Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

<u>**Comprehensive Program Review Instructions**</u>

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:

Academic Program Name:

CIP Code: **College or School and Department:**

Date of Last Internal Review:

Outcome of Previous Program Review (brief narrative statement):

Current Date Program Reviewed at the Institution for this report:

Indicators of Measures of Quality:

Student Input – Undergraduate Programs	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:			
Freshman Index (as applicable)			
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a professional degree program (e.g., nursing, business, education)			
Institutional Indicators of Quality- Student Input (campus determined)			
Student Output – Undergraduate Programs	Fall 2013	Fall 2014	Fall 2015
Exit scores on national/state exams for licensure			
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Graduation GPA is used:*			
Employment rates (if available) IF NOT AVAILABLE state "NA"			
Entry into graduate programs (if available) IF NOT AVAILABLE state "NA"			
Institutional Indicators of Quality – Student Output (campus determined)			

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:			
Institutional Indicators of Quality- Student Input (campus determined)			
Student Output – Graduate Programs			
Exit Scores on National and State Licensure and/or Certification Exams Specific Exam:			
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Graduation GPA is used:*			
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)			
Institutional Indicators of Quality- Student Output (campus determined)			
Narrative Section: Describe additional details as deemed appropriate.			

Faculty (optional reporting by institution)	Fall 2013	Fall 2014	Fall 2015
Number of Terminally Degreed Faculty			
Number of Non-terminally Degreed Faculty			
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)			
External Quality Assurance (e.g. professional accreditation surveys; market rankings)			

Narrative Section: Describe additional details as deemed appropriate.

Curricular Alignment and Currency to the Discipline
Narrative Section: Describe additional details as deemed appropriate.

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)			
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)			
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes			
Number of students who declared the program at 60 semester-credit hours			
Number of credit hours taught in the program			
Average Faculty Workload for the academic unit (not the degree program)			
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			
Narrative Section: Describe additional details as deemed appropriate.			

Indicators of Measures of Productivity:

Time to Degree	Fall 2013	Fall 2014	Fall 2015
Undergraduate student time to degree			
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.			

	Fall 2013	Fall 2014	Fall 2015
Graduate student time to degree			
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.			

Graduation	Fall 2013	Fall 2014	Fall 2015
Associate level academic program graduation numbers			
Baccalaureate level academic program graduation numbers			
Five-year academic program graduation numbers (accelerated bachelors to master's programs)			
Applied doctorate program graduation numbers			
First professional program graduation numbers			
Doctor of Philosophy program graduation numbers			

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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).

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

Provost/VPAA's Designee Signature and Date: _____

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 x (HSGPA) + SAT Verbal/Critical Reading + SAT I Math (or)
FI = 500 x (HSGPA) + (ACT Composite x 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

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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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