publicly posted.	<p><u>Results:</u></p> <p>GORDON STATE COLLEGE Mission Statement: "To provide an exceptional education through innovative teaching and engaged learning for the benefit of the world in which we live." [Retrieved 28 October 2015 from http://www.gordonstate.edu/about/vision-mission-statement]</p> <p>BIOLOGICAL SCIENCES AND BIOLOGY</p> <p>Not on the Bachelor of Science in Biology website.</p> <hr/> <p><u>Analysis:</u></p> <p>The criterion is not met.</p> <p>The Associate of Science in Biology and Biological Sciences has a mission statement posted on the Gordon website. However, the Bachelor of Science program does not have a mission statement posted. Support for the College's Mission Statement cannot be assessed.</p> <hr/> <p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1) In collaboration with Biology Faculty, Staff and Department Head begin the effort of developing a program specific mission statement. 2) Upon completion and approval, post the program mission statement on the Bachelor of Science in Biology, Gordon State College website for public viewing. 3) Publish the program mission statement on all printed and electronic promotional communications. 4) Develop procedures that include monitoring and updating the program mission statement annually, at a minimum. Further, an annual review of the program mission statement to ensure it supports and reflects the mission of Gordon State College.

CURRICULUM

<p>Program Requirements</p>	<p>Program required courses as found in the <i>Gordon State College Catalog</i> on the Gordon State College website.</p>	<p>Required courses for Bachelor of Science in Biology program clearly demonstrate relevance to the program and the mission of the program.</p>	<p><u>Results:</u></p> <p>The Bachelor of Science in Biology is not listed in the TABLE OF CONTENTS in <i>2015-16 Academic Catalog</i>. The program is listed in the "DEGREE PROGRAMS" section of the <i>Catalog</i> (page 124). The program is fully described on pages 137-139.</p> <p>The Bachelor of Science in Biology course requirements are available in an Advisement Worksheet on the program website. The Advisement Worksheet states:</p> <p>"If a student already has an Associates degree in any discipline and not completed the sequences BIOL 1107/1108 and CHEM 1211K/1212K and the MATH requirements listed for Areas A and D on Page 1, then he or she must take those course in addition to the ones listed below.</p> <p><u>Biology Common Requirements (24 semester hours):</u></p> <p>BIOL 3200K Genetics (4 hr) BIOL 3300K Molecular and Cellular Biology (4 hr) BIOL 3500K Ecology (4 hr) BIOL 4200 Evolution (3 hr) BIOL 4000 Senior Seminar (2 hr) Seven additional semester hour in biology courses numbered 3000 and above but not including BIOL 4800</p> <p><u>Additional Requirements (23 semester hours):</u></p> <p>CHEM 2401K PHYS 1111K (or PHYS 2211K) 15 additional hours from courses numbered 3000 and above from Biology and other disciplines</p> <p><u>Electives (13 semester hours):</u></p> <p>Any college level courses may be used as Electives Note: Biology majors are strongly urged to complete as many courses as possible from this list: CHEM 2402K, MATH 1501, MATH 1502, PHYS 1112K (or PHYS 2212K).</p> <p>TOTAL SEMESTER HOURS: 120"</p> <p>In the <i>2015-16 Academic Catalog</i> (pages 138-9), the course requirements for the Bachelor of Science in Biology matches the list presented in the Advisement Worksheet, with one exception. In the ELECTIVES section, the <i>Catalog</i> lists PHYS 1112K and does not include "(or PHYS 2212K)" as found on the Worksheet. Additionally, the <i>Catalog</i> lists the "Total Semester Hours" as 120-124.</p> <p>Page 126 of the <i>2015-16 Academic Catalog</i> specifies a minimum cumulative institutional grade point average of 2.0. There is no mention on the Biology website of a minimum GPA requirement or other indicators of successful progression toward degree completion.</p>
