

Program & Curriculum Review Committee

Report to the President

April 28, 2014

The Program Review and Curriculum Committee serves in an advisory capacity to the Dean of Instructional Services, to the Dean of Technical Programs, and to the President. This committee represents the faculty in academic matters and may serve as a liaison between the faculty and administration. The committee is concerned, specifically, with curriculum changes, curriculum review, proposals for new programs, and program evaluation in terms of cost, enrollment, and effectiveness.

Program reviews support academic quality assurance and continuous program improvement but more recently this has been expanded to include accountability and assessment components. Also, there is increased emphasis on follow-up procedures to ensure positive student learning outcomes.

This report constitutes compliance with SACSCOC Comprehensive Standards 3.4.1, 3.4.10, and 3.3.1. This report also demonstrates compliance with State Board of Education Policy 903.01, "Level II [Review]."

2013-2014 Program and Curriculum Review

Executive Summary

The Program and Curriculum Review Committee conducted reviews of 10 disciplines and programs during the academic year 2013-2014. The PRC reviewed programs between January and March 2014 and produced a *Report to the President*. Several themes emerged from a review of these programs. The most often cited recommendation was for new marketing and recruitment resources specific to programs (4 programs). Recommendations for upgrading computers/computer labs and hiring new faculty were the next most frequently made (3 programs each). Other recommendations included the need for professional development and technical support within departments/programs. A summary of findings and recommendations resulting from these reviews is appended to this report.

Timeline

Instructional Deans charge the Program Review Committee (PRC)	September 20, 2013
Programs notified of review at Department Chair Meeting	November 2013
PRC Teams post reviews to IE System	March 7, 2014
PRC approve final "Report to President"	April 25, 2014
Submit Report to President, Instructional Deans	April 28, 2014
Action Plan and Timeline due from Programs to IE	August 1, 2014

Rationale

The Program Review and Curriculum Committee serves in an advisory capacity to the Dean of Instructional Services, to the Dean of Technical Programs, and to the President. This committee represents the faculty in academic matters and may serve as a liaison between the faculty and administration. The committee is concerned, specifically, with curriculum changes, curriculum review, proposals for new programs, and program evaluation in terms of cost, enrollment, and effectiveness.

Program reviews support academic quality assurance and continuous program improvement but more recently this has been expanded to include accountability and assessment components. Also, there is increased emphasis on follow-up procedures to ensure positive student learning outcomes.

This report constitutes compliance with SACSCOC Comprehensive Standards 3.4.1, 3.4.10, and 3.3.1. This report also demonstrates compliance with State Board of Education Policy 903.01, Level II [Review].

Recommendations from Program Reviews 2013-2014

Alabama Language Institute

Reviewed by Julian Thornton
Department Chair/Program Chair Dr. Paula Ross Derrick

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Hire a new faculty member to address current need and shortage. Investigate further additional staff needs.
2. Address student learning environment in a systematic analysis of classroom space, size, quality, and location. Make assessment available to entire school and IE.
3. Address student living environment in a systematic manner, assessing pros and cons of renovations all the way to building new facilities under a long-term cost/benefit analysis.
4. Address student travel needs in the form of a specific study targeted at what students need, formal and informal methods for meeting those needs, and a future plan as to how this model can improve, and with what partners in the local area.
5. A Local Craft Review Board shows promise and will be recommended. In this regard, qualified GSCC personnel, including the President, Deans, and relevant others could offer general Craft suggestions and participate more in visiting model units, schools, and programs. Also, highlighting the unit and its projected potential increases in students should be more visible and widespread within the college.
6. More formal and informal methods should be explored to make meaning from available data. For example, creating a method for tracking students from program beginning to completion and thereafter through email or blog could easily show how some completers remain active, learning, and thriving. Similar ideas should be researched, explored, tested, and implemented. Much of the unit's success and situation appears under-reported.
7. The unit should immediately employ a method for projecting and scrutinizing the expected demand for international speakers of English.
8. The program director, or qualified other, should provide an audio/video interview to prospective students and reviewers. Doing so could convey a great deal of experience and information regarding the quality of the program. Likewise, continuing an International Advisory Board should produce additional fruitful and beneficial contacts and concerns regarding the program and its long-term success at GSCC.

Recommendations from Program Reviews 2013-2014

9. Further scrutinize "living" in the dorm. For example, divide students on paper to show exactly how many students are international and how much money does that mean to the college? Are there special concerns or needs that should be highlighted within the overall framework of the unit and its goals? For example, should cultural concerns be highlighted more? How? and By whom?

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendation	Action to be Taken	Estimated Completion Date
1		
3		
2		
3		
4		
5		
6		
7		
8		
9		

Recommendations from Program Reviews 2013-2014

Business Administration

Reviewed byBridget Rogers
 Department Chair/Program Chair Angela Waits

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Instructor computers need replacing.
2. Add a computer lab for instruction and student use.
3. Provide more funds for instructor professional development.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline (Please provide a narrative to describe plans to address recommendations from the section above)

Recommendation	Action to be Taken	Estimated Completion Date
1		
2		
3		

Recommendations from Program Reviews 2013-2014

Criminal Justice

Reviewed by *Leah Elkins*
 Department Chair/Program Chair *Angela Waits*

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Provide funding for instructor professional development.
2. Purchase Westlaw passwords for the students in the Criminal Law and Procedure class.
3. Add a computer lab to allow more student access.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendation	Action to be Taken	Estimated Completion Date
1		
2		
3		

Recommendations from Program Reviews 2013-2014

Electronics Engineering Technology

Reviewed by Gary Udaka
Department Chair/Program Chair Frank Brady, Tommy Hartline

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

No Recommendations

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendations from Program Reviews 2013-2014

Emergency Medical Technology

Reviewed by *Bridget Burney*

Department Chair/Program Chair *Connie Meloun*

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

No Recommendations

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendations from Program Reviews 2013-2014

Humanities

Reviewed byLarrhea Sims
Department Chair/Program ChairDr. Leslie Worthington

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. The division is heavily reliant on part-time instructors. Hiring more full-time instructors is necessary.

2. The division offers mainly American literature. A more diverse course offering, including British and World literature, would better serve our students who transfer to universities and especially those who plan to major in English.

3. The student literary magazine, Nocalula, should be resurrected.

4. The creative writing courses could be offered and used for production of the literary magazine. Students would get academic credit, and work on the magazine would be part of the instructor's regular course load.

5. The college needs a Writing Center to assist students with composition in all classes. The likely place to house such a center would be in the Language and Humanities Division; however, we do not have a space for it in Bevill Hall at this time nor do we have personnel to staff it.

6. The Division needs a designated IT person rather than one that it shares with other areas.

7. The Division lost 16 computers from the Bevill computer lab to Fine Arts. That lab is used often by composition classes and students working independently for courses in all areas. These 16 computers need to be replaced to make the lab fully functional again.

8. The Division is planning a hybrid ENG 101/Developmental English course that will allow students who score between 55-61 on the Compass placement test (62 is the current cut score) to take ENG 101 and ENG 080 at the same time, rather than taking ENG 093 one semester and ENG 101 the next. ENG 080 will be conducted in a lab setting, in which students will be able to work independently and one-on-one with the instructor. This will be piloted in Fall 2014. Based on the success of this pilot, it is recommended that lab offerings be expanded.

9. Julian Thornton has been serving as the Division's "coordinator" on the McClellan campus for some time. He prepares schedules, finds and orients instructors, assists students, etc. However,

Recommendations from Program Reviews 2013-2014

he has never been compensated for these duties. I recommend that he be given one course release per year, so he can better serve the college in this capacity.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendation	Action to be Taken	Estimated Completion Date
1		
2		
3		
4		
5		
6		
7		
8		
9		

Recommendations from Program Reviews 2013-2014

Human Services

Reviewed byShelby Cochran
 Department Chair/Program ChairGeorge Terrell (Derrick Griffey)¹

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Full-time faculty will continue to work toward accreditation with the CSHSE.
2. Faculty will also make connections and follow up with the Alabama Alcohol and Drug Abuse Administration (AADAA) to review possibilities for certification through the agency for program graduates.
3. The Human Services Program needs marketing tools such as pamphlets to help with recruitment of new students.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline (Please provide a narrative to describe plans to address Recommendations from the section above)

Recommendation	Action to be Taken	Estimated Completion Date
1		
2		
3		

¹ Department Chair George Terrell retired 2/1/14

Recommendations from Program Reviews 2013-2014

Mechanical Design

Reviewed byEric Campbell

Department Chair/Program ChairJames Wilson

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

No Recommendations

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendations from Program Reviews 2013-2014

Paralegal

Reviewed by *Harold Waddell*
 Department Chair/Program Chair..... *Elizabeth Howard²*

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Hire a full-time permanent paralegal instructor.

