

COMPREHENSIVE PROGRAM REVIEW

MANUAL



Atlanta Metropolitan State College

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INTRODUCTION

Program reviews ensure effective, efficient, and quality academic programs. As a State College within the University System of Georgia, most of the academic programs of Atlanta Metropolitan State College (AMSC) focus upon preparing students for successful completion of bachelor's programs at AMSC or other programs at senior colleges. Approximately 95% of all AMSC graduates receive degrees in the Associate of Science (AS) or Associate of Arts (AA) transfer Programs, and the remainder enroll in Bachelor's, Associates of Applied Science (AAS), or Certificate Programs.

Atlanta Metropolitan State College is committed to ensuring that core/general education and program specific courses require those academic skills to produce a well-rounded, informed student, who can successfully transfer to graduate and professional schools, senior colleges, and/or enter directly into the workplace. The achievement of these skills is articulated in the College's General Education Learning Outcomes (GELOs) and is imbedded within the AMSC program-specific course offerings. Thus, examining and assessing the general education learning content and process are key to the program review process.

The approach to Comprehensive Program Review is to examine and assess the various components of all academic programs at the College in terms of quality (student learning and performance), productivity (efficiency in output), and viability (sustainability, ability to survive). Program reviews for each academic program occur at least once over a 5-year period to determine the program's future based on careful internal and external evaluations, with campus-wide participation at various levels of the College. In some cases, academic programs are reviewed together, or "clustered," where significant similarity exist between area F course requirements. At the conclusion of the program review, the Committee submits a "Program Review Report."

It is the belief of the College that program reviews provide a comprehensive, informed picture of the health of Atlanta Metropolitan State College's B.S., A.S., A.A, A.A.S, and Certificate programs, and that the appropriate action, when warranted, ensures strong sustainable educational programs.

COMPREHENSIVE PROGRAM REVIEW: PURPOSE

The purpose of Comprehensive Program Review is to:

- collect, review, and analyze qualitative and quantitative data on bachelor, transfer, career, and certificate programs in order to review and assess program *Quality, Productivity, and Viability*;
- review the relationships of academic programs and services at Atlanta Metropolitan State College as it relates to the College's overall mission, goals and priorities;
- improve the quality of instruction and academic programs;
- maximize and improve the use of ancillary services within Academic Affairs;
- provide a systematic, ongoing approach to determine future academic program needs and resources for implementation and growth;
- formulate informed conclusions, recommendations and/or projections regarding programs at the College;
- satisfy requirements of the University System of Georgia (USG) Board of Regents (BOR) and Southern Association of Colleges and Schools (SACS).

MEMBERSHIP AND RESPONSIBILITIES OF PROGRAM REVIEW COMMITTEES

Comprehensive program review will be conducted by each of the College's academic divisions. Oversight of the policies and procedures guiding program review is the responsibility of the Comprehensive Program Review Committee (CPRC), which consists of an inter-departmental membership:

- The Chair (appointed by the Vice President for Academic Affairs)
- The Dean from each Academic Division
- One Faculty representative from each Division
- The Vice President of Institutional Effectiveness (ex-officio)
- The Vice President for Academic Affairs (ex-officio)

The CPRC Committee's duties are to:

- develop and maintain a systematic process for assessing the degree of effectiveness of teaching and learning in academic programs;
- review and assess the general education learning outcomes;
- monitor the planning, implementation, and evaluation of programs;
- ensure that all programs are evaluated during the appropriate cycle;
- submit periodic evaluative reports, within each 5-year strategic planning period, to the Vice President for Academic Affairs, regarding the status of the program review process.

The Committee who coordinates and implements the program review process is called the Division Program Review Committee (DPRC). The DPRC consists of the following members:

- A DPRC Chair, a faculty member in the academic division of the program review, appointed by the division Dean
- at least two full-time faculty members, an adjunct faculty member, and a staff member from the Division
- at least one faculty or staff member outside the Division (or College) to serve as an external evaluator
- the program (or program cluster) Advisory Committee Chair, when applicable

Note: It is not expected that the DPRC will complete all the work of the program review process without the full participation of the Division members. It is expected that the DPRC delegate and distribute program review responsibilities throughout various members of the division, including full-time and part-time faculty. The program review process is the responsibility of all faculty and staff in the division. The DPRC Committee will manage and ensure that the implementation of the process is properly completed. All persons in the division are expected to contribute to the completion of the program review within his/her discipline or academic area. It is also expected that the program coordinators play a prominent role in the program review process.

THE PROGRAM REVIEW PROCESS

- A. The Division Dean appoints and charges the DPRC Chair and members of the Division Program Review Committee. This appointment should occur by mid-term of the term prior to the Program Review. The Dean schedules a meeting between the DPRC and the Department of Institutional Effectiveness to discuss the data requirements/sources for the program review.
- B. The DPRC begins the review process by collecting and analyzing data during the second and third months of the semester; September and October for program reviews that begin in the fall semester; February and March for program reviews that begin in the spring semester.
- C. The DPRC writes and submits a draft program review report for review and approval by the division. The Dean submits the divisional approved report to the Comprehensive Program Review Committee Chair for review and feedback to the Division Program Review Committee. These processes should occur November and December for fall semester program reviews; April and May for spring program reviews.
- D. The Dean submits a division approved program review report to the Vice President for Academic Affairs (VPAA) for approval. If action is necessary, the Dean submits the necessary proposals for approval to the Education Policies and Curriculum Committee, Executive Committee, and General Faculty Assembly. Program review actions may include continuation, inactivation, or termination of a program. The VPAA submits the final approved report to the College President, who, if action is necessary, submits actions for BOR Approval. These processes should occur the term following the semester that the program review is scheduled to occur (the spring semester for program reviews that begin the fall semester, and the summer term for reviews that begin the spring semester). Electronic (MS Word) and hardcopy version of the final Program Review Report are submitted to the College's Library for electronic and paper archival. An electronic (pdf version) of the Program Review Report shall be posted on the Academic Affairs intranet site for campus and USG staff review.

