

Comprehensive Program Review

Instructions, Reporting Vehicle, and Definitions

Comprehensive Program Review Instructions

History

The Comprehensive Program Review template was developed as a summative reporting vehicle for academic program review. This reporting vehicle is for use by University System of Georgia (USG) institutions and the system office in order to ensure adherence to Board of Regents Policy 3.6.3 Comprehensive Program Review and to enable consistency in executive level reporting to the Board of Regents, the system as a whole, and external constituents. The Executive Vice Chancellor for Academic Affairs requested a task force be formed with representatives from the institutional sectors to design and recommend a reporting template to be used by all USG institutions. The subcommittee on Comprehensive Program Review began its work on July 6, 2015 and completed its charge on June 1, 2016. The taskforce membership was comprised of a cross-section of vice presidents for academic affairs and institutional research personnel, comprehensive program review committee membership reflected the varied sectors of the university system and perspectives concerning academic program assessment. The goal of the reporting vehicle was to provide both standardization of reporting along with institutional flexibility and consideration of such factors as mission, program variability, level of degree and major, student and institutional inputs and outcomes, and academic unit composition.

Parameters

The reporting vehicle does not supplant institutional academic program review processes. Institutional processes are to remain intact. It is intended that the reporting vehicle becomes a standardized form that all institutions use to submit to USG. For any sections of the reporting vehicle that do not apply to specific academic programs (e.g., institution only awards associate and baccalaureate level degrees and majors), please indicate not applicable (“NA”) in spaces provided throughout the document. Consistent with academic program reviews, the attached reporting vehicle is a succinct representation of the institution’s demonstration that it has assessed an academic program and made decisions about its future within a culture of evidence. Academic program reviews will be used for continuous improvement and the adjustment of programs within an institution’s mission, strategic plan, and sector within the university system. Definitions and potential sources for indicators/measures of quality, viability, and productivity are found on successive pages within this document.

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Unit of Analysis

The academic program is the unit of analysis. Data resources involve a combination of university system reports, research and policy analysis databases and reports, academic unit data, institutional data from Banner, Cognos, and other student and academic information systems, institutional assessments, unit self-studies, and/or external reviews. The metrics include qualitative and quantitative measures of progress that provide an institutional context, environmental scan, academic and geographic indicators, and factors specific to the discipline, degree, major, and institution. Information used in preparation for regional and disciplinary accreditation reports as well as external funding agencies and federal agencies may also be replicated where applicable in the reporting vehicle. It is preferable that the final narrative summary of the comprehensive program review be succinct and simultaneously provides enough detail for institutional context such that the result is contained to a maximum of ten (10) pages. Narrative sections are included throughout the document within categorical indicators of productivity, viability, and quality to provide institutional flexibility in relaying contextual and disciplinary narratives when discussing programmatic health. The institutional provost/vice president for academic affairs (or designee) has the final signature/sign-off on completed academic report summaries for comprehensive program review.

Accessibility and Final Institutional Approval

The reporting vehicle can be downloaded from the sharepoint – new program review teamsite (reference url: https://sharepoint.bor.usg.edu/team_sites/academicaffairs/npr/SitePages/Home.aspx) for which access is available to each provost/vice president for academic affairs and her/his designee. The document is available in a downloadable, write-able format. The blank form itself will be available in the sharepoint folder entitled “Forms/Supporting Documents for Institutions.” In addition, to further assist the provost/vice president for academic affairs in sharing the information with academic deans and department heads, the blank form will be available on the public academic programs website at the following url: http://www.usg.edu/academic_programs/changes underneath the section entitled “Program & Curriculum Changes.” Upon completion and appropriate signature, the provost/vice president for academic affairs (or designee) will fill out corresponding institutional identification information (e.g., name of institution, name of academic program, date, etc. in drop-down boxes) and submit the document to sharepoint as an attachment. It is recommended that the document be completed, reviewed, scanned as a .pdf, and then provided as an attachment to the comprehensive program review site. The mechanism for submitting and attaching documents/files is similar to that used for uploading new programs.