2. Consider adding post baccalaureate degree.

3. Increase program awareness in the state.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendation	Action to be Taken	Estimated Completion Date
1		
2		
3		

² Temporary Program Chair beginning Spring 2014

Recommendations from Program Reviews 2013-2014

Public Safety Telecommunications

Reviewed by *Hugh Hammer*
 Department Chair/Program Chair..... *Connie Meloun*

Recommendations requiring no new resources

Not Reported

Recommendations requiring actions and resources

1. Explore long-term planning for enhanced recruiting, retention, and matriculation.

Describe where the program would like to be in five years

Not Reported

Action Plan Timeline *(Please provide a narrative to describe plans to address Recommendations from the section above)*

Recommendation	Action to be Taken	Estimated Completion Date
1		

2013-2014 Program Review

Introduction

Program Name:

Alabama Language Institute

Primary Contact:

Paula Ross Derrick

E-mail:

pross@gadsdenstate.edu

A. Accreditation and Certification
Is there a specialized accrediting body for this program: Yes NoIf Yes, is this program accredited: Yes No

Accrediting Body:

Next Accreditation Date:

Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure
Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

C. Provide the mission statement or a brief description of the program:

The Alabama Language Institute (ALI), part of Gadsden State Community College, has been providing high quality English language training to students from around the world since 1973. A multi-level curriculum provides intensive English language instruction to students wishing to gain a functional command of English in order to prepare for a successful academic experience in a U.S. college or university, to obtain an adequate score on the Test of English as a Foreign Language (TOEFL), and to improve English language skills for professionals in the workplace. Using modern technology and a variety of classroom teaching methods, Alabama Language Institute aims to provide a nurturing environment conducive to learning, where students can reach their full potential. ALI also helps to internationalize the larger institution and promote the cultural diversity of the campus, and to encourage students, as citizens of the world, to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world.

D. Provide a link to the program's USP:
<http://www.gadsdenstate.edu/ali/alabama-language-institute.php>
E: If relevant, provide additional introductory information for the program:

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Dr. Paula Ross-Derrick

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

MA, English; Ph.D. Curriculum and Instruction/TESOL

Faculty Name: Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Year received: ...select year

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

D. Provide a summary of student achievement of the unit's educational goals.

E. Craft advisory board comments and recommendations.

F. Provide any other information pertaining to evidence of quality of this program.

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

Men	Total Students				
	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	15	4	2	2	13
American Indian/Alaska Native		1			
Asian/Pacific Islander	17	14	12	7	16
Hispanic					
White non-hispanic	6	2	10	8	8
Unknown	37	27	16	11	4
Total Men	75	48	40	28	41
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	1	3		4	5
American Indian/Alaska Native					
Asian/Pacific Islander	37	19	11	11	10
Hispanic					
White non-hispanic	14	7	10	3	12

Unknown	25	29	15	9	2
Total Women	77	58	36	27	29
Grand Total	152	106	76	55	70

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	59	61	51	26	24
Students as % of total of the College's enrollment	1%	.9%	.7%	.4%	.4%
Annual credit-hour production for courses offered by unit (Fall through Summer)	1800	1665	1191	930	1095
Annual number of graduates (Fall through Summer)					
Graduates securing positions in field					
Graduates securing positions in related field					
Graduates securing positions unrelated to field					

Comments on graduation and completer data

While student enrollment numbers steadily declined in the first part of the assessment period, there appears to be a rebound in the last year, and current estimates suggest that demand for the program will rise. Recent data suggests a sharp rise.

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

In general, it is well known that graduates of ELL programs are in high demand in the world, and especially in the developing world.

D. Provide information pertaining to changes in student demand over the previous five years.

In ALI's 41 years of service to ESL students, the enrollment has varied widely over the years. The previous five years were during the most challenging years financially for people all over the world. With the economies getting better, enrollment is expected to increase. In fact, AY 2013-2014 has seen a 25% increase in enrollment.

E. Provide any additional information pertinent to demand for this program.

At this time, no additional information has been provided.

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

International students pay double the tuition of in-state students. In addition, an estimate of 90% of new students live in the dorm upon arrival. In fact, at present, half the dormitory students are international.

Identify and provide explanation of currently unmet budgetary needs, if any.

A net increase is needed to pay for additional full-time faculty member.

A net increase is needed to pay for additional classroom improvements regarding technology and lab

A net increase is needed to pay for additional classroom improvements regarding technology and labs. 1

A net increase is needed to pay for additional classroom improvements regarding technology and labs.

A net increase is needed to pay for additional investigation into local and overseas-partners.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

No additional information has been reported.

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	3	3	3	2.5	2
Executive/administrative/mgr	1	1	1	1	1
Other professionals					
Technical/paraprofessional					
Clerical and secretarial	2	1	1	1	1
Skilled crafts					
Service and maintenance					
Total Full-Time	6	5	5	4.5	4

Part-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty					
Executive/administrative/mgr					
Other professionals	1	1	1	1	1
Technical/paraprofessional	2	2	2	2	2
Clerical and secretarial	1	1	1	1	1
Skilled crafts					
Service and maintenance					
Total Part-Time	4	4	4	4	4

Provide any additional relevant information regarding the program's human resource needs.

ALI needs another full time instructor. The program is a 16-course program each semester. A full load for a full-time instructor is 5 courses; therefore, 38% of the curriculum is being taught by part-time instructors. Qualified TESOL instructors are not readily available in Gadsden, AL, or the surrounding area, so each semester it is difficult to staff courses. Adding to that difficulty is the College policy of compensating part-time instructors \$133 per head per course, which does not make teaching in the program as a part-time instructor financially feasible for most potential instructors. Quality may be impacted depending on part-time instructor availability each semester. Another specific need is a qualified language lab instructor in addition to the lab tech assistants. A lab instructor is needed to oversee students' individual work in the computer lab and digital lab facilities, to prepare material for students to use in these facilities, and to oversee the required 3 hours of lab study for each student. The program also needs a full-time growth manager, who could work on recruitment, program assessment and student entrance and exit data.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

	1	2	3	4
1 (inadequate) to 4 (superior)				
Classroom Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other: Classroom technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

Each classroom currently contains a digital projector, an Elmo document camera and a CD player. None of the classrooms has a dedicated computer/laptop assigned to the room and none of the white boards are smart boards. The wireless network is no longer consistently available.

impeding instruction and independent learning by students. The facility for the computer lab is 15 years old, and the computers rest on 6-foot tables instead of computer desks.

[Save]

Recommendations

Recommendations:

Hire a new faculty member to address current need and shortage. Investigate further additional staff needs.

Address student learning environment in a systematic analysis of classroom space, size, quality, and location. Make assessment available to entire school and IE.

Address student living environment in a systematic manner, assessing pros and cons of renovations all the way to building new facilities under a long-term cost/benefit analysis.

Address student travel needs in the form of a specific study targeted at what students need, formal and informal methods for meeting those needs, and a future plan as to how this model can improve, and with what partners in the local area.

A Local Craft Review Board shows promise and will be recommended. In this regard, qualified GSCC personnel, including the President, Deans, and relevant others could offer general Craft suggestions and participate more in visiting model units, schools, and programs. Also, highlighting the unit and its projected potential increases in students should be more visible and widespread within the college.

More formal and informal methods should be explored to make meaning from available data. For example, creating a method for tracking students from program beginning to completion and thereafter through email or blog could easily show how some completers remain active, learning, and thriving. Similar ideas should be researched, explored, tested, and implemented. Much of the unit's success and situation appears under-reported.

The unit should immediately employ a method for projecting

and scrutinizing the expected demand for international speakers of English.

The program director, or qualified other, should provide a audio/video interview to prospective students and reviewers. Doing so could convey a great deal of experience and information regarding the quality of the program. Likewise, continuing an International Advisory Board should produce additional fruitful and beneficial contacts and concerns regarding the program and its long-term success at GSCC.

Further scrutinize "living" in the dorm. For example, divide students on paper to show exactly how many students are international and how much money does that mean to the college? Are there special concerns or needs that should be highlighted within the overall framework of the unit and its goals? For example, should cultural concerns be highlighted more? How? and By whom?

[Save]

2013-2014 Program Review

Introduction

Program Name:

Business Administration

Primary Contact:

Angela Waits

E-mail:

awaits@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes No

 If Yes, is this program accredited: Yes No

Accrediting Body: Association of Collegiate Business Schools and Programs

Next Accreditation Date: 2015

 Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

 Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

C. Provide the mission statement or a brief description of the program:

The Business Administration program provides instruction to attain knowledge and develop skills that are needed for employemnt in fields such as accounting, finance, management, and marketing and/or pursue further education in any of these disciplines.

D. Provide a link to the program's USP:

gsiesrv.gadsdenstate.edu/ic20122013

E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

 Faculty Name: Jennifer Argo Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

J.D., B.A. in Criminology, practicing attorney

 Faculty Name: Deborah Howard Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

J.D., M.S., B.A.

 Faculty Name: Donna McCurley Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

J.D., B.A.

Faculty Name: <input type="text" value="Jamie Payton"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A., B.S., 18 graduate hours in accounting"/>		
Faculty Name: <input type="text" value="John Faucett"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A. and B.S."/>		
Faculty Name: <input type="text" value="Angela Waits"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A. plus 37 graduate hours, B.S. in Accounting, 18 graduate hours in statistics and economics"/>		
Faculty Name: <input type="text" value="Phil Waits"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A. and B.S."/>		
Faculty Name: <input type="text" value="James Yohe"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="PhD in economics, B.A. in economics"/>		
Faculty Name: <input type="text" value="Roger Tudor"/>	Status: Part-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="Ph.D, MBA, M.S. in Mathematics, B.A. in Mathematics, B.S. in Math Education"/>		
Faculty Name: <input type="text" value="Tommy Buzan"/>	Status: Part-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A. plus 18 graduate hours in accounting, B.S. in Finance"/>		
Faculty Name: <input type="text" value="Edward Clark"/>	Status: Full-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="M.B.A. plus 18 graduate hours in economics"/>		
Faculty Name: <input type="text" value="David Alexander"/>	Status: Part-Time	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text" value="J.D. and practicing attorney"/>		
Faculty Name: <input type="text"/>	Status: ...select status	<input type="button" value="+"/>
Qualification, degrees, credentials, licenses, etc. <input type="text"/>		

B. Awards and RecognitionsAward or Recognition: Year received: ...select year **C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.**

According to the 2011-2012 graduate placement summary, eleven students responded to the survey. Seventy-three percent of the graduates were employed and fifty-five percent were employed in field. Twenty-percent were not looking for employment.