PROGRAM REVIEW PROCESS DIAGRAM

Note: Process may involve non-linear interactions

Step 1

The Dean (1) Appoints and Charges the Division Program Review Committee (DPRC), (2) Names a DPRC Chair, and (3) Schedules a Planning Meeting Between DPRC and the Office of Institutional Effectiveness

Schedule: By Mid-Term of the Semester Before

Step 4

- (1) Dean Submits a Division Approved Program Review Report for VPAA Approval
- (2) If Action(s) Necessary, Dean Submits Proposals to Ed. Pol/Curr. Review and Exec. Committees, General Faculty Assembly
- (3) VPAA Submits Report to the College President, Who, If Action Is Necessary, Submits Actions For BOR Approval
- (4) Copies of the final Program Review Report are submitted to the Library for Archival
- (5) Recommendations identified in the program review process must be addressed according to procedures outlined in the "Program Review Follow-up Process" section of this document.

Schedule:

Fall Program Reviews: **Jan - Feb**

Spring Program Reviews: **Jun - Jul**

Step 2

DPRC Collects and Analyzes Program Review Data

Schedule:

Fall Program Reviews: **Sept-Oct**

Spring Program Reviews: **Feb-Mar**

Step 3

- (1) PRC Writes and Submits a Draft Program Review Report for Review and Approval By the Division
- (2) Dean Submits Report to the Comprehensive Program Review Committee for Review and Feedback

Schedule:

Fall Program Reviews: **Nov-Dec**

Spring Program Reviews: **April-May**

Note: All schedule dates represent deadlines for completion. Committees are encouraged to begin the program review process as soon as possible.

IMPLEMENTATION TIMETABLE (5-YEAR CYCLE)

The program review cycle is consistent with the institutional strategic planning cycle

Start Date for Program Review	Program to be Reviewed
Year One	<p>Academic Support Services Learning Support Program, Library, Academic Support Center</p> <p>General Education and Institutional Course Comprehensive Program Review Committee Review/Evaluation of General Education Learning Outcomes and Institutional Courses (Orientation and AMIR)</p>
Year Two	<p>High Impact Student Services Offices Admissions and Registrar’s Office; Financial Aid Office; Student Activities, Other Student Affairs Programs</p> <p>Office of Fiscal Affairs Audit</p>
Year Three	<p>Academic Divisions (s) Business and Computer Science Division</p>
Year Four	<p>Academic Division(s) Humanities and Fine Arts Division Social Sciences Division</p> <p>Academic Support Services and Off-Campus Programs Student Advising, Evening & Weekend Colleges, Distance Education (Online Programs)</p>
Year Five	<p>Academic Division(s) Science, Math, and Health Professions Division</p>

GENERAL EDUCATION AND AREA F PROGRAM COURSES BY DIVISION

BUSINESS AND COMPUTER SCIENCE (BCS) DIVISION

ASSOCIATE OF SCIENCE TRANSFER PROGRAMS: AREA F PROGRAM OF STUDY COURSES – BUSINESS AND COMPUTER SCIENCE

Division Responsible For Review	Programs of Study by Content Cluster	Area F Courses By Content Cluster
Business and Computer Science	Business Administration	Required: ACCT 2101, 2102; ECON 2105, 2106; Electives: BUSA 1105, 2105, 2106
Business and Computer Science	Business Education	Required: CISM 2101; EDUC 2110 PSYC 2103 Electives: ACCT 2101, 2102; BUSA 1105, 2105, 2106; ECON 2105, 2106
Business and Computer Science	Computer Science and Computer Information Systems	Required: ACCT 2101, 2102; CSCI 1301, 1302; MATH 2201, 2202 Electives: CSCI 1136, 1137, 1138, 1142, 1143, 1145, 1146, 2212, 2214, 2222, 2245, 2250; MATH 2203

CERTIFICATE PROGRAMS – BUSINESS AND COMPUTER SCIENCE

Unit Responsible For Review	Program of Study by Content Cluster	Courses Investigated
Business and Computer Science	Automated Office Management	ACCT 2101, BUSA 2105, 2201, 2202, 2203, 2240; CISM 2101; ITEC 2220, 2224, 2226, 2230
Business and Computer Science	Business Management	Recent Program: See Catalog for Courses
Business and Computer Science	Information Technology	Recent Program: See Catalog for Courses

HUMANITIES AND FINE ARTS (HFA) DIVISION

General Education Courses and General Education Learning Outcomes (GELO) - HUMANITIES AND FINE ARTS

Area	Division Responsible For Review	Core Curriculum Courses	General Ed. Learning Outcomes Examined
A	Humanities and Fine Arts	ENGL 1101, ENGL 1102	A1. Write effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development.
B	Humanities and Fine Arts	AMIR 1001	B1. Think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating and synthesizing information.
C	Humanities and Fine Arts	ARTS 1100, ARTS 2211, MUSC 1100, MUSC 1101, OR THEA 1100	C1. Identify at least one genre of the fine and applied arts and discuss the social and historical contexts from which the art form emerged.
C	Humanities and Fine Arts	COMM 1100, COMM 1110, ENGL 1110, ENGL 2110, ENGL 2130, FREN 1002, FREN 2001, FREN 2002	C2. Identify at least one mode of communication (oral or written) and utilize appropriate guidelines and conventions in expressing ideas and/or opinions.

ASSOCIATE OF ART TRANSFER PROGRAMS: AREA F PROGRAMS OF STUDY COURSES – HUMANITIES AND FINE ARTS

Division Responsible For Review	Programs of Study by Content Cluster	Courses Investigated
Humanities and Fine Arts	English	<p>Required: ENGL 2111, 2112, 2130; FREN 2001 and 2002 OR SPAN 2001 and 2002</p> <p>Electives: ENGL 2111, 2112, 2130; PHIL 2201, 2210; HUMA 1101, 1102, 2000; COMM 1100, 1110; FREN 1001, 1002; POLS 2401; RELI 2201; SPAN 1001, 1002</p>
Humanities and Fine Arts	Foreign Language	<p>Required: FREN 2001 and FREN 2002 OR SPAN 2001 and SPAN 2002</p> <p>Electives: ENGL 2111, 2112, 2130; PHIL 2201, 2210; HUMA 1101, 1102, 2000; COMM 1100, 1110; FREN 1001, 1002; POLS 2401; RELI 2201; SPAN 1001, 1002</p>
Humanities and Fine Arts	General Studies	<p>Required: 12 Credits in HFA for AA or 12 Credits in SS for AS</p>
Humanities and Fine Arts	Mass Communication	<p>Required: MCOM 1101, 2201, 2202; FREN 1002 OR SPAN 1002</p> <p>Electives: COMM 1110; CSCI 1135; ENGL 1105; FREN 2001, 2002; HUMA 1102; SPAN 2001, 2002; THEA 1100</p>
Humanities and Fine Arts	Music: Option I, II, III	<p>Required: MUSC 1111, 1112, 2111, 2113, 2114, 2115, 1105</p> <p>Electives: MUSC 1115, 1116, 1120, 1121, 1130, 1131, 1135, 1136, 1140, 1141, 1145, 1146</p>
Humanities and Fine Arts	Speech	<p>Required: COMM 1100, 1110; THEA 1105, 1100</p> <p>Electives: ANTH 1102; PSYC 1101; SOCI 1101, 1201, 1160; SOSC 1101, 2101, 2125; PHIL 2210</p>
Humanities and Fine Arts	Art	<p>Required: ARTS 1010, 1011, 1020, 1030</p> <p>Electives: ARHS 2201; ARTS 2210, 2220, 2230</p>