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Reporting Vehicle

Institution: Georgia Highlands College

Academic Program Name: Associate of Science/Associate of Arts

CIP Code: NA College or School and Department: N/A

Date of Last Internal Review: N/A

Outcome of Previous Program Review (brief narrative statement): N/A

Current Date Program Reviewed at the Institution for this report: January 2017

Indicators of Measures of Quality:

<i>Student Input – Undergraduate Programs</i>	Fall 2013	Fall 2014	Fall 2015
Standardized Test Scores (if applicable), for undergraduate programs ----- ACT or SAT – Choose the standardized examination used and indicate in the space provided below:			
Average Comp ACT Score	17.6	18.0	18.7
Average SAT Score			
VERB	476.5	480.3	479.9
MATH	462.7	464.0	463.1
WRITING	450.6	452.2	453.0
Freshman Index (as applicable)	1597.6	1598	1598.7
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a professional degree program (e.g., nursing, business, education)			
Average HS GPA	2.9	2.9	2.9
Average COMPASS Score			
ENGLISH	80.4	80.5	78.1
READING	85.6	85.6	84.5
MATH	47.9	43.5	40.0
Institutional Indicators of Quality- Student Input (campus determined)	NA	NA	NA
<i>Student Output – Undergraduate Programs</i>	Fall 2013	Fall 2014	Fall 2015
Exit scores on national/state exams for licensure	NA	NA	NA

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Graduating Major or stand-alone degree GPA scores <i>Indicate whether Major GPA or Graduation GPA is used:</i>	NA	NA	NA
Employment rates (if available) IF NOT AVAILABLE state "NA"	NA	NA	NA
Entry into graduate programs (if available) IF NOT AVAILABLE state "NA"	NA	NA	NA
Institutional Indicators of Quality – Student Output (campus determined)	NA	NA	NA

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Student Input- Graduate Programs	Fall 2013	Fall 2014	Fall 2015
Entering GPA scores			
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below:	NA	NA	NA
Institutional Indicators of Quality- Student Input (campus determined)	NA	NA	NA
Student Output – Graduate Programs			
Exit Scores on National and State Licensure and/or Certification Exams Specific Exam:	NA	NA	NA
Graduating Major or stand-alone degree GPA scores <i>Indicate whether Major GPA or Graduation GPA is used:</i>	NA	NA	NA
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)	NA	NA	NA
Institutional Indicators of Quality- Student Output (campus determined)	NA	NA	NA
Narrative Section: Describe additional details as deemed appropriate. NA			

Faculty (optional reporting by institution)	Fall 2013	Fall 2014	Fall 2015
Number of Terminally Degreed Faculty DOCTORATE	36	34	34
Number of Non-terminally Degreed Faculty EDUCATION SPECIALIST	3	3	3
MASTER'S	87	86	86
BACCALAUREATE	2	1	0
Undergraduate or Graduate programs: Amount of sponsored research funding	NA	NA	NA
Undergraduate or Graduate programs: Other External funds for program support	NA	NA	NA
Undergraduate or Graduate programs: Number of peer-reviewed publications	NA	NA	NA
Undergraduate or Graduate programs: Number of faculty research fellowships	NA	NA	NA
Institutional Indicators of Faculty Quality- Output (campus determined)	NA	NA	NA

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External Quality Assurance (e.g. professional accreditation surveys; market rankings)	NA	NA	NA
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Narrative Section: Describe additional details as deemed appropriate.

Student Input/Output: At Georgia Highlands College, a student’s entry scores are evaluated to ensure that the student is placed correctly into core courses. From 2013 to 2015 the scores on the ACT, SAT, and the Compass Test scores have been used to place a student into the correct level of their math and/or English classes. While looking at these nationally recognized entry tests over the years from 2013 to 2015, the ACT average score has raised a noteworthy amount, while the SAT scores have not risen as strongly. There has been a decline in the average score on the Compass test, which is administered on our campus. The average high school grade point average has remained constant. Since Georgia Highlands College is primarily a two-year Associate’s college many of our students transfer to other institutions to receive their Bachelor’s degree. Therefore, Georgia Highlands does not gather information, scores, on our students as they graduate and/or transfer.

Assessment Practices: The most important function of an academic institution is the education of its students. In light of this statement, assessment at an institution of higher education concerns itself with its educational program; the institution must assess its “educational effectiveness.” The academic program of GHC has been divided into a number of assessment units. Each assessment unit is represented by an Assessment Team, which functions in assessing the assessment unit’s particular academic area. Each assessment unit has its own goal and has designated a number of Student Learning Outcomes (SLOs) that fall under that goal. Each SLO is referable to one or more of the institutional goals. Each assessment team determines primary and secondary performance targets in the form of quantitative measures that function as benchmarks for success with respect to the SLO. If the result meets or exceeds the performance target, then the SLO has been demonstrated to have been met, the mission of the institution is empirically supported, and no further action is required with respect to the SLO. On the other hand, if the result falls below the performance target, then the SLO has not been met and the mission of the institution is not supported. The assessment team then develops an action plan, which, when implemented during the following assessment cycle, will generate a result that will indicate that the SLO has been met and the mission of the institution has been supported. All assessment activities are documented through the generation and submission of assessment reports to the Assessment Coordinator. In summary, the process of academic assessment is a team-managed process that assesses area-specific Student Learning Outcomes on an annual basis. The assessment results are quantified and will indicate if the performance targets (benchmarks for success) have been met.

