

Program Reviews

Program reviews are an “essential component in demonstrating institutional effectiveness to accrediting bodies.”

Program reviews support academic quality assurance and continuous program improvement but more recently this has been expanded to include accountability and assessment with an emphasis on follow-up procedures to ensure student learning outcomes. ¹

1. Content, quality, and effectiveness of curriculum is the responsibility of the faculty. ²
2. Program Reviews are conducted for the purpose of program improvement.
3. The process should be intuitive and not burdensome for committee members or faculty.

2012-2013 PROGRAMS TO BE REVIEWED

| PROGRAM | DEPARTMENT CHAIR | DEAN | PEER REVIEWERS | |
|------------------------------------|------------------|-------|-----------------|---------------|
| Biology | Shirley Colvin | Jolly | Cindy Williams | Gary Udaka |
| Chemistry | Shirley Colvin | Jolly | Hugh Hammer | Leah Elkins |
| Early Childhood Development | George Terrell | Jolly | Larrhea Sims | |
| Economics | Angie Waits | Jolly | Bridget Burney | |
| Humanities | Charles Hill | Jolly | Donna McCurley | |
| Fishery Science | Shirley Colvin | Jolly | Gay Utz | Susan Brown |
| History | George Terrell | Jolly | Angela Waits | |
| Physical Science | Shirley Colvin | Jolly | Harold Waddell | Eric Campbell |
| Physical Education | Mike Cancilla | Jolly | Julian Thornton | Stacy Hicks |
| Fine Arts | Charles Hill | Jolly | Shelby Cochran | |

2012-2013 PROGRAM REVIEW TIMELINE

| | |
|--------------------------|---|
| March 1, 2013 | Program Reviews due on IE system by peer reviewers |
| August 2, 2013 | Action Plan and Timeline for response to recommendations due from Department Chairs to IE |
| December 13, 2013 | Follow up on PRC recommendations |

¹ SACS Comprehensive Standard 3.4.1: “The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.”

² SACS Comprehensive Standard 3.4.10: “The Institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.”

Summary of Program Review Findings

The PRC reviewed nine programs in 2012-2013 and made the following recommendations:

| | |
|--|---|
| Biology | Simplify student learning objectives and implement pre- and post-testing. |
| Chemistry | Priority should be given to bringing the two chemistry labs up to acceptable safety standards; additional laboratory space is recommended. |
| Child Development | Equip instructors with iPads to assist with observations during practicum classes; provide adequate storage space in Naylor Hall |
| Economics | Consideration should be given to purchase of a portable computer lab |
| Fine Arts | Add more classroom space to facilitate development of ceramics and digital media courses and augment photography courses. |
| Fishery Science | Hatchery area requires renovation; addition of conference space is suggested; marketing and branding of the program through brochures and electronic media is suggested; improve program credit transferability |
| History | Recommendation to hire full time faculty member for history at the McClellan Center and Ayers Campus. |
| Humanities | No recommendations |
| Pre-Athletic Training/ Physical Education | Utilize pool facility space; develop initiative to promote physical activity among students and faculty; reviewers suggest a more structured method of program evaluation |
| Physical Science | No recommendations |

Program Review Committee Timeline

2012-2013

| | |
|-------------------|--|
| October 10, 2012 | Deans to deliver charge to the committee |
| November 6, 2012 | Programs Notified of review and provided with copy of components of the review (Department/Division Chair Meeting) |
| December 13, 2012 | Workshop training on software and peer reviewer responsibilities. Computer Lab in Allen Hall reserved 3:00 – 4:30. |
| March 1, 2013 | PRC teams post reviews to IE system |
| April 12, 2013 | IE send notice of Final collated Program Reviews to PRC |
| April 25, 2013 | PRC Approve Final Program Review Document |
| May 1, 2013 | Distribute Program Reviews and Recommendations to Instructional Deans |
| August 2, 2013 | Action Plan and Timeline for response to recommendations due to IE |
| December 13, 2013 | IE Follow up on PRC recommendations |

PROGRAM AND CURRICULUM REVIEW



Program: _____ Date of Review: _____

PRC Reviewer(s): _____

Program Director: _____

Contact Information: _____

INTRODUCTION

- Degrees and Certificates _____
- Accreditation _____
- Industry Certification _____
- Student Licensure _____
- Mission Statement of Program _____

Remark: _____

QUALITY

- Faculty Credentials _____
- Feedback Summary _____
- Learning Outcomes Summary _____
- Craft Advisory Board Summary _____

Remark: _____

DEMAND

- Enrollment Data _____
- Credit Hour Production _____
- Graduation/Completer Data _____
- Future of the Discipline Survey _____

Remark: _____

RESOURCES

- FINANCIAL DATA _____
 - Budget Data _____
 - Unmet Needs Summary _____
 - External Funding Summary _____
- HUMAN RESOURCES DATA _____
- SPACE & FURNISHINGS SURVEY _____

Remark: _____

OTHER

Remark: _____

RECOMMENDATIONS

Remark: _____

PROGRAM AND CURRICULUM REVIEW



Just a reminder that all Program Reviews should be completed by March 22, 2012.

To access the program for which you are responsible, go to <https://share1.gadsdenstate.edu/sites/ie>. From this point, click on "Program Review Committee" on the left side of the page.

Review the information already entered into the program (You will find that IE has provided some data), then contact the program director or department chair to obtain responses for the additional items.

Note: you must have the new Microsoft 2010 software installed on your computer.

Use your usual user name and password when prompted.

If you need assistance, please contact me at trhea@gadsdenstate.edu, extension 8230

FREQUENTLY ASKED QUESTIONS

Degrees and Certificates – what Degrees and Certificates does this unit have the authority to award? AS, AA, AAS, CER, STC

Accreditation -- SACS accredits the entire college but some programs have separate accreditation through a professional organization; sometimes (but not always) accreditation and Industry Certification are synonymous. NATEF is an example for technical accreditors and the National League for Nursing Accrediting Commission is another.

Industry Certification -- program faculty will be the best authority to determine if there is industry certification.

Student Licensure – can students earn a personal license for professional practice in the field? Massage Therapy and Cosmetology are examples of professional licensure.

Mission Statement of Program—each program should have a mission statement that is directly related to the mission statement of the College. This is usually found on their web page or in their Unit Strategic Plan (USP), look at the IE webpage to see USPs with Mission Statements, <http://www.gadsdenstate.edu/faculty-and-staff/ie/index.php>. If the program doesn't have a written mission statement, the director or chair should develop one.

Faculty Credentials—this data is provided by HR but should be reviewed with the program faculty to make sure all degrees, certificates, and credentials are up to date.

Feedback Summary—access the survey data on the IR Webpage, <http://www.gadsdenstate.edu/faculty-and-staff/ir/index.php>, for the latest survey data on employer, student and faculty satisfaction. The peer reviewers should review at least the past three years (2008-09, 2009-10, 2010-11) and write a summary of feedback received from internal and external sources.

Learning Outcomes Summary—access the IE Webpage, <http://www.gadsdenstate.edu/faculty-and-staff/ie/index.php>, for the past three years of Student Learning Outcomes (SLO) reports. A brief synopsis of at least the past three years of assessment of student learning should be written by the peer reviewer to support the College's efforts to demonstrate Continuous Quality Improvement.

Craft Advisory Board Summary—Technical programs will have minutes of Craft Advisory Board Meetings. The peer reviewer, working with the department chair or program director should write

PROGRAM AND CURRICULUM REVIEW



a summary paragraph of these minutes. If the Board made recommendations, report what action has been taken or is planned to address these.

Enrollment Data—this has been provided by IR but should be reviewed with program faculty.

Credit Hour Production—this has been provided by IR but should be reviewed with program faculty.

Graduation/Completer Data—this has been provided by IR but should be reviewed with program faculty.

Financial Data

Budget Data—this has been provided by IR but should be reviewed with program faculty.

Unmet Needs Summary – committee members should consult with program faculty to determine unmet needs. This should not be limited to funding. It may be that additional space, curriculum updates, certification initiatives or plans to improve the program or department could be mentioned in this space.

External Funding Summary—departmental or programmatic faculty should be consulted to determine the extent of external funding if applicable.

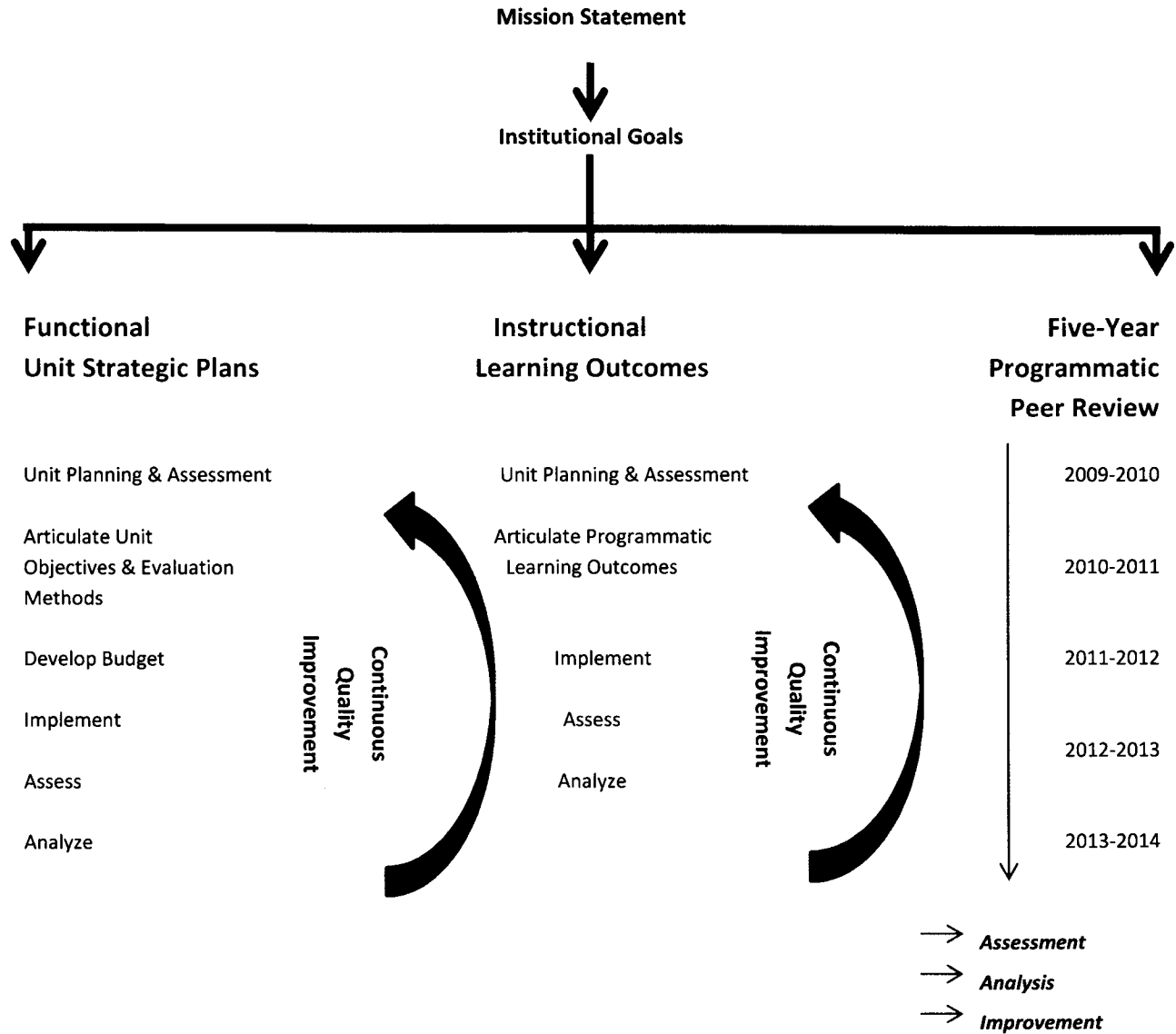
Human Resources Data—department chairs or program directors will have access to this information.