Since the registrar's office went to online graduation applications, the graduate surveys are no longer available and therefore the employer surveys are no longer available.

D. Provide a summary of student achievement of the unit's educational goals.

Evaluated SLO's for the Business Administration can be found at <http://gsiesrv.gadsdenstate.edu/cfslo/slocopy.cfm>

E. Craft advisory board comments and recommendations.

N/A

F. Provide any other information pertaining to evidence of quality of this program.**Demand**

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	68	54	56	75	64
American Indian/Alaska Native	1	1	2	1	
Asian/Pacific Islander	16	10	14	6	9
Hispanic					
White non-hispanic	211	181	194	171	143
Unknown	20	18	18	11	9
Total Men	316	264	284	264	225
Women					
Non-resident Alien					
Black non-hispanic	191	178	183	156	114
American Indian/Alaska Native	5	3	3	3	2
Asian/Pacific Islander	14	17	14	7	5
Hispanic					
White non-hispanic	444	379	422	361	347
Unknown	30	25	26	20	32
Total Women	684	602	648	547	500
Grand Total	1000	866	932	811	725

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	400	455	484	437	432
Students as % of total of the College's enrollment	6.9%	6.6%	6.9%	6.5%	7.3%
Annual credit-hour production for courses offered by unit (Fall through Summer)	3966	4461	4698	4029	3747
Annual number of graduates (Fall through Summer)	N/A	N/A	N/A	N/A	N/A
Graduates securing positions in field	N/A	N/A	N/A	N/A	N/A
Graduates securing positions in related field	N/A	N/A	N/A	N/A	N/A
Graduates securing positions unrelated to field	N/A	N/A	N/A	N/A	N/A

Comments on graduation and completer data

C. Provide the unit's assessment of future demand for this program (or component).

	Graduation Data				
	Significant Increase	Increase	No Change	Decrease	Significant Decrease
Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

In the state of Alabama, more than 50% of the workforce can retire. Therefore, job opportunities will increase over the next few years and there may even be shortages in some fields.

D. Provide information pertaining to changes in student demand over the previous five years.

Student demand has remained relatively level for many years and is expected to remain stable.

E. Provide any additional information pertinent to demand for this program.

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

Budget resources are adequate. Minimum program needs are met.

Identify and provide explanation of currently unmet budgetary needs, if any.

The program needs more funding for technology. Instructor machines need to be replaced and students would benefit from an additional computer lab.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

N/A

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	7	7	8	8	8
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial	.5	.5	.5	.5	.5
Skilled crafts					
Service and maintenance					
Total Full-Time	7.5	7.5	7.5	7.5	7.5

Part-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	7	6	8	8	6
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time	7	6	8	8	6

Provide any additional relevant information regarding the program's human resource needs.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

	1	2	3	4
1 (inadequate) to 4 (superior)				
Classroom Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Office Space

Office Furnishings

Conference Space

Conference Furnishings

Storage Space

Storage Space Furnishings

Overall Physical Environment

Other:

Provide information regarding additional space/furnishing needs.

Instructor offices are very small with little room to help students and no storage space. The Business Division could use another computer lab on the main campus.

[Save]

Recommendations

Recommendations:

1. Instructor computers need replacing.
2. Add a computer lab for instruction and student use.
2. Provide more funds for instructor professional development.

[Save]

2013-2014 Program Review

Introduction

Program Name:

Criminal Justice

Primary Contact:

Deborah Howard

E-mail:

dhoward@gadsdenstate.edu

A. Accreditation and Certification

Is there a specialized accrediting body for this program: Yes No

If Yes, is this program accredited: Yes No

Accrediting Body: N/A

Next Accreditation Date:

Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

C. Provide the mission statement or a brief description of the program:

The Criminal Justice program provides students instruction in the fundamentals of the criminal justice system and criminal justice skills. Students gain a basic working knowledge of law enforcement, corrections, investigations and juvenile justice. The program prepares students for employment in the criminal justice field and/or pursue further education in this field.

D. Provide a link to the program's USP:

gsiesrv.gadsdenstate.edu/ie20122013

E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Deborah Howard Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

J.D., M.S., B.A.

Faculty Name: Robert Scott Manners Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

M.A. with extensive specialized training and experience in the criminal justice field.

Faculty Name: Amber Sanders Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

Master's in Criminal Justice and B.S. in Criminal Justice, advanced honors, many seminars in criminal justice field, and several years experience working in the field.

Faculty Name:

Status: ...select status ▾

Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition:

Year received: ...select year ▾

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

According to the 2011-2012 placement summary, only five criminal justice graduates responded to the placement survey. Eighty percent of those graduates were employed, but only one was employed in-field. One graduate was not seeking employment.

Since the registrar's office went online, we no longer received results from the graduate senior surveys and therefore no employer surveys.

D. Provide a summary of student achievement of the unit's educational goals.

Since the program did not have a full-time instructor until recently and there was a change in instructors in the academic year, there is not data available for SLO's.

E. Craft advisory board comments and recommendations.

N/A

F. Provide any other information pertaining to evidence of quality of this program.

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	13	13	22	20	20
American Indian/Alaska Native				1	2
Asian/Pacific Islander		2	1		1
Hispanic					
White non-hispanic	46	58	56	67	68
Unknown	3	2	3	2	11
Total Men	62	75	82	90	102
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	19	35	51	51	41
American Indian/Alaska Native					
Asian/Pacific Islander	2	1			1
Hispanic					
White non-hispanic	41	49	56	83	72
Unknown	1	5	7	9	4
Total Women	63		114	143	118
Grand Total	125	90	196	233	220

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production	155067	182450	179919	161756	139495

(Fall through Summer)					
Number of students enrolled	43	78	88	142	138
(Fall Term) ⁽¹⁾					
Students as % of total of the College's enrollment	.7%	1.1%	1.3%	2.1%	2.3%
Annual credit-hour production for courses offered by unit (Fall through Summer)	543	945	1287	1395	1242
Annual number of graduates (Fall through Summer)					
Graduates securing positions in field		3	1	1	
Graduates securing positions in related field					
Graduates securing positions unrelated to field		3	5	3	

Comments on graduation and completer data

[Redacted comment box]

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

[Redacted justification box]

D. Provide information pertaining to changes in student demand over the previous five years.

Student demand is expected to remain stable over the next few years.

E. Provide any additional information pertinent to demand for this program.

[Redacted additional information box]

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

The budget meets the minimum needs of the department.

Identify and provide explanation of currently unmet budgetary needs, if any.

The program needs funding for instructor professional development.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

N/A

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	0	0	1	1	1
Executive/administrative/mgr	1	1	1	1	1
Other professionals					

Technical/paraprofessional					
Clerical and secretarial	.5	.5	.5	.5	.5
Skilled crafts					
Service and maintenance					
Total Full-Time	1.5	1.5	2.5	2.5	2.5
Part-Time (Headcount)					
	08-09	09-10	10-11	11-12	12-13
Faculty	2	2	2	2	2
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time	2	2	2	2	2

Provide any additional relevant information regarding the program's human resource needs.

For several years the program did not have a full-time instructor. In the spring 2011 semester, the college hired a full-time criminal justice instructor. The program continues to have a full-time instructor.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

1 2 3 4

1 (inadequate) to 4 (superior)

- Classroom Space 1 2 3 4
- Classroom Furnishings 1 2 3 4
- Laboratory Space 1 2 3 4
- Laboratory Furnishings 1 2 3 4
- Laboratory Equipment 1 2 3 4
- Office Space 1 2 3 4
- Office Furnishings 1 2 3 4
- Conference Space 1 2 3 4
- Conference Furnishings 1 2 3 4
- Storage Space 1 2 3 4
- Storage Space Furnishings 1 2 3 4
- Overall Physical Environment 1 2 3 4
- Other: 1 2 3 4

Provide information regarding additional space/furnishing needs.

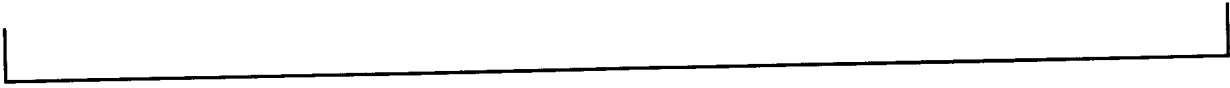
Instructor offices are too small and have little room to help students. An additional computer lab in the criminal justice department on the main campus would benefit criminal justice students.

[Save]

Recommendations

Recommendations:

- 1. Provide funding for instructor professional development.**
- 2. Purchase Westlaw passwords for the students in the Criminal Law and Procedure class.**
- 3. Add a computer lab to allow more student access.**



[Save]

2013-2014 Program Review

Introduction

Program Name:

Electronic Engineering

Primary Contact:

Tommy Hartline

E-mail:

thartline@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes No

 If Yes, is this program accredited: Yes No

Accrediting Body:

Next Accreditation Date:

 Is the program a technical program that is industry certified: Yes No

If Yes, Certification by Electronics Technicians Association (ETA)

Next Certification Date: July 2014

Discussion of accreditation and/or certification:

B. Student Licensure

 Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

C. Provide the mission statement or a brief description of the program:

The Electronic Engineering Technology program is an Associate in Applied Science Degree program which prepares individuals in applying basic engineering principles and technical skills in support of electrical, electronics and communication engineers. It includes instruction in electrical circuitry, prototype development and testing, systems analysis and testing, systems maintenance, instrument calibration, and report preparation.

