2000-2001 PROGRAM REVIEW FOR SOCIAL SCIENCES

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I. Academic Discipline (For this section, please insert the GPC 2000-2001 Program of Study Assessment Template)

A. Describe the role and scope of the academic discipline and provide the official description/purpose/mission.

- **ANTHROPOLOGY** – The anthropology program at GPC is designed to prepare majors to continue their education in anthropology at a four-year institution and to fulfill core requirements in the social sciences for all students. Only one anthropology course is offered (ANTH 1102-Introduction to Anthropology), so the program does not prepare students for specialized work in anthropology.

- **SOCIOLOGY** – The sociology program at GPC is designed to prepare majors to continue their education in sociology at a four-year institution and to fulfill core requirements in the social sciences for all students. Sociology is primarily a service component of the curriculum at GPC. Approximately 30 student are self-declared sociology majors, while over 1000 students enroll in at least one sociology course during a typical year. The sociology curriculum includes three courses: SOCI 1101, Introduction to Sociology; SOCI 1160, Introduction to Social Problems, and; SOCI 2293, Introduction to Marriage and Family. None of the courses has a prerequisite. SOCI 1160 is offered the most frequently and has by far the largest enrollments.

- **POLITICAL SCIENCE** – Political Science is the systematic study of both government and politics. The mission of the Political Science Discipline and Program at GPC is two-fold. First, POLS 1101, American Government, satisfies the Georgia state law requiring instruction in both the U.S. and Georgia constitutions. POLS 1101 is required in Area E for
all degrees throughout the University System of Georgia (USG). All GPC students must take this course, so the primary focus of the Political Science Discipline is to teach American Government. The second part of the mission is to provide a Program of Study in Political Science that enables our students to earn an Associate of Arts in Political Science and/or transfer to senior institutions. In order to complete our Political Science Curriculum, two sophomore level courses, POLS 2101/Introduction to Political Science and POLS 2201/State and Local Government are taught regularly.

- **PSYCHOLOGY** – The psychology program at Georgia Perimeter College is designed to prepare majors to continue the education in psychology at a four-year institution; to provide basic courses in psychology which are required for students in other disciplines such as teacher education and nursing; and to fulfill core requirements in the social sciences for all students. The Psychology curriculum offers five courses: PSYSC 1501, Principles of Psychology, PSYC 2611, Human Growth and Development, PSYC 2615, Psychology of Adjustment, PSYC 2618, Psychology of Women, and PSYC 2621 Abnormal Psychology. A Special Topics course, PSYC 2025 is also offered.

- **TEACHER EDUCATION** – The Teacher Education program at Georgia Perimeter College is designed to prepare prospective teachers to meet the challenges of today’s schools and to fulfill requirements needed to transfer to a senior-level college. The program offers a combination of academic preparation and practical experience, which promotes self-enrichment, community service, and professionalism. The Teacher Education curriculum offers two courses: EDUC 1603, Foundations of Education, and EDUC 2600, Introduction to Exceptional Children.

- **HISTORY** - The History program at GPC is designed to prepare majors to meet successfully the challenges inherent in pursuing a four-year degree. Although there are only about 17 declared History majors, and partly because both U.S. and World History are required courses, more than 1100 students enroll in History courses annually. There are four history courses: HIST 2111 and HIST 2112 are U.S. History courses; and HIST 1501 and HIST 1503 are World History courses. Honors sections of both are taught during each academic year.

**B. List discipline goals, provide a brief description on how progress towards these goals is assessed (measured), provide results of assessments, and describe how results have been used to improve department. (SACS 3.1)**

**SEE APPENDIX A - PROGRAM ASSESSMENTS**
C. Staffing Summary Collegewide  MERGE ALL CAMPUSES (Completion by department chairs)

ALL CAMPUSES

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Average Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>40</td>
<td>27 hour load</td>
</tr>
<tr>
<td>Professor</td>
<td>6</td>
<td>27 hours</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>14</td>
<td>27 hours</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>11</td>
<td>27 hours</td>
</tr>
<tr>
<td>Instructor</td>
<td>8</td>
<td>27 hours</td>
</tr>
<tr>
<td>Term to term</td>
<td>1</td>
<td>27 hours</td>
</tr>
<tr>
<td>Part-time</td>
<td>114</td>
<td>12 hour average load; range of 3 to 15 hours per year</td>
</tr>
<tr>
<td>Support Staff</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

What policies/procedures/formulas are followed when assigned teaching loads (are number of preparations, number of students taught, nature of course, departmental committee assignments, advising, availability of support staff, college committee assignments, research, and service factored)?  *Summary by department chairs (collegewide)*

**CLARKSTON**: The teaching load for full time faculty has been determined by the college as 9 classes per school term or a minimum of 27 credit hours.