Space & Furnishings Survey—faculty should be consulted for consensus in response to these survey-type questions.

Recommendations Tab – since our orientation meeting on January 24, 2012, this tab has been added. Use this space to make recommendations in conjunction with the department chair or director with respect to instructional delivery, staffing, budgeting, facilities and the improvement of student learning in general.

Thank you for your time and expertise to complete this peer review process.

Institutional Effectiveness Cycle



PROGRAM REVIEW COMMITTEE MEETING

The Program Review Committee met at 2:00 p.m on Wednesday, October 10, 2012.

In attendance: Bridget Burney, Shelby Cochran, Leah Elkins, Larrhea Sims, Angela Waits, and Teresa Rhea.

Not present: Susan Brown, Eric Campbell, Hugh Hammer, Stacy Hicks, Donna McCurley, Julian Thornton, Gary Udaka, Gay Utz, Harold Waddell, and Cindy Williams.

Dean Jim Jolly and Dean Tim Green were in attendance for the beginning of the meeting to briefly go over the purpose of the committee and informed us of the possibility of a new certificate program starting in Church Music Leadership.

The committee elected Susan Brown as chairperson and Leah Elkins as recorder of minutes.

A brief explanation was given by Teresa Rhea as to what the members of the committee would be doing while serving in this capacity.

The next scheduled meeting will be held in December or January.

The meeting was adjourned at 2:25 p.m.

2012-2013 Program Review

Introduction

Program Name:

Primary Contact:

Shirley Colvin

E-mail:

scolvin@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:

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

Within the context of the purpose, philosophy and mission of Gadsden State Community College, the mission of the Biology Department is to provide excellence in education in the biological sciences, for the student population within our service area. This is accomplished by offering a variety of freshman and sophomore courses in biology to serve the needs and provide support for Gadsden State students seeking associate degrees or certificates and for those students planning to transfer to senior institutions to complete their education. The Science Division's mission is to reach potential students in the community as well as currently enrolled students and to help them achieve their educational goals.

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

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: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

 Faculty Name: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

| | | | | |
|--|--|---------|------------------|----------------------------------|
| Faculty Name: | <input type="text" value="Barbara Dorsett"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="DMD - Dentistry General Dentistry License, 1981- present; BS Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Christopher Edmondson"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology BS- Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Cynthia Freeman"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology BS- Nutrition; Registered Dietician, 1981-present"/> | | | | |
| Faculty Name: | <input type="text" value="Jeana Gilbert"/> | Status: | Part-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS- Biology BS- General Science Education"/> | | | | |
| Faculty Name: | <input type="text" value="Nancy Gilbert"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MA- Secondary Education, Chemistry; BS Medical Technologist and Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Nancy Lee"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="Ed.D.-Higher Education Leadership Policies and Technology with endorsement in Biology; Ed.S.-Secondary Education/Biology; M.Ed. Biology; BS Biology and English"/> | | | | |
| Faculty Name: | <input type="text" value="Jeff Machen"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; BS- Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Sara Brenizer Poovey"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Secondary Education concentration in Biology BS-Secondary Education concentration in Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Kaci Rodgers"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; BS-Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Susan Sewell"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; Medical Terminology Certificate; BS-Biology"/> | | | | |
| Faculty Name: | <input type="text" value="James Skillman"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; BS-Marine Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Phillip Snider"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; BS-Biology"/> | | | | |
| Faculty Name: | <input type="text" value="Mike Stiefel"/> | Status: | Part-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MS-Biology; BS- Biology/Chemistry"/> | | | | |
| Faculty Name: | <input type="text" value="Frances Vann"/> | Status: | Full-Time | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value="MA-Biology; BS-Biology"/> | | | | |
| Faculty Name: | <input type="text" value=""/> | Status: | ...select status | <input type="button" value="+"/> |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| <input type="text" value=""/> | | | | |

B. Awards and Recognitions

| | | | | |
|-----------------------|--|----------------|----------------|---|
| Award or Recognition: | Minority Science Engineering Improvement Project Grant Awarded | Year received: | 2009-2010 | + |
| Award or Recognition: | Who | Year received: | 2007-2008 | + |
| Award or Recognition: | Westbrook Christian Secondary Teacher of the Year (Barbara Dor | Year received: | 2007-2008 | + |
| Award or Recognition: | Brenda Crowe Exceptional Achievement in Teaching Award, MT (| Year received: | 2010-2011 | + |
| Award or Recognition: | Excellence in Teaching Award (GSCC Alumni Association) (Nancy | Year received: | 2010-2011 | + |
| Award or Recognition: | HAPS Robert B. Anthony Scholarship (Susan Sewell) | Year received: | 2010-2011 | + |
| Award or Recognition: | Alabama Community College System Award of Excellence Chanc | Year received: | 2009-2010 | + |
| Award or Recognition: | Teacher of the Year (Frances Vann) | Year received: | 2007-2008 | + |
| Award or Recognition: | Invited to be in Cambridge Who | Year received: | 2007-2008 | + |
| 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.

In the year 2011-12 83%, 82%, and 88% of students who completed the course earned a C or better. In the year 2010-2011 84%, 85%, 84% of students who completed the course earned a C or better. In the year 2009-2010 84%, 85%, and 84% of students who completed the course earned a C or better. In the year 2008-2009 81%, 84%, and 85% of students who completed the course earned a C or better. Overall the students who completed the course achieved the educational goals by achieving a grade of C or better.

E. Craft advisory board comments and recommendations.

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

The biology department has a cadavar laboratory which is the only one in the state at the two year college level.

Demand**A. Provide 5-years Enrollment Data**

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| Men | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 122 | 95 | 113 | 96 |
| American Indian/Alaska Native | | 3 | 2 | 1 | 1 |
| Asian/Pacific Islander | | 19 | 13 | 12 | 10 |
| Hispanic | | | | | |
| White non-hispanic | | 486 | 572 | 612 | 537 |
| Unknown | | 29 | 38 | 30 | 27 |
| Total Men | | 659 | 720 | 768 | 671 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 411 | 532 | 521 | 461 |
| American Indian/Alaska Native | | 8 | 12 | 6 | 12 |
| Asian/Pacific Islander | | 25 | 27 | 25 | 15 |
| Hispanic | | | | | |
| White non-hispanic | | 1449 | 1726 | 1808 | 1665 |
| Unknown | | 64 | 62 | 64 | 82 |
| Total Women | | 1957 | 2359 | 2424 | 2235 |
| Grand Total | | 2616 | 3079 | 3192 | 2906 |

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

| | Graduation Data | | | | |
|-------------------------------|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |

| | | | | | |
|---|--------|--------|--------|--------|--------|
| (Fall through Summer) | | | | | |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 12,916 | 14,908 | 17,467 | 18,487 | 16,487 |
| 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

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.

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

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

Submit Query

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)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| Faculty | 9 | 10 | 10 | 11 | 12 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | 1 | 1 | 1 | 1 | 1 |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |

| | | | | | |
|------------------------------|-------|-------|-------|-------|-------|
| Total Full-Time | 10 | 11 | 11 | 12 | 13 |
| Part-Time (Headcount) | | | | | |
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Faculty | 6 | 6 | 5 | 6 | 6 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Part-Time | 6 | 6 | 5 | 6 | 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 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.

Need a new building on the Wallace Drive campus with all the furnishing to meet the demand for science classes.

Submit Query

Recommendations

Recommendations:

It is recommended that student learning objectives be simplified. It is recommended that one assessment be used for each student learning outcome. If the pre-test/post-test method of assessment is used then pre-test should be given at the beginning of the semester and the same questions be used in the post-test which is given as part of the final. The only pre-test scores that are used in the final analysis are the scores of students who have completed the course.

It is recommended that if 70% mastery of objectives is not obtained during any given year; instructors reevaluate teaching methods and/or materials being used.

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Chemistry

Primary Contact:

Rita Collier

E-mail:

rcollier@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:

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

The Chemistry Department at Gadsden State Community College is committed to supporting students in their efforts to obtain the knowledge and skills they need to improve their lives and the lives of others by offering caring, high-quality instruction that encourages critical thinking and provides practice in the integration of real life reasoning and application skills useful not only in the context of science but in everyday life situations. This instruction includes conceptual development and practical laboratory experiences utilizing the latest technology available in an effort to equip students to be, at the most basic level, informed, discerning citizens of a world in which chemistry is a part of all aspects of life and, at the more advanced levels, prepared with the necessary foundation to competently pursue further technical and/or academic endeavors.

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

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

Submit Query

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: Julie Bowen Status: Full-Time +

Qualification, degrees, credentials, licenses, etc.

B.S. in Laboratory Technology, Medical Technologist Certification (CV attached)

Faculty Name: Rita Collier Status: Full-Time +

Qualification, degrees, credentials, licenses, etc.

B.S. in Chemistry, M.S.E, Ed.S., 44 graduate hours in Chemistry (CV attached)

Faculty Name: Status: Full-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.

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

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Men | | | | | |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 14 | 8 | 13 | 15 |
| American Indian/Alaska Native | | 1 | 1 | 1 | |
| Asian/Pacific Islander | | 6 | 6 | 4 | 6 |
| Hispanic | | | | | |
| White non-hispanic | | 88 | 102 | 86 | 93 |
| Unknown | | 8 | 5 | 5 | 5 |
| Total Men | | 117 | 122 | 109 | 119 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 42 | 40 | 29 | 24 |
| American Indian/Alaska Native | | 1 | 1 | 1 | |
| Asian/Pacific Islander | | 10 | 8 | 7 | 7 |
| Hispanic | | | | | |
| White non-hispanic | | 139 | 128 | 155 | 154 |
| Unknown | | 7 | 4 | 4 | 4 |
| Total Women | | 199 | 181 | 196 | 189 |
| Grand Total | | 316 | 303 | 305 | 308 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 1,272 | 1,536 | 1,448 | 1,420 | 1,436 |
| 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 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 *Occupational Outlook Handbook* published by the United States Bureau of Labor Statistics, all health care areas are projected to grow at a "faster than average" or "much faster than average" rate through 2020. Most all these careers require at least a basic college chemistry course while many require two or more years of college chemistry. Besides having an obvious link to the growing health-care industry, chemistry is required for a number of other science-related majors from secondary science education to dietetics to forensics to physics to engineering.