D. Provide a link to the program's USP:
<http://gsiesrv.gadsdenstate.edu/cfprogre>
E. If relevant, provide additional introductory information for the program:

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Tommy Hartline

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

B.S. in Electronic Engineering Technology; M.Ed.

Faculty Name: David Barnett

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

B.S. in Electrical Engineering; M.S. in Systems Engineering

Faculty Name: Frank Brady

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

B.S. in Electronic Engineering Technology; M.S. in Technical Education; 48 hours beyond Master's Degree

Faculty Name: Audrey Webb Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.
 B.S. in Electrical Engineering; 30 hours completed toward M.S. in Engineering

Faculty Name: Robert Gordon Harman Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 B.S. in General Studies; M.S.A. in Management; M.Ed.

Faculty Name: Michael Trowse Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 B.S. in Industrial Engineering

Faculty Name: Michael Garmon Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 A.S. in Electronics

Faculty Name: Status: ...select status
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Exceptional Achievement in Teaching Award (Brady) Year received: 2012-2013
 Award or Recognition: Alumnus of the Year Award (Hartline) Year received: 2012-2013
 Award or Recognition: Year received: ...select year

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

According to the 2012-2013 graduate placement survey, thirteen students who graduated in the Electronic Engineering Technology program responded to the survey. Fifty-four percent of the graduates were employed, fifteen which were working in the field. Forty-six percent were either seeking or not seeking employment.

D. Provide a summary of student achievement of the unit's educational goals.

E. Craft advisory board comments and recommendations.

The Committee recommended focusing on the following areas of study: fiber optics, instrumentation, microprocessor interfacing, robotics, and programming logic controllers.

F. Provide any other information pertaining to evidence of quality of this program.

Many of the students who have graduated with an A.A.S. Degree in Electronic Engineering Technology have been employed in entry level positions with international companies making a starting salary of \$60,000+ a year.

Save

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	25	36	33	31	28
American Indian/Alaska Native	2		3		
Asian/Pacific Islander		6		5	
Hispanic					
White non-hispanic	95	106	109	106	92
Unknown	4	12	9	8	9
Total Men	126	160	154	150	129
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	9	10	7	7	7
American Indian/Alaska Native	1		1		

Asian/Pacific Islander				1	
Hispanic					
White non-hispanic	20	26	21	13	12
Unknown		1			1
Total Women	30	37	29	21	20
Grand Total	156	197	183	171	149

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	153	257	204	217	218
Students as % of total of the College's enrollment	2.6%	3.7%	2.9%	3.2%	3.7%
Annual credit-hour production for courses offered by unit (Fall through Summer)	2869	4261	3244	3525	2880
Annual number of graduates (Fall through Summer)	20	43	44	33	41
Graduates securing positions in field	6	16	14	4	
Graduates securing positions in related field					
Graduates securing positions unrelated to field	4	9	12	3	

Comments on graduation and completer data

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

Because our society is making a transition into an automated world, the demand for skilled students within the electronic technology field will continue to increase.

D. Provide information pertaining to changes in student demand over the previous five years.

The demand for skilled workers within the field of electronics has grown and will continue to grow due to automation.

E. Provide any additional information pertinent to demand for this program.

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

Budget resources are adequate. Minimum program needs are being met.

Identify and provide explanation of currently unmet budgetary needs, if any.

All budgetary needs have been met.
 Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)
 During the 2013-2014 year, the program on the Ayers Campus received a \$200,000 Workforce Region V Grant to be used in the set up of labs in the new Electronics Building.

B. Human Resources

Full-Time (Headcount)	08-09	09-10	10-11	11-12	12-13
Faculty					4
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Full-Time					4

Part-Time (Headcount)	08-09	09-10	10-11	11-12	12-13
Faculty					3
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time					3

Provide any additional relevant information regarding the program's human resource needs.
 The number of faculty teaching within this program is sufficient.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit
 Rank each of the following from

1 (inadequate) to 4 (superior)	1	2	3	4
Classroom Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Conference Space	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference Furnishings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Storage Space	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

[Save]

Recommendations

Recommendations:

[Save]

2013-2014 Program Review

Introduction

Program Name:

Emergency Medical

Primary Contact:

Patrick Brown

E-mail:

pbrown@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes No

 If Yes, is this program accredited: Yes No

Accrediting Body: Committee on Accreditation of Allied Health Programs (CAAHEP) by recommendation from the Committee

Next Accreditation Date: NLT 2016

 Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

 Can students earn licensure: Yes No

If Yes, Licensing body: Alabama Department of Public Health

Discussion of student licensure:

Students must pass a national exam given by The National Registry of EMT's prior to applying for licensure.

C. Provide the mission statement or a brief description of the program:

The EMS program is designed for students who desire a career in pre-hospital emergency medicine. The program provides the student with the theoretical and practical knowledge to qualify the successful graduate to obtain entry level positions in the Emergency Medical Services workforce.

Gadsden State Community College offers three levels of EMS training and education. Students who enroll in the EMS program can pursue a course of study which leads to an Associate in Applied Science degree.

Upon successful completion of a level, the graduate will be eligible to take the National Registry of EMT's examination. Gadsden State offers refresher courses for all levels of service and continuing education courses that are of interest to the Emergency Medical Services community.

Emergency Medical Technicians, Advanced EMT's, and Paramedics are licensed medical professionals who provide emergency medical care to the sick and injured in order to promote health, alleviate suffering and conserve human life. The EMT level is a one semester course. Upon completion of this course, students will be eligible to sit for the National Registry examination and apply for a State of Alabama EMT license. Advanced EMT training consists of an additional semester. Students who complete the Advanced EMT course will be eligible to sit for the Advanced EMT National Registry examination qualifying them to apply for a State of Alabama Advanced EMT License.

Paramedic is the final three semesters, which along with the required general education courses, leads to an Associate in Applied Science degree. Upon successful completion of the Paramedic program, the graduate may take the National Registry exam and apply for licensure as a Paramedic.

D. Provide a link to the program's USP:
<http://gsiesrv.gadsdenstate.edu/cfusp/uspmain.cfm?CFID=6276&CFTOKEN=3f52b3bce4ba5576-48545512-B9C6-B304-05F9D25963025603>
E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

 Faculty Name: Patrick Brown Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

B.S, NRP, ACLS, PALS, ITLS, HCPCPR

 Faculty Name: John Hollingsworth Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

B.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Kay Cunningham Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.
 A.A.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Ron McCary Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.
 A.A.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Josh Stearns Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 B.A, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Caleb Dulaney Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 B.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Mark Haygood Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Steven Tidwell Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 B.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Gregg Jackson Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 A.A.S, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Phillip Rogers Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.
 M.S, CRNP, NRP, ACLS, PALS, ITLS, HCPCPR

Faculty Name: Status: ...select status
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Full Accreditation from CAHEEP through recommendation from CoAEMSF Year received: 2010-2011
 Award or Recognition: Year received: ...select year

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

<http://www.gadsdenstate.edu/academics/health/EMS/SummativeProgramReviewData.pdf>

D. Provide a summary of student achievement of the unit's educational goals.

From Fall 2011 through Summer 2013, 100% (N = 378) of students accurately identified life threats to aid in preventing death or disability through appropriate medical and trauma assessments and interventions in the lab/clinical settings.

E. Craft advisory board comments and recommendations.

Advisory committee members verbalize that program graduates continue to meet the demand for each level within emergency medical services.

F. Provide any other information pertaining to evidence of quality of this program.

Spring 2011 through Spring 2013, 100% (N=47) of students completing the paramedic program are employed as paramedics.

[Save]

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
Men	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	1	3	2	1	3
American Indian/Alaska Native	1				
Asian/Pacific Islander		5	7	4	2
Hispanic					
White non-hispanic	101	109	88	107	99
Unknown	2	7		2	9
Total Men	105	124	97	114	113
Women	08-09	09-10	10-11	11-12	12-13

Non-resident Alien					
Black non-hispanic	6	4	3	4	6
American Indian/Alaska Native					
Asian/Pacific Islander		1			2
Hispanic					
White non-hispanic	48	52	60	56	47
Unknown		1		1	4
Total Women	54	58	63	61	59
Grand Total	159	182	160	175	172

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	73	96	79	91	102
Students as % of total of the College's enrollment	1.3%	1.4%	1.1%	1.4%	1.7%
Annual credit-hour production for courses offered by unit (Fall through Summer)	2727	2989	2248	2381	2933
Annual number of graduates (Fall through Summer)	6	5	6	10	3
Graduates securing positions in field	3		3		
Graduates securing positions in related field					
Graduates securing positions unrelated to field	1		2		

Comments on graduation and completer data

C. Provide the unit's assessment of future demand for this program (or component).

	Graduation Data				
	Significant Increase	Increase	No Change	Decrease	Significant Decrease
Projected changes in student demand for this program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

D. Provide information pertaining to changes in student demand over the previous five years.

Due to requests from local and national communities of interest, i.e., fire departments for a more cost-effective practitioner, the EMS program directors statewide developed and implemented an Advanced EMT level in accordance with the National EMS Educational Standards and Guidelines for Advanced EMT. Since the implementation of the Advanced EMT level in Fall 2011, 179 students have enrolled.

