

# University of West Georgia – Comprehensive Program Review

## Overview

According to [Board of Regents Policy 3.6.3](#), each USG institution shall conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

The CPR process should allow programs to discuss questions such as the following: Where do we need or want to go? What do we need to get there? What will happen if we are unable to get there?

Each program should evaluate its annual collected data in terms of the following criteria:

- **Productivity:** the number and contributions of graduates of an academic program and/or the number of students served through service courses in the context of the resources committed to its operation. (Additional measures of productivity might include counts of students who meet their educational goals through the program's offerings, including minors, certificates, or job enhancement, if such goals are part of the program's mission.)
- **Viability:** the use of such considerations as available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, University System, and state to determine whether a program should be continued as is or modified (expanded, curtailed, consolidated, or eliminated). Viability considerations are independent of quality measures; i.e., a high quality program could lack viability, or a program in need of considerable improvement could have high viability
- **Quality:** measures of excellence. Quality indicators may include, but are not limited to, attainment of student learning outcomes, a comparison of program elements relative to internal and external benchmarks, resources, accreditation criteria, relevant external indicators of program success (e.g., license and certification results, placement in graduate schools, job placement, and awards and honors received by the program), and other standards.

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## Instruction Guide

Please answer all questions below as thoroughly and succinctly as possible. The completed template should not exceed 55 pages. It is also asked that you do not copy and paste tables from other data sources into the template.

The Office of Institutional Effectiveness and Assessment has provided data tables specific to your program/department to assist you in completing the document. If an error has been made or if you have any questions, please contact the OIEA directly or AVPAA over Academic Programs for assistance. The deadlines for this year are listed below as well as online here: [https://www.westga.edu/administration/vpaa/comprehensive\\_program\\_review.php](https://www.westga.edu/administration/vpaa/comprehensive_program_review.php).

**Process: All reviews should be prepared, reviewed, and receive a response within one academic year.**

- Programs receive review template beginning of fall semester of the review year.
- Programs will submit the review to the Dean’s office no later than December 1<sup>st</sup> of the review year.
- Deans will submit their review to the Provost’s office no later than February 1<sup>st</sup> of the review year.
- The Provost’s office will coordinate the review by the committees of the faculty senate (UPC and GPC), which will be complete by April 1<sup>st</sup> of the review year.
- Provost’s office will share the final review and Provost Summary Form with the Programs no later than June 30<sup>th</sup> of the review year.
- Provost’s office will file final review and Provost Summary Form for Board of Regents review no later than July 15<sup>th</sup> of the review year.

### 2019-2020 Schedule:

Action	Deadline
Programs submit review to their Dean’s office	Monday, December 2, 2019
Deans submit review to Provost’s office	Monday, February 3, 2020
Faculty Senate committees (UPC & GPC) submit reviews to Provost’s office	Wednesday, April 1, 2020
Provost’s office shares review and Provost Summary Form with Programs	Tuesday, June 30, 2020
Provost’s office files final review and Provost Summary Form for BOR review	Wednesday, July 15, 2020

# University of West Georgia – Comprehensive Program Review

## Template

**Academic Program Name:**

**CIP Code:**

**College or School and Department:**

**Date of Last CPR:**

**Outcome of Previous CPR (*brief narrative statement*):**

**Faculty member(s) completing the CPR report:**

### **Section 1. Mission Review**

1.01 State the mission of the program

1.02 How has the mission changed since the last comprehensive program review?

1.03 Relate the mission of the program/department to the current mission of the University, College/School, and department. Program missions must be consistent with the principle of purpose set forth in the University's mission and goals. They are expected to be in alignment with the mission statements of the University, school/college, and/or department. How does the program mission support or complement the University, school/college, and department missions and strategic goals?

## **Section 2. Accreditation *(if applicable)***

- 2.01 List all accrediting bodies that are relevant to program under review.
- 2.02 Describe the current accreditation status of the college/department/program under review, including when accreditation was reaffirmed.
- 2.03 Describe any activities the program faculty have undertaken in response to recommendations from the last accreditation review.