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Action

plans developed and implemented AND improved assessment results are evidence of a process of continuous quality improvement that supports the mission of the institution.

Quality Matters: Throughout the 2015-2016 academic year, instructors across divisions at Georgia Highlands College took the first level Quality Matters training in order to revise our courses in line with this program in order to improve student experiences in online learning. Participation in the Quality Matters program is part of an overall effort at GHC to build a culture for service that is dedicated to student success. Use of the Quality Matters rubric for instructional design is increasing service to students through effective and efficient best practices in online courses. Instructional design staff and faculty division representatives have recently completed the second level QM peer reviewer training in order to serve as peer mentors to colleagues as faculty work to redesign online courses to use the instructional design best practices within the rubric. We anticipate that more faculty will take this course in the future so that we may conduct internal QM course reviews. Our goal is to complete QM peer reviews for all web-based courses to ensure a quality educational experience for all students at GHC.

Curricular Alignment and Currency to the Discipline

Narrative Section: Describe additional details as deemed appropriate.

The faculty of Georgia Highlands College actively participates in scholarly activity, though not required for promotion and tenure consideration, in order to stay abreast of current topics and issues related to their field of study (Appendix A). In addition to the accomplishments of the faculty, Georgia Highlands College strives to continuously develop innovative new courses and methods of delivery.

- **See Appendix A**

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Indicators of Measures of Viability:

Internal Demand for the Program	Fall 2013	Fall 2014	Fall 2015
Number of students in the degree program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)			
UNDUPLICATED 12-MO HEADCOUNT	7,285	7,287	7,122
TOTAL FTE	4,071	4,040	3,914
FALL ENROLLMENT	5,492	5,365	5,746
Number of students who applied to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	NA	NA	NA
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes	NA	NA	NA
Number of students who declared the program at 60 semester-credit hours	NA	NA	NA
Number of credit hours taught in the program	65	65	65
Average Faculty Workload for the academic unit (not the degree program)	15 hours/ Term	15 hours/ Term	15 hours/ Term
Number of Faculty supporting the degree program (within the academic unit)	124	124	123
Number of Faculty supporting the degree program (outside the academic unit)	NA	NA	NA
Number of Part-Time faculty	139	122	154
Narrative Section: Describe additional details as deemed appropriate.			
<p>Georgia Highlands College is an institution where adequacy is intentionally exceeded to produce a viable learning environment functioning to maximize student success. Challenges to degree completion and learning needs are anticipated by staff, and programs are instituted to insure a thriving community of learning is maintained. Various on-going programs supporting this thriving, viable community of learning developed by the institution and focused on student success are outlined below.</p> <p>Advising: At Georgia Highlands College, academic advising is owned by our faculty, professional advisors and students. Advisors help students explore and determine the best educational options to achieve their personal and professional goals, whether within the core curriculum, transfer programs, or career programs. Academic advising is available to all students and is seen as a learning opportunity. Advisors</p>			

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assist students in setting realistic educational goals, learning and applying decision-making strategies, and making appropriate choices.

There are many opportunities for faculty and our professional advisors to interact with students. New student orientations and our Early Bird Advising system have proven to be very helpful for our students.

Early Bird Advising (EBA) happens during the fall and spring semesters at each campus. Students schedule a meeting with a faculty advisor to discuss academic planning. In this meeting students and faculty will plan courses for upcoming semesters, explore additional program requirements, and discuss degree completion and transfer options.

Student-to-Faculty Ratio: Georgia Highlands College has a student-to-faculty ratio of 22 to 1. We feel that our ratio is a great benefit to our students. When there are fewer students per faculty member, class sizes tend to shrink. Students have more opportunities to get involved in class discussion and ask questions. Students receive more individual attention, and faculty members are able to devote their time for student questions. Fewer students allow other students in the class to get to know you and vice versa, and faculty members may actually learn your name!