E. Provide any additional information pertinent to demand for this program.

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

The budget for the EMS programs covers basic supplies and equipment. Of course monies for part-time instructors varies from year to year based on the enrollment and number of courses offered.

Identify and provide explanation of currently unmet budgetary needs, if any.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

The program has received monies from Federal Voc Tech funds to purchase more expensive equipment and for instructors to attend relevant conferences and Tech Fee Funds to purchase computers for lab and instructors and a simulation manikin.

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	2	2	1	3	3
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial	1	1	1	1	1
Skilled crafts					
Service and maintenance					
Total Full-Time	3	3	2	4	4
Part-Time (Headcount)					
	08-09	09-10	10-11	11-12	12-13
Faculty	12	11	8	7	7
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time	12	11	8	7	7

Provide any additional relevant information regarding the program's human resource needs.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

	1	2	3	4
1 (inadequate) to 4 (superior)				
Classroom Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Conference Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

[Save]

Recommendations

Recommendations:

[Save]

2013-2014 Program Review

Introduction

Program Name:

Human Services

Primary Contact:

Tina Whittington

E-mail:

twhittington@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes No

 If Yes, is this program accredited: Yes No

Accrediting Body: Council for Standards in Human Service Education (CSHSE)

Next Accreditation Date: currently working on accreditation

 Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

Human Services has received membership in CSHSE which is a requirement for accreditation. The program is now working toward self study.

B. Student Licensure

 Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

GSCC Human Services Program is also currently in discussions with AADAA (Alabama Alcohol and Drug Abuse Association) for student eligibility for certification in the Alcohol and Drug Abuse area, thus opening more employment opportunities for graduates.

C. Provide the mission statement or a brief description of the program:

The mission of the Gadsden State Community College human services associate degree program is to prepare students for a career in the human services. The human services associate degree curriculum includes introductory courses in general human services and casework along with more specialized courses in substance abuse education and prevention, and specific areas of development. The curriculum also provides for three internship courses which offer students the opportunity to observe and participate in human services agency settings. Students are taught based on current theories and best practices in the human services field. Students utilize knowledge taught in the classroom to develop treatment plans and strategies for intervention.

D. Provide a link to the program's USP:

E: If relevant, provide additional introductory information for the program:

Human Services at GSCC offers an A.A.S. degree. Human Services is making its program more valuable to students by working on accreditation with CSHSE and AADAA. Students with A.A.S. degrees work in social service agencies, treatment centers, and group homes. Some students may decide to further their education in Social Work with higher degrees.

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Tina J. Whittington, LCSW-PIP

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

M.S.W. in Social work from Tulane University. LCSW and PIP licensure through the Alabama State Board of Social Work Examiners

Faculty Name: Status: Part-Time ▾ (+)

Qualification, degrees, credentials, licenses, etc.

M.S. in Community Agency Counseling from Jacksonville State University. Licensure/certifications: NCAC (National Certification of Addiction Counselors), SCAC (Senior State Certified Addiction Counselor), Relapse Prevention Specialist (CENAPS Corporation)

Faculty Name: Status: Part-Time ▾ (+)

Qualification, degrees, credentials, licenses, etc.

M.S. and Ed.S. in Community Agency Counseling from Jacksonville State University

Faculty Name: Status: Part-Time ▾ (+)

Qualification, degrees, credentials, licenses, etc.

M.S. in Community Agency Counseling from Jacksonville State University. Licensure/certifications: LPC (Licensed Professional Counselor) through the Alabama Board of Examiners in Counseling and ADC (Alcohol Drug Counseling) through Alabama Board of Alcohol and Drugs

Faculty Name: Status: ...select status ▾ (+)

Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Year received: ...select year ▾ (+)

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

Supervisors from clinical internship settings responded to student evaluations by indicating that 100% of the students who completed an internship in the spring of 2013 made satisfactory progress.

D. Provide a summary of student achievement of the unit's educational goals.

Human Services students will master and demonstrate skills necessary to accurately assess and complete psychosocial history of a human services case study.	90% of students will successfully complete a project designed to evaluate the development of skills needed to assess and complete psychosocial history of a human services case study. A checklist is used to score completed projects.	See the attached rubric. The number in each blank represents the number of students who received a satisfactory evaluation in that portion of the project for a total of 231 as the total number of satisfactorily completed sections. 231 divided by 16 (total number of sections per project) equals 14.4375 (14). Fourteen (14) is the number of students who satisfactorily completed the psychosocial history project. This correlates to 87.5% of the students enrolled (n=16).	Additional teaching methods will be included for the 2013-2014 academic year to prepare students for the HUS 102 semester project. These methods include, but are not limited to, quizzes to reinforce content in Blackboard, in-class discussion activities related to the project, and appointments for individualized help with regard to the project.
Human Services students will master and demonstrate the skills necessary to perform effectively in the Human Services setting.	Human Services students will complete three clinical internships in the Human Services setting. 90% of students completing HUS internships each semester will receive a satisfactory letter of evaluation from the internship supervisor including areas of strength and weakness in Human Services skills.	100% of students (n=13) who completed an internship course in Spring 2013 received a satisfactory evaluation form.	The objective was met. The research shows the human services coursework leading into the internship has been successful in preparing students to perform successfully.
Human Services students will demonstrate knowledge of the history of Human Services.	90% of students will correctly answer exam questions assessing knowledge of the history of Human Services.	(See Attachment) 87% of students (n=22) enrolled in the fall 2012 HUS 101 course correctly answered questions regarding the history of Human Services.	The objective for this student learning outcome was met. The instructor will continue to present a detailed presentation of the history of Human Services and emphasize its importance

E. Craft advisory board comments and recommendations.

F. Provide any other information pertaining to evidence of quality of this program.

There has been minimal student response to assessment but of those responding 100% are employed.

Save

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

Men	Total Students				
	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	4	2		2	7
American Indian/Alaska Native					1
Asian/Pacific Islander			1		1
Hispanic					
White non-hispanic	9	9	7	11	17
Unknown					1
Total Men	13	11	8	13	27
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	25	34	34	29	31
American Indian/Alaska Native					1
Asian/Pacific Islander	1	2	3	1	3
Hispanic					
White non-hispanic	43	62	70	63	98
Unknown	3	1	4	1	4
Total Women	72	99	111	94	137
Grand Total	85	110	119	107	164

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	451	529	536	487	422
Students as % of total of the College's enrollment	7.8%	7.6%	7.6%	7.2%	7.2%
Annual credit-hour production for courses offered by unit (Fall through Summer)	804	1401	1161	1134	744
Annual number of graduates (Fall through Summer)	7	6	14	13	10
Graduates securing positions in field	1				
Graduates securing positions in related field					
Graduates securing positions unrelated to field		1	5	2	

Comments on graduation and completer data

Enrollment appears to be increasing and graduation rates have a two-year decline after a significant increase during the previous three years.

C. Provide the unit's assessment of future demand for this program (or component).

	Graduation Data				
	Significant Increase	Increase	No Change	Decrease	Significant Decrease
Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other demands

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

Current changes in the in-field requirements such as changes in laws relating to insurance benefits will increase demand. Changes for providing care to consumers will open more opportunities for program graduates to be employed and provide care in areas not previously available such as being able to provide direct care to consumers in the alcohol and drug setting.

D. Provide information pertaining to changes in student demand over the previous five years.

In the past five years enrollment has increased by 93%.

E. Provide any additional information pertinent to demand for this program.

Societal changes in alcohol and drug use and abuse will continue the demand for this program. In addition, the changes in health care laws will also increase the demand.

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

Identify and provide explanation of currently unmet budgetary needs, if any.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	1	1	1	1	1
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Full-Time	1	1	1	1	1

Part-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	1	2	2	2	2
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time	1	2	2	2	2

Provide any additional relevant information regarding the program's human resource needs.

The program has a total of three adjuncts but uses only two per semester, depending on course offerings.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

1 2 3 4

Rank each of the following from

1 (inadequate) to 4 (superior)

- Classroom Space
- Classroom Furnishings
- Laboratory Space
- Laboratory Furnishings
- Laboratory Equipment
- Office Space
- Office Furnishings
- Conference Space
- Conference Furnishings
- Storage Space
- Storage Space Furnishings
- Overall Physical Environment
- Other:

Provide information regarding additional space/furnishing needs.

All resources are current, but in the future, technology will have to be updated.

[Save]

Recommendations

Recommendations:

Full-time faculty will continue to work toward accreditation with the CSHSE. Faculty will also make connections and follow up with the Alabama Alcohol and Drug Abuse Administration (AADAA) to review possibilities for certification through the agency for program graduates. The Human Services Program needs marketing tools such as pamphlets to help with recruitment of new students.

[Save]

2013-2014 Program Review

Introduction

Program Name:

Humanities (Literature, Humanities)

Primary Contact:

Leslie Worthington

E-mail:

lworthington@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes No

 If Yes, is this program accredited: Yes No

Accrediting Body: N/A

Next Accreditation Date:

 Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

N/A

Discussion of student licensure:

N/A

C. Provide the mission statement or a brief description of the program:

**Gadsden State Community College
Division of Language and Humanities Mission Statement**

The Division of Language and Humanities is committed to providing opportunities for students to satisfy college requirements in English Composition, Literature, Speech Communication, Foreign Language, and Humanities. The Division is committed to providing courses in English and Reading designed to assist students who need to improve their abilities in order to be successful in college-level courses. The Division is sensitive to the needs of individual students and seeks to develop logical thinkers, articulate communicators, thorough readers, effective writers, and analytical listeners. The Division seeks to further the College's mission to "serve its diverse communities by offering quality academic education, workforce development, and adult education opportunities that are accessible and affordable and that foster lifelong learning and global awareness." The Division is committed to emphasizing an education based on the college's student-learning outcomes, recruiting and supporting highly qualified faculty, incorporating technology into instruction, providing strong customer service, and facilitating student success through advising and support.