## **Section 3. Program Productivity (Degrees Conferred, Credit Hours Generated, Time to Degree)**

Program productivity relates to the number and contributions of graduates of an academic program and/or the number of students served through service courses in the context of the resources committed to its operation. (Additional measures of productivity might include counts of students who meet their educational goals through the program's offerings, including minors, certificates, or job enhancement, if such goals are part of the program's mission.)

- 3.01 Based on the data in Appendix Tables 1 -3, provide a narrative analysis of the degrees conferred in the program, the credit hour production in core, upper-level undergraduate courses, and graduate courses (where applicable), and student time to degree.
- 3.02 If the academic degree program has been listed on the USG's low producing programs list, please provide a narrative of actions taken to improve program productivity and their effectiveness.
- 3.03 For this section - Set goals and desired standard of achievement related to program productivity for the next review cycle.

## Section 4. Program Viability

Program viability relates to the use of such considerations as available resources, student interest, career opportunities, and contributions to the goals and mission of the institution, University System, and state to determine whether a program should be continued as is or modified (expanded, curtailed, consolidated, or eliminated). Viability considerations are independent of quality measures; i.e., a high quality program could lack viability, or a program in need of considerable improvement could have high viability.

### 4.01 Student profile

- (a) What are the program specific policies on admission of students (if any)?
- (b) Describe student recruitment strategies used by the program and discuss the effectiveness of those efforts.
- (c) Based on the data representing the declared first and second majors and minors (if applicable) enrolled in the program provided in Appendix Table 4. Indicate any trends in the data and provide justification if necessary.
- (d) Based on the data provided in the Operational Outcomes Annual Assessment Report in Appendix C for the most recent year, describe the program's student retention strategies used by the program and discuss the effectiveness of those efforts.

### 4.02 Faculty profile

- (a) What strategies are implemented to attract and retain high-quality faculty? To what extent are these efforts successful?

- (b) Based on the data provided in Appendix Tables 5 - 7, provide a narrative analysis of the student-faculty ratios, average class sizes, and distribution of faculty by FT and PT status, as well as rank as it relates to program vitality.
- (c) What initiatives are in place to provide mentoring and support for faculty development? Address new faculty, part-time, tenure/promotion track, as well as instructors and lecturers. How effective have these initiatives been at supporting faculty?
- (d) Describe the extent to which tenure and non-tenure track faculty are involved in continuous program improvement.
- (e) Provide a narrative analysis of the data on faculty workload contained in Table 8, provided by the Dean.

#### 4.03 Program Resources

- (a) Describe the interrelatedness of the program with other programs, Units, Centers, and Colleges/Schools within the University.
  - (i) Describe classroom space and other instructional areas. What, if any, are the projections for future needs specific to this program?
  - (ii) Describe offices and meeting space. What, if any, are the projections for future needs specific to this program?
  - (iii) Describe laboratories; equipment for research and instruction; computer equipment, software and support; and library resources. What are the projections for future needs, if any?
  - (iv) Provide summaries of financial support for the program from externally funded grants, endowments, and department budgets. How do these resources align with current and future needs?

- (b) For this section - Set goals and desired standard of achievement related to program viability for the next review cycle.

## **Section 5. Program Quality**

Program quality focuses on measures of excellence. Quality indicators may include, but are not limited to, quality of instruction, attainment of student learning outcomes, a comparison of program elements relative to internal and external benchmarks, resources, relevant external indicators of program success (e.g., license and certification results, placement in graduate schools, job placement, and awards and honors received by the program), and other standards.

### **5.01 Curriculum**

- (a) Attach a current program sheet that demonstrates how students progress through the program curriculum. (Table 9)
  
- (b) Based on the data contained in the program sheet you are attaching to this report, provide a narrative analysis of the program's course offerings and how they meet student needs and progression toward graduation, as well as how they meet the needs of prospective employers in the discipline.
  
- (c) Indicate degree completion requirements in terms of semester hours; minimum credits to be earned; and special requirements, such as competency tests in the area (if applicable).
  
- (d) Explain the use of outside agencies for practica, co-ops and internships, consortium arrangements, and dual-degree programs, if applicable.