GHC Success Coach Program: Success Coaching can be defined as the one-on-one process of helping a student identify his or her strengths, skills, and needs. At GHC, Success Coaches help students discover their passions and interests with semester-long support in areas such as self-discovery, knowledge, skills, and abilities, academic planning, and goal-setting. Success Coaches work individually with students to help inventory and assess traits, skills, and abilities; to identify goals; and devise a personalized plan of action. GHC Success Coaches are volunteer faculty and staff invested in student success.

Move On When Ready program (MOWR): A recent development in the state of Georgia is the Move On When Ready program (MOWR). This dual enrollment initiative is an effort to encourage high school students to pursue college credit prior to graduation. This program waives all tuition, student fees, and book fees for the participants. If students pursue this program strategically, they can complete and associate's degree while still in high school; thereby, creating huge savings from both a time and financial perspective. Georgia Highlands College developed new programs and services specifically for the MOWR student. These include off-site course offerings at local high schools and college and career academies. Specifically, courses are offered at the Floyd, Bartow, and Polk County College and Career Academies, Trion High School, and Unity Christian School. In addition, GHC created a new MOWR Coordinator position that offers our youngest learners a more personalized and closely monitored college experience.

College Scorecard: In the recent unveiling of the U.S. Department of Education's College Scorecard, Georgia Highlands College was highlighted in the two-year category as a college with the best value in the state. The College Scorecard is a website designed to provide "the clearest, most accessible, and

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most reliable national data on college cost, graduation, debt, and post-college earnings.” The database was built to help students better understand which colleges will provide the best return on investment. In the two-year category, “45 two-year public colleges across the U.S. at which earnings exceed those of the typical two-year college” were highlighted. Currently, students at GHC can earn an associate degree for less than \$7,300. Additionally, Georgia Highlands College nabbed second on a list of the 30 most affordable online RN-BSN degree programs in the nation recently put out by Great Value Colleges, joining several colleges from across the nation, including the University of Texas, Indiana State University, and the University of Arkansas. California State University took the top spot.

Night, Online, or Weekend program (NOW): An initiative aimed at adult learners is one way GHC offers effective class scheduling and development of new programs. According to research, the adult learner is a student greater than 24 years of age or a learner that meets other defining characteristics such as working more than 20 hours a week or being the primary support for a family. Adult learners also prefer an accelerated approach to learning and generally have job and family commitments that necessitate access to night, online, or weekend (NOW) courses. These needs led to the development of the Accelerated Adult NOW Program which began Fall 2016 at the Cartersville site. This site is home to more than 2200 students and approximately, 20% of the students are classified as non-traditional based on age. This new program includes a two-year rotation of business classes that are presented in accelerated, hybrid formats and include evening and online offerings. The program also includes additional success components such as GPA checks, required tutoring, and attendance policies. The NOW coordinator works closely with each student to ensure his or her success.

Online Courses: Georgia Highlands College offers many options for completing degrees online and taking online courses for transfer. We offer two transfer associate degrees (Associate of Arts and Associate of Science) online in multiple transfer pathway programs such as Business (A.S.), Criminal Justice (A.S.), Economics (A.S.), English (A.A.), Foreign Language (A.A.), General Studies (A.S.), History (A.A.), Political Science (A.A.), and Teacher Education: Middle Grades (A.S.). The courses which lead to these degrees prepare students to transfer as juniors and continue in programs that lead to bachelor degrees. In addition, GHC’s online completion programs for baccalaureate degrees in Dental Hygiene and Nursing prepare students to enter or advance in the workforce in these health science areas. From 2013 to 2015, GHC’s eLearning online courses have experienced significant growth. The number of students taking at least one online course increased from 1315 in fall 2013 to 1834 in Fall 2015 which represented a 39.5% increase. During the same period, the number of students taking a majority online load increased 68.8% from 468 students in fall 2013 to 790 students in Fall 2015. A 94.3% increase was also seen in the number of students taking a completely online load with 266 students doing so in fall 2013 and 517 in Fall 2015.

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Indicators of Measures of Productivity:			
<i>Time to Degree</i>	Fall 2013	Fall 2014	Fall 2015
Undergraduate student time to degree	NA	NA	NA
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.	NA	NA	NA
	Fall 2013	Fall 2014	Fall 2015
Graduate student time to degree	NA	NA	NA
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.	NA	NA	NA
	Fall 2013	Fall 2014	Fall 2015
<i>Graduation</i>	Fall 2013	Fall 2014	Fall 2015
Associate level academic program graduation numbers	526	581	611
Baccalaureate level academic program graduation numbers	0	0	22
Five-year academic program graduation numbers (accelerated bachelors to master's programs)	NA	NA	NA
Applied doctorate program graduation numbers	NA	NA	NA
First professional program graduation numbers	NA	NA	NA
Doctor of Philosophy program graduation numbers	NA	NA	NA

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Contextual Closing Narrative: In the space provided below, provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, aspirations, in addition to plans for action. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1500 word limit).