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

Student demand for this program has remained relatively stable over the previous five years.

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

The demand for this program is linked to all biology, engineering, and healthcare-related program demands in addition to meeting basic core science requirements for degree completion. Since all these related programs show strong enrollments, it is expected the demand for chemistry courses will remain strong as well.

Submit Query

Resources

A. Financial Resources

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

This program requires frequent replenishing of supplies and removal of toxic wastes as well as ongoing equipment upkeep in addition to the need to continually update and upgrade equipment and software.

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

The department is in need of a number of basic instruments and increased numbers of some existing equipment to adequately provide our students with training required on the university level and in the workplace. These include an urgent need for two polarimeters, one handheld refractometer, various probes to be used with current equipment, and other additions to existing equipment. Immediate needs would cost \$3,000-\$5,000. Future needs include replacements and additions and total \$10,000-\$15,000.

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

n/a

B. Human Resources

Full-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|----------|----------|----------|----------|
| Faculty | | 2 | 2 | 2 | 2 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | 1 | 1 | 1 | 1 |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Full-Time | | 3 | 3 | 3 | 3 |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| 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 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom Furnishings | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Laboratory Space | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Laboratory Furnishings | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Laboratory Equipment | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Space | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input 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 checked="" type="radio"/> | <input type="radio"/> | <input 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 checked="" type="radio"/> | <input 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.

Classrooms are small and crowded with student desks, making it difficult to move about the room. Temperature control consists of "on" until it gets unbearable in one direction then "off" until it gets unbearable in the other direction. One of our classrooms even requires that pliers be left on the heating/cooling unit to turn it on and off. The single door to the classroom is located at the front of the room making any untimely student entrance or exit disrupting to the entire class. Rooms are not wired for today's technologies resulting in dangerous use of extension cords and computer cables. Laboratories are much too small and dilapidated with inadequate storage and equipment, poor layouts, and terrible ventilation, all of which contribute to the potential for dangerous situations to arise.

Submit Query

Recommendations

Recommendations:

The highest priority should be given to bringing the two chemistry laboratories up to acceptable safety standards, to include, but not limited to, the replacement of non-functioning and outdated safety and general lab equipment and the purchase of needed equipment. Plans should be made to completely remodel or build new labs in the near future in an effort to provide our students authentic laboratory experiences that inform their studies and prepare them for future endeavors.

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Primary Contact:

E-mail:

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:

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

The mission of Gadsden State Community College's child development associate degree program is to prepare adult learners to implement developmentally appropriate teaching practices to young children. The Child Development associate degree curriculum includes courses on building family and community relationships while offering students opportunities to observe, document, and assess children and their families. Developmentally appropriate strategies and effective approaches are taught to students to help them connect with children and their families. Students use the knowledge learned specific to children's age and developmental stages to build meaningful curriculum in the classroom.

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

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: Status:

Qualification, degrees, credentials, licenses, etc.

MA Masters of Arts in Elementary and Early Education

BS Broadcasting television and film

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

MA Masters of Arts in Education with concentration in Early Education

BS in Home Economics with concentration in Child Development

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

EdS in Early Childhood Education

MS in Administrational Leadership

MS in Early Childhood Education

BS in Early Childhood Education

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

MS Elementary Education

BS Elementary Education minor Special Education

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

MS English as a Second Language

MS Elementary Education

BS Early Childhood Education

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

MA Early Education

BS Elementary Education

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

MA Early Education

BS Elementary Education

Faculty Name: Status:

Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

Award or Recognition: Year received:

Award or Recognition: Year received:

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 2010-2011 employer survey of employers who have in their employment graduates of child development from Gadsden State the workers were rated at 90% in the excellent and good category for: human relations skills, ability to follow directions, work quality, quantity of work, work attitude, written communication skills and oral communication skills. When answering the following question: As a result of observing the work behavior of this employee, what is your overall rating of this training provided in his/her field of study at Gadsden State Community College? 90% of Gadsden State graduate workers were rated excellent or good. When answering the following question: How would you evaluate the preparation for employment given this employee at Gadsden State with training other employees received elsewhere? 80% of Gadsden State graduate workers were rated excellent or good.

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

Based on data collected from the 2010-2011 school year, 80% of the students were able to appropriately plan and organize a thematic unit of study. In the Fall 2010 and Spring 2011 semesters, 97% of the students evaluated met the requirements for Supervised Practical Experience in Child Development. Also, 88% or higher of the students evaluated in Fall 2010 and Spring 2011 semesters satisfactorily applied knowledge of the Alabama Department of Human Resources Minimum Standards for Child Care Centers on embedded examination questions.

Based on data collected from the 2011-2012 school year, 100% of the students scored 80% or above in applying the principles of early childhood learning to plan and organize a thematic unit of study. Also, in the area pertaining to Supervised Practical Experience in Child Development, 100% of the students rated satisfactory or higher on 8 of the 16 areas evaluated; 96% of the students rated satisfactory or higher on 5 of the 16 areas evaluated; and 92% of the students rated satisfactory or higher on 2 of the 16 areas evaluated. In an examination that consisted of 13 embedded questions regarding the Alabama Department of Human Resources Minimum Standards for Child Care Centers, students scored 92% or higher on 9 questions, 87% or higher on 3 questions, and 81% or higher on 1 question. Overall goals were met and these objectives will continue to be monitored and evaluated in future semesters.

These findings can be obtained from the College's Institutional Effectiveness Website, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

E. Craft advisory board comments and recommendations.

Craft Advisory Board recommended we offer a course in teaching children who speak English as a second language. The course was designed, an instructor hired (Kim Mattox), and the course will be offered for the first time Spring 2013.

Craft Advisory Board recommended that we video tape students as they teach lessons and then critique those lessons with the student. The instructors have asked for equipment to complete this request. The request for equipment has yet to be approved.

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

Instructors constantly get calls for students and graduates from the child development program to fill vacancies in child care centers and public schools.

Submit Query

Demand

A. Provide 5-years Enrollment Data

| | Total Students | | | | |
|-----|----------------|-------|-------|-------|-------|
| Men | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |

| | | | | | |
|-------------------------------|-------|-------|-------|-------|-------|
| Non-resident Alien | | | 1 | 6 | 3 |
| Black non-hispanic | | | | | |
| American Indian/Alaska Native | | | | | |
| Asian/Pacific Islander | | | | | |
| Hispanic | | | | | |
| White non-hispanic | | 1 | 2 | 5 | 1 |
| Unknown | | | 1 | | |
| Total Men | | 1 | 4 | 11 | 4 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 63 | 90 | 92 | 86 |
| American Indian/Alaska Native | | 2 | 2 | 1 | 2 |
| Asian/Pacific Islander | | 1 | 11 | 1 | |
| Hispanic | | | | | |
| White non-hispanic | | 93 | 111 | 114 | 93 |
| Unknown | | 10 | 9 | 5 | 8 |
| Total Women | | 169 | 223 | 213 | 189 |
| Grand Total | | 170 | 227 | 224 | 193 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 1,393 | 1,483 | 2,011 | 2,344 | 1,854 |
| Annual number of graduates (Fall through Summer) | 20 | 23 | 27 | 28 | 45 |
| Graduates securing positions in field | 7 | 10 | 7 | 17 | 14 |
| Graduates securing positions in related field | 0 | 0 | 0 | | |
| Graduates securing positions unrelated to field | 2 | 0 | 2 | 3 | 4 |

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 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.

There is an increased push for Pre-K classrooms to be made available to all 4 year old children. There in an increased number of pre-schools in the Gadsden area.

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

The federal government passed a mandate that all Head Start teachers receive an Associates Degree in Child Development by the year 2013. Funding from the Leadership in Childcare Scholarship has allowed many child care workers to afford college classes.

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

Public schools require hours on the community college level for aides. Head Start programs require an AAS degree in CHild Development. Many church child care centers require course work in Child Development.

Submit Query

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)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | 2 | 2 | 2 | 2 | 2 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Full-Time | 2 | 2 | 2 | 2 | 2 |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | 3 | 3 | 3 | 4 | 4 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Part-Time | 3 | 3 | 3 | 4 | 4 |

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.

Storage space on the Gadsden campus is inadequate. Storage space on the Ayers campus is superior.

Recommendations
Recommendations:

Recommendations:

- 1. Provide iPads to instructors to assist with observations during the practicum classes. This was also recommended by the advisory committee.**

- 2. Provide adequate storage space in Naylor Hall. This space is essential for the numerous items the instructor utilizes in the classroom for lesson demonstrations.**

2012-2013 Program Review

Introduction

Program Name:

Economics

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:

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 Economics program offers foundation courses which equip students with a working understanding of economics and its myriad of business and personal applications.

Course Descriptions:

ECO 231 Principles of Macroeconomics (College Catalog)

This course is an introduction to macroeconomic theory, analysis, and policy applications. Topics include the following: scarcity, demand and supply, national income analysis, major economic theories concerning monetary and fiscal policies as stabilization measures, the banking system, and other economic issues or problems including international trade.

ECO 232 Principles of Microeconomics (College Catalog)

This course is an introduction to microeconomic theory, analysis, and applications. Topics include scarcity the theories of consumer behavior, production and cost, markets, output and resource pricing, and international aspects of microeconomics.

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

Unit Strategic Plans are not prepared at the college specifically for these individual courses. There are USP's for the Business Division.

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

During the 2011-2012 academic year, hybrid and on-line course delivery accounted for 37.5% of the sections of economics and 37.3% of the credit hours.

