

Procedural Handbook for the Academic Comprehensive Program Review Committee



2007 Compiled by Brenda Johnson, PhD,
Reviewed & Edited 2008, 2009, 2020, 2011, 2012, 2013, 2015

Reviewed & Edited by PROF Caitlin Chapman and Dr. Brenda Johnson (2025)

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) Coordinate academic assessment activities with the General Education Assessment Committee
- b) Serve in an advisory capacity to the President, Provost and Academic Planning and Budget Committee by submitting an annual report concerning the strengths and weaknesses of academic programs and student learning outcomes and to review the consistency of our educational activities with our mission
- c) Promote assessment activities on campus
- d) 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 Committees

Work with the President and Provost in strategic planning and continuous process and program improvements. Evaluates implementation and measures progress.

4. Assessment Committees

The Academic Assessment Committee and the General Education Committee works with faculty on evaluation and assessment tools. Designs and oversees implementation of annual Comprehensive Program Review plan and reports.

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.

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). 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 undergo a comprehensive review on a seven (7) 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) Faculty Senator (one)
- b) Provost & Vice President for Academic Affairs
- c) Representative from Institutional Effectiveness
- d) Other Faculty, with at least one year served at Gordon State College, one per academic unit
- e) Other Faculty, with at least one year served at Gordon State College, one per academic unit where a program is under review.

(Faculty Senate Bylaws, Article VI, Section 2)

The Faculty Senate Representative calls the first meeting of the Academic Assessment Committee no later than the fourth (4) 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

V. REVIEW CYCLE

The Comprehensive Program Review process operates on a seven (7) year cycle, as prescribed by the Board of Regents. The Comprehensive Program Review Cycle approved by the AY 2025-26 Academic Assessment Committee, is presented below:

ACADEMIC YEAR	PROGRAM(S) UNDER REVIEW	Completed
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 updated composition and duties of Academic Assessment Committee; required no program review for this academic year	☑
2015-16	Four-year programs - 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 (Deactivated 2020); Bachelor of Science in Mathematics with Teacher Certification	☑
2016-17	Four-year programs - 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 - 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 - School of Nursing and Health Sciences: Associate of Science in Nursing	☑

2018-2019	Two-year programs • Associate of Arts (Core) • Associate of Science (Core) • General Education Learning Support • English • Math	☒
2019-2020	Four-year programs School of Arts and Sciences: Department of Business & Public Service – Bachelor of Science in Human Services School of Education: Bachelor of Science in Middle Grades Education (Deactivated 01/2023) School of Nursing: Bachelor of Science in Health Information Management (Deactivated 01/2023)	☒
2020-2021	Four-year programs • School of Education: Bachelor of Science in Education - Early Childhood/Special Education Program, Bachelor of Science - Middle Grades Education Program • School of Arts and Sciences: Department of Business & Public Service – Bachelor of Science in Management & Administration Two-year programs • Associate of Arts –Teacher Education – Early Childhood; Middle Grades; Secondary Education	☒
2021-2022	Two-year programs • AA Psychology • AA Sociology (Deactivated 01/2023) • AS Criminal Justice • AS Information Technology • AS Business Administration Four-year program • School of Arts and Sciences: Department of Business and Public Service - Bachelor of Science in Management and Administration	☒
2022-2023	Bachelor of Science in Mathematics (Deactivated 2020) Associate of Science in Engineering Associate of Science in Computer Science (Deactivated 01/2022) Associate of Science in Chemistry (Deactivated, date)	☒
2023-2024	Bachelor of Arts in History (Deactivated 01/2023) Associate of Arts in Communications (Deactivated 01/2023) Associate of Arts in Foreign Language (Deactivated 2023) Associate of Arts in Visual Arts (Deactivated 2024) Associate of Arts in Theatre (Deactivated 2024) Associate of Arts in Music (Deactivated 2022)	☒
2024-2025	Associate of Science in Nursing Bachelor of Science in Nursing, RN to BSN Bachelor of Science in Nursing Bachelor of Science in Biology Bachelor of Arts in English (Deactivated 2026)	☒