**DECATUR/ROCKDALE**: The Social Science faculty are required to teach a minimum of twenty-seven semester credit hours each academic year. On the other hand, part-time faculty are limited to a fifteen semester credit hour load during the same period. Within these requirements or restrictions teaching loads are assigned. It is the policy of the Decatur-Rockdale Social Science Department to assign full-time faculty a teaching load requiring no more than three separate preparations. Likewise, full-time faculty are given their preferences as to what classes they want to teach and when they want to teach them. Since there is only one full-time faculty member teaching in any subject area, this has not been a problem. The preferences of the part-time faculty for specific classes and times are also given due consideration after the full-time faculty have made their choices.
DUNWOODY: Dunwoody policies/procedures/formulas: A full work-load for Social Sciences faculty is 9 courses per year. Ordinarily faculty teach 4 courses during one semester and 5 during the other. An effort is made to balance off the number of faculty teaching 5 courses each term. Most people have 1 or 2 different preparations for the entire year. The exception is the history faculty, some of whom have taught 3 different preparations in one term. This is done on a voluntary basis. There is no work-load compensation for increased numbers of preparations. There is also no workload compensation for the nature of the course, number of students taught, departmental committee assignments, advising, availability of support staff, research, or service. In some instances, college or campus committee assignments generate release time equivalent to one course per semester or per year. Serving as the Honors Coordinator for the campus generates one course release time per semester. Over the past 1 1/2 years, one faculty member has had one course release time per semester for assisting the department chair with managing the part-time faculty. Over the past 2 years, one faculty member has had 1 course release time per semester for chairing a SACS committee. One faculty member has had one course release time for the past year for coordinating the CASTL program for the Dunwoody Campus. Department chairs teach only 2 courses per year, so they have the equivalent of 7 courses release time. All release time requests are approved by the campus academic dean or the college vice president for academic affairs. Most college-wide or campus-wide committee work does not generate any release time, although it may be very time-consuming. For example, service as the departmental representative to the college senate does not generate release time, although it demands a great deal of time from the representative. Occasionally, faculty will agree to teach a 1 course overload to meet the staffing needs of the department.

LAWRENCEVILLE: Teaching loads are assigned on the basis of college policy (minimum 27 hours per academic year) and whether or not an individual faculty member desires an overload course for the year. Also taken into consideration is approved release time. Other than that, classes are assigned based strictly on student need/demand. The departmental goal is to maximize enrollments while maintaining manageable class size.

D. Semester Credit Hour Production
For the past three years, please list department Semester Credit Hour Production.
(Requires completion by department chair, broken down by campus. Please contact Dr. Kuan Yang in IRP to receive this data. It will be available on or before May 1, 2001)

SEE APPENDIX B – SEMESTER CREDIT HOUR PRODUCTION
E. Describe the scope and the impact of offerings in the department.

For the year (2000-2001), all department chairs should complete the following chart, by campus.