SCIENCE, MATH, AND HEALTH PROFESSIONS (SMHP) DIVISION

General Education Courses and General Education Learning Outcomes (GELO) – SCIENCE, MATH, HEALTH PROFESSIONS

Area	Division Responsible For Review	Core Curriculum Courses	General Ed. Learning Outcomes Examined
A2	Science, Math, and Health Professions	(MATH 1001, 1101, 1111, 1113 OR 2201)	A2. Use mathematical operations and concepts to solve problems related to practical situations.
D	Science, Math, and Health Professions	(BIOL 1101, BIOL 1102, BIOL 1107, CHEM 1151, CHEM 1211, GSCI 1101, GSCI 1102, PHYS 1011, PHYS 1012, PHYS 1111, PHYS 2211)	D. Apply the steps and tenets of the scientific method.

ASSOCIATE OF SCIENCE TRANSFER PROGRAMS: AREA F PROGRAM OF STUDY COURSES - SMHP

Division Responsible For Review	Programs of Study by Content Cluster	Area F Courses By Content Cluster
Science, Math, and Health Professions	Allied Health Areas**	<p>Required: BIOL 2215, 2241, 2242; BLAB 2215, 2241, 2242; CHEM 1151, 1152, 1211, 1212; CLAB 1151, 1152, 1211, 1212; <i>MATH 1114*</i>; PHYS 1111, 1112; PLAB 1111, 1112; PSYC 2211</p> <p>Electives: ACCT 2102; BIOL 2215, 2225, 2245, 2246; BLAB 2215, 2225; BUSA 2201; CHEM 1211, 1212, 2241, 2245, 2246; CLAB 1211, 1212, 2241; CSCI 1135, 1136, 1137, 1138 MATH 1114; NURS 1105; PHYS 1111, 1112, PLAB 1111, 1112, PSYC 1101, 2101, 2103, 2211, 2245, 2246; SOCI 1101, 1206, 2201, 2283, 1160, 2216, 2217, 2293, 2250</p>
Science, Math, and Health Professions	Pre-Nursing	<p>Required: BIOL 2215, 2241, 2242; BLAB 2215, 2241, 2242; MATH 1114; <i>PSYC 2103*</i></p> <p>Electives: ACCT 2102; BIOL 2215, 2225, 2245, 2246; BLAB 2215, 2225; BUSA 2201; CHEM 1211, 1212, 2241, 2245, 2246; CLAB 1211, 1212, 2241; CSCI 1135, 1136, 1137, 1138 MATH 1114; NURS 1105; PHYS 1111, 1112, PLAB 1111, 1112, PSYC 1101, 2101, 2103, 2211, 2245, 2246; SOCI 1101, 1206, 2201, 2283, 1160, 2216, 2217, 2293, 2250</p>
Science, Math, and Health Professions	Pre-Medical Technology	<p>Required: BIOL 1107, 1108, 2215, 2246; BLAB 1107, 1108, 2215; CHEM 2241, 2246; CLAB 2241;</p> <p>Electives: ACCT 2102; BIOL 2215, 2225, 2245, 2246; BLAB 2215, 2225; BUSA 2201; CHEM 1211, 1212, 2241, 2245, 2246; CLAB 1211, 1212, 2241; CSCI 1135, 1136, 1137, 1138 MATH 1114; NURS 1105; PHYS 1111, 1112, PLAB 1111, 1112, PSYC 1101, 2101, 2103, 2211, 2245, 2246; SOCI 1101, 1206, 2201, 2283, 1160, 2216, 2217, 2293, 2250</p>
Science, Math, and Health Professions	Health Information Management	<p>Required: ACCT 2101, <i>2102*</i> ; BIOL 2241, 2242; BLAB 2241, 2242; <i>BUSA 2201*</i>; <i>CSCI 1137*</i></p> <p>Electives: ACCT 2102; BIOL 2215, 2225, 2245, 2246; BLAB 2215, 2225; BUSA 2201; CHEM 1211, 1212, 2241, 2245, 2246; CLAB 1211, 1212, 2241; CSCI 1135, 1136, 1137, 1138 MATH 1114; NURS 1105; PHYS 1111, 1112, PLAB 1111, 1112, PSYC 1101, 2101, 2103, 2211, 2245, 2246; SOCI 1101, 1206, 2201, 2283, 1160, 2216, 2217, 2293, 2250</p>
Science, Math, and Health Professions	Biology	<p>Required: BIOL 1107, 1108, BLAB 1107, 1108; CHEM 1211, 1212; CLAB 1211, 1212</p> <p>Electives: BIOL 2245, 2246; CHEM 2245, 2246; PHYS 2245, 2246; CSCI 1136, 1137, 1138</p>

Science, Math, and Health Professions	Chemistry	Required: CHEM 1211, 1212, 2241, 2242; CLAB 1211, 1212, 2241, 2242 Electives: BIOL 2245, 2246; CHEM 2245, 2246; PHYS 2245, 2246; CSCI 1136, 1137, 1138, 1145, 1146, 2212, 2214
Science, Math, and Health Professions	Mathematics	Required: MATH 2201, 2202, 2203 Electives: CSCI 1135, 1136, 1137, 1138, 1142, 1143, 1145, 1146, 1301, 1302; ENGR 2202; MATH 1128, 2208, 2204; PHYS 2211, 2212; PLAB 2211, 2212
Science, Math, and Health Professions	Physics	Required: MATH 2201, 2202, 2203; PHYS 1111, 1122, 2211, 2212; PLAB 1111, 1122, 2211, 2212; Electives: CADD 1111, 1112; CHEM 2245; PHYS 2245
Science, Math, and Health Professions	Pre-Engineering	Required: MATH 2201, 2202; ENGR 2201; PHYS 2211, 2212; PLAB 2211, 2212 Electives: CADD 1111, 1112; CHEM 2245; ENGR 2202; MATH 2203, 2204; PHYS 2245
Science, Math, and Health Professions	Pre-Engineering Technology	Required: MATH 2201, 2202, 2203; PHYS 1111, 1112, 2211, 2212; PLAB 1111, 1112, 2211, 2212; Electives: CADD 1111, 1112; CSCI 1136, 1137, 1138, PHYS 2245

