

COMPREHENSIVE PROGRAM REVIEW POLICY

General Education
East Georgia College
June 22, 2007

The general education program at East Georgia College will undergo one formal in-depth review on a five-year cycle beyond the annual assessment for institutional effectiveness. The review will address the quality, viability and productivity of the program in terms of teaching and learning, scholarship and service relative to the mission of East Georgia College. The review will be carried out by a review team consisting of administration and faculty in the general education and learning support. Data will be gathered and analyzed each semester, annually, and/or longer-term (3-5 years) to prepare for the formal review.

Program Elements:

The general education program review, as prescribed by the University System, will include the following elements:

- An evaluation of the mission of the program relative to the mission of East Georgia College, the University System of Georgia, the needs of the students, and the demands of graduates.
- A student profile – percent and number of majors and graduates; diversity of the student population; admissions criteria; qualifications of entry-level students.
- A faculty profile – number of full-time and part-time faculty; student/faculty ratio; average class size; adequacy of faculty; faculty credentials; faculty diversity; evidence of faculty development.
- A Learning Support analysis – LS course success rates; Compass exit scores; success in first core course; number of times to exit LS.
- Student Success Upon Transfer - percent and number of graduates showing success at the next level.
- A curriculum analysis – coherence; currency; relevance to program learning outcomes and student needs; course sequencing or frequency of course offerings; enrollment patterns; percent and number of majors and graduates; qualifications of entry-level students; program utilization versus program capacity; credit-hour generation; student learning outcomes; student satisfaction; evidence of meeting student needs and learning outcomes.
- An analysis of other learning and service activities – advising; tutoring; service-learning; study abroad; and career planning.

Performance Indicators:

- Faculty Qualifications – the program meets all the Southern Association of Colleges and Schools (SACS) – Commission on Colleges faculty qualifications for the degree awarded and the courses offered.
- Faculty/student Ratio – demonstration that the faculty/student ratio is adequate and efficient for its mission.
- Instructional Technology – demonstration that instructional technology is current and is adequate for the institution’s mission.
- Facilities and Non-instructional Technical Support – demonstration that facilities and non-instructional technical support are current and adequate for the program’s mission.
- Learning Resources for Faculty and Students – demonstration that the library and other information resources are current and adequate for the mission.
- Budget Resources – show evidence that the program has financial resources necessary to support its teaching, research and outreach efforts.
- Success of Graduates – the program’s graduates are successful upon transfer to a four-year college.
- Retention Rates – demonstration that the retention rates are appropriate for the program and student population, with attention to sub-populations of the student body.
- Student Learning Outcomes – graduates of the program demonstrate that the knowledge, skills, attitudes, and behaviors of general education have been maintained and advanced.
- Curriculum Review – demonstration that periodic review of curriculum (coherence, level, and comparison with similar programs) is carried out, based on assessment of learning outcomes and other appropriate forms of feedback.
- Learning Support Success – students exiting learning support classes are successful in the first college-credit course in the remedial area.
- Student Progress – demonstration that a process is in place to monitor and promote student success.

Program-Review Cycle:

Although a five-year program review cycle is planned, the attached table shows a seven-year time period to support the June, 2009 University System of Georgia due date for the initial submission of the Comprehensive Program Review of General Education. It also indicates the individuals or groups responsible for each event in the time line. The Comprehensive Program Review Committee (CPR Committee) will include the Division/Department Chairs or Directors and three-to-five faculty and/or staff as agreed upon by the Academic Affairs staff and the Vice President for Academic Affairs. The faculty and/or staff chosen to serve on the CPR Committee will be those whose teaching responsibilities are in learning support and general education. The Director of Institutional Research will serve as resource person for the CPR Committee.

The CPR Committee will form during the summer semester of the review year. Using data gathered since the last program review for that program, the Committee will produce a Comprehensive Program Review by the end of the fall semester to be submitted to the Vice President for Academic Affairs. The report will be reviewed by the Vice President for Academic Affairs and presented to the Institutional Effectiveness Committee early in the spring semester. The review report will be presented to the President no later than mid-semester of the spring semester. The Vice President for Academic Affairs will present the report to the faculty during the spring semester faculty meeting. The Vice President will submit the Comprehensive Program Review of General Education to the University System Central Office for review during the summer after presentation to faculty.

Data Collection:

The following data will be gathered each semester:

1. Faculty Workload.
2. Student Completion Rates.
3. Student Success Rates.
4. Course Enrollments.
5. Student Evaluations of Teaching.
6. Mid-Semester Grade Reports.
7. Results of Standardized Tests (GACE, Regents', etc.)
8. Utilization of Learning Support Center.
9. Number of Graduates.
10. Grade distributions.
11. Academic warnings, probations, and exclusions.

The following data will be gathered annually:

1. Faculty Professional Development.
2. Technology Inventory.
3. Laboratory Inventory.
4. Instructional Equipment Inventory.
5. Achievement and Assessment of General Education Outcomes.

6. Course Scheduling Frequencies.
7. Space Utilization.
8. Faculty Credentials.
9. Transferring Students' Success.
10. Faculty Diversity.
11. Faculty Promotion/Tenure Summaries.
12. Graduation, Transfer, and Retention Rates.
13. Student/Faculty Ratios.
14. Student Skills at Entry (SATs, CPEs, CPC deficiencies, HSGPAs, Compass Placement)
15. Assessment of Library Holdings.
16. Student satisfaction survey.

The following data will be gathered at 2-5 year intervals:

1. Community Needs Assessment.
2. Alumni Surveys.
3. System-Wide Student Satisfaction Survey (CSSE).

Comprehensive Program Review Cycle

<u>Date</u>	<u>Event</u>	<u>Responsibility</u>
June, 2007	CPR Plan Developed	VPAA, Director of Institutional Research, Director of Learning Support, and Division Chairs
August, 2007	CPR Plan Presented to Faculty	VPAA and Director of IR
September-December, 2007	Gathering 3-Yr Archival Data - LS Exit Rates, UST Reports, and Other Data	Director of IR
January – May, 2008	Gathering of Current LS Exit Rates, UST Reports, and Other Data	Director of IR
July, 2008	Formation of CPR Committee	VPAA, Division Chairs, and Director of LS
October, 2008	General Education Curriculum Analysis	Division Chairs and Director of LS
December, 2008	Prelim. CPR Report Due	CPR Committee
January, 2009	Prelim. CPR Report Presented to IR Committee	VPAA
March, 2009	Prelim. CPR Report Submitted to President	VPAA
April, 2009	CPR Report Presented to Faculty	CPR Committee
June, 2009	CPR Report to USG	VPAA

<u>Date</u>	<u>Event</u>	<u>Responsibility</u>
October, 2009	Response to USG Recommendations	VPAA, Director of IR, Director of LS, and Division Chairs
January, 2010 - June, 2013	Annual LS Exit Rates, UST Reports, and Other Data	Director of IR
June, 2013	CPR Plan Revision	VPAA, Director of IR, Director of LS, and Division Chairs
July, 2013	Formation of CPR Committee	VPAA, Division Chairs, and Director of LS
December, 2013	Prelim. CPR Report Due	CPR Committee and Director of IR
March, 2014	Curriculum Analysis	Division Chairs and Director of LS
June, 2014	CPR Report to USG	VPAA
October, 2014	Response to USG Recommendations	VPAA, Director of IR, Director of LS, and Division Chairs

UST - Undergraduate Transfer Student

LS - Learning Support