**CLARKSTON**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Year</th>
<th># Sections</th>
<th>Percentage taught by P/T</th>
<th>Was demand higher than ability to supply?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 1102</td>
<td>2000-2001</td>
<td>5</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Educ 1603</td>
<td>2000-2001</td>
<td>5</td>
<td>0%</td>
<td>Instructor shared w/Decatur</td>
</tr>
<tr>
<td>Educ 2600</td>
<td>2000-2001</td>
<td>2</td>
<td>50%</td>
<td>F/T instructor shared w/Decatur</td>
</tr>
<tr>
<td>Geog 1101</td>
<td>2000-2001</td>
<td>6</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Hist 1501</td>
<td>2000-2001</td>
<td>12</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Hist 1503</td>
<td>2000-2001</td>
<td>12</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Hist 2111</td>
<td>2000-2001</td>
<td>18</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Hist 2112</td>
<td>2000-2001</td>
<td>16</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Pols 1101</td>
<td>2000-2001</td>
<td>35</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Psyc 1501</td>
<td>2000-2001</td>
<td>29</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Psyc 2611</td>
<td>2000-2001</td>
<td>7</td>
<td>43%</td>
<td></td>
</tr>
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<td>Psyc 2615</td>
<td>2000-2001</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Psyc 2618</td>
<td>2000-2001</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Psyc 2621</td>
<td>2000-2001</td>
<td>5</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Soci 1101</td>
<td>2000-2001</td>
<td>12</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Soci 1160</td>
<td>2000-2001</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>Course ID</td>
<td>Year</td>
<td># Sections</td>
<td>Percentage Taught by P/T</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>---------------</td>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Dec-Roc</td>
<td>Anth 1102</td>
<td>2000-2001</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Geog 1101</td>
<td>&quot;</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Hist 1501</td>
<td>&quot;</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Hist 1503</td>
<td>&quot;</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Hist 2111</td>
<td>&quot;</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Hist 2112</td>
<td>&quot;</td>
<td>8</td>
<td>38%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Phil 1301</td>
<td>&quot;</td>
<td>4</td>
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</tr>
<tr>
<td>&quot;</td>
<td>Phil 2641</td>
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<td>100%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Pols 1101</td>
<td>&quot;</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Psyc 1501</td>
<td>&quot;</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Psyc 2611</td>
<td>&quot;</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Psyc 2615</td>
<td>&quot;</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>&quot;</td>
<td>Soci 1101</td>
<td>&quot;</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Campus</td>
<td>Course ID</td>
<td>Year</td>
<td># Sections</td>
<td>Percentage taught by P/T</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>----------</td>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Dun</td>
<td>ANTH 1102</td>
<td>2000-2001</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Dun</td>
<td>EDUC 1603</td>
<td>2000-2001</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Dun</td>
<td>EDUC 2600</td>
<td>2000-2001</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Dun</td>
<td>GEOG 1101</td>
<td>2000-2001</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Dun</td>
<td>HIST 1501</td>
<td>2000-2001</td>
<td>17</td>
<td>59%</td>
</tr>
<tr>
<td>Course</td>
<td>2000-2001</td>
<td>Sections</td>
<td>Fill Rate</td>
<td>Comment</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 1503</td>
<td>2000-2001</td>
<td>19</td>
<td>53%</td>
<td>Most sections were not filled. A few sections were oversubscribed, but overall, supply did not exceed demand.</td>
</tr>
<tr>
<td>HIST 2111</td>
<td>2000-2001</td>
<td>18</td>
<td>67%</td>
<td>All sections except a Saturday section, an Alpharetta section, and an Honors section were filled or close to filled. Demand slightly exceeded supply.</td>
</tr>
<tr>
<td>HIST 2112</td>
<td>2000-2001</td>
<td>24</td>
<td>42%</td>
<td>Most sections not filled; supply did not exceed demand.</td>
</tr>
<tr>
<td>POLS 1101</td>
<td>2000-2001</td>
<td>29</td>
<td>41%</td>
<td>Most sections filled or close to filling (exceptions: Friday night and Alpharetta sections). Demand slightly exceeded supply.</td>
</tr>
<tr>
<td>POLS 2101</td>
<td>2000-2001</td>
<td>1</td>
<td>0</td>
<td>No.</td>
</tr>
<tr>
<td>POLS 2201</td>
<td>2000-2001</td>
<td>1</td>
<td>0</td>
<td>No.</td>
</tr>
<tr>
<td>PSYC 1501</td>
<td>2000-2001</td>
<td>28</td>
<td>36%</td>
<td>Supply exceeded demand for some sections, but overall, supply exceeded demand.</td>
</tr>
<tr>
<td>Department</td>
<td>Course</td>
<td>Year</td>
<td>Capacity</td>
<td>Demand</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Dun</td>
<td>PSYC 2611</td>
<td>2000-2001</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Dun</td>
<td>PSYC 2615</td>
<td>2000-2001</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dun</td>
<td>PSYC 2621</td>
<td>2000-2001</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Dun</td>
<td>SOCI 1101</td>
<td>2000-2001</td>
<td>16</td>
<td>69%</td>
</tr>
<tr>
<td>Dun</td>
<td>SOCI 1160</td>
<td>2000-2001</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dun</td>
<td>SOCI 2293</td>
<td>2000-2001</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Campus</td>
<td>Course ID</td>
<td>Year</td>
<td># Sections</td>
<td>Percentage taught by P/T</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>----------</td>
<td>------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>L'ville</td>
<td>EDUC 1603</td>
<td>2000-01</td>
<td>7</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>GEOG 1101</td>
<td></td>
<td>9</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>HIST 1501</td>
<td></td>
<td>15</td>
<td>27%</td>
</tr>
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<td></td>
<td>HIST1503</td>
<td></td>
<td>17</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>HIST 2111</td>
<td></td>
<td>8</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>HIST 2112</td>
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<td>20</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>POLS 1101</td>
<td></td>
<td>33</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>POLS 2101</td>
<td></td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>POLS 2201</td>
<td></td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>PSYC 1501</td>
<td></td>
<td>24</td>
<td>50%</td>
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<tr>
<td></td>
<td>PSYC 2611</td>
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<td>3</td>
<td>0%</td>
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<tr>
<td></td>
<td>PSYC 2615</td>
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<td>2</td>
<td>0%</td>
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<tr>
<td></td>
<td>PSYC 2621</td>
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<td>2</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>SOCI 1101</td>
<td></td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>SOCI 2293</td>
<td></td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