2025-2026	Associate of Arts Core Curriculum Associate of Science Core Curriculum Associate of Science in Computer Science (Reactivated 2025) Bachelor of Arts in Interdisciplinary Studies	
2026-2027	Bachelor of Science in Human Services (with Concentrations) Nexus Degree in Film Production (activated 01/2021) Bachelor of Science in Management & Administration (with Concentrations)	
2027-2028	Bachelor of Science in Health Sciences (Activated 05/2020) Bachelor of Science in Early Childhood Education/Special Education eCampus Bachelor of Science in Criminal Justice (Activated 01/2022)	
2028-2029	Associate of Arts in Psychology Associate of Science in Criminal Justice Associate of Science in Information Technology Associate of Science in Business Administration	
2029-2030	Associate of Science in Engineering Bachelor of Science in Biology Bachelor of Science in Education: Secondary Education (Activated 08/2022) Bachelor of Science in Respiratory Therapy (Activated 08/2025)	
2030 – 2031	eCampus Bachelor of Science in Organizational Leadership (Activated 01/2024) Associate of Science in Computer Science Bachelor of Arts in Interdisciplinary Studies	
2031-2032	Associate of Science in Nursing Bachelor of Science in Nursing, RN to BSN Bachelor of Science in Nursing	
2032-33	Associate of Arts Core Curriculum Associate of Science Core Curriculum	
2033-34	Bachelor of Science in Human Services (with Concentrations) Nexus Degree in Film Production (activated 01/2021) Bachelor of Science in Management & Administration (with Concentrations)	
2034-2035	Bachelor of Science in Health Sciences Bachelor of Science in Early Childhood Education/Special Education eCampus Bachelor of Science in Criminal Justice	

Academic Programs included in *2025-26 Academic Catalog* (page 116)

Associate of Arts	Core Curriculum - English Pathway - History Pathway - Political Science Pathway - Theatre Pathway - Visual Arts Pathway - Teacher Education Pathway Psychology
Associate of Science	Core Curriculum - Biological Sciences Pathway - Health & Physical Education Pathway - Health Information Management Pathway - Human Services Pathway - Mathematics Pathway - Nursing Transfer Pathway - Pharmacy Transfer Pathway - Physics Pathway Business Administration Criminal Justice Engineering Information Technology Nursing
Bachelor of Arts	English with Secondary Teaching Certificate Interdisciplinary Studies
Bachelor of Science	Biology Biology with Secondary Teacher Certification Criminal Justice (activated 2022) Elementary Education/Special Education Secondary Education with English Certification Secondary Education with History Certification Human Services Health Sciences (Activated 05/2020) Management & Administration Nursing Organizational Leadership (activated 01/2024)

Retrieved 15 November 2025 from <https://www.gordonstate.edu/documents/departments/academic-affairs/academic-catalog/fall-2025-catalog-published-8-28-25.pdf>

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 remains 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 at the course-level within the discipline. 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 Comprehensive Program Review. Only the programs under review in the Committee's Comprehensive Program Review cycle will be included in the annual 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 (7) year cycle, the Faculty 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 will be provided for the five-year (5) 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 and support of the School's mission and the Gordon State College mission.

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:

- The number of students enrolled in the program by gender, reported ethnicity, age, and hours completed.
- 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 SACS-COC formatted Faculty Roster for all Faculty instructing in the program
- Summary information on professional development activities of the Faculty over the five years in review.
- 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-time 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:

- Listing of courses that require special facilities other than the standard classrooms
- Evaluate utilization of classroom space, both on and off campus, during various times of the week.
- Describe utilization of Student Success Center and related facilities
- Evaluate specific library collections identified to support the program
- 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
Assessment Committee Elected	Planning Week (Prior to First Week of Fall Semester)
First Meeting of Assessment Committee; Election of Committee Leadership; Set twice-monthly meeting dates for Fall semester	No later than the FOURTH Week of the Fall Semester (SOURCE: Faculty Senate Bylaws, ARTICLE VI. Committees, Paragraph a)
Comprehensive Program Review Taskforce(s) Selected and Taskforce Team Leader(s) Chosen; Team Leaders set meeting dates for their teams;	No later than the FIFTH Week of the Fall Semester
Committee Chair delivers Program Review Table to Taskforce Team(s) leaders	No later than the SIXTH Week of the Fall Semester
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
Committee Chair establish meeting dates for Spring semester	SECOND Week of the Spring Semester
Unless otherwise scheduled, Team Leader(s) delivers completed 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 Provost. Provost forwards the Final Report and charge to relevant Academic Unit Head(s)	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(s) 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 Last Day of Classes Spring Semester
Academic Unit plan implemented	WEEK ONE of following 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 the Team Leader will 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 completed Program Review template with Summary Reports 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 Provost and Vice President of Academic Affairs and the Manager of Institutional Research no later than the end of WEEK EIGHT of the Spring Semester. The Provost and Vice President of Academic Affairs will forward the report, with the charge from the Provost, to the Academic Unit Head responsible for the program under review.