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			<p><u>Analysis:</u></p> <p><u>Recommendation:</u></p> <ol style="list-style-type: none"> 1) Notify the Office of Dean of Arts and Sciences of the omission of the Bachelor of Science in Biology in the Table of Contents of the <i>2015-16 Academic Catalog</i>. 2) For consistency, update the spelling of "Associates degree" in the introduction paragraph to "Associate Degree" 3) Include "(or PHYS 2212K)" in the ELECTIVES section of the <i>Academic Catalog</i> 4) To assure student awareness, it is recommended the College's minimum grade point requirement be included in the course requirement list on the Mathematics website. 5) Develop and implement a procedure to review the website and <i>Academic Catalog</i> annually. 																																				
Board of Regents' Guidelines for Program	BOR Website	Program course requirements will meet BOR guidelines for Bachelor of Science in Biology requirements.	<p><u>Results:</u></p> <p><u>Analysis:</u></p> <p><u>Recommendation:</u></p>																																				
Offerings by Course <i>A. Number of sections each semester</i>	Institutional Research	A. The number of course sections will meet the need of current enrollment	<p><u>Results:</u></p> <p><i>A. Number of sections each semester</i></p> <table border="1" data-bbox="772 1295 1692 1505"> <thead> <tr> <th><i>Course Title</i></th> <th><i>Fall 2011</i></th> <th><i>Fall 2012</i></th> <th><i>Fall 2013</i></th> <th><i>Fall 2014</i></th> <th><i>Fall 2015</i></th> </tr> </thead> <tbody> <tr> <td>BIOL 3100</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BIOL 3200K</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BIOL 3300K</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BIOL 3340</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BIOL 3500</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Course Title</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	BIOL 3100						BIOL 3200K						BIOL 3300K						BIOL 3340						BIOL 3500					
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Budget Resources	VPAA, Department & Institutional Research	Budget resources for the BS in Biology program are adequate to provide instructors, facilities and material, and staff support.	<p><i>Explanation of Criterion:</i></p> <p>For the most recent fiscal year, the following ratios will be equal to or greater than those of the preceding year:</p> <p>(1) The ratio of Astronomy personnel budget dollars to the number of students in Astronomy;</p> <p>(2) The ratio of Astronomy personnel budget dollars to the number of credit hours generated by program courses. (Credit hours generated are determined by the following formula: Number of students on the rolls at the end of Drop-Add times the number of class sections times the number of hours);</p> <p>(3) The ratio of non-personnel budget dollars for Astronomy to the number of credit hours generated.</p> <p><u>Results:</u></p> <p>(1) RATIO OF BIOLOGY PERSONNEL DOLLARS TO NUMBER OF STUDENTS</p> <table border="1" data-bbox="690 1097 1776 1349"> <thead> <tr> <th></th> <th>Number of Students</th> <th>Personnel Budget</th> <th>Faculty Costs to Number of Students</th> </tr> </thead> <tbody> <tr> <td>FALL 2011</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FALL 2012</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FALL 2013</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FALL 2014</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FALL 2015</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(2) RATIO OF BIOLOGY PERSONNEL DOLLARS TO NUMBER OF CREDIT HOURS GENERATED</p> <table border="1" data-bbox="915 1443 1803 1513"> <thead> <tr> <th>Credit Hours Generated</th> <th>Personnel Budget</th> <th>Personnel Budget to Credit Hours Generated</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>									Number of Students	Personnel Budget	Faculty Costs to Number of Students	FALL 2011				FALL 2012				FALL 2013				FALL 2014				FALL 2015				Credit Hours Generated	Personnel Budget	Personnel Budget to Credit Hours Generated			
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				Non-Personnel Budget	Astronomy Credit Hours Generated	Non-Personnel Budget to Credit Hours Generated
			FALL 2011			
			FALL 2012			
			FALL 2013			
			FALL 2014			
			FALL 2015			
			<u>Analysis:</u>			
			<u>Recommendation:</u>			