Has this changed significantly over the past three years? If so, please describe.

**CLARKSTON**: Part time percentages have averaged around 40% for most of our classes over the past three years due to the inability to replace full time faculty who retired, quit or died prior to this period.

**DECATUR/ROCKDALE**: The Rockdale Center has experienced a growing enrollment during the last three years which has necessitated adding several more survey courses in geography, history, political science and psychology.

**DUNWOODY**: The end of this academic year marks the end of our third year under the semester system. During the first two years, we experienced a great deal of difficulty matching supply and demand, and overall enrollments were down. As a result, we were offering many sections that were underenrolled. This year, enrollments are back up, and we have done a better job of matching supply and demand.
LAWRENCEVILLE: For the past three years, the percentage of part-time faculty varies depending on discipline. Anthropology and education have utilized no part-time faculty. In geography the part-time percentage has decreased from 40% to 29% because fewer sections are being offered. In world civilization, the part-time percentage has decreased from 50% to 36% because two tenure track history faculty were hired a year ago. In US history, the part-time percentage has remained at 40%. In political science, the demand for the course has increased, but the number of faculty has remained constant. Therefore, the percentage of part-time faculty has risen from 48% to 60%. This coming fall we will be hiring a term-to-term political scientist. This will help decrease the part-time percentage. In psychology, the part-time percentage has decreased because a new tenure-track faculty member was hire for the current year. In sociology, the part-time percentage decreased drastically from 100% when a full-time faculty member transferred from Dunwoody Campus to the Lawrenceville Campus.

II. Academic Programs

A. Need:

1. Specify area, state or national need for graduates. Cite any pertinent studies or data. (Include any Institutional Research and Planning (IRP) data or studies in appendices).

   • ANTHROPOLOGY
     Need for graduates: Few majors who graduate with a degree in anthropology work specifically in the field. Professional anthropologists working in academic and research settings usually require advanced degrees. One exception is the subfield of archeology. Undergraduate majors specializing in archaeology often are able to find work with contract archeology companies or government agencies.

     Anthropology majors are hired in jobs in the private and public sector where research skills and critical thinking are important. Anthropology’s focus on culture and behavior patterns equips majors to thrive in a variety of organizations, particularly in an increasingly international economy where multicultural understanding is essential.

     Anthropology is not listed as a specific occupation by the Bureau of Labor Statistics but is incorporated into a broader category called “social scientists, other.” In 1998, social scientists held about 50,000 jobs nationwide.
According to the Bureau’s Office of Employment Projections, jobs for social scientists are expected to grow about as fast as average, or 10 to 20 percent, between 1998 and 2008.

A related area in which demand is expected to grow at a much faster than average rate is the occupation of human service workers or assistants. While a bachelor’s degree is not required for many positions in this field, employers increasingly seek employees who possess either relevant work experience or education beyond high school. An associate’s degree or certificate in subjects such as social work, human services, or one of the social or behavioral sciences generally meets such requirements.

**SOCIOMETRY**

**Need for graduates:** Few majors who graduate with a degree in sociology work specifically in the field. Professional sociologists working in academic and research settings usually require advanced degrees.