***Allied Health Areas include: Pre-Dental Hygiene, Pre-Physical Therapy, and Pre-Occupational Therapy*

**Indicates “Suggested” Area F Required courses*

BACHELOR OF SCIENCE PROGRAM (BIOLOGICAL SCIENCE): PROGRAM OF STUDY COURSES - SMHP

Division Responsible For Review	Major	Area G and H Courses Investigated
Science, Math and Health Professions	Biological Sciences	BIOL/BLAB 3011, BIOL 3245, BIOL/BLAB 3009, BIOL 3205, BIOL 4001/4002, BIOL/BLAB 4011, BIOL/BLAB 4001, BIOL 4003/4004, BIOL 4205, BIOL 4000, BIOL 4010, BIOL 4005/4006, BIOL 4211

SOCIAL SCIENCES DIVISION

General Education Courses and General Education Learning Outcomes (GELO) – SOCIAL SCIENCES

Area	Division Responsible For Review	Core Curriculum Courses	General Ed. Learning Outcomes Examined
E	Social Sciences	HIST 2111 AND HIST 2112	E1. U.S. Perspective: Students will discuss historical, political, and cultural aspects that influence the development of the United States.
E	Social Sciences	POLS 2401	E2. Global Perspective: Students will compare and contrast the United States to other world cultures, discussing similarities, as well as differences among them.

ASSOCIATE OF SCIENCE TRANSFER PROGRAMS: AREA F PROGRAM OF STUDY COURSES- SOCIAL SCIENCES

Division Responsible For Review	Program of Study by Content Cluster	Area F Courses By Content Cluster
Social Sciences	Criminal Justice	Required: CRJU 1102 Electives: CRJU 1105, CRJU 1106, CRJU 2105, CRJU 2108, SOSC 1101
Social Sciences	Psychology	Required: PSYC 1101, 2201 Electives: PSYC 2101, 2103, 2211, 2212; SOSC 2125
Social Sciences	Social Work and Human Services	Required: HUSR 1105, 2211, 2212; SOWK 2000, 2100 Electives: ANTH 1102; CRJU 1102, 1106, 2105, 2108; CSCI 1135; ECON 2105; FREN 1002, 2001, 2002; MATH 1114; PSYC 1101, 2103; SOCI 1101, 1160, 1201, 1206, 2201, 2293; SOSC 1101; SPAN 1002, 2001, 2002; THEA 1100
Social Sciences	Sociology	Required: SOCI 1101, 1201; SOSC 2225, 2125 Electives: ANTH 1102HIST 1112; MATH 1114; POLS 2101; PSYC 1101; SOCI 1160, 2293
Social Sciences	Health and Physical Education	Required: EDUC 2110, 2120, 2130; BIOL 2241, 2242; BLAB 2241, 2242; PHED 2101 Electives: Choice of 2 Area E Electives
Social Sciences	Teacher Education: Early Childhood, Middle Grades, Secondary Grades/High School	Required: EDUC 2110, 2120, 2130; ISCI 2001, 2002; MATH 2008 Electives: Middle Grades Education students must choose two academic courses in one area of their required concentration and one academic course in the second area of their required concentration. Secondary Grades/High School Education students must choose three courses to support their content teaching area
Social Sciences	History	Required: HIST 1111, 1112, 2111, 2112, 2211; FREN 1002, 2001, 2002, SPAN 1002, 2001, 2002 Electives: ANTH 1102, 2105; CRJU 1105; CSCI 1135; ECON 2105, 2106; GEOG 1105; HIST 2213, 2114, 2232; PHIL 2201; PSYC1101. PSYC2212. SOCI 1160, SOCI 2201, SOCI 2293, SOSC 2125, PHED 2101, PSYC 1101, 2103, 2212, , POLS 2101 RELI 2201, SOCI 1101, 1201, 1160, 2293, 2101, 2225 SOSC 2101
Social Sciences	African American Studies	Required: SOSC 2101; HIST 2232 Electives: FREN 2001, 2002; SPAN 2001, 2002; ANTH 1102; ECON 2105, 2106; GEOG 1105; HIST 1112, 2113; MATH 1114; PHIL 2110, 2201; POLS 2101; PSYC 1101, 2212; SOCI 1160, 2201, 2293; SOSC 2125
Social Sciences	Political Science	Required: POLS 2101, 2301, 2601 Electives: ANTH 1102; ECON 2105, 2106; FREN 1002, 2001, 2002; GEOG 1105; HIST 1111, 1112; PHIL 2201; POLS 2103, 2401; PSYC 1101, 2103; SOCI 1101, 1201, 1160; SOSC 2101, 2125; SPAN 1002, 2001, 2002
Social Sciences	Recreation	Required: PHED 2205, 2230, 2231; PSYC 2103; SOCI 1160; SOSC 1101 Electives: ARTS 1100; CRJU 1102, 2240; HIST 2111, 2112; POLS 1101; PSYC 2101, 2103; SOCI 2201, 1160; SOSC 1101; THEA 1100

AAS (Career) Programs - Social Sciences

Unit Responsible For Review	Program of Study by Content Cluster	Courses Investigated
Social Sciences	Recreational Leadership (Terminated)	Required: PHED 2205, 2230, 2231 Electives: ARTS 1100, CRJU 1102, CRJU 2240, PSYC 2101, PSYC 2103, SOCI 1160, 2201, SOSOC 1101, THEA 1100