The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region. Georgia Highlands College is considered a Baccalaureate/Associate's College: Associate's Dominant institution by Carnegie Classification typology. Therefore, the indicators used to determine quality, viability, and productivity of academic programs among institutions within the University System of Georgia might not adequately reflect the successes of our college. As an access institution, Georgia Highlands College has made significant and continuous efforts to improve upon the opportunities and quality of services provided to students and the community. Of full-time, first-time, degree-seeking undergraduate students, 80% received some form of financial aid, with 50% of students being awarded Pell Grants for academic year 2013-2014. The average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid was below \$6,000.00 for the 2013-2014 academic year. GHC is one of only two colleges in Georgia listed in a 2015 national database as the "best value" and "best return on investment" in the state. Students at GHC can complete an associate degree for less than \$8000. That's half the cost for the same courses students take at other colleges and universities across the country. From registration to degree completion, it is GHC's goal to help students every step of the way. Even at half the cost of most colleges and universities nationwide, GHC offers over 40 areas of study, including associate, bachelor's, and online degree options. The online programs and courses are providing the diverse student body of today, with flexible options that assist them in achieving their educational goals and broadening employment opportunities. Despite these fiscal margins, GHC has managed to develop new degree programs, implement new course delivery options while maintaining a high standard of excellence, and produce skilled graduates ready for transfer to four-year institutions. Georgia Highlands College has strived to increase our graduation rates over the years by implementing various student support programs afore mentioned in this report of which student advising has been the priority. We have also worked toward answering the needs of the surrounding community partners and businesses by developing various Bachelor of Science programs that answer their call for qualified employees. The first was the BSN on line program, which begin in Fall of 2014. The program has consistently graduated students each term. The program is accepting two cohorts each year of about 35 or more students. In the summer of 2015, the Board of Regents approved the online BS in Dental Hygiene (BSDH) program, which accepted 23 students in their first cohort. The first BSDH graduates were in May 2016, and each term thereafter has had additional BSDH graduates and an additional cohort (23) entered summer of 2016. We also have two additional BS programs under consideration by the Board of Regents and they are a Bachelor of Science in Business

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Administration with concentrations in Healthcare Management and Logistics and Supply Chain Management.

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

_____ Program is critical to the institutional mission and will be retained.

_____ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

_____ Program will be placed on a monitoring status.

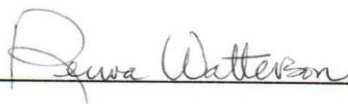
_____ Program will undergo substantive curricular revisions.

_____ Program will be deactivated.

_____ Program will be voluntarily terminated.

_____ Other (identify)

Provost/VPAA Signature and Date:
OR

 1.27.17

Provost/VPAA's Designee Signature and Date: _____

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Definitions and Potential Data Sources

INDICATORS OF MEASURES OF QUALITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Student Input – Undergraduate Programs

Standardized Test Scores (if applicable), for undergraduate programs ----- ACT or SAT –

Defined: The standardized test score does not include specific subject area tests, but rather, the test score used for general admission purposes, the total test score (STR077).

Note on GED: For those students who fall into the category of GED completion, please include those test scores (STR029). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

Freshman Index

Defined: From the Academic & Student Affairs Handbook, the Freshman Index (FI) is computed as the following:

$FI = 500 \times (\text{HSGPA}) + \text{SAT Verbal/Critical Reading} + \text{SAT I Math (or)}$

$FI = 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$

External Quality Assurance (e.g., professional accreditation surveys; market rankings)

Programmatic/Disciplinary Accreditors

National Survey of Student Engagement (NSSE)

Community College Survey of Student Engagement (CSSE)

National Research Council

Institutional Indicators of Quality – Student Input (*campus determined*)

Number of students and distribution

Average ability of students and distribution

Standard testing measures

Incoming Grade Point Average/Entering GPA Score

Defined: Provide the GPA Cumulative Transfer (SGC009). Provide the USG Cumulative GPA (SGC007). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

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Student Output – Undergraduate Programs

Exit scores on national/state exams for licensure

Graduating major or stand-alone degree GPA scores (*campus determined*)

Major GPA is calculated using grades earned in courses designated as 'major' courses. Major courses are determined by the academic department and are directly associated with the field of study. <<<< ***Either / Or*** >>>>

Graduation GPA is calculated using the grades earned in all courses taken while the student is enrolled in the most current major. If a student switches majors, grades for courses not required by the new major are excluded from the graduation grade-point average.