STUDENTS

Number of program students

Institutional Research

A. Total Number

B. Students by Gender, Age, and Ethnicity

C. Students by Number of Hours Completed

A. The number of students in the BS in Biology program will be equal to or greater than the average of the last two years and will maintain a stable percentage of all Bachelors students at Gordon State.

B. Diversity will be measured on the self-reported characteristics of Gender, Age, and Ethnicity of program students. Diversity of students in the BS in Biology program will be within 5% of their representatio

A. Total number of students in BS in Biology program and as a percentage of all Bachelors students at Gordon State College:

Students	FALL 2011	%	FALL 2012	%	FALL 2013	%	FALL 2014	%	FALL 2015	%
B.S. Biology										

B. Number of students in BS in Biology program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

Years of Age	FALL 2011	%	FALL 2012	%	FALL 2013	%	FALL 2014	%	FALL 2015	%
< =23										
> 23										
Total										

Self-Reported Gender

	FALL 2011	%	FALL 2012	%	FALL 2013	%	FALL 2014	%	FALL 2015	%
Female										
Male										
Other/Not Reported										
Total										

Self-Reported Ethnicity

	FALL 2011	%	FALL 2012	%	FALL 2013	%	FALL 2014	%	FALL 2015	%
Am. Indian or Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black (Non-Hispanic Origin)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Multiracial	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (Non-Hispanic Origin)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS																																																	
		<p>n in the Gordon student body as a whole for the last two years on the demographic of self-reported gender, age, and ethnicity. The Age variable will be categorized into two groups: <23 years of age, and >23 years.</p> <p>C. Program students will progress toward degree completion by successful completion of program hours at the same rate as all Bachelor students at Gordon State College [Students by number of</p>	<table border="1"> <tr> <td>Unreported</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Total</td> <td>2</td> <td>100.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>2</td> <td>100.0%</td> </tr> </table>	Unreported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	Total	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%																							
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Graduation Statistics	Institutional Research	Graduation rates for students in the Bachelor of Science in Biology program will be at or above 50 percent within six years.	<p>Results:</p> <p><i>Graduation Rates (by time to graduation by program)</i></p> <table border="1" data-bbox="674 342 2018 776"> <thead> <tr> <th colspan="2"></th> <th colspan="5">Percent of Cohort Graduating by Summer</th> </tr> <tr> <th>Fall</th> <th>Cohort</th> <th>2nd Year</th> <th>3rd Year</th> <th>4th Year</th> <th>5th Year</th> <th>6th Year</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td></td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>2012</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td></td> <td>--</td> <td>--</td> <td>--</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td></td> <td>--</td> <td>--</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td>0</td> <td>--</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Analysis:</p> <p>Recommendations:</p>									Percent of Cohort Graduating by Summer					Fall	Cohort	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year	2011		--	--	--	--	--	2012							2013		--	--	--			2014		--	--				2015	0	--				
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Persistence rate by Program	Institutional Research	Second Year Follow-Through Rate Fall-over-Fall will equal or exceed the previous three-year average.	<p>Results:</p> <p><i>Second Year Retention Rates (First-time Full-time Freshmen) and program retention as a percentage of all Bachelor students at Gordon State:</i></p> <p>BS in Biology:</p> <table border="1" data-bbox="768 1276 1923 1446"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>Total number of students</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Returned the subsequent Fall term</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Percentage retained</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Total number of students						Returned the subsequent Fall term						Percentage retained																														
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Total number of students																																											
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Percentage retained																																											
Average GPA of Students	Institutional Research	The average GPA of BS in Biology students will be greater than the 2.0 graduation requirement.	<p><u>Results</u></p> <p>Average GPA of BS in Biology Students:</p> <table border="1" data-bbox="1005 880 1686 1052"> <thead> <tr> <th>Fall 2011</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Average GPA of all Bachelor of Science Students at Gordon State:</p> <table border="1" data-bbox="1005 1174 1686 1346"> <thead> <tr> <th>Fall 2011</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Analysis:</u></p>	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015																Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015															
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015																																							
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015																																							

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS
			<u>Recommendations:</u>
Student learning and Program Outcomes	Department	A. Program Outcomes are clearly posted on the program website.	<u>Results</u>
			<u>Analysis:</u>
		B. Student Learning and Program Outcomes are assessed annually C. Criteria for Learning Outcomes and Program Outcomes will be met	<u>Recommendations:</u>

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS																																																																																																		
Student Satisfaction with Program	Institutional Research Student Satisfaction Survey	Survey of students in the Bachelor of Science in Biology program will demonstrate that 75% of students are satisfied with identified elements of the programs.	<p>Results:</p> <table border="1" data-bbox="674 185 1959 878"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th></th> </tr> <tr> <td></td> <td>Courses help me reach my career goals</td> <td>Satisfied with availability of courses</td> <td>Extra-curricular learning experiences</td> <td>Pleased with quality of professors</td> <td>Gordon Prepared me for future</td> <td>Availability of Professors Outside of Class</td> <td>Overall quality of experience</td> <td>Average</td> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moderately Disagree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Slightly Disagree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Slightly Agree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moderately Agree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strongly Agree</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="9">n =</td> </tr> </tbody> </table> <p>Analysis:</p> <p>Recommendations:</p>										1	2	3	4	5	6	7			Courses help me reach my career goals	Satisfied with availability of courses	Extra-curricular learning experiences	Pleased with quality of professors	Gordon Prepared me for future	Availability of Professors Outside of Class	Overall quality of experience	Average	Strongly Disagree									Moderately Disagree									Slightly Disagree									Slightly Agree									Moderately Agree									Strongly Agree									Total									n =								
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Outside Learning Activities	Department Student Satisfaction	Survey of students in the Bachelor of Science in Biology program will demonstrate	<p>Results:</p> <p>Analysis:</p>																																																																																																		