The Academic Unit Head shall review the Comprehensive Program Review Table(s), Committee analyses, and Recommendations 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 Comprehensive Program Review tables, Committee analyses, recommendations 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), Response Memo of the Academic Unit Head and Memo from the Provost and Vice President of Academic Affairs. The President will then compose a response to the Academic Unit Head. The Presidential Response will include comments on the review process, the supporting evidence, 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.

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 addressing?

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.

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
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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 Template

COMPREHENSIVE PROGRAM REVIEW: <<AY Academic Year>>

Project Team: [NAMES]

Academic Program Name: <<Program Name>>

CIP Code: <<Program CIPCode>>

College or School and Department: <<Home School/Dept of Program>>

Date of Last Internal Review: <<Last CPR Date>>

Outcomes of Previous Program Review (brief narrative statement):

Current Date Program Reviewed at the Institution for this report:

Executive Summary and Memo:

Discuss the overall assessment of the program including a summary of the narratives on quality, viability, and productivity. If the major includes minors or tracks such as Teacher Certification, Professional Communication, etc. explain that the data is incorporated in the program review. There will not be a separate review since only one review will be submitted per CIP Code.

Quality Summary:

Provide a brief summary of the quality narrative.

Viability Summary:

Provide a brief summary of the viability narrative.

Productivity Summary:

Provide a brief summary of the productivity narrative.

Mission Statement and Curriculum

Program Mission Statement

List the department mission statement

Program Requirements (Data Source D and E)

Board of Regents' Guidelines for Program (Data Source F)

List Program Requirements from the BOR

Offerings by Course (Data Source A)

Number of sections each year

<<Table CourseOfferings-SectionsEachAcademicYear>>

Number of Day, evening, and online sections

<<Table CourseOfferings-SectionsbyDayEveningandOnline>

Number of Sections by Location/Delivery

<<Table CourseOfferings-SectionsbyLocationDelivery>>

Section Enrollments (Mean Class Size)

<<Table CourseOfferings-EnrollmentsMeanClassSize>>

Section Enrollments (Total Enrollments)

<<Table CourseOfferings-EnrollmentTotals >>

Mission Statement and Curriculum Narrative:

Discuss the availability of the program's mission statement. In addition, discuss whether or not the program requirements meet those established by the BOR. Discuss the availability of required classes and comment on whether the availability meets the demands of the program and the campus. Overall, comment on whether the curriculum meets the programs mission statement and the BOR guidelines.

Program Quality

Student Inputs

Number of Students

<<Table StudentInputs-NumberofStudents>>

Average Incoming SAT/ACT for Program Majors

<<Table StudentInputs-AverageIncomingSATACTScores>>

Average Incoming GPA for Program Majors

<<Table StudentInputs-AverageIncomingGPA>>

Freshman Index* for Program Majors

<<Table StudentInputs-AverageFreshmenIndex>>

Incoming Learning Support Requirements for Program Majors

<<Table StudentInputs-IncomingLearningSupportRequirements>>

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	AY	AY	AY	AY	AY
Overall Program					

Average Graduating Major GPA

<<Table StudentOutputs-AverageGraduatingMajorGPA>>

Average Major GPA

<<Table StudentOutputs-AverageMajorGPA>>

Employment Rates

Program Title	AY	AY	AY	AY	AY
Overall Program					

Entry into Graduate Programs

Program Title	AY	AY	AY	AY	AY
Overall Program					

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

Faculty Outputs (Data Source A, B, and C)

Number of Full-time and Part-time Faculty

<<Table FacultyOutputs-NumberofFaculty>>

Number of Terminally Degreed Faculty and Number of Non-Terminally Degreed Faculty

<<Table FacultyOutputs-NumberofTerminallyDegreedFaculty>>

Amount of Sponsored Research Funding

Program Title	AY	AY	AY	AY	AY
Overall Program					

Amount of Other External Funds

Program Title	AY	AY	AY	AY	AY
Overall Program					

Number of Peer-Reviewed Publications

Program Title	AY	AY	AY	AY	AY
Overall Program					

Number of Faculty Research Fellowships

Program Title	AY	AY	AY	AY	AY
Overall Program					

Number of Academic Conference Presentations

Program Title	AY	AY	AY	AY	AY
Overall Program					

Faculty Growth and Development

Faculty	Manuscripts completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews

Program Quality Narrative:

Using the data and information provided above, describe the quality of the program being assessed. Be sure to include descriptions of the pertinent data, for student inputs and outputs and for faculty outputs. Draw attention to any areas that highlight the achievements in quality produced by the program. In addition, discuss any areas where the faculty or students of the program may be lacking quality. Finally, summarize the finding and provide an overall assessment of the programs quality.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