The Language and Humanities Division will work towards the following:

1. The Language and Humanities Division will work to enhance faculty teaching and professional development through the utilization of an annual assessment process.
2. The Language and Humanities Division will monitor students' process toward objectives by administering skills assessments each semester.
3. The Language and Humanities Division will schedule and deliver divisional courses using traditional, hybrid, and online delivery methods.
4. The Language and Humanities Division will seek to remain current on the use of technology for academic instruction.
5. The Language and Humanities Division will maintain regular and open communication for students, the college, and the community.
6. The Language and Humanities Division will maintain regular and open communication between the dean and faculty and staff.
7. The Language and Humanities Division will assist students with academic advising.
8. The Language and Humanities Division will ensure that the division operates within the budgetary restraints of the college.
9. The Language and Humanities Division will schedule and publicize meetings for its faculty and staff.
10. The Language and Humanities Division will respond to students' inquiries, complaints and comments in a timely manner.

D. Provide a link to the program's USP:

<http://gsiesrv.gadsdenstate.edu/cfusp/login.cfm?CFID=7284&CFTOKEN=2a78f5020b19d821-8629CD62-A7A9-8EBA-7975A10A8FFB1C38>

E: If relevant, provide additional introductory information for the program:

N/A

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name:	Leslie Worthington	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA, EdS, PhD			
Faculty Name:	Melia Barnhill	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA			
Faculty Name:	Catherine Ann Capel	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BS.Ed, MA			
Faculty Name:	Shelby Cochran	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA, 30 additional graduate hours			
Faculty Name:	Christine Cunningham	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA			
Faculty Name:	Susan Tyrrell	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	PhD			
Faculty Name:	Beth Gray	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BS, MS, EdS			
Faculty Name:	Charlotte Kiger	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA			
Faculty Name:	David Murdock	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA, PhD (ABD)			
Faculty Name:	Glenda Selman	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA, PhD			
Faculty Name:	James Christopher Harrison	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA			
Faculty Name:	Julian Thornton	Status:	Full-Time	+
Qualification, degrees, credentials, licenses, etc.	BA, MA, MS.Ed			
Faculty Name:	Laura Sullins	Status:	Part-Time	+
Qualification, degrees, credentials, licenses, etc.				

BA, MA, additional 27 graduate hours in Speech	
Faculty Name: Nancy Turner	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BS, MS	
Faculty Name: Charlotte Holley	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BS, MS, Ed.D	
Faculty Name: Linda Lyle	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BA, MA, MTS, PhD (ABD)	
Faculty Name: Gary Davis	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BA, Juris Doctrate, MA	
Faculty Name: Jerry White	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BS, MS	
Faculty Name: Charles Hill	Status: Full-Time
Qualification, degrees, credentials, licenses, etc. BA, MAT, PhD (retired 2013)	
Faculty Name: Linda Ables	Status: Full-Time
Qualification, degrees, credentials, licenses, etc. BA, MA	
Faculty Name: Tabitha Wade Bozman	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BA, MA	
Faculty Name: Chris Grogan	Status: Full-Time
Qualification, degrees, credentials, licenses, etc. BA, MA	
Faculty Name: Wendy Gurley	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BA, MA	
Faculty Name: BJ Miller	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BA	
Faculty Name:	Status: Part-Time
Qualification, degrees, credentials, licenses, etc.	
Faculty Name: Callie Kunkel	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. BS, MA, 15 graduate honors in History	
Faculty Name: April Blakeney	Status: Part-Time
Qualification, degrees, credentials, licenses, etc. MA, additional graduate hours in Spanish Education	
Faculty Name: Lara Sisk	Status: ...select status
Qualification, degrees, credentials, licenses, etc. BA, MA	
Faculty Name: Amy Kelly	Status: ...select status
Qualification, degrees, credentials, licenses, etc. EdS	

B. Awards and Recognitions

Award or Recognition:	David Murdock - Alabama Community College System Award of Excellence	Year received:	2012-2013	▼	+
Award or Recognition:	David Murdock - NISOD Excellence Award	Year received:	2012-2013	▼	+
Award or Recognition:	Ann Capel - The Pierce Cain Exceptional Achievement in Teaching	Year received:	2010-2011	▼	+
Award or Recognition:	Outstanding English Students - Emily Thomas and Hilary Romero	Year received:	2012-2013	▼	+
Award or Recognition:	Outstanding Spanish Student - Faith Mostella	Year received:	2012-2013	▼	+
Award or Recognition:	Outstanding English Student - Sid Jensen	Year received:	2011-2012	▼	+
Award or Recognition:	Outstanding Achievement in Spanish - Megan Battles	Year received:	2011-2012	▼	+
Award or Recognition:		Year received:	...select year	▼	+

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

No surveys were conducted.

D. Provide a summary of student achievement of the unit's educational goals.

Results for Spring Semester, 2010 show that 91% of students in sample demonstrated knowledge of the basic elements (genre, form, and structure) in literature and humanities. Results for Spring Semester, 2010 show that 90.6% of students in sample (86 students) demonstrated knowledge of major literary and humanities events. This is the first semester that data was available.

During 2010/2011, 2011/2012 and 2012/2013, data indicated mastery of measured skills by an average of at least 90% of students taking literature and humanities classes.

E. Craft advisory board comments and recommendations.

N/A

F. Provide any other information pertaining to evidence of quality of this program.

N/A

[Save]

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
Men	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	71	82	86	65	75
American Indian/Alaska Native	2	2	1		3
Asian/Pacific Islander	8	20	20	13	5
Hispanic					
White non-hispanic	350	421	387	326	253
Unknown	23	34	23	28	12
Total Men	454	559	517	432	348
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	119	172	178	154	113
American Indian/Alaska Native	1	2	3	3	3
Asian/Pacific Islander	20	14	10	6	9
Hispanic					
White non-hispanic	564	619	710	543	500
Unknown	27	35	43	19	29
Total Women	731	842	944	725	654
Grand Total	1185	1401	1461	1157	1002

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
--	-------	-------	-------	-------	-------

Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	36	38	35	35	35
Students as % of total of the College's enrollment					
Annual credit-hour production for courses offered by unit (Fall through Summer)					
Annual number of graduates (Fall through Summer)					
Graduates securing positions in field					
Graduates securing positions in related field					
Graduates securing positions unrelated to field					

Comments on graduation and completer data

N/A

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

N/A

D. Provide information pertaining to changes in student demand over the previous five years.

N/A

E. Provide any additional information pertinent to demand for this program.

N/A

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

N/A

Identify and provide explanation of currently unmet budgetary needs, if any.

1. The faculty are not able to travel to conferences and other professional development events because of the lack of funds in the travel budget.
2. Spanish is needed on the Anniston campuses, but no part-time instructor is available; therefore, funds are needed to pay travel for the Wallace Drive full-time instructor to travel to teach on other campuses.
3. The budget does not have funds designated for the student literary magazine. These should be returned to the division budget.
4. The Division needs a designated IT person rather than one that they share with other areas.
5. The Division lost 16 computers from the Beville computer lab to Fine Arts. That lab is used often by composition classes and students working independently for courses in all areas. These 16 computer will need to be replaces to make the lab fully functional again.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

N/A

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	13	13	12	12	12
Executive/administrative/mgr	1	1	1	1	1
Other professionals	0	0	0	0	0
Technical/paraprofessional	1	1	1	1	1
Clerical and secretarial	1	1	1	1	1
Skilled crafts	0	0	0	0	0
Service and maintenance	0	0	0	0	0
Total Full-Time	16	16	15	15	15

Part-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty					
Executive/administrative/mgr					0
Other professionals					0
Technical/paraprofessional					1
Clerical and secretarial					0
Skilled crafts					0
Service and maintenance					0
Total Part-Time					

Provide any additional relevant information regarding the program's human resource needs.

1. The English department is in need of more full-time instructors. All campuses besides Wallace Drive are heavily reliant on part-time instructors. This problem could be eliminated by hiring a new full-time person for each of the following campuses: Ayers, McClellan, and Cherokee.
2. A full-time person dedicated to developmental instruction is also greatly needed. It would be advisable to give that person a course release, so that he/she could coordinate a developmental instruction program.
3. It would also be enriching to students and the college to resurrect the student literary magazine; this would be more easily accomplished if a full-time faculty member could be given a course release to sponsor and organize the endeavor.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

	1	2	3	4
1 (inadequate) to 4 (superior)				
Classroom Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Conference Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Conference Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Storage Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

1. The division needs space for a writing center.
2. The division will need to move one more instructor from Wallace Hall to Bevill; therefore, an additional office is needed.
3. The division needs old furniture and electronics removed from classrooms and storage areas. Requests to maintenance have been submitted numerous times.
4. The office furniture in this area has not been replaced in decades.

4. The office furniture in this area has not been replaced in decades.

5. The current conference space is not large enough to seat more than four or five people. It is inadequate for faculty meetings.