Employment rates (if available)

Entry into graduate programs (if available)

Institutional Indicators of Quality – Student Output (*campus determined*)

Completion and continuation rates

Completer satisfaction

Employer satisfaction

Attrition Rates

Starting Salaries

Stakeholder Satisfaction

Undergraduate student learning outcomes and competencies

Student Input – Graduate Programs

Entering GPA Score

Incoming Grade Point Average

Defined: Provide the GPA Cumulative Transfer (SGC009). Provide the USG Cumulative GPA (SGC007). All elements are defined in the USG Data Element Dictionary (version, 12/18/2015).

Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT -

Defined: Standardized admission tests that are included as part of an admissions package to determine applicant potential and ability in a specific graduate academic program.

Some specific elements are defined in the USG Data Element Dictionary (version, 12/18/2015) such as new verbal and new quantitative GRE (STR069 and STR070). Other elements will need to be pulled from institutional information used in the admission process.

Institutional indicators of Quality – Student Input (*campus determined*)

Number of students and distribution

Average ability of students and distribution

Standard testing measures

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Student Output – Graduate Programs

Exit scores on national and state licensure and/or certification exams

Graduating major or stand-alone degree GPA scores (*campus determined*)

Major GPA is calculated using grades earned in courses designated as 'major' courses. Major courses are determined by the academic department and are directly associated with the field of study. <<<< ***Either / Or*** >>>>

Graduation GPA is calculated using the grades earned in all courses taken while the student is enrolled in the most current major. If a student switches majors, grades for courses not required by the new major are excluded from the graduation grade-point average.

External quality assurance (e.g., professional accreditation, surveys, market rankings)

Institutional Indicators of Quality – Student Output (*campus determined*)

Completion and continuation rates
Completer satisfaction
Employer satisfaction
Attrition Rates
Starting Salaries
Stakeholder Satisfaction
Graduate student learning outcomes and competencies

Faculty (optional reporting by institution)

Undergraduate or Graduate programs: Amount of sponsored research funding

Undergraduate or Graduate programs: Other external funds for program support

Undergraduate or Graduate programs: Number of peer-reviewed publications

Undergraduate or Graduate programs: Number of faculty research fellowships

Institutional Indicators of Faculty Quality – Output (*campus determined*)

Meet the requirements of the parent institution for undergraduate education
Meet the requirements of the parent institution for graduate research and doctoral education

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INDICATORS OF MEASURES OF VIABILITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Internal Demand for the Program

Number of students in the degree program

Enrollments for Academic Programs

Defined: Enrollment metrics are available per program at the following web link:

Enrollments ---- http://www.usg.edu/research/enrollment_reports

Number of students who applied to the degree program (*if an applicable process is in place*)

Number of students who are admitted to the program

Number of students who declared the program at 60 semester-credit hours

Number of credit hours taught in the program

Average faculty workload

Number of faculty supporting the degree program (within the academic unit)

Number of faculty supporting the degree program (outside the academic unit)

Number of part-time faculty

Faculty Teaching Percentage: Defined: In terms of the Data Element Dictionary, data points such as faculty teaching percentage (FCS005) may be beneficial in further determining metrics that describe the faculty/student ratio and workloads.

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INDICATORS OF MEASURES OF PRODUCTIVITY

Note/Caveat: Examples of each of the measures are provided below. These are examples only. Other sample indicators may be identified by the institution.

Time to Degree

Undergraduate student time to degree

The time required to complete an undergraduate program of study in terms of years to graduation and credit hours.

Institutional specific factors impacting time to degree (institution to list or provide narrative details)

Graduate student time to degree

The time required to complete a graduate program of study in terms of years to graduation and credit hours.