Submit Query

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: | Edward W. Clark, II | Status: | Full-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| MBA, University of Alabama; BS Chemistry, University of Alabama; Additional plus 18 graduate hours in Economics | | | | |
| Faculty Name: | James D. Yohe | Status: | Full-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| PhD Economics, Auburn University; MS Economics, Auburn University; BA Economics, University of Nevada | | | | |
| Faculty Name: | Angela W. Waits | Status: | Full-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| MBA, Jacksonville State University; BS, Accounting, Jacksonville State University; 37 graduate hours above MBA in Economics, Statistics, and Accounting | | | | |
| Faculty Name: | L. Wayne Payton | Status: | Part-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| EdD, University of Alabama, Higher Educational Administration; MBA, Jacksonville State University; BS Aviation Management; Auburn University; additional 21 graduate hours in Economics; additional 18 graduate hours in CIS | | | | |
| Faculty Name: | Jackie Wayne Goodson | Status: | Part-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| MBA, Jacksonville State University; BS, Business Administration, Jacksonville State University--Minor, Economics | | | | |
| Faculty Name: | Michael R. Higginbotham | Status: | Part-Time | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| MA, Education, University of Alabama at Birmingham; BA, Economics, Auburn University; 18 graduate hours in Economics | | | | |
| Faculty Name: | Fred Hughes | Status: | ...select status | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| MBA, Jacksonville State University; BS, Marketing, Jacksonville State University; 18 graduate hours in Economics | | | | |
| Faculty Name: | | Status: | ...select status | + |
| Qualification, degrees, credentials, licenses, etc. | | | | |
| | | | | |

B. Awards and Recognitions

| | | | | |
|-----------------------|--|----------------|----------------|---|
| Award or Recognition: | Edward Clark: Oxford Round Table, Oxford University England, 2011 | Year received: | ...select year | + |
| Award or Recognition: | Edward Clark: President, Anniston Rotary International, 2012 | Year received: | ...select year | + |
| Award or Recognition: | Edward Clark: Assistant Governor, District 6860 Rotary International, 2012 | Year received: | ...select year | + |
| Award or Recognition: | James Yohe: Articles published in Books and Refereed Journals | Year received: | ...select year | + |
| Award or Recognition: | James Yohe: Interviewed on WJTP-TV 60 numerous times | Year received: | ...select year | + |
| Award or Recognition: | Angela Waits: Outstanding Faculty Award, Gadsden State Community College, 2011 | Year received: | ...select year | + |
| Award or Recognition: | Jackie Goodson: Twenty-two years of management experience at Jacksonville State University | Year received: | ...select year | + |
| Award or Recognition: | Michael Higginbotham: High School Teacher at Hewitt-Trussville | Year received: | ...select year | + |
| Award or Recognition: | Fred Hughes: Currently working toward his PhD in International Business Administration | Year received: | ...select year | + |
| 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.

Since these are courses, rather than a unit or program, this item does not apply.

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

Within the Unit Student Learning Outcomes for the Business Division, the SLO is that "students will demonstrate knowledge of the law of supply and demand." 90% of embedded examination questions measuring knowledge of the law of supply and demand will be answered correctly. The finding was that 91% (1439/1577) of embedded questions were answered correctly (N=323). The objective was met. Faculty observation is that students continue to struggle with graphing; therefore Wimba sessions have been added to Blackboard to emphasize graphing concepts.

E. Craft advisory board comments and recommendations.

This does not apply to these specific courses, as it would a unit or program.

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

It is particularly noteworthy to have a faculty member at the two-year level, namely Dr. James Yohe, who has publishing achievements in books and refereed journals.

Submit Query

Demand**A. Provide 5-years Enrollment Data**

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| Men | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 46 | 67 | 82 | 76 |
| American Indian/Alaska Native | | | 2 | 1 | |
| Asian/Pacific Islander | | 11 | 13 | 7 | 10 |
| Hispanic | | | | | |
| White non-hispanic | | 198 | 262 | 206 | 248 |
| Unknown | | 11 | 20 | 14 | 11 |
| Total Men | | 266 | 364 | 310 | 345 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 100 | 150 | 157 | 132 |
| American Indian/Alaska Native | | 3 | 1 | 5 | 1 |
| Asian/Pacific Islander | | 8 | 15 | 9 | 7 |
| Hispanic | | | | | |
| White non-hispanic | | 254 | 327 | 329 | 310 |
| Unknown | | 9 | 14 | 18 | 13 |
| Total Women | | 374 | 507 | 518 | 463 |
| Grand Total | | 640 | 871 | 828 | 808 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 2,262 | 2,313 | 3,111 | 2,928 | 2,874 |
| 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

The demand for these courses has increased significantly overall since 07-08, however, there was a slight regression in demand for 11-12 (10.1% in credit hour production; and 15.9% in student enrollment). This is likely attributable to changes in Pell grant eligibility, increased tuition, and recession-related factors such as higher fuel prices. These are student impacting factors for enrollment and credit hour production.

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.

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

The demand for this program could possibly be affected by national trends in education and student federal funding, otherwise, the demand is expected to remain stable.

Submit Query

Resources

A. Financial Resources

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

Based upon a review of the instructional budgets provided and reviewed for economics since the 07/08 academic year, the budget allocations for economics actually increased each year. Because some faculty are qualified to teach in multiple areas, there are intermittent adjustments to these budgets that may appear to be a shortfall in salary-related funds; however, this is not a true picture of the adequacy of the budgets for economics. With the exception of a minor amount in one year that was adjusted at the college level, all budget years reflected a remaining balance at the end of the year. There has been no mission shortfall in providing economics instruction because of insufficiency in funding.

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.)

Non-applicable.

B. Human Resources

Full-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | 4 | 3 | 3 | 3 | 3 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 |
| Skilled crafts | | | | | |
| Service and maintenance | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 |
| Total Full-Time | 5 | 4 | 4 | 4 | 4 |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| Faculty | 1 | 1 | 3 | 3 | 3 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |

Total Part-Time 1 1 3 3 3

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 checked="" type="radio"/> |
| Classroom Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Laboratory Space | <input type="radio"/> | <input checked="" type="radio"/> | <input 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Space | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input checked="" type="radio"/> | <input 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 checked="" type="radio"/> | <input 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.

In Allen Hall on the Wallace Drive Campus, an additional computer lab is needed, preferably a portable computer lab that could be used intermittently to modify existing classroom space.

Submit Query

Recommendations

Recommendations:

Overall, this program is being adequately supported at Gadsden State Community College. The only need identified that would enhance instructional delivery capability would be a portable computer lab that could be used to modify existing classroom space.

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Primary Contact:

E-mail:

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:

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

The mission and purpose of the Area of Language, Fine Arts, and Humanities is to provide courses in English (including developmental English, composition, and literature), reading, mass communications, foreign languages, humanities, speech, art, music, and theater. All of these programs/courses prepare students to transfer to senior institutions with the appropriate major, and they support virtually every course of study at Gadsden State in providing communication (writing and oral) and fine arts requirements.

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

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

This Fine Arts Program Review covers Art since Theater and Music and Dance Performance have been reviewed earlier. Dance Performance is taught only to the Southern Belles who are performers with the Jazz Band.

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: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

B.F.A., M.F.A.

Faculty Name: Deborah Perry Status: Part-Time +

Qualification, degrees, credentials, licenses, etc.

M.F.A.

Faculty Name: Christina Dick Status: Part-Time +

Qualification, degrees, credentials, licenses, etc.

M.A. in Art History

Faculty Name: Kris Husainy Art Instructor (Internet) Status: Part-Time +

Qualification, degrees, credentials, licenses, etc.

M. F. A.

Faculty Name: Status: ...select status +

Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

| | | | | |
|-----------------------|--|----------------|----------------|---|
| Award or Recognition: | Dennis Sears-Best of Show in Chancellor | Year received: | 2011-2012 | + |
| Award or Recognition: | Mario Gallardo-2nd Place in sculpture in Chancellor | Year received: | 2011-2012 | + |
| Award or Recognition: | Robert Hendrickson-Outstanding Art at Auburn | Year received: | 2007-2008 | + |
| Award or Recognition: | Robert Hendrickson-Placed in painting and Drawing in Chancellor | Year received: | 2010-2011 | + |
| Award or Recognition: | Deborah Perry-3rd Place in oil painting in Gadsden Museum of Art | Year received: | 2009-2010 | + |
| Award or Recognition: | Deborah Perry- Honorable Mention in oil painting in Gadsden Mus | 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.

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

Student Learning Outcomes shows that unit's educational goals were met (90%).

E. Craft advisory board comments and recommendations.

n/a/

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

The Art Program at Gadsden State Community College not only provides classes for students taking electives or majoring in Art but also provides a strong cultural influence both at the college and in the community. Art Instructors are active in the community, promoting and participating in shows 1) at the campus in Meadows Library and the Exhibition Room in the Art Department, 2) in the Gadsden Museum of Art, and 3) at the Walnut Street Gallery, curated by Mario Gallardo. These venues provide students with active participation in the community art scene. The instructors participate yearly in the Chancellor's awards/exhibitions and frequently win, including "Best In Show" this year.

Submit Query

Demand

A. Provide 5-years Enrollment Data

| | Total Students | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-------------------------------|----------------|-------|-------|-------|-------|-------|
| Men | | | | | | |
| Non-resident Alien | | | | | | |
| Black non-hispanic | | | 127 | 183 | 211 | 206 |
| American Indian/Alaska Native | | | 4 | 4 | 4 | 4 |
| Asian/Pacific Islander | | | 16 | 12 | 13 | 13 |
| Hispanic | | | | | | |
| White non-hispanic | | | 563 | 726 | 697 | 608 |
| Unknown | | | 42 | 46 | 41 | 48 |
| Total Men | | | 752 | 971 | 966 | 879 |
| Women | | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | | |

| | | | | |
|-------------------------------|------|------|------|------|
| Black non-hispanic | 253 | 410 | 451 | 378 |
| American Indian/Alaska Native | 5 | 11 | 3 | 9 |
| Asian/Pacific Islander | 16 | 20 | 18 | 8 |
| Hispanic | | | | |
| White non-hispanic | 822 | 1154 | 1119 | 1056 |
| Unknown | 34 | 56 | 51 | 69 |
| Total Women | 1130 | 1651 | 1642 | 1520 |
| Grand Total | 1882 | 2622 | 2608 | 2399 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 5,353 | 6,094 | 8,480 | 8,365 | 7,614 |
| 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

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.

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

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

The art department cannot grow until more space is provided. Presently, there is one lab for all painting and drawing. Equipment and space are needed for the graphics program, printing, photography, and ceramics. The existing technology allows for a Digital Media class (Adobe Photoshop) taught in Bevill Hall, but more space in Wallace Hall would allow for it to be seen as part of the Department of Art. New technology and printers for a Computer Graphics class are needed, and the existing space is minimal in which to teach. Photography facilities allow for both darkroom and digital photography. A ceramics class is in great demand for the community. We have a functioning ceramics kiln which, due to extreme heat, requires a separate small space with 220 volt power outlets. A combination etching and lithograph printmaking machine would allow students to take more drawing classes.

Submit Query

Resources

A. Financial Resources

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

The Art program supports its majors who are going to transfer to four-year institutions. It also supports virtually every major at Gadsden State by providing the Fine Arts course that is required in most majors. The courses are provided by quality instructors at four campuses and on the internet.

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

A strong need exists for professional development funds to allow instructors to stay up-to-date on pedagogy and technique. Funds to support the Meadows Library Gallery are also need to assist with transporting exhibits and providing for gala openings.