[Save]

Recommendations

Recommendations:

- 1. The division is heavily reliant on part-time instructors. Hiring more full-time instructors is necessary.**
- 2. The division offers mainly American literature. A more diverse course offering, including British and World literature, would better serve our students who transfer to universities and especially those who plan to major in English.**
- 3. The student literary magazine, Nocalula, should be resurrected.**
- 4. The creative writing courses could be offered and used for production of the literary magazine. Students would get academic credit, and work on the magazine would be part of the instructor's regular course load.**
- 5. The college needs a Writing Center to assist students with composition in all classes. The likely place to house such a center would be in the Language and Humanities Division; however, we do not have a space for it in Bevill Hall at this time nor do we have personnel to staff it.**
- 6. The Division needs a designated IT person rather than one that it shares with other areas.**
- 7. The Division lost 16 computers from the Bevill computer lab to Fine Arts. That lab is used often by composition classes and students working independently for courses in all areas. These 16 computers need to be replaced to make the lab fully functional again.**
- 8. The Division is planning a hybrid ENG 101/Developmental English course that will allow students who score between 55-61 on the Compass placement test (62 is the current cut score) to take**

ENG 101 and ENG 080 at the same time, rather than taking ENG 093 one semester and ENG 101 the next. ENG 080 will be conducted in a lab setting, in which students will be able to work independently and one-on-one with the instructor. This will be piloted in Fall 2014. Based on the success of this pilot, it is recommended that lab offerings be expanded.

9. The Program Review Committee recommends that an Assistant Division Chair be designated.

[Save]

2013-2014 Program Review

Introduction

Program Name:

Mechanical Design

Primary Contact:

James Wilson

E-mail:

jwilson@gadsdenstate.edu

A. Accreditation and Certification

Is there a specialized accrediting body for this program: Yes No

If Yes, is this program accredited: Yes No

Accrediting Body: American Design Drafting Association

Next Accreditation Date: 2016

Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

Can students earn licensure: Yes No

If Yes, Licensing body: American Design Drafting Association

Discussion of student licensure:

Students have the option to take a certified drafter examination upon program completion.

C. Provide the mission statement or a brief description of the program:

The Mechanical Design Technology program prepares the students to earn an Associate of Applied Science degree as they become skilled technicians using computer-aided drafting (CAD) software and equipment. The curriculum is designed to give students broad training with the most widely used software of AutoCAD, Pro-Engineer, SOLID WORKS, and other software in order to enhance their opportunities and promotion in the engineering/technical areas they wish to work. Drafting/design standards are taught in the development of technical engineering prints in designing machinery and equipment, consumer products, buildings, fabrications, installation, sales, and production.

D. Provide a link to the program's USP:

<http://gsiesrv.gadsdenstate.edu/cfusp/login.cfm?CFID=7150&CFTOKEN=90b00d4d386f6183-867FE9E9-9368-39D2-19BCE878E0978FAC>

E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: James Wilson

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

B.S. and M.S., Alabama A & M University

A.A.S., Gadsden State Community College

Faculty Name: Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: ...select status
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Year received: ...select year

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

Based on a 2013 employer survey, over 60% of graduates of the Mechanical Design Technology program who sought employment obtained employment within twelve months of graduation.

D. Provide a summary of student achievement of the unit's educational goals.

Assessment of Student Learning Outcomes over the period 2009-2012 shows increased student achievement. Findings can be obtained from the College's Institutional Effectiveness Website, <http://gsiesrv.gadsdenstate.edu/slo.cfm>

E. Craft advisory board comments and recommendations.

Overall the advisory committee is pleased with the progress of the program. The committee recommended that they would like to see additional support from industry to help maintain current standards.

F. Provide any other information pertaining to evidence of quality of this program.

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	12	13	14	8	11
American Indian/Alaska Native	2		1	2	1
Asian/Pacific Islander	1	2	2		
Hispanic					
White non-hispanic	140	128	97	103	95
Unknown	6	2	7	6	7
Total Men	161	145	121	119	114
Women					
Non-resident Alien					
Black non-hispanic	3	3	1	2	1
American Indian/Alaska Native					
Asian/Pacific Islander					
Hispanic					
White non-hispanic	29	21	18	17	16
Unknown		2	3	2	1
Total Women	32	26	22	21	18
Grand Total	193	171	143	140	132

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour					

production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	82	91	89	81	74
Students as % of total of the College's enrollment	1.4%	1.3%	1.3%	1.2%	1.3%
Annual credit-hour production for courses offered by unit (Fall through Summer)	801	862	807	876	891
Annual number of graduates (Fall through Summer)					
Graduates securing positions in field	2	2	1		
Graduates securing positions in related field					
Graduates securing positions unrelated to field	2	3	2		

Comments on graduation and completer data

[Redacted]

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

[Redacted]

D. Provide information pertaining to changes in student demand over the previous five years.

[Redacted]

E. Provide any additional information pertinent to demand for this program.

[Redacted]

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

The current budget is satisfactory for the program.

Identify and provide explanation of currently unmet budgetary needs, if any.

None

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

N/A

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty					
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					

Clerical and secretarial
 Skilled crafts
 Service and maintenance
 Total Full-Time

Part-Time (Headcount)

08-09 09-10 10-11 11-12 12-13

Faculty
 Executive/administrative/mgr
 Other professionals
 Technical/paraprofessional
 Clerical and secretarial
 Skilled crafts
 Service and maintenance
 Total Part-Time

Provide any additional relevant information regarding the program's human resource needs.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

1 2 3 4

1 (inadequate) to 4 (superior)

- Classroom Space
- Classroom Furnishings
- Laboratory Space
- Laboratory Furnishings
- Laboratory Equipment
- Office Space
- Office Furnishings
- Conference Space
- Conference Furnishings
- Storage Space
- Storage Space Furnishings
- Overall Physical Environment
- Other:

Provide information regarding additional space/furnishing needs.

[Save]

Recommendations

Recommendations:

No recommendations at this time.

[Save]

2013-2014 Program Review

Introduction

Program Name:

Paralegal

Primary Contact:

Elizabeth Howard

E-mail:

ehoward@gadsdenstate.edu

A. Accreditation and Certification

Is there a specialized accrediting body for this program: Yes No

If Yes, is this program accredited: Yes No

Accrediting Body: American Bar Association

Next Accreditation Date: 2014

Is the program a technical program that is industry certified: Yes No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

C. Provide the mission statement or a brief description of the program:

The mission of the Paralegal Studies program is to provide a high quality paralegal education that prepares each student to work in a variety of paralegal positions by developing professional competence in both general and legal specialty courses, including courses in substantive law, procedural law, and ethics, and doing this by stressing understanding and reasoning and the application of the same through practical legal applications.

D. Provide a link to the program's USP:

gsiesrv.gadsdenstate.edu/ie20122013

E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Donna McCurley Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

J.D., B.S. in Political Science

Faculty Name: Jacob Millican Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

J.D., practicing attorney

Faculty Name: Brandy Pearson Status: Full-Time
 Qualification, degrees, credentials, licenses, etc.
 J.D.

Faculty Name: Status: ...select status
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Outstanding Academic Faculty Award Year received: 2012-2013
 Award or Recognition: Year received: ...select year

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

According to the 2011-2012 graduate placement summary, nine students responded to the survey. Fifty percent of the graduates were employed and thirty-eight percent were employed in field.
 Since the registrar's office went to online graduation applications, the graduate surveys are no longer available and therefore the employer surveys are no longer available.

D. Provide a summary of student achievement of the unit's educational goals.

Evaluated SLO's for the Business Administration can be found at <http://gsiesrv.gadsdenstate.edu/cfslo/slocopy.cfm>

E. Craft advisory board comments and recommendations.

The Paralegal Advisory Board suggested students have more education on the software used in attorney offices.

F. Provide any other information pertaining to evidence of quality of this program.

Save

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	1	3	2	4	4
American Indian/Alaska Native		1			
Asian/Pacific Islander	1	1	1		
Hispanic					
White non-hispanic	5	3	7	12	8
Unknown		2	2	2	
Total Men	7	10	12	18	12
Women					
Non-resident Alien					
Black non-hispanic	8	11	8	3	10
American Indian/Alaska Native				1	
Asian/Pacific Islander				1	1
Hispanic					
White non-hispanic	41	55	57	68	66
Unknown	1	2	2	3	1
Total Women	50	68	67	76	78
Grand Total	57	78	79	94	90

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	36	41	47	49	35
Students as % of total of the College's enrollment	.6%	.6%	.7%	.7%	.6%
Annual credit-hour production for courses offered by unit (Fall through Summer)	522	711	708	675	492
Annual number of graduates (Fall through Summer)	8	7	22	16	19
Graduates securing positions in field	3	2	2	3	
Graduates securing positions in related field					
Graduates securing positions unrelated to field	1	5	6	1	

Comments on graduation and completer data

[Redacted comment box]

C. Provide the unit's assessment of future demand for this program (or component).

Graduation Data

Significant Increase Increase No Change Decrease Significant Decrease

Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

[Redacted justification box]

D. Provide information pertaining to changes in student demand over the previous five years.

According to the Bureau of Labor Statistics, employment of paralegals and legal assistants is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. This occupation attracts many applicants, and competition for jobs will be strong. Experienced, formally trained paralegals with strong computer and database management skills should have the best job prospects.

E. Provide any additional information pertinent to demand for this program.

[Redacted additional information box]

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

Budget resources are adequate. Minimum program needs are met.

Identify and provide explanation of currently unmet budgetary needs, if any.