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS
	Survey	that 75% of students are satisfied with the availability of Outside Learning Activities.	<u>Recommendations:</u>
Campus Participa- tion	Department Student Satisfaction Survey	Survey of students in the Bachelor of Science in Biology program will demonstrate that 75% of students engaged in campus activities.	<u>Results:</u>
			<u>Analysis:</u>
			<u>Recommendations:</u>

FACULTY AND STAFF

SACS-COC Full-time and Part-time Faculty Roster and Credentials	Department	All faculty teaching BS in Biology students will be SACS-COC credentialed	<p><u>Results:</u> See Appendix A – Biology Faculty Roster</p> <p><u>Analysis:</u></p> <p><u>Recommendations:</u></p>																																												
Distribution of Classes taught by Full-time and part-time faculty	Department and Institutional Research	80% of required BS in Biology courses and elective courses are taught by Full-time Faculty	<p><u>Results:</u> <i>Number and Percentage of classes taught by Full-time and Part-time Faculty</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>%</th> <th>Fall 2012</th> <th>%</th> <th>Fall 2013</th> <th>%</th> <th>Fall 2014</th> <th>%</th> <th>Fall 2015</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Full-time Faculty</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part-time Faculty</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Analysis:</u></p> <p><u>Recommendations:</u></p>		Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%	Fall 2015	%	Full-time Faculty											Part-time Faculty											Total										
	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%	Fall 2015	%																																					
Full-time Faculty																																															
Part-time Faculty																																															
Total																																															
Academic Advising	Department Institutional Research	Advising loads are balanced among BS in Biology Faculty	<p><u>Results:</u> Number of Advisees Per Faculty Member</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th><i>Faculty</i></th> <th><i>Fall 2011</i></th> <th><i>Fall 2012</i></th> <th><i>Fall 2013</i></th> <th><i>Fall 2014</i></th> <th><i>Fall 2015</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>																																						
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INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS																																							
			<p><u>Analysis:</u></p> <p><u>Recommendations:</u></p>																																							
Faculty professional growth and development	Department	Based on the definition of 'professional growth and development' presented in the <i>Gordon State College Faculty Handbook</i> , 100 percent of Biology Faculty will participate in at least one faculty development activity.	<p><u>Results:</u></p> <p>Faculty Growth and Development between Fall 2011 and Fall 2015</p> <table border="1" data-bbox="674 570 2032 824"> <thead> <tr> <th data-bbox="674 570 848 719"><i>Faculty</i></th> <th data-bbox="848 570 1026 719"><i>Manuscripts completed</i></th> <th data-bbox="1026 570 1199 719"><i>Papers submitted for publication</i></th> <th data-bbox="1199 570 1346 719"><i>Papers Accepted or Published</i></th> <th data-bbox="1346 570 1503 719"><i>Papers Presented</i></th> <th data-bbox="1503 570 1644 719"><i>Book Reviews</i></th> <th data-bbox="1644 570 1866 719"><i>Professional Development Workshops and Continuing Education</i></th> <th data-bbox="1866 570 2032 719"><i>Article and Chapter Reviews</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Analysis:</u></p> <p><u>Recommendations:</u></p>								<i>Faculty</i>	<i>Manuscripts completed</i>	<i>Papers submitted for publication</i>	<i>Papers Accepted or Published</i>	<i>Papers Presented</i>	<i>Book Reviews</i>	<i>Professional Development Workshops and Continuing Education</i>	<i>Article and Chapter Reviews</i>																								
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INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS																				
Service Activities of Faculty	Department	100 percent of BS in Biology faculty will be involved in service to the Department, School, College or Community.	<p><u>Results:</u></p> <p>Faculty Involvement in Service to the Institution or Community in Fall 2015</p> <table border="1" data-bbox="674 264 1944 561"> <thead> <tr> <th data-bbox="674 264 814 500"><i>Number of full time faculty</i></th> <th data-bbox="814 264 1010 500"><i>Number Serving on Faculty Senate and Faculty Senate Committees</i></th> <th data-bbox="1010 264 1184 500"><i>Number Serving on Department or School of Arts & Sciences Committees</i></th> <th data-bbox="1184 264 1348 500"><i>Number Advisors of student clubs</i></th> <th data-bbox="1348 264 1543 500"><i>Number serving on Committees of the College and Task Forces</i></th> <th data-bbox="1543 264 1770 500"><i>Number with Administrative and Leadership Positions at Gordon State</i></th> <th data-bbox="1770 264 1944 500"><i>Number with Leadership Positions Outside of Gordon</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="674 500 814 561"></td> <td data-bbox="814 500 1010 561"></td> <td data-bbox="1010 500 1184 561"></td> <td data-bbox="1184 500 1348 561"></td> <td data-bbox="1348 500 1543 561"></td> <td data-bbox="1543 500 1770 561"></td> <td data-bbox="1770 500 1944 561"></td> </tr> </tbody> </table>							<i>Number of full time faculty</i>	<i>Number Serving on Faculty Senate and Faculty Senate Committees</i>	<i>Number Serving on Department or School of Arts & Sciences Committees</i>	<i>Number Advisors of student clubs</i>	<i>Number serving on Committees of the College and Task Forces</i>	<i>Number with Administrative and Leadership Positions at Gordon State</i>	<i>Number with Leadership Positions Outside of Gordon</i>							
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<p><u>Analysis:</u></p>																							
<p><u>Recommendations:</u></p>																							