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

none

B. Human Resources

Full-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|------------|------------|------------|------------|------------|
| Faculty | 3 | 3 | 3 | 3 | 3 |
| Executive/administrative/mgr | 1 | 1 | 1 | 1 | 1 |
| Other professionals | 0 | 0 | 0 | 0 | 0 |
| Technical/paraprofessional | 0 | 0 | 0 | 0 | 0 |
| Clerical and secretarial | .5 | .5 | .5 | .5 | .5 |
| Skilled crafts | 0 | 0 | 0 | 0 | 0 |
| Service and maintenance | 0 | 0 | 0 | 0 | 0 |
| Total Full-Time | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | 4 | 3 | 4 | 5 | 3 |
| Executive/administrative/mgr | 0 | 0 | 0 | 0 | 0 |
| Other professionals | 0 | 0 | 0 | 0 | 0 |
| Technical/paraprofessional | 0 | 0 | 0 | 0 | 0 |
| Clerical and secretarial | 0 | 0 | 0 | 0 | 0 |
| Skilled crafts | 0 | 0 | 0 | 0 | 0 |
| Service and maintenance | 0 | 0 | 0 | 0 | 0 |
| Total Part-Time | 4 | 3 | 4 | 5 | 3 |

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 checked="" type="radio"/> | <input 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 checked="" type="radio"/> | <input 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Space | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Space | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Furnishings | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Storage Space | <input checked="" type="radio"/> | <input type="radio"/> | <input 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 checked="" type="radio"/> | <input 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.

Space is needed for laboratory for ceramics and for digital media computers and instruction.

Submit Query

Recommendations

Recommendations:

More space is needed for art. The art department utilizes one room for a laboratory; two additional rooms are needed. This would provide for ceramics, digital media, and photography.

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Fishery Science

Primary Contact:

Hugh S. Hammer

E-mail:

hhammer@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:

Aquaculture and Fisheries Science has no certifying body at the 2-year level as there are only a handful of programs in the US. The American Fisheries Society (AFS) does have a post BS 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 Aquaculture Education and Development Center at Gadsden State Community College is dedicated to providing the highest quality education and technical training to students interested in aquatic fields of study through a unique combination of experience, public outreach, extension, and career preparation.

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

<http://gsiesrv.gadsdenstate.edu/cfusp/uspmain.cfm?unit=79>

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

The Aquaculture Education and Development Center (AEDC) at Gadsden State Community College (GSCC) is a unique program that focuses on technical training and experience for students interested in aquaculture, aquarium science, marine biology, fisheries, and environmental science. Students learn through hands-on experiences, traditional classroom instruction, technology enhanced learning, work experience, community and K-12 interaction, and internships throughout the US and abroad.

The 26 acre AEDC has aquaculture production, classroom, and support facilities that rival those of large university programs. The facility has 13 aquaculture production ponds (12 acres of water), a large indoor hatchery, a spacious classroom, a greenhouse with a greenwater production system, a large dry lab, an environmentally controlled wet-lab for zebrafish research, and a large enclosed barn. The facility also has a dedicated community fishing pond with wheel chair access, a picnic pavilion and 100 fishing poles. The AEDC is a working aquaculture farm that breeds and cultures 8-10 different species of fish and crustaceans annually. Students are responsible for assigned weekly animal care, water quality, maintenance, renovation, and construction. Student involvement and investment in the program and its facilities is key to student success and retention.

GSCC offers two degree options for AEDC students that serve a wide variety of interests and career goals. The Aquaculture Technician Certificate is a 27 credit hour program that allows students to enter the work-force in three semesters. The 64 credit hour Associates Degree in Aquatic Biology allows students to transfer into university programs under a wide variety of related majors. The AEDC curriculum offers four content courses to deliver classroom and lab experiences and two practicum courses that allow students to acquire work experience. The curriculum is designed to address unifying biological concepts in limnology, aquatic ecology, water chemistry, aquaculture, and aquatic animal husbandry and then to reinforce

knowledge with practical skills and experience. In addition to traditional instruction, courses utilize the Black Board online learning platform to deliver course content, assignments, and quizzes. Through required offsite internships, students get paid for real-world work experiences in a wide variety of private businesses, state agencies, aquaculture farms, and public aquariums nationwide and abroad. Students are evaluated by exams, water quality analysis and interpretation, skills tests, and participation in events and activities. Data from skills tests and pre and post testing is used to evaluate both student and instructor success.

The AEDC hosts approximately 1,200 visitors annually for onsite events such as field experiences in biology and aquaculture for visiting K-12 programs, and guided tours for students, administrators, community groups, and school counselors. The AEDC is also an important participant in many community events held offsite where students serve as ambassadors and instructors representing GSCC in college fairs and career days, the Etowah County Water Festival (1,300 4th grade students) where GSCC students teach the importance of clean water resources, the Etowah County Farm City Festival (1,400 1st grade students) where GSCC students teach the importance of agricultural resources, the Renew our Rivers initiative removing litter from river systems, the Message in a Bottle K-12 Anti-Litter Symposium, and Earth Day at the Birmingham Botanical Gardens.

The GSCC AEDC in partnership with the Alabama Cooperative Extension System (ACES) is a national leader in K-12 aquaculture education. For more than a decade the AEDC and ACES has been training teachers to use aquaculture as a tool to deliver content in biology and mathematics through 5-day workshops held onsite. The program has trained over 350 teachers from 15 different states and then supported those programs by providing curriculum resources and free aquatic livestock. The AEDC routinely sends fish through the mail to programs in Connecticut, West Virginia, Iowa, and North Dakota.

In addition to education and outreach activities, the AEDC also serves as a valuable resource for aquatic livestock, and aquaculture extension. The program handles dozens of calls annually from regional businesses and private pond owners. The program provides over 100,000 aquatic livestock annually to regional aquaculture operations, private businesses, and K-12 programs. Students are encouraged to participate in all onsite and offsite consults and fish deliveries.

The GSCC AEDC serves as an excellent model for student centered learning through involvement and investment in the program, facilities, and community. Students are strongly encouraged to spend free time on the facility and to participate in all events and daily activities. These activities build relationships among students, staff, faculty, and the community. This student involvement and investment is key to developing successful programs, students, and citizens. Students learn to become better stewards of their communities and appreciate the importance of reaching out to others. The students become the strength of the program as they help each other with classes; help the community understand natural resources, and help recruit new students into the program.

The GSCC Aquaculture Education and Development Center has a strong advisory committee comprised of stake holders and partners from the University of Alabama at Birmingham, Auburn University, University of Arkansas Pine Bluff, The University of Southern Mississippi and Gulf Coast Research Laboratory, The Alabama Cooperative Extension System, Alabama Division of Freshwater Fisheries, Tennessee Aquarium, Alabama Power Company, USDA Natural Resources and Conservation Service, Alabama Catfish Producers, Auburn High School, Chambers County Career Technical Center, Aquaservices Inc., and Alabama Aquarium and Pond Services. This group serves the program through evaluation of the curriculum, program guidance, public relations, legislative support, and regional leadership at all levels of government, industry, and education. This group is largely responsible for the success of this program. This group firmly integrates this program into the surrounding community, the aquaculture industry, the K-12 educational system, state agencies, and regional universities.

\\Admsrv1\publdata\ALL\Program Review Docs\The Aquaculture Education and Development Center 2012-2013.docx

Submit Query

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: Status: Full-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="Alabama Fisheries Association President"/> | Year received: | 2011-2012 | <input data-bbox="1187 304 1208 331" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="Adjunct Faculty Dauphin Island Sea Lab since 2006"/> | Year received: | 2007-2008 | <input data-bbox="1187 338 1208 365" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="Keep Etowah County Beautiful Award for Service"/> | Year received: | 2007-2008 | <input data-bbox="1187 371 1208 399" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="Alabama Fisheries Association President-Elect"/> | Year received: | 2010-2011 | <input data-bbox="1187 405 1208 432" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="Alabama Fisheries Association Treasurer"/> | Year received: | 2008-2009 | <input data-bbox="1187 438 1208 466" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="15 Published Peer Reviewed Manuscripts"/> | Year received: | 2011-2012 | <input data-bbox="1187 472 1208 499" type="button" value="+"/> |
| Award or Recognition: | <input type="text" value="Secured \$130,000 in extramural funding and materials"/> | Year received: | 2011-2012 | <input data-bbox="1187 506 1208 533" type="button" value="+"/> |
| Award or Recognition: | <input type="text"/> | Year received: | ...select year | <input data-bbox="1187 539 1208 567" 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.

82 students attended courses over 5 years. 11 students are current from 2012. 31 students completed an AS or Certificate. 27 completed internships at offsite locations. 7 students completed AS or certificate but got out of the field.

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

From the data collected in the 2011-2012 school year greater than 90% of the students performed water chemistry analyses at a "good" or "excellent" level and greater than 70% of the students in each course correctly answered questions related to the six water chemistry parameters targeted for analysis. Also, at least 90% of the students in FHS 114 Spring 2012 successfully demonstrated skills to maintain and manage aquaculture production systems. Students struggled most with turbidity measurements and interpretation, FCR and SGR calculations. More practice has been implemented to improve understanding in this area. Dimensional analysis continues to be a focus for the curriculum in this program. Other findings can be obtained from the College's Institutional Effectiveness Website, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

E. Craft advisory board comments and recommendations.

Synopsis of Advisory Committee Recommendations 2007-2012: The Synopsis includes the most feasible suggestions. Advertise the uniqueness of the program. Market and brand the program by developing and updating brochures, website and networks at the local, the national, and the international levels. Work on program transferability in state and outside of the state. Continue to work at getting extramural funding. Focus on increasing awareness of the program and increasing enrollment. Work to get the courses AFS certified through UAPB. Work to get the courses to count as Science electives by working with the Department of Postsecondary. Work to acquire scholarships for this program.

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

The quality of this program is supported by the positive student statements from course evaluations. The quality is also demonstrated by fact that Research Organizations are requesting the program's participation in such projects as the Zebrafish Husbandry Training.

Demand

A. Provide 5-years Enrollment Data

| | Total Students | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-------------------------------|----------------|-------|-------|-------|-------|-------|
| Men | | | | | | |
| Non-resident Alien | | | | | | |
| Black non-hispanic | | | | 2 | 4 | |
| American Indian/Alaska Native | | | | | | |
| Asian/Pacific Islander | | | 1 | | | |
| Hispanic | | | | | | |
| White non-hispanic | | | 17 | 32 | 23 | 16 |
| Unknown | | | | 2 | 2 | 1 |
| Total Men | | | 18 | 36 | 29 | 17 |
| Women | | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | | |
| Black non-hispanic | | | | | | |
| American Indian/Alaska Native | | | 1 | | | |
| Asian/Pacific Islander | | | | | | |

| | | | | |
|--------------------|----|----|----|----|
| Hispanic | | | | |
| White non-hispanic | 2 | 12 | 12 | 13 |
| Unknown | | | | 1 |
| Total Women | 3 | 12 | 12 | 14 |
| Grand Total | 21 | 48 | 41 | 31 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 77 | 142 | 321 | 293 | 206 |
| 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

The 2009-2010 school year had the highest enrollment in the program's history. The credit hour production in 2009-2010 included an online course. The format of this course was not thought to be the right fit for this program at this time. A course has not been offered in this format during subsequent terms.

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 Zebrafish | <input checked="" 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.

Based on projected need for the zebrafish husbandry technician program and the various career opportunities outlined by the Occupational Outlook Handbook.