Sociology majors are hired in jobs in the private and public sector where research skills and critical thinking are important. Sociology’s focus on broad societal trends make majors adaptable to working in a wide variety of organizations.

Sociology is not listed as a specific occupation by the Bureau of Labor Statistics but is incorporated into a broader category called “social scientists, other.” In 1998, social scientists held about 50,000 jobs nationwide. According to the Bureau’s Office of Employment Projections, jobs for social scientists are expected to grow about as fast as average, or 10 to 20 percent, between 1998 and 2008.

A related area in which demand is expected to grow at a much faster than average rate is the occupation of human service workers or assistants. While a bachelor’s degree is not required for many positions in this field, employers increasingly seek employees who possess either relevant work experience or education beyond high school. An associate’s degree or certificate in subjects such as social work, human services, or one of the social or behavioral sciences generally meets such requirements.

**POLITICAL SCIENCE**

All of our Social Science programs have a solid foundation and a bright future. Employers appear to be following a trend reported in *Time Magazine* in 1995; many businesses are hiring college graduates who have good writing and analytical
skills rather than those who have been trained in one specific area. Social Science programs foster the development of these skills. Our greatest strengths include a well-prepared faculty dedicated to student success, strong enrollment in our courses, the opportunity in many programs for majors to take courses beyond the introductory level, and the integration of technology through the utilization of "smart" classrooms and the development of online courses.

- **PSYCHOLOGY**

  **Need for graduates:** Education in psychology at the undergraduate level can provide a foundation for students to pursue a variety of career options. According to the American Psychological Association, psychology is the second most popular undergraduate major after business administration. In 1996 sixty-five thousand students graduated with a bachelor's degree in psychology. Less than 10% of those graduates enrolled in graduate programs in psychology. However, the research, writing and problem-solving skills, and the knowledge of human behavior and motivation acquired by psychology majors prepares them well for careers in such diverse fields as administrative support, public affairs, education, business, sales, service industries, health, the biological sciences and computer programming. Many graduates obtain positions as employment counselors, correctional counselor trainees, interviewers, personnel analysts, probation officers, protective services workers, and case managers. Graduate study in psychology prepares students for more advanced careers. In most jurisdictions the independent practice of psychology requires the doctoral degree. There are however, opportunities for those with terminal master's degrees in fields such as education, industrial-organizational, research, government agencies and private corporations and as assistants to doctoral-level psychologists. Additionally, an undergraduate major in psychology is excellent preparation for graduate study in related fields such as professional counseling, marriage and family therapy, and social work. Some graduates with terminal master's degrees in psychology meet the educational qualifications for licensure as professional counselors or marriage and family therapists.

  The 2000-2001 edition of the Occupational Outlook Handbook published by the U.S. Department of Labor reports that employment opportunities for those educated in psychology in general are expected to grow about as fast as the average for all occupations through 2008. The fastest rate of growth is expected in outpatient mental health and substance abuse treatment services. Numerous job opportunities are also expected to arise in schools, public and private social service agencies and management consulting services. For those with doctoral degrees the demand is expected to be the greatest in the applied subfields of clinical, counseling, health and educational psychology. Opportunities for those with master's degrees are expected to be greatest in school
psychology as well as in consulting and marketing research. The demand for workers in the allied fields of counseling and social work is expected to grow at a rate which is faster to much faster than the average for all occupations through 2008. Another related area in which demand is expected to grow at a much faster than average rate is the occupation of human services workers and assistants. While a bachelor's degree is not required for many positions in this field, employers are increasingly seeking employees who possess either relevant work experience or education beyond high school. An associate's degree or certificate in subjects such as social work, human services, or one of the social or behavioral sciences generally meets such requirements.