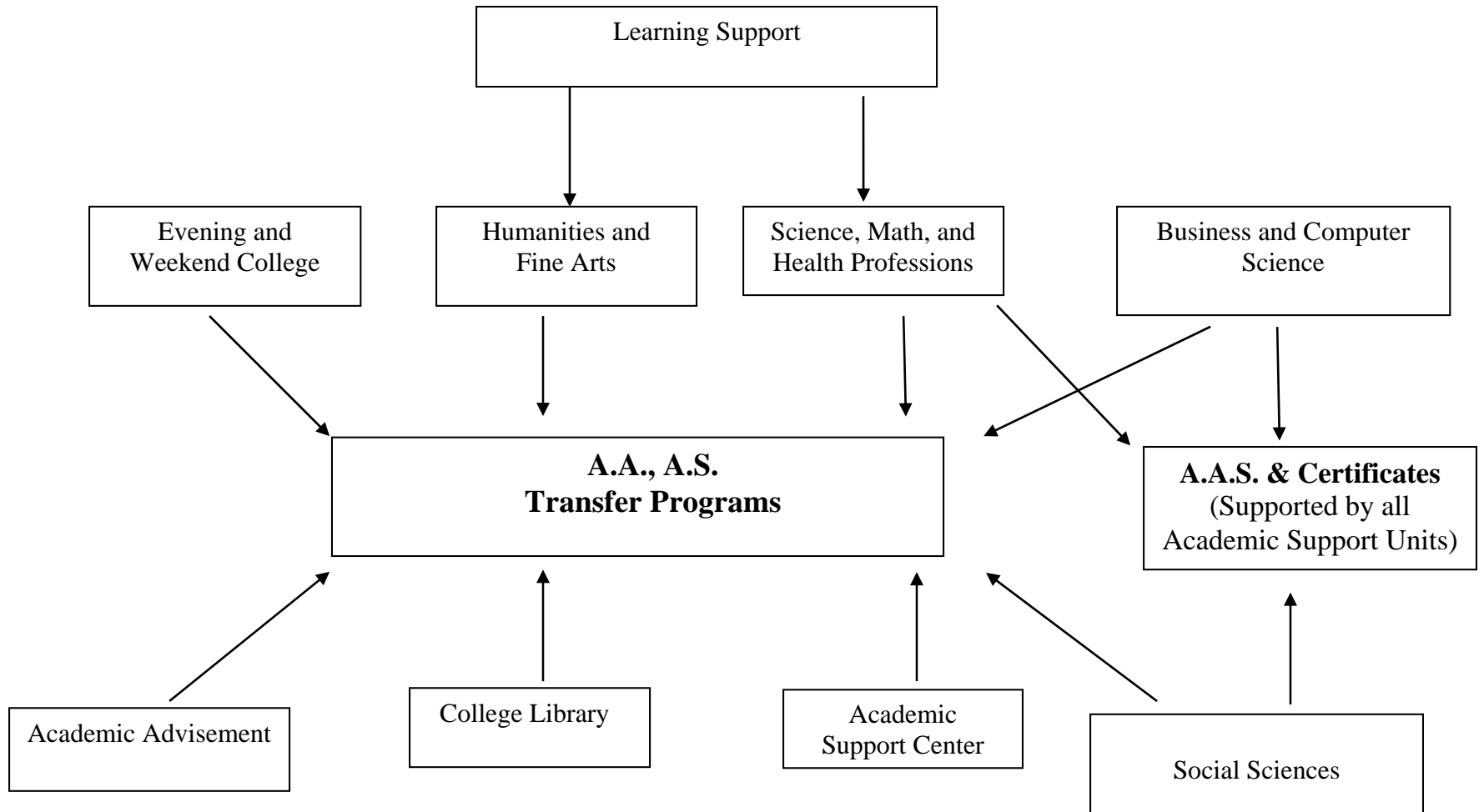
Certificates - Social Sciences

Unit Responsible For Review	Program of Study by Content Cluster	Courses Investigated
Social Sciences	Criminal Justice	CRUJ 1102, 1105, 1106, 2105, 2108, BUSA 2201, 2202, 2203
Social Sciences	Law Enforcement Leadership Academy (LELA)	(New Certificate Program – See Division for Course Requirements)

The Learning Support Program

Division	Courses	Components Within Learning Support
HFA	ENGL 0099;	LS English
HFA	READ 0099	LS Reading
SMHP	MATH 0097, 0099	LS Mathematics

Matrix of Units that Support the AA, AS, AAS, and Certificate Programs



THE PROGRAM REVIEW REPORT CONTENT/FORMAT: THE DELIVERABLES

All program reviews should include a Program Review Report (PRR). At a minimum, the PRR should contain the following sections: 1. Introduction, 2. Summary and Analysis of data (Tables 1-17) as related to program quality, productivity, and viability, 3. Program Recommendations, Suggestions and commendations, 4. Appendix of raw data and other artifacts collected, and 5. Completed Signature Page. The PRR format and contents for each section are described below.

PRR Format

- The PRR should contain a cover page, which lists (1) the division name, (2) the name of the division Program Review Committee Chair and contact information, and a list of the programs reviewed.
- The PRR should contain a Table of Contents.
- At a minimum, each section should consist of summative narrative and the Summative Evaluation Ratings Form by the Committee, external evaluator, and students (where applicable). List the most recent data first in the Summative Evaluation Table.
- Divisions should submit one program review report, with clear demarcation (chapters or sections) designations for each program or program cluster reviewed.
- The text in the final report should be single spaced, with all one (1) inch margins. Paragraphs should be separated by double spacing.
- Table, figures, and diagrams should be properly numbered, labeled, and referenced in the narrative.
- All pages should be numbered, except the cover page and Table of Contents.
- All appendices should be referenced in the report narrative.
- Raw data included in the report should be placed in appendices.
- Extensive tables, figures, and diagrams should be placed in the Appendix.
- As indicated earlier, a hardcopy and electronic versions (i.e., MS Word and PDF) of the report should be submitted to the Library for archival. The report will be posted on the College's Intranet.

Introduction Section

- Date of the Program Review
- List of Program Review Committee Members' Titles and Roles
- Program Description (program CIP, date program was first approved, program learning outcomes, program outcomes, degree associated with the program, program advisory committee(s) and their role

Data Summary and Analysis Section

Include in the Program Review Report a brief description of the methodology utilized and data summary and analysis for the following program performance indicators: program quality, viability, and productivity. Unless otherwise indicated, all data should be collected for an appropriate representative sampling across the full five-year period prior to the program review. The program's performance indicators and metrics are defined in Tables 1-19, and should be used for the data collection/analysis process. The focus of the program data collection, analysis, and recommendations should be in area F courses of the respective programs, unless the focus of the program review is general education courses, academic support units, and non-academic unit reviews.

The following program performance indicators/metrics should be analyzed, evaluated, and discussed, with supporting data, in the program review report.