Institution specific factors impacting time to degree (institution to list or provide narrative details)

Graduation

Associate level academic program graduation numbers

Baccalaureate level academic program graduation numbers

Five-year academic program graduation numbers (accelerated bachelor's to master's programs)

Applied doctorate program graduation numbers

First professional program graduation numbers

Doctor of Philosophy program graduation numbers

Graduation Numbers/Degrees Conferred for Academic Programs

Defined: Degrees conferred/completion metrics are available per program at the following web link:

Degrees Conferred --- http://www.usg.edu/research/degrees_conferred

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APPENDIX A
Scholarly Activities of Georgia Highlands College Faculty

Dr. Steve Blankenship

- Completed “Bridging Cultures” seminar on bring the Atlantic and Pacific Worlds into the American History Survey.
- Completed online taping for a future History 1121 course.
- Completed online taping for a future History 1122 course.
- Completed online lectures for a present History 2111 course.
- Completed online lectures for a present History 2112 course.
- Participated in the 2016 Georgia Association of Historians at GHC.
- Book review for Jason K. Duncan’s *John F. Kennedy: The Spirit of Cold War Liberalism* for the *Teaching Journal*.

Dr. Gardenia Burks

- (2015) The Effectiveness and Impact of Business Ethics Courses When Implementing Ethical Decisions and Actions in a Business Environment, Lyon, France (Proxied by Henry Williams, PhD)
- (2015) Bentley Global Business Ethics Teaching Workshop, Copenhagen, Denmark-Presentation

Susan Claxton
Presentations

- 2015
 - A Journey Through Grief at the Southern Organization for Human Services SOHS Conference
 - Sign Language at Bremen Academy
 - QPR Gatekeeper Training for Suicide Prevention GHC Human Services Students
- 2014
 - Suicide Prevention, Intervention, Postvention at (SOHS)
 - QPR (Question, Persuade, Refer: Suicide Gatekeeper Training) in South Georgia
 - QPR GHC Human Services Students
 - QPR GHC Inservices
- 2013
 - Keeping Suicide Prevention Active in Your Community at the Joining Hands Across Georgia Conference
 - QPR GHC Human Services Students

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- Conferences/Seminars
- 2015
 - SOHS (Southern Organization for Human Services) Conference
 - American Association of Suicidology Conference
- 2014
 - Victim Witness Training
 - Building Positive Families: The Art of Facilitating Workshop
 - Mental Health First Aid Certificate
 - PLA: (Prior Learning Assessment): A Guide for Faculty Certificate of Completion
 - Joining Hands Across Georgia 3rd Annual Suicide Prevention Coalitions Conference
 - NOHS Conference
 - SOHS Conference
- 2013
 - NOHS Conference (National Organizations for Human Services)
 - Joining Hands Across Georgia Annual Suicide Prevention Coalitions Conference

Dr. Elizabeth Dose

Presentations

- Dose, E. (2015). *Psychosexual Sadistic Crimes*. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2015). *Interviewing Psychotic Suspects*. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). *Why Women Kill*. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). *Courtroom Psychology*. National Death/Crime Scene Investigation Conference, Daytona Beach, Florida.
- Dose, E. (2014). *Human Kinesiology & Graphology*. FDIAl--Florida Division of the International Association for Identification Conference, Orlando, Florida.
- Dose, E. (2014). *Interrogating Personality Disorders*. Reid National Interrogation Conference, Chicago, Illinois
- Nominated for Board of Regents' Excellence in Teaching, 2016

Dr. Bentley Gibson

- Brown, T., & **Gibson-Wallace, B.** (2014). Collective Neuroticism: Consequences an Manifestation of Communal Trauma. In Scott, I. *Crimes Against Humanity in the Land of the Free: Can a Truth and Reconciliation Process Heal Racial Conflict in America?*
- **Gibson-Wallace B.**, Robbins E., Rochat P. (2015). White bias in 3-7 year-old children across cultures. Volume 3-4. *Cognition and Culture*.
- **Gibson, B.**, Rochat, P., Tone, E., & Baron, A. (in press, 2015). Sources of implicit and explicit biases in African American children and young adults.

Presentations

- **Gibson-Wallace, B.**, Rochat, P., Baron, A., & Tone, E. (March/2015). *Sources of Implicit Intergroup Biases Among African Americans*. Society of Research in Child Development.

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- Moehrle, T., **Gibson, B.**, Robbins, E., & Rochat, P. (April/2013). *The Impact of Race and Proximity on Children's Social Evaluation*. Society of Research in Child Development.