FACILITIES and SUPPORTS

Classroom Utilization	Department	100 percent of classrooms allocated to BS in Biology program are utilized during the semester	<u>Results:</u>
			<u>Analysis:</u>
			<u>Recommendations:</u>
Utilization of Science and Computer labs	Department	100 percent of science labs are utilized by BS in Biology students	<u>Results:</u>
			<u>Analysis:</u>
			<u>Recommendations:</u>
Use of Student Success Center facilities	Director of Student Success	50 percent of BS in Biology students will utilize Student	<u>Results:</u>

INDICATOR	DATA SOURCE	CRITERION	RESULTS / RECOMMENDATIONS
		Success Center facilities for tutoring, testing, and/or workshop participation	<p data-bbox="659 103 2039 233"><u>Analysis:</u></p> <p data-bbox="659 233 2039 431"><u>Recommendations:</u></p>
Courses requiring special facilities	Department	_____ courses in BS in Biology program require special facilities.	<p data-bbox="659 431 2039 613"><u>Results:</u></p> <p data-bbox="659 613 2039 795"><u>Analysis:</u></p> <p data-bbox="659 795 2039 987"><u>Recommendations:</u></p>
Specialized library holdings pertinent to program	Director of Library Services	The Hightower Library will hold adequate resources to support the BS in Biology Student needs.	<p data-bbox="659 987 2039 1169"><u>Results:</u></p> <p data-bbox="659 1169 2039 1351"><u>Analysis:</u></p> <p data-bbox="659 1351 2039 1471"><u>Recommendations:</u></p>

Appendix B-1

The Dorothy W. Hightower Library

The Dorothy W. Hightower Library is a two-story facility that was built in 1978 with 32,190 square feet of usable research/storage areas and seating space for more than 450 students and faculty. New mission style furniture was purchased during the 2001/2002 year, giving the library a more modern look.

The first floor of the library

The second floor contains

Mission

Hightower Library provides and maintains a full range of technology, resources, and services to support teaching and learning at Gordon College. Additionally, the library promotes awareness, understanding, and use of these resources through research skills courses, library orientation classes, individualized instruction, and reference. Gordon College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Library to pursue academic and intellectual interests.

Technology and Resources

As the learning resources center for Gordon State College, the library combines traditional library services with modern educational technology. Users may browse the shelves for more than 101,383 books, including valuable reference tools, or search for specific items using GIL, the online catalog, which also contains over 27,474 full-text electronic books. The library subscribes to more than 3,904 print and electronic periodicals. Patrons have access in GALILEO to 18,957 online serials with over 2,000 of these in full text. In addition to books and periodicals, the library houses a growing collection of audiovisual materials (from videos and audiocassettes to computer diskettes and DVDs) for use in the library or for classroom use. Equipment for viewing these materials is also available in the library.

GALILEO (Georgia's statewide library information system) connects users to full-text journal and magazine databases, electronic reference tools, other online library catalogs, and authoritative Internet resources. GALILEO articles, Internet documents, and word-processed papers may be printed on the library's laser printer.

Appendix B-2

Resources available in Hightower Library

Biology Resources available in Hightower Library overall

Format	Number of Titles
Books –	4,126
Electronic Books	30,316
Journals	371

Major Biology Journals and serial sets including on-line resources

A.) Magazines for Libraries' recommendations of six basic Biology periodicals that Academic Libraries should have in the collection.

Three of the six titles are available in the databases and another two are available free online with a delay.

TITLE	PAPER, MICROFILM OR DATABASE HOLDINGS

B.) Basic Indexes and Abstracts held by Hightower Library

DATABASE TITLE	GALILEO OR PRICE

Appendix C

Student Satisfaction with Program Survey Results