



## Georgia Tech

### Internal Academic Program Review

**Date:**

**Academic Program Name** (*One degree-granting program per form*):

**CIP Code:**

**Dean(s):**

**College(s):**

**School(s):**

**School Chair(s):**

**Program Director:**

**Associate Dean(s) Contact:**

**Date of Last Academic Program Review:**

**Outcome and update of Previous Program Review (brief narrative statement):**

#### Timeline for Internal Academic Program Review:

<b>Spring</b>	Associate Provost Confirms APR Schedule with Associate Deans
<b>Spring</b>	In consultation with the School Chair(s) and faculty, the relevant Dean/Designee and Senior Vice Provost for Education and Learning collectively determine External APR or Internal APR
<b>Summer</b>	School Chair(s)/Program Director work with IRP and OAE to confirm faculty list and acquire data (described below) for analysis
<b>Fall</b>	School and College analysis of data; produce brief narratives for Viability, Productivity, and Quality of each academic degree program (one form per academic program)
<b>January</b>	Dean/Designee Signature and submission to the Office of Academic Effectiveness (Data 1 cycle of annual program assessment must be appended to APR Form.)
<b>February</b>	Provost/Designee Signature

#### Data to analyze Viability, Productivity, and Quality:

Institutional Research & Planning (IRP) Basic Data Portfolio Content:

Below is a summary of the data a program/college under review can expect to receive from Georgia Tech's Institutional Research & Planning Office and to be included in the appendices of the self-study.

### **Program, School, and College Response/Analysis**

Provide a summary related to the program's **productivity, viability, and quality** based on the data and information provided. If this is the initial review of the program, address how the program is/is not meeting the enrollment and credit hour projections contained in the original program proposal. Include a statement of plans for action based on the overall analysis.

#### **Summary of productivity, viability, and quality:**

**Note:** The School Chair and program faculty review the APR information. Then the School Chair/Program Director meets with the Dean/Designee to complete the following:

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

\_\_\_\_ Program meets expectations. The program is viable, productive, and of quality; it is aligned to the institutional mission and is growing and/or is a high demand field.

\_\_\_\_ Program PARTIALLY MEETS expectations. (If selected, the Dean/Designee and the Senior Vice Provost for Teaching and Learning add comments below.)

Comments:

\_\_\_\_ Program DOES NOT MEET expectations. (If selected, the Dean/Designee and the Senior Vice Provost for Teaching and Learning add comments below.)

Comments:

**Recommendations** by the Dean/Designee and the Senior Vice Provost for Education and Learning:  
(These can include substantive curricular revisions or deactivation.)

Dean/Designee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Provost/Designee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Append: Data to analyze Viability, Productivity, and Quality:**

Institutional Research & Planning (IRP) Basic Data Portfolio Content:

Below is a summary of the data a program/college under review can expect to receive from Georgia Tech's Institutional Research & Planning Office and to be included in the appendices of the self-study.

*[Indicators of Viability (V); Productivity (P); Quality (Q) Measures]*

1. *Student Level Data (Most Recent 5-Yr Period): Bachelor Degree Level by Program*
  - a) *Admissions by Academic Year (V) Total Number of Applied*
    - (1) *Total Number of Admitted*
    - (2) *Total Number of Enrolled*
    - (3) *Acceptance Rate (% Accepted*
    - (4) *Yield Rate (% Actually Enrolled)*
  - b) *Fall Census Enrollment by Academic Year (V)*
    - (1) *Overview*
      - (a) *Total Number of Enrolled*
      - (b) *Full Time Equivalent (FTE) [FTE = (Total Credit Hours) / 12]*
      - (c) *Total Credit Hours (Sum of Enrolled Credit Hours)*
    - (2) *Demographics*
      - (a) *Sex # and %*
      - (b) *Race/ethnicity*
  - c) *Persistence Measures (P)*
    - (1) *Retention Rates by Cohort*
      - (a) *Cohort inclusion criteria: Start Summer or Fall and full-time Fall*
      - (b) *Retention = enrolled or having graduated*  
[Retention rates reflect students who entered into program with their cohort but may not have graduated in the same program]
    - (2) *Graduation Rates by Cohort*
      - (a) *Cohort inclusion criteria: Start Summer or Fall, and full-time Fall*  
[Graduation rates reflect students who entered into program. with their cohort but may not have graduated in the same program]
      - (b) *4-year to 8-year graduation rates*  
[‘Six-year graduation rate’ is the official rate according to the IPEDS graduation rate survey definition. Cohorts without a complete 4-year graduation rate are not included. For example, if currently Spring 2018 is in progress, Fall 2014 cohort is excluded because the full AY2017-2018 is not complete.]
    - (3) *Degrees Awarded by Academic Year*
    - (4) *Average Time to Degree in Semesters (excluding summer)*
2. *Student Level Data (Most Recent 5-Yr Period): Graduate Programs*  
[Master’s Degree Program Data and Doctoral Degree Program Data will be listed separately, but the categories of data are identical, below]

- a)** *Admissions by Academic Year (V)*
  - (1) Total Number of Applied
  - (2) Total Number of Admitted
  - (3) Total Number of Enrolled
  - (4) Acceptance Rate (% Accepted)
  - (5) Yield Rate (% Actually Enrolled)
- b)** *Fall Census Enrollment by Academic Year (V)*
  - (1) Overview
    - (a) Total Number of Enrolled
    - (b) Full Time Equivalent (FTE) [ $FTE = (\text{Total Credit Hours}) / 9$ ]
    - (c) Total Credit Hours (Sum of Enrolled Credit Hours)
  - (2) Demographics
    - (a) Sex
    - (b) Race/ethnicity
- c)** *Persistence Measures (P)*
  - (1) Degrees Awarded by Academic Year
  - (2) Average Time to Degree in Semesters (excluding summer)

### **3. Faculty Level Data**

- a)** *Faculty Profile – Only Active Faculty (V) Counts, Average Salary, and Total Salary Outlays*
  - (1) Faculty by Rank
  - (2) Postdoctoral Scholars
  - (3) Graduate Assistant by Position Type
- b)** *Faculty Profile – Only Active faculty with Faculty indicator according to the Human Resources Data Mart (HRDM) (V)*
  - (1) Average Annual Salary by Rank (Adjusted to 10-month Equivalent)
  - (2) Demographics
    - (a) Sex
    - (b) Race/ethnicity
    - (c) Citizenship
  - (3) Characteristics
    - (a) Total Number by Rank
    - (b) Number of Faculty by Teaching CIPC

### **4. External Data**

- a)** *Starting Salary of Graduating Students (Q)*
  - (1) Bachelor's
  - (2) Master's
  - (3) Doctoral
- b)** *Economic Development and Employer Planning System (EDEPS) (V)*

- (1) US Supply & Demand for CIP category and related job fields
- (2) GA Supply & Demand for CIP category and related job fields

For additional information about this data, please contact the Office of Institutional Research and Planning:

Jason Wang

Senior Director of IRP

[jason.wang@irp.gatech.edu](mailto:jason.wang@irp.gatech.edu)

Tele: 404.385.5727

**Append:** The last cycle of the Annual Assessment Report for the degree:

The Office of Academic Effectiveness (OAE) will compile the most recent annual assessment report for the degree.