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

The increase in student numbers for the program over the last 5 years are due to 1) stability of the program. 2) increase in professional networks, 3) increases in recruiting efforts and visibility, 4) community outreach, etc....

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

There are over 500 biomedical research laboratories in the US (over 700 in the world) that use Zebrafish for research and no program in the world (other than GSCC) that are training technicians for this purpose. Gadsden State Community College's participation was requested by the leaders in the Zebrafish Husbandry Association (ZHA). Our facilities is the only one in the world which houses resources from all of the major vendors who produce materials for training purposes in this area of research.

Submit Query

Resources

A. Financial Resources

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

This program is a unique and expensive facility to maintain. It is the only facility of its kind at a two-year college in the Southeast United States. It maintains a large number of different species of live animals. There is considerable expenditures in animal care infrastructure such as ponds, tanks, filters, pumps, heaters, etc. This program has a very large feed expenditure due to the large number of live animals housed on-site.

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

The college employees of the program have very aggressively pursued necessary upgrades to existing facilities as well as the construction of new state-of-the-art facilities. They have completed much of the needed repair labor and construction labor themselves. Some projects are however beyond the scope of the staffing and equipment available. The Ponds need to be renovated in the future and the Hatchery area is in real need of renovation. The renovations would include the need for electrical upgrades, new roofs and new insulation. The projected increase in the number of students and services for the program warrants the need for more staff which would include at least one Instructor and clerical staff.

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

Over the last 5-years the program has brought in more than \$70,000 in external funding and \$60,000 in materials with mainly small more local grant projects (grants less than \$50,000). The program staff plan to continue to seek annual extramural funding.

B. Human Resources

Full-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | 1 | 1 | 1 | 1 | 1 |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | 1 | 1 | 1 | 1 | 1 |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Full-Time | 2 | 2 | 2 | 2 | 2 |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|----------|----------|----------|----------|
| Faculty | | | | | |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | 1 | 1 | 2 | 2 | 2 |
| Total Part-Time | 1 | 1 | 2 | 2 | 2 |

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

See above comments.

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 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 checked="" type="radio"/> | <input type="radio"/> |
| Conference Space | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| Conference Furnishings | <input type="radio"/> | <input type="radio"/> | <input 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 checked="" 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: Hatchery | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Provide information regarding additional space/furnishing needs.

Conference space and furnishings are non-existent. The hatchery area needs electrical upgrades, new roof, and new insulation.

Soon the ponds will need to be renovated.

Submit Query

Recommendations

Recommendations:

Recommendations:

The Fishery Science Facilities are in need of improvements and renovations.

The Ponds will need to be renovated in the future.

The Hatchery area is in real need of current renovation.

These renovations would include but are not limited to the need for electrical modernizations and upgrades, new roofs and new insulation.

The projected increase in the number of students and services for the program warrants the need for more staff which would include additional Instructors and clerical staff.

Conference space and furnishings are non-existent and are needed.

Market and brand the unique nature of the program by developing and updating brochures, website and networks at the local, the national, and the international levels.

Work on program transferability in state and outside of the state.

Continue to work to secure external funding.

Work with the Department of Postsecondary to incorporate the Fishery Science Courses into the State Course Directory.

Work to acquire scholarships for this program.

2012-2013 Program Review

Introduction

Program Name:

History

Primary Contact:

Derrick Griffey

E-mail:

dgriffey@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:

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

The history transfer guide has been designed to prepare students who are transferring to a four-year institution to pursue a bachelor's degree in history, history education, or social science education. Gadsden State Community College offers the following survey history courses: United States History I & II, Western Civilization I & II, World History I & II, and History of World Religions. Students have the ability to take a variety of electives at Gadsden State to accommodate the degree requirements for the four-year institution of choice.

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

<http://gsiesrv.gadsdenstate.edu/cusp2.cfm>

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

Submit Query

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: 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.

B.S.Ed. and M.A.Faculty Name: Joshua Bearden Status: Full-Time · +

Qualification, degrees, credentials, licenses, etc.

B.A. and M.A.Faculty Name: James Derrick Griffey Status: Full-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S.Ed. and M.A.Faculty Name: Todd Hamilton Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.S.Faculty Name: Donna Leprell Status: Full-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Banyon J. Allison Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S., M.A., and Ed.D.Faculty Name: Tony Ross Bennett Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Kelley Haynes Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.B.A.Faculty Name: Cathy Glover Burrows Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Barbara Ann Cook Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: James Crawford Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Johnnie Edwards Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Matthew Ford Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Randy Mike Garrard Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: John Harvey Gladden Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Dale Ray Karns Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Robert P. Lindley Jr. Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S. and M.A.Faculty Name: Jauna C. Little Status: Part-Time · +

Qualification, degrees, credentials, licenses, etc.

B.S.Ed. and M.A.

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

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

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

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

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

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

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.

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

Student Learning Outcome: Students enrolled in history courses will be able to demonstrate a basic understanding of history at the knowledge level, the cause and effect of historical events and social trends, the passage of time and its impact on historical knowledge, and the effect of historical events on present events and society.

Assessment: The students will respond to five exam questions that correspond to each objective in student learning outcome (SLO) #1. The students' responses will be analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 4 or higher rating in each section of the assessment rubric.

Results:

Fall 2011: Knowledge 77%, Cause and Effect 84%, Timelines 81%, and Relevance 88%. Spring 2012: Knowledge 88%, Cause and Effect 94%, Timelines 92%, and Relevance 96%. (See Attachment)

E. Craft advisory board comments and recommendations.

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

Additional Quality Evidence #1

Objective: The social science division will evaluate current instructional equipment/software and purchase new instructional equipment/software in order to improve the quality of instruction through the use of technology. **Assessment:** Examine purchase orders and examine school-wide technology funding lists to ensure that at least 4 faculty computer workstations with printers, 2 tablet laptop personal computers, 4 scanners, 1 "Elmo" projection system, 2 virtual white-boards, an online map service subscription, and an optical character recognition (OCR) software has been or will be purchased. **Assessment Results:** All items listed within the assessment method have been purchased and implemented into instruction by social science instructors.

Additional Quality Evidence #2

Additional Quality Evidence #2

Currently, there are 3 full-time faculty members in the area of history; all of which have at least an M.A. in history. One of these instructors has a Ph.D. and another is in the "ABD" status of his Ph.D. and is currently writing the dissertation focusing on social history.

Demand**A. Provide 5-years Enrollment Data**

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| Men | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 137 | 205 | 205 | 184 |
| American Indian/Alaska Native | | 3 | 4 | 3 | 6 |
| Asian/Pacific Islander | | 18 | 19 | 20 | 8 |
| Hispanic | | | | | |
| White non-hispanic | | 644 | 752 | 755 | 654 |
| Unknown | | 37 | 59 | 51 | 45 |
| Total Men | | 839 | 1039 | 1034 | 897 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 225 | 346 | 381 | 286 |
| American Indian/Alaska Native | | 5 | 5 | 6 | 4 |
| Asian/Pacific Islander | | 19 | 17 | 12 | 10 |
| Hispanic | | | | | |
| White non-hispanic | | 775 | 907 | 914 | 817 |
| Unknown | | 37 | 58 | 47 | 40 |
| Total Women | | 1061 | 1333 | 1360 | 1157 |
| Grand Total | | 1900 | 2372 | 2394 | 2054 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 6,411 | 7,239 | 9,009 | 9,174 | 7,686 |
| 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

Most of the students enrolled in history classes are taking the courses as requirements of other programs of study and for preparation

to transfer to four-year college.

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 Need for introductory sur | <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.

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

According to data from the Alabama Commission on Higher Education (ACHE), the number of general history majors has decreased by 9% statewide between 2008 and 2011. With that being said, there has been an 18% increase in students declaring a "general studies" major, many of which attend Alabama's community colleges. As a result, there is evidence to show that because most general studies majors (and most academic majors in general) require at least one history course (or sequence in most cases), there will be an increase in need for survey history courses.

There was increase in student demand for three consecutive years (2008-2009, 2009-2010, and 2010-2011). The increase was primarily a result of the overall increase in enrollment college-wide. There was a decrease in students in the 2011-2012 academic year. The College believes the decrease in enrollment is due to changes in financial aid and a depressed economy. With that being said, because of the evidence from ACHE, we do not think this is a reflection of a decrease in need for history as much as it is a general decrease in Gadsden State's student population.

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

According to the United States Department of Education and the National Center for Education Statistics indicate a 10% increase in total number of bachelor's degrees awarded nationwide between 2006 and 2010. Additionally, there is a 7% increase in the number of social science/history bachelor's degrees awarded during the same period. These statistics show that because general history survey courses are needed for most bachelor's degree programs, it can be determined that the need for general history surveys will either increase or at least remain the same.

Submit Query

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.

Because the history budget has not allowed for outside professional development for history instructors at Gadsden State in recent years, additional funding is needed for this. There are multiple opportunities for history instructors provided by programs such as the National Endowment for the Humanities, the Community College Humanities Association, and other similar organizations. Gadsden State's history instructors would greatly benefit from being able to explore different professional growth opportunities from both content and pedagogical perspectives.

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

B. Human Resources

Full-Time (Headcount)

| | | | | | |
|--|-------|-------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|-------|-------|-------|-------|-------|

Faculty

Executive/administrative/mgr

Other professionals

Technical/paraprofessional

Clerical and secretarial

Skilled crafts

Service and maintenance

Total Full-Time

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| 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.

Because Gadsden State does not currently have a full-time history instructor in the Anniston area, the college would greatly benefit from adding this faculty unit. While we have full-time employees who teach a few history courses, we do not have anyone whose sole responsibility is to be the history instructor for that service area (McClellan and Ayers Campuses).

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.

Submit Query

Recommendations

Recommendations:

The McClellan Center and the Ayers Campus do not have an instructor devoted to history. The recommendation is to hire a full-time history instructor who can serve both locations and is devoted to history.

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Humanities

Primary Contact:

Charles Hill

E-mail:

chill@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:
D. Provide a link to the program's USP:
E: If relevant, provide additional introductory information for the program:

The review of the Humanities includes literature, philosophy, religious studies and humanities.

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: Charles Hill Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Associate Dean of Instruction

Ph.D. Florida State University

B.A. and M.A.T. Vanderbilt University;

Faculty Name: Harold Wells Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

Doctor of Ministry, New Orleans Baptist Theological Seminary (NOTBS)

Master of Divinity (NOTBS)

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.

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

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

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

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.

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

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

Faculty Name: Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

Ed.S. Educational Administration, Jacksonville State University
 Ed.D. Educational Administration, University of Alabama
 M.A. Elementary Education, University of Alabama
 Grand Canyon University
 B.S. Elementary Education, University of Montevallo

Faculty Name: Status: Part-Time

Qualification, degrees, credentials, licenses, etc.

Ph.D. Philosophy, DePaul University
 M.A. Philosophy, University of Florida
 B.A. Philosophy/English, Birmingham-Southern College

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.

