

**SOUTH GEORGIA STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW SELF-STUDY TEMPLATE**

I. Introduction

- Program age, structure, tracks and concentrations, accreditations, etc.
- Program student profile
- Campus locations and method(s) of delivery
- Program purpose and mission
- Alignment of program mission with department, school, and, institutional mission
- Significant environmental changes since last review (e.g. changing student demographics, impact of technology, external requirements from accrediting bodies, stakeholder feedback, changes in SACS and BOR policies, assessment initiatives, program changes, etc.)

II. Productivity

A. Enrollment Trends

Analyze enrollment trends based on:

- Number of majors (past three years)
- Enrollment in required (major) courses (past three years)
- Enrollment in service (non-major) courses (past three years)
- Student credit hour generation in required (major) courses (past three years)
- Student credit hour generation in service (non-major) courses (past three years)
- Retention rates

B. Graduation Trends

Analyze graduation trends based on:

- Degrees conferred (past three years)
- Average credit hours to degree
- Average time to degree
- Graduation rates (3 year graduation rates for Associate Degrees; 6 year for Bachelor Degrees)

C. Program Costs

- Direct Instructional Costs per FTE students (Direct Instructional Costs include faculty members salary and benefits plus instructional equipment and supplies.)
- Other costs (if applicable)

D. Revenues Generated (if applicable)

III. Quality

A. Quality of the Faculty

- Success in attracting and retaining high quality faculty members
- Appropriateness of faculty credentials
- Ability to meet or exceed program expectations with number of faculty members available
- Responsible use of part time faculty and faculty overloads
- Opportunities for faculty development

B. Quality of Teaching and Learning

- Student success in achieving Student Learning Outcomes (SLOs) of the program
- Student success rates in key program classes
- Success of high-impact learning activities (Student-faculty research, service learning, writing-intensive coursework, capstone projects, internships, etc.)
- Adequacy/effective use of various instruction delivery modes
- Successful advising system
- Departmental incentives/rewards for teaching excellence
- Other indicators of quality teaching/learning

C. Quality of Research, Scholarship, and Creative Endeavors

- Opportunity for student research, scholarship, and creative endeavors
- Productivity of faculty in the areas of publication, scholarly sharing, artistic presentation, or grantsmanship
- Financial support, faculty development, and mentoring opportunities for new faculty and others in the area of research, scholarship, and creative endeavors

D. Effective Use of Resources Supporting the Program

- Appropriate use of faculty through efficient scheduling (Track course utilization, noting percentage of classes under 40% threshold for each of the last three years)
- Adequacy/effective use of facility resources (classrooms, laboratories, performance and rehearsal spaces, etc.)
- Adequacy/effective use of technology and library resources
- Adequacy/effective use of other resources or support services

E. Commitment to Diversity

- Thoughtful definition of diversity in the context of the unit and program
- Success in attracting and retaining a diverse faculty
- Success in attracting and retaining a diverse student body

F. Achievements of the Program, the Program's Students, and/or the Program's Faculty

- External Accreditations earned
- Awards or Honors

G. Success of the Program's Graduates

- Licensure or certification rates
- Job placement
- Salaries
- Standardized test scores
- Graduate school admissions

H. Stakeholder Satisfaction with the Program

- Student satisfaction
- Alumni satisfaction
- Employer Satisfaction
- Community partner satisfaction

I. Quality and Productivity Improvement

- Response to prior cycle Quality and Productivity Improvement Plan (if applicable)
- Response to changing environment (e.g. changing student demographics, impact of technology, external requirements from accrediting bodies, stakeholder feedback, changes in SACS and BOR policies, assessment initiatives, program changes, etc.)

IV. Viability

- Program's viability based on productivity and quality findings
- Other data, analyses, or rationale needed to support viability findings (e.g. internal and external demands for graduates; regional and national trends for comparable programs, practicability of program, etc.)

V. Recommendation

Provost's recommendation for the program, based on BoR 3.6.3 (April 2010) : program should be enhanced, maintained at its current level, reduced in scope, or consolidated/terminated.

VI. Program Quality and Productivity Improvement Plan (if program deemed viable; filled in after CPR)

- Priority Goals
- Action Steps
- Performance Measures