Environmental Scan:

Indicators: (1) Regional, State, and National Demands/Trends, employment, and future forecast, as related to the program, (2) Contributions of the program to the local and/or national economy/workforce

Quality:

Indicators: Measure of program student learning outcomes achieved, test score trends (standardized tests in program area), certification/licensures, student publications, presentations (local, state, national, international), alumni satisfaction surveys, student and faculty course survey satisfaction, and student course evaluations

Viability:

Indicators: Number and percentage of students in Area F courses of program (and GELO service courses within the program), frequency of area F course offering (and if these courses are also used as GELO service courses) in the program, student/faculty ratio (by FTE), resources (Faculty and staff FTE by headcount); faculty course load and %FTE by program, program resources (e.g., library holdings (print and electronic), classroom/lab facilities, equipment, materials/supplies), and quality of instruction and courses in the program (terminal degrees and professional development)

Productivity

Indicators: Number and percentage of degrees conferred annually in the program, number and percentage of graduates transferring to a bachelor's degree program, graduation rates, number and percentage of graduates employed after graduation in a program-related job, retention rates

Program Recommendations/Suggestions and Commendation(s)

- Discuss the strengths and challenges of the program
- Recommend areas of the program that must be improved in terms of the program indicators (quality, productivity, viability, cost effectiveness) and suggestions for how they might be improved. In the case of the GELOs review, discuss GELO pass rates. For each recommendation, provide suggestions for actions that might lead to improvement(s) and solution(s)
- Recommend whether the program should be continued, discontinued, or placed on a conditional status for a specified length of time, based on the “Future Institutional Plan for this Program” below.
- Indicate how the program review results will be used to improve the program in the future, and suggestions for how the results could be implemented and evaluated.

PROGRAM REVIEW FOLLOW-UP PROCESS

1. The Comprehensive Program Review Committee, with cross-departmental membership, shall oversee the process of resolving recommendations that occur during academic program reviews. The Department of Institutional Effectiveness will also review the follow-up responses to unsure institutional compliance with accreditation requirements
2. The Dean and Chair of the Division Program Review Committee shall lead division efforts in developing an action plan to address all recommendations identified in a program review process. The program review follow-up action plan must be approved at the Division and Vice President Academic Affairs levels, and must be submitted to the Comprehensive Program Review Committee within 3 months of the completion of the program review process.
3. All recommendations must be resolved within the period of time set forth by the Comprehensive Program Review Committee. If all program recommendations are not resolved with the designated time, the Comprehensive Program Review Committee shall take appropriate action to resolve a program recommendation(s) within the range of options including program inactivation or termination.

Future Institutional Action Plan for this Program (check ALL that apply)

- _____ Expand and enhance
- _____ Maintain at present level
- _____ Consolidate with another program(s)
- _____ Reduce in scope
- _____ Discontinue
- _____ Other (clarify in supplemental document)

Signature Page

Chair Program Review Committee _____ Date _____

Program Coordinator _____ Date _____

Chair Comprehensive Program Review Committee _____ Date _____

Division Dean _____ Date _____

Vice President for Institutional Effectiveness _____ Date _____

Vice President for Academic Affairs _____ Date _____

**PROGRAM PERFORMANCE
& Metrics/Key Performance Indicators**

QUALITY

Data Collection and Indicators

Directions: Please provide the data and information requested in the tables below. Appropriate supporting documentation in support of the data/information should also be attached. An asterisk to the left of the table number indicates that the Division is responsible for collecting the required data; otherwise the Office of Institutional Research and Planning will collect and provide data.

Table 1.: Student Achievement: Student achievement of program student learning outcomes should be based on targets set by the division.

Semester Term	Name and Type of Program (e.g. Math, Associate)	Program Student Learning Outcome (PSLO)	Course for PSLO Assessment	Assessment Method/Instrument	Number Students in Sample	% Achievement
<i>EX: Spring 2013</i>	<i>Social Work, Associate</i>	<i>PSLO 1</i>	<i>SOWK 2000</i>	<i>Presentation/Rubric</i>	<i>10</i>	<i>75%</i>

***Table 2. Local/National Assessment Measures** (e.g., capstone projects, common exams comprehensive examinations, student academic performance national test, and licensure Exams)

Year	Type Assessment or Credential	% Success Rate or Pass rate

***Table 3. Indirect Assessment** - Overall program quality ratings by AMSC current students, graduates, employers, and transfer receiving institutions. Divisions should other indirect assessment measures collected.

Program Name _____		Date of Evaluation _____				
Criterion	Excellent	Good	Fair	Poor	Type Assessment for Rating (e.g., survey, internship, interview)	Person Rating (e.g., current Students, graduates, employees)
1. Adequacy of Academic Preparation in Program for transfer or workforce						
2. Learning expectations clearly presented in classes						
3. Learning was accurately measured in classes (e.g. grades reflect learning)						
4. Overall Rating for Learning Quality of Program						
5. Indicate Strengths of Learning while at AMSC _____						
6. Indicate Weaknesses of Learning while at AMSC _____						

* A sampling of evaluations from employers and transfer receiving institutions that reflect the program graduate’s academic preparation should be included as indirect assessments of the program review.

Table 4. Academic and Completion Indicators

Program Overall Student Academic Performance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Discussion
Overall Program Student GPA (Area F Courses)						
Earned/Attempted Credit Hours of Program Graduates						
Initial Admissions Placement of Program Graduates (i.e. % Learning Support)						

***Table 5.** Summative Evaluation Ratings of Program Quality. Include this Table in the Program Review Report Narrative

Criterion	Distinguished (Attributes and characteristics that exceed common standards)	Proficient (Attributes and characteristics that meet a common standard)	Needs Improvement (Attributes and characteristics of programs that are still in progress toward a common standard)
1. Program Learning Outcome Achievement			
2. Licensure and/or National Exam Results			
3. Program Quality Rating by Current Student			
4. Program Quality Rating by former Students			
5. Employer Quality Rating			
6. Receiving Transfer Institutions' Quality Rating			
7. Consistency in Quality of Area F courses across all platforms (e.g. online, face-to-face)			
8. Overall Quality Rating of Program			

VIABILITY

Data Collection and Indicators

Table 6. Evaluate course offering frequency. Indicate whether or not the course was offered for each semester over the past five years. List area F required courses and enrollment for each program. Program course offerings are expected to occur frequently enough that student should finish the associate program within two years, the bachelor’s program within 4-years, and the certificate within the prescribed time.