## 5.02 Instruction

- (a) Describe the mechanisms in place to ensure the consistency and quality of instruction in the program. How do instructional/pedagogical approaches compare to current trends in the discipline? What effective approaches are being used by program faculty to enhance student learning?
- (b) What training and professional development are available to faculty for instruction?
- (c) What are the common High Impact Practices (HIPs) that are most emphasized in your program? How do you ensure students complete these courses prior to graduation?
- (d) Discuss the uses of technology for instruction in courses offered by the department, including courses offered in a hybrid or fully online format.

## 5.03 Students

- (a) Based on data contained in Appendix Table 10, provide a narrative analysis of student input quality measures.
- (b) For undergraduate programs: List the number of students per year who are admitted to graduate school or obtain jobs related to the discipline (if available). For graduate programs: List the number of students per year who obtain jobs related to the discipline (if available).

- (c) Describe the student recognition activities of the department, such as honors, awards, scholarships, or other recognition activities.
- (d) List and describe the student organizations associated with the department (if any).
- (e) Describe student participation in research and scholarly activity within the department, including incorporation of research/scholarly activity in courses and student publications.
- (f) Based on data contained in Appendix Table 11, provide a narrative analysis of student output quality measures.

#### 5.04 Faculty

- (a) List the number of terminally degreed faculty in the Department.
- (b) Describe the areas of faculty expertise and interest related to research and teaching represented in the department.

(c) Based on data contained in Faculty Activity Reports (See Appendix B), provide a narrative analysis of grant activity, faculty research, scholarly productivity, and professional development.

(d) Describe the process of academic advising in the department.

#### 5.05 Service

(a) Based on data contained in Faculty Activity Reports (See Appendix B), provide a narrative analysis of faculty service.

(b) What types of service to the local and regional community are available for students to participate in that are sponsored by the program/department?

(c) For this section - Set goals and desired standard of achievement related to program quality for the next review cycle.

### **Section 6. Program Outcomes Assessment**

Use the Operational and Student Learning Outcomes Annual Assessment Report (See Appendix C) for the most recent year to provide a detailed student outcomes analysis.

6.01 For this section - Set goals and desired standard of achievement related to student learning outcomes for the next review cycle.

## **Section 7. Summary and Implications of Findings**

Summarize the strengths of the unit and opportunities for program enhancements based on information in sections I - VI and include goals and standards of achievement for the next review cycle.

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## Evaluation of this Comprehensive Program Review

**Administrative Review by the College/School Dean:** Analysis and evaluative response regarding the quality, viability, and productivity of the program. Also evaluate the quality and depth of the evidence the program has provided to support its case. Finally, discuss your plans to incorporate this review into the unit's strategic and financial plans.

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**Faculty Review (UPC or GPC):**

Analysis and evaluative response regarding the quality, viability, and productivity of the academic program, and the quality and depth of the evidence the program has provided to support its case. Include recommendations for the future of the program.

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**Response to the Faculty and Administrative Review by the Provost's Office:**

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## Appendix A – Tables

Table 1: Credit Hours Generated UG broken out by LD and UD and Graduate (IEA)

Table 2: Degrees or Certificates Conferred (IEA)

Table 3. Student time to degree for FTFT students (average, in years) (IEA)

Table 4: Declared Majors and Minors (IEA)

Table 5: Average Class Size by Course Level (Provost Office spreadsheet)

Table 6: Student-FTE Faculty Ratio (Provost Office spreadsheet)

Table 7: Student Credit Hours (SCH) Taught by Full Time versus Part-Time Faculty (Provost Office spreadsheet)

Table 8: Course Offerings by Faculty (Workload Report from Deans)

Table 9: Courses and Offerings (Program Sheet)

Table 10: Student Input - Quality Measures (IEA and program specific)

Table 11. Student Output - Quality Measures (IEA and program specific)



Table 1. Credit Hours Generated at the Undergraduate and Graduate levels

Undergraduate

	Summer, Fall, Spring						<i>Subset of Total SCH</i>	<i>Subset of Total SCH</i>	<i>Subset of Total SCH</i>		
Department	SCH UG 14/15	SCH UG 15/16	SCH UG 16/17	SCH UG 17/18	SCH UG 18/19*	SCH UG AVG	UG PT SCH** 18/19	SCH in the Core 17/18	% of Core in UG SCH 17/18	SCH in the Core 18/19	% of Core in UG SCH 18/19
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\*Student Credit Hours (SCH)