<<Table StudentNumbers-OverallCreditHoursatProgramDeclaration>>

Faculty Workload

Number of Credit Hours Taught in the Program

<<Table FacultyWorkload-NumberofCreditHoursTaughtintheProgram>>

Standard Faculty Workload for Degree Program

Program Title	AY	AY	AY	AY	AY
Overall Program					

Number of Faculty Supporting the Degree Program (within and outside the academic unit)

<<Table NumberofFacultySupportingProgramWithinOutsideDepartment>>

Percentage of Classes Taught by Full-time and Part-time Faculty

<<Table FacultyWorkload-NumberandPercentageofClassesTaughtbyFull-timeandPart-timeFaculty>>

Number of Advisees Per Faculty Member

<<Table FacultyWorkload-NumberofAdviseesPerFacultyMember>>

Program Viability Narrative

Using the data and information provided above, describe the viability of the program being assessed. Be sure to include descriptions of the pertinent data. Draw attention to any areas that highlight the viability of the program. In addition, discuss any areas where the program may be lacking viability. Finally, summarize the finding and provide an overall assessment of the programs viability.

Program Productivity Student Graduation Statistics

Student Time to Degree

<<Table StudentGraduationStatistics-TimetoDegree>>

Associate Level Graduation Numbers (for Review of Associate Level Programs)

<<Table AssociateLevelGraduationNumbers>>

Baccalaureate Level Graduation Numbers (for Review of Baccalaureate Level Programs)

<<Table BaccalaureateLevelGraduationNumbers>>

Student Retention (Data Source A)

Returned the Subsequent Term

<<Table StudentRetention-ReturningStudents>>

Program Productivity Narrative

Using the data and information provided above, describe the productivity of the program being assessed. Be sure to include descriptions of the pertinent data. Draw attention to any areas that highlight the productivity of the program. In addition, discuss any areas where the program may be lacking productivity. Finally, summarize the finding and provide an overall assessment of the programs productivity.

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College
See table "Number of Students" in the *Student Inputs* section.

Number of students in [Program] program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

<<Table StudentDemographicsSelfReportedAge>>

Self-Reported Gender

<<Table StudentDemographicsSelfReportedGender>>

Self-Reported Ethnicity

<<Table StudentDemographicsSelfReportedEthnicity>>

Students by Number of Hours Completed

<<Table StudentDemographics-StudentsbyNumberofHoursCompleted>>

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS

Appendix D: Library Resources Complete for English and History

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and Library is to support the teaching, learning, and research needs of the college community by providing a knowledgeable staff, resources, tools, information, learning spaces, and instruction in evaluative and lifelong learning skills.

Library Vision and Primary Function

With an extensive renovation slated for completion by Spring 2016, the Dorothy W. Hightower Collaborative Learning Center and Library is a welcoming environment offering and encouraging flexible, open, and collaborative learning spaces as well as individual study spaces to meet the needs of the 21st Century student learner. The library provides and maintains a full range of print, non-print, and electronic resources; technology; and services to support teaching and learning at Gordon State College. Additionally, the library promotes awareness, understanding, and the use of these resources through research skills courses, library orientation classes, individualized instruction, online tutorials, and hands-on research assistance for Gordon State students located in Barnesville, Griffin, McDonough and distance education learners. Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Library to

pursue academic and intellectual interests.

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.
3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

Research assistance is available by walk-up face-to-face assistance, phone, email, and online via PowerPoint and video tutorials, as well as LibGuides (subject guides). Additionally, Gordon State students are assigned a personal librarian based on their majors or home department. Students are able to schedule consultation appointments with their personal librarian to seek help with their research assignments. Faculty/staff may also take advantage of the Personal Librarian program and work with librarians to create/revise class assignments, provide library instruction classes, conduct research for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State. The Personal Librarian for is [NAME].

Facility and Online Description

The library supports an on-site, physical collection consisting of 108,000 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 36,000 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (**G**orgia**A** **L**ibrary **L**earning **O**nline) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 325 databases. Equipment is available in the library for viewing these materials.

Hightower Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students may access computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connect remotely using their personal devices or utilize technology at one of the partner libraries (HCPL or SCTC). However, after the renovation has been completed [2], the library will be a state of the art learning facility for the 21st century learner which will house approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building will house an increased number of (1) general student seating, (2) computers, (3)

individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian who also serves as the college's Archivist. Library users may access materials in Guillebeau Monday through Friday from 8AM until 5PM upon scheduling an appointment with a librarian.

[Program] Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books		
Electronic Books		
Print/Microfilm Journals		This counts only unique titles.
Electronic Journals		Total count includes some duplicates

[Program] databases available through GALILEO

[illegible]

[Program] Journals available through GALILEO

Title