Course	Term	Course Offering Frequency	Indicate whether the course was offered frequently enough for student graduation within expected degree period (Y or N)
<i>EX: SOWK 2000</i>	<i>SPR 2011</i>	<i>3</i>	<i>Y</i>

***Table 7. Program Outcome Assessment Results.** Indicate the program outcome achievements and impact by year.

Year	Program Outcome	Indicate the Program Outcome Target	Success Rate of Program Outcome Rate as: (1) Achieved, (2) Significant progress, or, (3) Minimum to no progress	Discuss impact on students or the institution
	Program Outcome 1			
	Program Outcome 2			
	Program Outcome 3			
	Program Outcome 4			
	Program Outcome 5			
	Program Outcome 6			

Table 8. Student and Faculty FTE by Headcount. Over the five year period, student FTE trends are expected to be consistent with targets associated with program goals and objectives. Faculty FTEs are expected to be sufficient to support targeted student/faculty ratios set by the division for the program and at least equal with (preferably better than) peer-institutions. Generally, a lower student/faculty ratio is desired.

Year or Term	Faculty FTE in Program	Student FTE in Program	Student/Faculty Ratio (based on FTE)
<i>EX: SPR 2010</i>	2	68	34:1

Table 9. Full- and Adjunct Faculty Teaching Load by Credit Hour. The faculty load is based on an expected teaching load of 30 credit hours per year. Therefore, 1 FTE = 30 Credit Hours per year. Generally a smaller part-time faculty FTE/full-time faculty FTE ratio is desired.

Year	Program	Cumulative Faculty FTE	Actual FT Faculty FTE	Actual PT Faculty FTE	PT/FT (FTE)
<i>EX: Fall 2011</i>	<i>Business Administration</i>	1000	750	250	25:75

***Table 10.** Value Added Components (List and briefly describe)

Undergraduate Research Opportunities	Internships	Co-Op	Others (Work Study Or Student Assistantships)	Comments
<i>EX: NASA Summer REU</i>				<i>Summer 2012; two Biology majors were accepted to participate and achieved honors recognition</i>

CURRICULUM EVALUATION

Institutional Baseline Expectations for Courses

As the courses are evaluated, keep in mind the following institutional baseline expectations:

- Courses are expected to have consistent grading policies, learning outcomes, and teaching methods, rigor, and content, regardless of their format and whether part-time or full-time faculty teaches the course.
- Learning outcomes are considered the primary criteria for course success, and should be consistent at the program and course levels.
- It is expected that all AMSC students achieve the general education learning outcomes, regardless of the program.
- Classroom facilities and resources are expected to provide an environment conducive for maximum teaching and learning.
- It is expected that courses will be taught with a frequency that will allow students to graduate within a two-year period, excluding summer terms. Double-digit enrollment (minimum of 12 students) is expected for all courses.
- In limited cases, capstone courses are exempt from double-digit enrollment, with appropriate rationale and justification on a case-by-case basis.
- Full-time, Part-time faculty ratios are expected to be consistent with and conform to best practices in higher education. Faculty credentials are expected to meet standards as set forth by the Commission on Colleges. Consult the Office of Institutional Effectiveness for benchmark values.

***Table 11. Benchmarking Program Curriculum/Activities against Peer Institutions:** Provide a comparative analysis and benchmarking program area F courses with USG and other Peer institutions. Compare the syllabi of at least two area F courses for each program under review to that of a USG peer (see Appendix III for list of peer institutions) institution and a peer institution outside the USG.

Name of Peer Institution	Comparative Course	Contrast and compare number students in program, program course offerings, program graduates, other special program components	Comments
<i>EX: Gordon State College and Dalton State College</i>	<i>CSCI 2106: UNIX using Linux</i>	<i>This is an AREA F required course for Computer Science majors. One section of the course is offered every semester. A development assignment of creating and executing a functional script is used as a capstone activity at peer-institutions as a primary outcome to assess the students in the program. AMSC does not require a capstone project, but does require several activities that assess the same student competencies as those of Gordon State College</i>	<i>In comparison to AMSC requirements of this course, the rigor of assessments methods and grading rubrics are consistent with those at peer institutions.</i>

***Table 12. Evaluation of Course Quality.** The primary indicator to measure course quality is the course syllabus. Use this evaluation guide to compare courses offered in different format (online vs. face-to-face) and to compare AMSC course quality to that of peer-institutions. For each program, evaluate all required area F course syllabi and at least 20-30% of area F electives.

Name of Course Being Compared:		Date of Evaluation:			Format:	
Quality Indicators: When compared to external syllabi or online syllabi, how do you compare the face-to-face syllabus:						
Item Number	Course Quality	Strongly Agree	Agree	Neutral	Disagree	Disagree Strongly
1	Professional Presentation (e.g. format, readability, accuracy)					
2	Consistent Quality of Student Learning Outcomes (SLOs) (e.g., active verbs, measurable, and describes what students will know or be able to do upon completion of course)					
3	Consistent number of SLOs					
4	Rigor - SLOs are usually written at high and equivalent learning levels (e.g. application, analysis, synthesis, evaluation) for Area F required courses					
5	Rigor – Scope/Range of course topics is consistent					
6	Rigor – Content/Depth of course topics is consistent					
7	Grading Scale is consistent (e.g A, 90-100)					
8	Grading weights are consistently distributed					
9	The course assessments align with SLOs in learning level and rigor.					
10	Evidence for instructional strategies that promote active learning is demonstrated (e.g. student activities, homework)					
11	Evidence for instructional strategies that promote student engagement is demonstrated (e.g. team projects/activities, discussion boards, D2L activities)					
12	The number office hours are equal (e.g. virtual office hours vs. in-person)					

Comment on differences that received neutral, disagree, or disagree strongly ratings (Use separate page for comments and attached comments to this form) .

***Table 13. Faculty Credentials and Instructional Capacity:** A higher percentage of faculty with terminal degrees, in a full-time status, in the discipline is desired. Additional graduate courses and post-graduate training in the discipline strengthens faculty qualifications and should lead to stronger more viable programs.

Faculty Member	Discipline	Status Permanent/ Temporary F-T, P-T	Years at AMSC	Doctoral Degree (Institution/ Year)	Post- Doctoral Studies (Institution/ Year)	Other Course Work (Institution/Y ear)	# Of Grad. Hrs. in Teaching Discipline
<i>Ex: S. Thomas</i>	<i>Math</i>	<i>Temporary FT</i>	<i>2</i>	<i>*in progress. GA State University</i>	<i>N/A</i>		<i>24</i>

***Table 14. Faculty Scholarship and Professional Development:** Faculty, part-time and full-time, involvement in research, publications, and other scholarly activities strengthen faculty qualifications and lead to stronger more viable programs.