- **TEACHER EDUCATION**

  **Need for graduates:** According to Georgia Association of Educators' President, Ralph Noble, the State of Georgia in 2001 stands in need of 11,000 new teachers. Of 8,368 teachers hired in Georgia in 1996 only 2,548 had just graduated from a Georgia public college. The remainder came from private colleges, out-of-state schools or other circumstances. On a national scale, the Occupational Outlook Handbook published by the U.S. Department of Labor indicates that on average employment opportunities for teachers will increase at a rate equal to the average rate of increase for all occupations through 2008. The rate of growth will vary by geographic region, grade level and teaching specialty. Areas of more rapid growth (which includes Georgia) will experience a greater need for teachers. The need is expected to be greater at the secondary level than at the elementary level. Employment opportunities for teachers in the specialty areas of math, sciences (especially chemistry and physics), bilingual education and computer science will outpace the increase in employment for occupations in general and for teachers in other specialties. The specialty areas of general elementary education, social sciences and physical education have an abundance of qualified teachers. There is a special need to increase the number of minority students entering the teaching profession. As of 1990-91 the National Education Association reported that while only slightly more than 13% of the nation's teaching force was minority almost 30% of the student body was minority. The ratio of minority students to minority teachers was 32 to one while the comparable ratio for white students and teachers was 12 to one. While 16.4% of the student body was black only 8% of the teaching force was black. Hispanics accounted for 11.8% of the student population and only 3% of the teaching force.
• **HISTORY**
  
  **Need for graduates:** History majors especially those interested in research, and who have honed their research skills, find jobs in both the public and private sectors. Most History majors, however, go on to graduate school, usually either in History or in law.

  History falls in the Bureau of Labor Statistics under the category "social scientists." Their 1999 report points out that social scientists generally hold approximately 50,000 jobs nationwide. According to a recent survey of major companies in the United States published in *Time Magazine*, Arts and Sciences majors, especially those in fields that required writing, research and analysis, will be increasingly demanded during the first decade of the 21st century.

  2. Identify interest on the part of local groups, industry, research centers, other educational institutions, or state agencies. Indicate the nature of contact made with these groups and the results of these contacts.

• **ANTHROPOLOGY**
  
  Not a great deal of formal coordination exists between the anthropology program and outside groups, given the limited number of majors and the program’s primary role as a bridge to four-year institutions. Faculty members, however, have established informal relationships with museums, cultural groups, and non-profit organizations and have incorporated student visits into the curriculum.

• **SOCIOLOGY**
  
  Not a great deal of formal coordination exists between the sociology program and outside groups, given the limited number of majors and the program’s primary role as a bridge to four-year institutions.

• **POLITICAL SCIENCE**
  
  Almost all senior institutions of the University System of Georgia (USG) have a bachelor’s degree in Political Science. Therefore, our student feed into those programs. GPC’s representative to the Political Science Regents’ Advisory Committee (POLSRAC) and the Political Science Curriculum Committee Chair have worked consistently with Political Science Department Chairs at senior institutions to smooth the transfer of our students. Since the USG moved to the semester system and the lower-division Political Science curriculum was reorganized, senior institutions within the USG are required to accept 6 hours of 2000-level POLS courses. Nevertheless, many USG two-year colleges have sophomore POLS classes that must be retaken at the junior or senior levels. GPC’s
sophomore classes are true second-level classes and will not have to be repeated at higher levels for credit toward a bachelor's degree.

- **PSYCHOLOGY**
  Little collaboration has taken place in recent years with local community entities that may have an interest in GPC's psychology program. This has largely been the result of the institution's focus on psychology as a transfer program. The anticipated above-average demand for human services workers educated at the sub-Bachelor's level through 2008, which has been projected by the U.S. Department of Labor, raises the possibility that a dialogue between the psychology program and potential employers of such workers might be fruitful.

- **TEACHER EDUCATION**
  GPC teacher education faculty have organized teacher recruitment fairs and other recruitment activities; have hosted luncheons in which educational system administrators and school board personnel have met with students; have invited school system employment personnel to address students in classes sometimes leading directly to employment offers; and have sent students to meetings of the National Education Association and Georgia Association of Educators.

- **HISTORY**
  There is not much formal coordination between the History program at GPC and outside agencies, though there is quite a bit of communication between GPC and the History Departments of four-year institutions in the Regents System of Georgia. This lack of coordination is partly due to the fact that GPC is a two-year college, whose primary emphasis is on transfer of students to four year colleges and universities.

**B. Curriculum:**

How does the program ensure that the curriculum stays current with practices in the field? How are curriculum changes initiated and processed at the discipline level? (SACS 4.2.3, 4.2.4) (List any general methods such as professional development, college-sponsored workshops, etc.)

Please describe curriculum updates over the past three years.
All courses have common course outlines that are developed by all full-time faculty who teach each course. The common course outlines are reviewed annually, therefore the curriculum in each course is reviewed each year.