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

A review of the past three years of data for the Humanities student learning outcomes reveals that over 90% of students demonstrated competency in basic knowledge of literature and the arts and humanities. Competency was defined as the ability to demonstrate basic understanding of genre, content and structure through oral and written discussion using a rubric. Students also demonstrated competency in basic knowledge of events in literature and the arts and humanities for the same period.

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

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Men | | | | | |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 68 | 79 | 86 | 63 |
| American Indian/Alaska Native | | 1 | 2 | 1 | |
| Asian/Pacific Islander | | 8 | 18 | 20 | 12 |
| Hispanic | | | | | |
| White non-hispanic | | 340 | 417 | 386 | 319 |
| Unknown | | 23 | 24 | 22 | 27 |
| Total Men | | 440 | 540 | 515 | 421 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 114 | 164 | 178 | 148 |
| American Indian/Alaska Native | | 1 | 2 | 3 | 3 |
| Asian/Pacific Islander | | 20 | 14 | 10 | 6 |

| | | | | |
|--------------------|------|------|------|------|
| Hispanic | | | | |
| White non-hispanic | 544 | 608 | 707 | 532 |
| Unknown | 27 | 35 | 41 | 18 |
| Total Women | 706 | 823 | 939 | 707 |
| Grand Total | 1146 | 1373 | 1454 | 1128 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors 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

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.

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

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

Submit Query

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) | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| Faculty | | | | | |
| Executive/administrative/mgr | | | | | |
| Other professionals | | | | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Full-Time | | | | | |
| Part-Time (Headcount) | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| 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 | <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 type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Space | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Storage Space | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Storage Space Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall Physical Environment | <input type="radio"/> | <input type="radio"/> | <input 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.

Submit Query

Recommendations

Recommendations:

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Physical Education/Pre-Athletic Training

Primary Contact:

Mr. Mike Cancilla

E-mail:

mcancilla.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: Commission on Accreditation of Athletic Training Education (CAATE)

Next Accreditation Date: Body does not accredit two-year schools.

 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:

Since the Body does not accredit two-year schools, the Division remains under the advisement of the Body. The next scheduled meeting has not yet been announced.

B. Student Licensure

 Can students earn licensure: Yes No

If Yes, Licensing body:

Discussion of student licensure:

Students must currently transfer to a participating four-year program.

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

{Ongoing and in review}

The Health, Physical Education, and Recreation Division serves its diverse communities by offering quality academic and field training, developing athletic minds and bodies, and offering the college community and surrounding communities opportunities toward lifelong learning and maintenance of health, wellness, fitness, nutrition, and individual and team competition/challenge.

[Julian dreamed this draft-statement in case there was no official one. It borrows heavily in structure from the Official College Mission.]

D. Provide a link to the program's USP:
<http://gsiesrv.gadsdenstate.edu/cfusp/uspmain.cfm?unit=77>
E: If relevant, provide additional introductory information for the program:

REFORMATTING NEEDED FOR DOCUMENTS. [Lance Supplied to Julian]

Submit Query

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: Mr. Mike Cancilla

Status: Full-Time



Qualification, degrees, credentials, licenses, etc.

Holds Masters-level Degree.

Oversees HPR Academic Division.

Oversees HPR Academic Division.

Has twenty-five years experience working and teaching at the college-level.

Organizes, administrates, and represents all public relations for ongoing development of HPR.

Oversees budgets.

Provides oversight for all inter-collegiate athletics associated with the college.

Oversees community parks activities.

Oversees effectiveness of HPR.

Oversees the comprehensive athletic and recreational program for the college, its students, and the community.

Faculty Name: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Attending the University of Alabama, in Tuscaloosa, Alabama; seeking Doctorate of Education degree in Higher Education Administration.

Master of Science in Education concentrating on Physical Education, Jacksonville State University, Jacksonville AL, April 2005.

Certificate in Massage Therapy from the Massage Therapy Institute, Birmingham Alabama, May 2001.

Nationally Certified Athletic Trainer. American Red Cross Instructor. Massage therapist Since 2001. Wide knowledge of injury evaluation, treatment, rehabilitation, diet, strength, cardiovascular, and flexibility training practices

Bachelors Degree in Fitness Specialist: with a double minor in Psychology and Health Education, The University of Alabama at Birmingham, Birmingham AL, March 1998.

Nationally Certified Athletic Trainer since 1998, experience working such collegiate sports as Division I football, soccer, basketball, softball, baseball, volleyball, cross-country, track and field, wrestling, and gymnastics.

Alabama licensed Athletic Trainer since 1998, Licensed Massage Therapist since 2001.

Associates Degree in Sports Medicine, Wallace State Community College, Hanceville AL, May 1995.

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.

Students completomg PED 297 interview as a part of this class. The interview encourages students to reflect on what they have learned and be able to present that orally.

The interview also enhances general interviewing skills which can transfer to other similar tasks and expectations. This interview is performed in front of the HED 232 class which adds real-world aspects to the interviewing and leadership process.

Students are asked questions that they have had previous access to, which further addes to quantitative and qualitative reflection, and the HED 232 students are asked to supply, at random, improvisational questions.

This interview brings a team-like cohesion to students and allows them the opportunity of deeper learning.

[At the moment, there is no evidence of students evaluating this activity other than how they normally evaluate a class.]

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

At the moment, documentation for this section is not readily found. The Reviewer(s) found several key problems concerning the reviewing HPR which are partly due to the overall difficulty of measuring HPR in terms of qualitative and quantitative methodologies.

Anecdotally, the Chair and Division report several key areas of success.

The first area is student improvement. Numerous athletes, teams, and program participants are reported as "successful" in terms of qualitative measurement. Through careful observation and expert opinion, the Division determined that overall success was met in terms of Individuals, Teams, and Program(s) in most areas. However, no further quantitative evidence, at the moment of this review, appears to have been further coorelated. [More time to address this matter was requested by the reviewer(s), and its results are pending and likely to be labeled as on-going.]

Student grades in terms of achievement represent one method for determined success. However, that in itself needs more direct coorelation to the division's goals to be fully considered as useful or not fully adequate in drawing conclusions.

Also, Individual or Team success could be determined "successful" in regard to WIN and LOSS competitions. For example, Men's and Women's Basketball Teams show dramatic achievements this 2013 season. Other examples can be easily found, especially in terms of qualitative assessment or using the "Win versus Loss" type of assessment. Recent changes in the numbers of athletes and types of teams have yet to be fully reviewed.

[Nevertheless, the concept of Individual goals needs to be divided from Team goals, and a rubric defining levels of achievement, and each level's characteristics toward achieving those well-defined goals, should be employed.]

The Division, at the time of this review, is discovering new areas for students, college, and community-wide involvement, which cannot be underestimated in terms of direct and indirect benefit to students, faculty and staff, and the community. In light of HPR courses no longer being required, creating a campus-wide climate for HPR courses as electives and beyond "worthwhile" proves no small task. One reviewer suggested, "HPR classes should count toward Professional development!" Nevertheless, the Division's struggle in this regard mirrors community problems concerning improving overall health. The Division's commitment to improvement is palpable but does not easily show the Division's full efficacy in this regard.

For example, the Division supports Scale Back Alabama. At the moment, Division goals are to offer faculty motivation, incentive, and guidance in terms of sustained weight loss through increased activity, informed and beneficial nutritional advice, and periodic assessments of results through weigh-ins. Further defined incentives, benefits, and measurements of targeted and sequenced goals have yet to be determined and correlated. Furthermore, division goals such as "to increase [improve] the overall fitness of student-athletes through more quantitative, formal assessments" needs further defining, highlighting, and scrutiny to fully assess the Division's many and diverse achievements. That same defining of goals and objectives for each course, team, and program will likely show the Division in the proper light during future reviews.

[Further training of the Division in terms of defining, writing, assessing, correlating, and presenting this data concerning "GOALS" is needed and requested.]

The second area of improvement is on-going. The Pre-Athletic Training Program is continuing to develop. Individual achievement can also be measured through student grades. Also, anecdotal reporting shows students meet various goals likely to a standard higher than can easily be reported here. However, a close correlation between the Governing Body's Goals (CAATE) and the Program (PAT) will likely show a strong correlation between student achievement and the Program's overall efficacy.

Due to the complexity of the task and importance of this section to the Division, suggestions are being placed here and at the end of the review section.

[Since athletics, health, and physical fitness may lend themselves to further "Quantitative assessments," the division needs to use both qualitative and quantitative assessments in the future. Treating courses as electives could and should be further discussed and highlighted since the Division's members are masters of motivation and clearly experts in these fields. Questions such as "HOW do you SHOW that you do X, Y, and Z are being used at the moment to help guide the Division toward its inevitable success in this regard.]

Since this review began, 15 Jan 2013, the Chair reports various additional assessments and follow-up activities for student athletes. As this aspect of the review becomes more transparent, the reviewer(s) request additional time and further guided-review of these findings, activities, and means concerning the conversion of qualitative measurements into quantitative.

E. Craft advisory board comments and recommendations.

During Program inception, Troy University, West Alabama University, and the Commission on Accreditation of Athletic Training Education (CAATE) approved programs in the state.

Mr. Lance Gilliland inquired 1. what classes would benefit transfer students? 2. What skills should they have mastered? 3. What other exposure would students need?

Area V classes, or the Pre-Athletic Training Program, now reflects their answers for the GSCC (HPR) Division.

*CAATE accredits 360 professional (entry-level) Athletic Training educational programs; it does not currently certify community college (2 year) programs.

Troy University's Program Director, Dr. Amanda Andrews, visited Gadsden State and certified Mr. Lance Gilliland as an "ATI" (Athletic Training Instructor). This enabled the hours that the students earn in PED 296 and PED 297 to count toward required courses needed to graduate with the Athletic Training degree.

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

Currently, the program has transfer students in all three public university, CAATE approved, programs (Troy University, West Alabama University, and the University of Alabama). These students have all been given important responsibilities beginning in their first semester,

One student was chosen to work with the University of Alabama's national champion football team during the 2012-2013 season.

All students have acquired the skills needed to excel in their classes as evidenced by the comments received from instructors.

In addition, Mr. Mike Cancilla reported an anecdotal review he received when visiting a partner school. The Head Athletic Trainer reported that, "[this program is] doing it right". This kind of recognition, although anecdotal, shows that the program's student, in that case, has performed well "on the job" and has been an ambassador to future student placement. Such first steps toward program development should not be overlooked.

More formal data, as evidence of program quality, has not been reported. However, as the program reviewer(s) research, the program itself gains visibility, and a more formal means of quality assurance will be highlighted.