Dr. Bronson Long: **Publications**

- **Book:** *No Easy Occupation: French Control of the German Saar, 1944-1957* (Rochester, New York: Camden House, 2015)
- **Chapter in a volume:**
"Remembering and Forgetting War: The German Saar under French Occupation, 1945-1947," in *Between Memory and Mythology. The Construction of Memory of Modern Wars*, ed. Natalia Starostina (London: Cambridge Scholars Publishing, 2015), 21-33.
- **Paper given:**
Western Society for French History, [41st Annual Meeting, Atlanta, GA](#), October 2013, "Le Diable (Ça va): War and the nation in the music of Jacques Brel"

Dr. Greg Sumner:

- May, 2015. Recognized by the Community Criminal Justice Foundation (CCJF) (non-profit board of directors I serve on) for "16 years of outstanding leadership and visionary guidance to CCJF for advancing higher education and relationships with criminal justice agencies in Northwest Georgia."

Mr. Kencho Tenzin

- **Life University**
 - Guest Speaker: Fall 2013-2014 Speaker Series
 - Pathways to Individual and Collective Happiness: Understanding Mindfulness and Compassion from a Positive Psychology and Secular Ethics Perspective
- **Georgia State University**
 - Guest Speaker (Fall 2015)
 - Religious Holidays: Bodhi Day Festival
- **Georgia State University**
 - Guest Speaker (Fall 2014)
 - Intro to Buddhism 101
- **Georgia State University**
 - Features on Alumni in a Minute: Video clip to recruit M.A Students for Religious Studies Department

Dr. Stephanie Wright

- Wright, S.M., Smith, K., Chambers, A., Perera, Ciara, Scott, W., Culberson, Mitchell, C.H., & Jackson, J. (2016). Cognitive mediators of intervention in cases of interpersonal

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violence. Paper presented at the annual meeting of the American Psychology-Law Society. Atlanta, GA, March 12, 2016.

- Wright, S.M., Jackson, J., Mitchell, C.H., & Smith, K.(2015). The policy implications of adopting integrated domestic violence courts. Science to policy talk presented at the annual convention of the Society for the Psychological Study of Social Issues. Washington, D.C., June 20-21, 2015.
- I was on the Society of the Psychological Study of Social Issues Common Rule Committee and am currently on the White House Common Rule Committee.
- I've just been named to the American Psychology-Law Society Minority Affairs Committee.
- I'm annual meeting reviewer for the Society of the Psychological Study of Social Issues and the American Psychology-Law Society.

Dr. Michelle Boyce

Presentations

- ***“Cultural Diversity and the Hispanic Population”***
 - Dalton Dental Hygiene Study Club-Soni Orthodontics (July 14, 2016, Dalton, GA)
 - South Metro Dental Hygienists' Society (November 9, 2014-Riverdale, GA)
 - Sweetwater Dental Hygienists' Society (May 19, 2014-Douglasville, GA)
 - Cherokee Dental Hygienists' Society (March 21, 2014-Acworth, GA)
- ***“Thinking Outside the Box-Careers Beyond Clinical Practice”***
 - Sweetwater Dental Hygienists' Society (February 22, 2016-Douglasville, GA)
- ***“Interprofessional Education and Collaboration”***
 - Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)
 - Georgia Dental Hygiene Educators Association (January 29, 2016, Macon, GA)
- ***“Hands on Oral Cancer Screening-Back to the Basics”***
 - Cherokee Dental Hygienists' Society (October 3, 2015-Acworth, GA)
- ***“Evidence Based Public Health, Evaluation of Oral Health Services in SE Region, Oral Health Literacy”***
 - Georgia Oral Health Coalition-SW Region (October 2, 2015-Albany, GA)
- ***“Current Concepts in Dental Hygiene”***
 - Georgia Dental Hygienists' Association State Meeting (July 11, 2015-Columbus, GA)

Kristin Baumann

Presentation

- 2013-2015 “Dental Hygiene as a Career Choice”- Woodland High School HOSA Students

Regina Gupta

Presentation

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- “Interprofessional Education and Collaboration” at the Georgia Nursing Education State Conference-February 19, 2016

Debbie Amason Presentations

- ***“Community Clinical in an Associate Degree Nursing Program” Poster Presentation***
 - Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)

Cynthia Carter Publication

- Carter, C. (2016). Nursing and the importance of thorough health histories. *Your Future in Healthcare-Georgia HOSA Foundation, July 2016*, 18.

Paula Stover Presentations

- ***“Community Clinical in an Associate Degree Nursing Program” Poster Presentation***
 - Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)
- ***“Interprofessional Education and Collaboration” Podium Presentation***
 - Georgia Association of Nursing Education State Conference (February 19, 2016-Jekyll Island, GA)