The Paralegal Program could use a computer lab for instruction and student use.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

N/A

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	1	1	1	1	1
Executive/administrative/mgr	1	1	1	1	1

Other professionals					
Technical/paraprofessional					
Clerical and secretarial	.5	.5	.5	.5	.5
Skilled crafts					
Service and maintenance					
Total Full-Time	2.5	2.5	2.5	2.5	2.5
Part-Time (Headcount)					
	08-09	09-10	10-11	11-12	12-13
Faculty	1	1	1	1	2
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial					
Skilled crafts					
Service and maintenance					
Total Part-Time	1	1	1	1	2

Provide any additional relevant information regarding the program's human resource needs.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

1 2 3 4

1 (inadequate) to 4 (superior)

Classroom Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

[Save]

Recommendations

Recommendations:

- 1. Hire a full-time permanent paralegal instructor.**
 - 2. Consider adding post baccalaureate degree.**
 - 3. Increase program awareness in the state.**

[Save]

2013-2014 Program Review

Introduction

Program Name:

Public Safety Telecommunications

Primary Contact:

Ms. Christina Isom

E-mail:

cisom@gadsdenstate.edu

A. Accreditation and Certification

 Is there a specialized accrediting body for this program: Yes • No

 If Yes, is this program accredited: Yes • No

Accrediting Body:

Next Accreditation Date:

 Is the program a technical program that is industry certified: Yes • No

If Yes, Certification by

Next Certification Date:

Discussion of accreditation and/or certification:

B. Student Licensure

 Can students earn licensure: Yes • No

If Yes, Licensing body:

Discussion of student licensure:

Students can obtain individual licensure through 9-1-1 organizations for specific classes, i.e. Emergency Medical Dispatching. If the students take the course through the college, they are awarded college credit, not licensure.

C. Provide the mission statement or a brief description of the program:

Within the context of the mission, purpose, and philosophy of Gadsden State Community College, the mission of the Public Safety Telecommunications Program (PST) is to provide the opportunity for professional and educational advancement for persons in public safety communications and 911 through a quality, internet-based, distance-learning program. Requirements of the program are consistent with the Institute for Emergency Preparedness and the Association of Public Safety Communications Officials International, Inc., (APCO) and will provide the knowledge and skills consistent with the expectations of the public and the profession.

D. Provide a link to the program's USP:
<http://gsiesrv.gadsdenstate.edu/cfusp/uspmain.cfm?unit=69>
E: If relevant, provide additional introductory information for the program:

[Save]

Quality

A. Describe the adequacy of the faculty to meet the demands of the program's goals and objectives with regard to qualifications, degrees, credentials, licenses, etc.

Faculty Name: Christina Dilges Isom

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

B.A. English, EMD, 12 years experience in field/program

Faculty Name: Status: Part-Time
 Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: ...select status
 Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: <input type="text" value="Leadership Development Institute (LDI)"/>	Year received: 2008-2009 <input type="button" value="+"/>
Award or Recognition: <input type="text" value="Association of Public Safety Communications Officials, Inc (APCO)"/>	Year received: 2010-2011 <input type="button" value="+"/>
Award or Recognition: <input type="text" value="Gulf Coast National Emergency Number Association Conference"/>	Year received: 2008-2009 <input type="button" value="+"/>
Award or Recognition: <input type="text" value="Southern Association of Colleges and Schools Commission on Accreditation"/>	Year received: 2012-2013 <input type="button" value="+"/>
Award or Recognition: <input type="text"/>	Year received: ...select year <input type="button" value="+"/>

C. Provide summary information from exit interviews, graduation senior surveys, employer surveys, alumni surveys, student surveys and/or focus groups conducted by (or for) this unit.

The program has a variety of information available which are examples of student-based surveys.

Graduate surveys - "Don't change a thing. I have enjoyed the experience." "Mrs. Isom is a wonderful advisor and instructor. She has led me down the correct path every semester!"

Student surveys - "I did enjoy the writing required and the instructor feedback. The tests were well-spaced and adequate. The instructor obviously took the time to read the assignments and made time for comments. Excellent course for both the professional EMD and the beginner." "I had been out of on-line courses for about a year and was kind of rusty when I started. Mrs. Isom took her time with me and explained how to look for assignments and where to post." "I've previously taken classes with Mrs. Isom and am extremely impressed with her abilities and hope to take classes in the future with her." "Professor Isom is a good instructor. She provided interesting course work that applied to school and real life. She made me think outside of the box to solve problems at work while tying them to school assignments. Isom kept the class interesting."

D. Provide a summary of student achievement of the unit's educational goals.

(Measurement of goals - SLOs/data - put here) Student achievement - cut/paste

E. Craft advisory board comments and recommendations.

The Program Director is currently unaware of any Craft Advisory Board suggestions; however, the Program Director plans on investigating recruiting, retention and matriculation of students in similar programs or programs which can be compared to this program.

F. Provide any other information pertaining to evidence of quality of this program.

Planning for the PST Program started in January 2000 and seeing the need for a quality education program for Telecommunicators. Prior to 2000, attention for education and training was directed toward law enforcement, fire and Emergency Medical Services. Advances in communication technology brought the task of the telecommunicator to a new level of sophistication. Telecommunicators are the eyes and ears of public safety responders and their lives depend on the dedication and expertise of telecommunicators. The Public Safety Telecommunications program was and still is the first of its kind, offering the Associate in Applied Science Degree in Public Safety Telecommunications to persons that have worked in the field for years and those new to the field.

[Save]

Demand

A. Provide 5-years Enrollment Data ⁽¹⁾

	Total Students				
	08-09	09-10	10-11	11-12	12-13
Men					
Non-resident Alien					
Black non-hispanic	3	1	2	1	2
American Indian/Alaska Native					
Asian/Pacific Islander	1	1			
Hispanic					
White non-hispanic	27	22	26	12	11
Unknown	2	7	4	2	
Total Men	33	31	32	15	13
Women	08-09	09-10	10-11	11-12	12-13
Non-resident Alien					
Black non-hispanic	10	4	2	2	4

American Indian/Alaska Native					
Asian/Pacific Islander		2	2	2	
Hispanic					
White non-hispanic	35	20	18	29	21
Unknown	2	14	4	2	1
Total Women	47	40	26	35	26
Grand Total	80	71	58	50	39

B. Provide the following information on student demand for the programs

	08-09	09-10	10-11	11-12	12-13
Annual credit-hour production (Fall through Summer)	155067	182450	179919	161756	139495
Number of students enrolled (Fall Term) ⁽¹⁾	36	29	29	21	24
Students as % of total of the College's enrollment	.6%	.4%	.4%	.3%	.4%
Annual credit-hour production for courses offered by unit (Fall through Summer)	318	285	216	195	114
Annual number of graduates (Fall through Summer)	3	4	5	3	5
Graduates securing positions in field	3	4			
Graduates securing positions in related field					
Graduates securing positions unrelated to field					

Comments on graduation and completer data

Students do not have to take classes in succession or a specific number each semester, as some programs which are offered (Nursing/Radiology). Some students may take one (3 hr class) each semester while others may take a full-load (12 hours) of four classes. Degree completion depends upon the number of hours the student completes.

C. Provide the unit's assessment of future demand for this program (or component).

	Graduation Data				
	Significant Increase	Increase	No Change	Decrease	Significant Decrease
Projected changes in student demand for this program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projected changes in demand for program's graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the table above, justify responses of "increase" or "decrease" by citing assumptions and providing evidence in support of these projections.

According to the US Labor and Statistics Bureau, there has been an increase in the field and by 2022, projections rise 15% growth.

D. Provide information pertaining to changes in student demand over the previous five years.

In response to the decrease in enrollment numbers over the past few years. Many students were reimbursed through their Employer (Telecommunications Centers/Public Safety Answering Points (PSAPs)), to take classes and obtain their degrees. Since many municipalities have had continued budget cuts, educational money is no longer available for employees.

E. Provide any additional information pertinent to demand for this program.

As a result of municipalities reducing educational budgets for their employees nationally, the program director is enacting plans for the 2015 year to explore recruiting opportunities to enhance the visibility and long-term viability of the program.

Save

(1) Unduplicated headcount of students enrolled in courses offered by Department

Resources

A. Financial Resources

Please discuss any unique aspects of the budget of this unit.

Identify and provide explanation of currently unmet budgetary needs, if any.

Currently, there is limited in-state and no out-of-state monies for opportunities. i.e., recruitment and professional development.

Provide relevant budgetary information pertaining to external funding received by the unit (grants, contracts, etc.)

B. Human Resources

Full-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	1	1	1	1	1
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial	1	1	1	1	1
Skilled crafts					
Service and maintenance					
Total Full-Time	2	2	2	2	2

Part-Time (Headcount)

	08-09	09-10	10-11	11-12	12-13
Faculty	2	2	1	1	1
Executive/administrative/mgr					
Other professionals					
Technical/paraprofessional					
Clerical and secretarial	1	1	1	1	1
Skilled crafts					
Service and maintenance					
Total Part-Time	3	3	2	2	2

Provide any additional relevant information regarding the program's human resource needs.

C. Space and Furnishings

Rate the adequacy of the space/furnishings allocated to this unit

Rank each of the following from

1 2 3 4

1 (inadequate) to 4 (superior)

Classroom Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory Furnishings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Office Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Conference Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Storage Space Furnishings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall Physical Environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide information regarding additional space/furnishing needs.

The program is only offered on-line to students; therefore, only administrative spaces are utilized.

[Save]

Recommendations

Recommendations:

ie...Explore long-term planning for enhanced recruiting, retention, and matriculation.

[Save]