Submit Query

Demand

A. Provide 5-years Enrollment Data

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Men | | | | | |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 41 | 27 | 34 | 40 |
| American Indian/Alaska Native | | 3 | 2 | 1 | |
| Asian/Pacific Islander | | 2 | | 2 | |
| Hispanic | | | | | |
| White non-hispanic | | 100 | 80 | 106 | 69 |
| Unknown | | 10 | 1 | 4 | 1 |
| Total Men | | 156 | 110 | 147 | 110 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 64 | 49 | 81 | 69 |
| American Indian/Alaska Native | | 3 | 3 | | 1 |
| Asian/Pacific Islander | | 3 | 3 | 1 | 1 |
| Hispanic | | | | | |
| White non-hispanic | | 180 | 175 | 178 | 126 |
| Unknown | | 5 | 8 | 7 | 4 |
| Total Women | | 255 | 238 | 267 | 201 |
| Grand Total | | 411 | 348 | 414 | 311 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |
| Majors as % of total of the College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 1,068 | 1,152 | 991 | 1,286 | 1,037 |
| 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

As evidenced from section B, developing means to make tracking students easier needs consideration.

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.

Pre-Athletic training has grown within the last five years.

Students have been able to transition to four-year institutions and appear to be very successful.

See Section E Below.

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

Since physical education is not required for an associate degree, demand for physical education has decreased overall. However, the Pre-Athletic Training Program enrollment has increased since a full-time instructor was added.

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

"Pre-Athletic training is projected to grow 37 percent from 2010-2020, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs." <http://www.gadsdenstate.edu/academics/pre-athletic-training/index.php>

In addition, the *Occupational Outlook Handbook* predicts a 30 percent rise in demand from 2010-2020.
<http://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

Equally important, Athletic Training relates to many similar fields as found in the *Occupational Outlook Handbook*:
<http://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-7>

National distributions suggest future growth with concentrations in key geographic locations:
<http://www.bls.gov/oes/current/oes299091.htm#st>

Submit Query

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.

- A. Students require tape and pre-wrap to gain practice and further enhance skills needed. Students also need time and work with competent ATI's to further expose them to professional needs. Providing funding for these items can enhance the student learning outcomes in a positive way.

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

There is currently no external funding. However, the below information may lead to such funding.

The NATA Ethnic Diversity Advisory Committee (EDAC) has made planning grants available to those educational institutions seeking to enhance ethnic diversity within the profession. These grants may be awarded to educational institutions under one of the following three categories:

Category 1. Develop various programs intended to recruit, retain and educate ethnically diverse athletic training student with the intent to increase the number of ethnically diverse Certified Athletic Trainers.

Examples may include but are not limited to the four main areas of focus:

Encourage the development of CAATE accredited programs at predominantly ethnically diverse institutions of higher education

On campus career days targeted towards ethnically diverse high school students

Outreach visits to classes in predominantly ethnic high schools

Public relations outreach targeting popular publications

Category 2. Disseminate information relating to health care issues and conditions relevant to ethnically-diverse populations (sickle cell disease, lactose intolerance, at-risk populations, Blount's Disease, hypertension, etc).

Examples may include but are not limited to the following:

Enhance educational sessions at national symposium

Development of PR materials

Category 3. Enhance the professional development and stature of ethnically diverse Certified Athletic Trainers to better serve the

profession (ultimately leading to an increased representation of ethnically diverse leaders at both the district and national level):

Examples may include but are not limited to the following:

- Development of PR materials
- Develop an educational website

(These should be easy to attain, we just need to be creative)

B. Human Resources

Full-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|----------|-------|-------|-------|-------|
| Faculty | 2 | 2 | 2 | | |
| Executive/administrative/mgr | 1 | 1 | 1 | | |
| Other professionals | 1 | 1 | 1 | | |
| Technical/paraprofessional | | | | | |
| Clerical and secretarial | | | | | |
| Skilled crafts | | | | | |
| Service and maintenance | | | | | |
| Total Full-Time | 2 | | | | |

Part-Time (Headcount)

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------------|-------|-------|-------|-------|-------|
| 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.

There are currently no needs for additional staff.

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 checked="" type="radio"/> | <input 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 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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Space | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Furnishings | <input checked="" type="radio"/> | <input 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 checked="" type="radio"/> | <input 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.

New flooring and bleachers are needed in the gym. The floors can no longer be reconditioned due to the thinness of the wood. The bleachers have worn and faded substantially and need of replacement. Also, summer temperatures in the gym should be more adequately addressed to enhance summer use and viability.

The Athletic Training room lab needs cold water in the whirlpool; the water currently provides 95 degrees at exit. Adding a cold water line further expands the training and service capacity. Also, full training of students suggests that they need this option to

further expand their training competency.

Submit Query

Recommendations

Recommendations:

[Much more will follow here]

The Pool facility-space should be utilized. Current plans are to fill the pool. Proposals for a nautilus-type facility, an in-ground projection facility, or even high-tech classrooms remain good options. However, the current Strat. Plan does [or] does not fully address the direction...utility and campus needs.

If Athletic Training is to expand, perhaps more faculty, more specialized equipment for training need to be considered. [May move to resources section]

Advertising athletic could improve. [how?]

Since national health care initiatives seem to suggest employer-based incentives [needs citation], it may be advantageous to further encourage faculty and students to make physical education a priority. For example, although PE is not a required aspect of programs or employment, perhaps it should be in some way.

Making students and faculty highly aware of the importance of physical activity, competition, and team-play---may have more long-term and lasting benefits outside and in the classroom. For further example, the college could, in lue of recent pay cuts, offer faculty further incentives to get healthier--as in a type of free gym membership--as has been done in the past with the Pool. Also, students should be highly encouraged to make health and well-being through physical activity a very important aspect of their college--and beyond--lives. Basic nutrition, smart-cooking seminars, international sporting, school teams like "the Cardian Kaykers on the Coosa" should be explored to link the following [as examples]:

STUDENT AND FACULTY WELLNESS with HEALTHY MIND/BODY LIFESTYLES and COLLEGE-WIDE MISSION STATEMENTS AND GOALS--to engage students and faculty in leading the way into a regional statement of quality education and life. [More clarity should be given here or restricted to realistic goals and expectations while remaining visionary and forward-thinking.]

The Division should attempt to secure additional funding from the NATA Ethnic Diversity Advisory Committee <http://www.nata.org/EDAC/enhancement-grants>. Doing so further targets area students and encourages a more diverse student population. Also, doing so may further enhance the program's potential partners and institutions of relevance.

The reviewers suggest that more formal and statistical methods of program evaluation occur. Chair and Instructor should consider formulating A. formal student exit evaluation B. a formal follow-up procedure through mail, email, or phone C. an sample questionnaire made for "supervisors" in future schooling. All of these items could help further "track" student learning, satisfaction, performance and further inform the Program.

Career Fairs for students, or contact points of interest to further education and secure scholarships, should be explored and made more formal.

The Division needs full understanding and training concerning the codification of qualitative and quantitative measurements and their value to the Division.

Investigate budgeting further to A.gain more revenues B. to formalize a working and operational budget for (PAT).

Further develop visual aids: Videos to measure student performance, videos to offer toward recruiting, and videos to record historical places like the gym, the games of note, and the overall efficacy of the program as it contributes to GSCC's,,,,

Submit Query

2012-2013 Program Review

Introduction

Program Name:

Physical Science

Primary Contact:

Brian Geislinger

E-mail:

bgeislinger@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:

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

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: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: Full-Time

Qualification, degrees, credentials, licenses, etc.

Faculty Name: Status: ...select status

Qualification, degrees, credentials, licenses, etc.

B. Awards and Recognitions

| | | | | |
|-----------------------|-----------------------|----------------|----------------|---|
| Award or Recognition: | NSTA Tecnology Grant | Year received: | 2009-2010 | + |
| Award or Recognition: | NASA CIPAIR Grant - 1 | Year received: | 2010-2011 | + |
| Award or Recognition: | NASA CIPAIR Grant - 2 | 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.

n/a
Academic transfer program.

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, . Summary Sheet is attached. The increase is most likely attributable to increased instructor efforts at early identification of student deficiencies followed by re-teaching and retesting of un-mastered concepts.

E. Craft advisory board comments and recommendations.

n/a

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

Anecdotal evidence indicates students leaving the program and transferring to a variety of Universities and Colleges within the state entered well prepared and continue to succeed in the chosen field. Many students entering engineering programs have indicated that they feel well prepared for the continued classes and work ahead of them. A few have continued to keep us abreast of their developments as they continue their studies. Some students have even changed majors to Physics - a rather rare and difficult major - after taking those class in the program.

Submit Query

Demand

A. Provide 5-years Enrollment Data

| | Total Students | | | | |
|-------------------------------|----------------|-------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Men | | | | | |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 3 | 2 | 3 | 2 |
| American Indian/Alaska Native | | | 1 | | |
| Asian/Pacific Islander | | 2 | 1 | | 1 |
| Hispanic | | | | | |
| White non-hispanic | | 20 | 15 | 16 | 21 |
| Unknown | | 1 | 2 | 1 | |
| Total Men | | 26 | 21 | 20 | 24 |
| Women | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Non-resident Alien | | | | | |
| Black non-hispanic | | 8 | 7 | 9 | 4 |
| American Indian/Alaska Native | | | 1 | | |
| Asian/Pacific Islander | | 1 | 3 | | |
| Hispanic | | | | | |
| White non-hispanic | | 40 | 35 | 47 | 37 |
| Unknown | | 2 | 1 | 3 | 2 |
| Total Women | | 51 | 47 | 59 | 43 |
| Grand Total | | 77 | 68 | 79 | 67 |

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

| | Graduation Data | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
| Annual credit-hour production (Fall through Summer) | 137,406 | 155,067 | 182,450 | 179,919 | 161,756 |
| Number of majors enrolled (Fall Term) | | | | | |

Majors as % of total of the

| | | | | | |
|---|-----|-----|-----|-----|-----|
| College's enrollment | | | | | |
| Annual credit-hour production for courses offered by unit (Fall through Summer) | 312 | 308 | 276 | 320 | 268 |
| 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

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 *Occupational Outlook Handbook* published by the United States Bureau of Labor Statistics, all health care areas are projected to grow at a "faster than average" or "much faster than average" rate through 2020. Many fields in engineering - such as Biomedical, Environmental, and Civil Engineering - are also increasing at similar rates.

All of these careers require at least the first semester of College Physics, while many more require a full year of Physics. Physics is not just required for all engineering majors, but for a broad understanding for many different medical fields, such as pharmacy.

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

Demand has remained fairly constant over the past five years.

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

The demand for this program is linked to all biology, engineering, and healthcare-related program demands in addition to meeting basic core science requirements for degree completion. Since all these related programs show strong enrollments, it is expected the demand for physics courses will remain strong as well.

Submit Query

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)

| | | | | |
|-------|-------|-------|-------|-------|
| 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-------|-------|-------|-------|-------|

Faculty

Executive/administrative/mgr

Other professionals

Technical/paraprofessional

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

Part-Time (Headcount)

07-08 08-09 09-10 10-11 11-12

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 | <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 type="radio"/> | <input type="radio"/> |
| Office Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Space | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conference Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Storage Space | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Storage Space Furnishings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall Physical Environment | <input type="radio"/> | <input type="radio"/> | <input 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.

Submit Query

Recommendations

Recommendations:

Submit Query