Graduate

	Summer, Fall, Spring					
Department	SCH GR 14/15	SCH GR 15/16	SCH GR 16/17	SCH GR 17/18	SCH GR 18/19	SCH GR AVG
-----						

\*Student Credit Hours (SCH)

Table 2: Degrees or Certificates Conferred

	Summer, Fall, Spring				
	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19
Undergraduate Degrees Conferred: -----					
Second Majors on Degrees Conferred: -----					

Table 3. Student time to degree for FTFT students (average, in years)

Average (Mean) Time to Degree calculated based on time elapsed in years from First Term Enrolled UG or GR (depending on degree) to end of Term Degree Awarded.

	Summer, Fall, Spring				
	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19
Program: -----					

**Table 4: Declared Majors and Minors**

Unduplicated Headcount of students in the program

	Summer, Fall, Spring				
	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19
Declared Majors: -----					
Declared <u>Second</u> Majors: -----					

**Table 5: Average Class Size by Course Level**

	1000 & 2000 level (cap > 5)					
Department	LD Class Size 14/15	LD Class Size 15/16	LD Class Size 16/17	LD Class Size 17/18	LD Class Size 18/19	LD Class Size AVG
-----						
	3000 & 4000 level (cap > 5)					
	UD Class Size 14/15	UD Class Size 15/16	UD Class Size 16/17	UD Class Size 17/18	UD Class Size 18/19	UD Class Size AVG

Department	5000 level and up (cap > 5)					
-----	GR Class Size 14/15	GR Class Size 15/16	GR Class Size 16/17	GR Class Size 17/18	GR Class Size 18/19	GR Class Size AVG

Table 6: Student-FTE Faculty Ratio

	UG&GR Majors/FTE Faculty Ratio					
Department	Maj/Fac Ratio 14/15	Maj/Fac Ratio 15/16	Maj/Fac Ratio 16/17	Maj/Fac Ratio 17/18	Maj/Fac Ratio 18/19	Maj/Fac Ratio AVG
-----						

Table 7: Student Credit Hours (SCH) Taught by Full Time and Tenure Track versus Part-Time and Not Tenure Track Faculty

-----	SCH taught by Full Time TT and Not TT vs Part Time Not Tenure				
	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
FT					
Tenure/Tenure Track					
Not Tenure Track/Other					
PT					

Not Tenure Track/Other					
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\*Other = eCore, eMajor, Staff, etc.

**Table 8: Course Offerings by Faculty (Workload Report from Deans)**

<Please Attach as Separate Document>

**Table 9: Courses and Offerings (Program Sheet)**

< Please Attach as Separate Document >

**Table 10. Student Input - Undergraduate Quality Measures (Fall mid-term census of all declared majors)**

-----		Student Input – Undergraduate Quality Measures (Fall mid-term census of all declared majors)									
		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		N=	Average	N=	Average	N=	Average	N=	Average	N=	Average
Standardized Test Scores (UG)	Unduplicated Count										
	HS GPA										
	SAT Verbal										

	<b>SAT Math</b>										
	<b>SAT Writing</b>										
	<b>ACT</b>										
<b>Freshman Index (UG only)</b>											
As appropriate: Program Specific Measure (Programs can provide additional measures of quality here (e.g., entry scores or GPA for entrance into degree program as appropriate.) Please briefly discuss what the measure(s) are and how they are defined.)											

**Table 11. Student Output - Measures of Quality**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<p>Program specific average Exit scores or Pass Rate on national/state exams for licensure (as appropriate)</p> <p>(N) Number of students reporting scores for the test(s)</p>					
Institutional GPA of graduates					
<p>As Appropriate: External Quality Assurance Measures (e.g., professional accreditations, exit surveys, market rankings, etc.)</p> <p>Briefly describe.</p>					

**Appendix B – Faculty Activity Reports**  
*(see additional attachments)*

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**Appendix C – Operational and Student Learning Outcomes Annual Assessment Reports**  
*(see additional attachments)*

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