Faculty Member	Discipline	Research Experience (Including AMSC)	Professional Organizations	Other Scholastic Activities (grants, publications, presentations)	Grants, Honors, Awards
<i>Ex: S. Thomas</i>	<i>Math</i>	<i>MSRI-UP (Univ. of California, Berkeley) Summer 2011; Graduate Research Assistant</i>	<i>Member of Institute of Mathematical Statistics; Society of Women Engineers</i>	<i>Guest speaker at ERN conference Fall 2011; The world of Triangular Numbers</i>	

***Table 15. Indirect Evaluations:** Program Viability Ratings by AMSC Current Students, Graduates, Employers and Receiving Transfer Institutions. Division should include other indirect assessments collected

Criterion	Excellent	Good	Fair	Poor	Type Rating (e.g. Current Student, Graduate, Employer, CCSSE)
1. Benefit of Program					
2. Quality of Classrooms					
3. Science Laboratories					
4. Computer Laboratories					
5. Academic Support Center					
6. Academic Advising					
7. Customer Service					
8. Quality of Program					
9. Overall Rating of program viability					
10. Would recommend program to others?					
Open-Ended Evaluations					
List Program Strengths					
List Program Weaknesses					

* A sampling of evaluations from employers and transfer receiving institutions that reflect the program's viability should be included as indirect assessments of the program review.

***Table 16.** Summative Evaluation Rating of Viability

Criterion	Distinguished (Attributes exceeding common standards)	Proficient (Attributes and characteristics that meet a common standard)	Needs Improvement (Attributes and characteristics of programs that in progress toward a common standard)
Program Relevancy			
Progress of Achieving program outcomes			
Benchmark Quality when Comparing program with peer institutions			
Student Enrollment			
Appropriate course offering frequency for completion within expected time			
Favorable employment potential for graduates			
Consistency in Rigor of Area F courses across platforms (e.g. online, face- to-face)			
Quality of Program Course Content			
9. Overall Program Viability			

PRODUCTIVITY

Data Collection and Indicators

Table 17. Graduation Data. The graduate headcount and graduate rate are primary indicators for program productivity. The expectation is that these indicators will increase over time. Exceptions should be explained.

Name of Program	Year	Number Graduates (Most recent)	Graduation Rate

Table 18. Transfer Data: Transfer programs are expected to increase rates of transfer, as well as the number of students transferring over time. Exceptions should include an explanation. **Information provided by National Clearinghouse database unless otherwise indicated.*

Name of Transfer Receiving Institution	Year	Number of Transfer Students	Degree earned or recognition received at Transfer Institution

***Table 19.** Summative Evaluation Rating of Productivity

Productivity Criterion	Distinguished (Attributes and characteristics that exceed common standards)	Proficient (Attributes and characteristics that meet a common standard)	Needs Improvement (Attributes and characteristics of programs that are still in progress toward a common standard)
1. Consistency of student enrollment - start to finish (Stability of enrollment in program)			
2. Number Graduates (increased over time and/or consistent with expected program outcomes)			
3. Graduation Rates (increased overtime and compares favorable with institutional rates)			
4. Job Placement			
5. Program Transfers or Enrollment in Bachelor's Programs (Increased overtime and/or consistent with program outcomes)			
6. Overall Program Productivity			

APPENDICES

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Appendix I. Key Terms

Program of Study or academic program - that cluster of courses under a unifying theme or academic area such as history, or business, or communications.

Program review - the process of defining, collecting, analyzing, comparing, and interpreting information about a given program of study, and using that information for making informed decisions about quality and future direction of the program.

Quality – a measure or degree of to which students achieve program student learning outcomes; a measure of performance level on national tests

Productivity – a measure of program output

Viability – ability/capacity to grow and develop; sustainability over time

Competencies – established minimum standards of skills and knowledge necessary to become eligible for promotion, graduation, certification, or other official acknowledgement of achievement.

Formative Assessment – An assessment activity done during the learning activity (course or program) for the purpose of monitoring and guiding learning while it is still in progress.

Summative Assessment – An assessment activity done at the end of the learning process (course or program) to judge the success of that process at its completion.

Goal – an intended result or endpoint

Objective – specific and measurable steps toward achieving a goal

Inputs – Resources (e.g. staff, budget, facilities)

Output – Products and Services

Outcome - a benefit of a process (e.g. course or program) to its participants

Bloom's Taxonomy - a classification of levels of learning and behavior developed in 1956 by Benjamin Bloom. Bloom identified three domains: Cognitive (knowledge), Affective (attitude), and Psychomotor (skill).

Appendix II. Data Sources

The primary data source for the institution is the Office of Institutional Research, Planning (IRP). While the Office of IRP will provide the raw data, it is the responsibility of the DPRC to analyze and interpret the data for the purpose of the program review process. The divisions have the responsibility of conducting student and employee surveys. The Office of IRPA, upon request, can assist the units with constructing and implementing surveys, and collecting survey data. All data requests should be requested of the Office of IRPA via the Data Request Form, which can be accessed from the Office of IRPA website, <http://www.atlm.edu/administration/institutional-effectiveness.aspx>. Following is the source of various data types:

Data Type	Source	Scope
Market Demands, Job Market	1. Atlanta Regional Commission http://www.atlantaregional.com 2. Georgia Department of Labor http://www.dol.state.ga.us/ 3. US Department of Labor http://www.dol.gov/	Metro Atlanta and State of Georgia State of Georgia National
Course and Faculty	Office of IRPA and Division	IRPA - All Divisions Division - Divisional Data
General Education Outcomes	Course Assessment Report (Office of IRPA and Respective Division)	IRPA – All Divisional CARs Reports – Outcome Results Division – Detailed data with assessment instruments, results, and use of results
Student Surveys (Graduation Applicants, CCSSE, Support Services)	IRPA	All Institutional and Divisions
Course Evaluations	IRPA and Divisions	IRPA – All Divisions Divisions – Divisional Data
Course Outcomes	Divisions	Divisional Data
Program Outcomes	Office of IRPA and Division	IRPA – All Divisions Division – Detailed Data
Institutional Data (e.g. retention & graduation rates, grade distributions, COMPASS and Regents Results, Enrollment Trends, Student Demographics, Student/Faculty Ratios, FTE data, Fiscal/Cost Data, Transfer)	IRPA and IPEDS	All Divisions