- **ANTHROPOLOGY**
  Faculty members in the anthropology program at GPC stay current in the field through participation in professional conferences, continuing education, and international travel. Faculty members have incorporated educational technologies into classroom instruction. Curriculum changes arise from the Anthropology/Geography/Sociology Curriculum Committee through the discipline coordination structure of the college. During the past three years, there have been no substantive changes in the anthropology curriculum.

- **SOCIOLOGY**
  Faculty members in the sociology program at GPC stay current in the field through participation in professional conferences and continuing education. Faculty members have incorporated educational technologies into classroom instruction. Curriculum changes arise from the Anthropology/Geography/Sociology Curriculum Committee through the discipline coordination structure of the college. During the past three years, there have been no substantive changes in the sociology curriculum.

- **POLITICAL SCIENCE**
  The Political Science Discipline and Program stay current through the work of the full-time faculty within Political Science. To keep current within Political Science, all full-time faculty attend professional conferences and most of our faculty make presentations. For example, all full-time, tenure track faculty attended the 2001 meeting of the Georgia Political Science Association. At the discipline level, all full-time Political Science faculty work together as a Committee of the Whole on all curriculum matters.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date Reviewed/Updated/Revised</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 1101/POLS 1101</td>
<td>American Government</td>
<td>Since semester conversion, the Common Course Outline has been revised and was revised again during the 2000-2001 academic year. Also, the Common Course Final was revised during the 1999-2000 academic year. Finally, during Spring Semester 2001, three new textbooks/editions were selected and will be used during Fall Semester 2001.</td>
<td>Revised Common Course Outline, revised Common Course Final, and current textbook list.</td>
</tr>
<tr>
<td>Political Science 2101/POLS 2101</td>
<td>Introduction to Political Science</td>
<td>Since semester conversion, the Common Course Outline has been revised and a completely new course description and Common Course Outline have been prepared for adoption during the 2001-2002 academic year. Also, the Assessment Exam was revised and used during the Fall Semester 2000. Finally, during Spring Semester 2001, three new textbooks/editions were selected and will be used during Fall Semester 2001.</td>
<td>Revised Common Course Outline, Proposed New Common Course Outline, Revised Assessment Exam, and current textbook list.</td>
</tr>
<tr>
<td>Political Science 2201/POLS 2201</td>
<td>State and Local Government</td>
<td>Since semester conversion, the Common Course Outline has been revised. Also, the Assessment Exam was revised and used during the Spring Semester 2001. Finally, during Spring Semester 2001, a single new textbook edition was selected and will be used during Spring Semester 2002.</td>
<td>Revised Common Course Outline, Revised Assessment Exam, and current textbook list.</td>
</tr>
</tbody>
</table>
• **PSYCHOLOGY**
  Faculty in the psychology program at GPC stay current in the field through participation in professional conferences, continuing education programs and by taking additional graduate courses in the field. Curriculum changes arise from the Psychology Program Committee through the discipline coordination structure of the college. During the past three years there have been no substantive changes in the psychology curriculum.

• **TEACHER EDUCATION**
  Faculty in the teacher education program at GPC stay current in the field through participation in professional conferences, continuing education programs and by taking additional graduate courses in the field. Curriculum changes arise from the Teacher Education Program Committee through the discipline coordination structure of the college. During the past three years a course in Exceptional Education has been added to the curriculum and the Foundations of Education course has improved its field practice component. Both of these changes have been in response to Board of Regents' initiatives to improve teacher education programs statewide.

• **HISTORY**
  Faculty in the History program say current in their disciplines through attendance at conferences, including teaching conferences, though research, through in-house workshops and through continuing research. Faculty members have also been incorporating web work into the disciplines, and most have web sites with links to major web resources (as the *Modern/Medieval History Sourcebook*, the Library of Congress site, the American Revolution site, the Civil War sites, History-Net, etc.)

  A major curriculum overhaul occurred in History as the result of the System conversion to the semester system. At that time, World History courses, which had been divided between three courses, was consolidated into its current format: Prehistory to 1500 and 1500 to the present.
C. Instruction.

1. How is instruction evaluated in this program or department? Explain how results of instructional evaluation have been used to improve instruction over the past three years. Department chairs should provide specific anecdotal data. (SACS 4.2.4)
   
   A. During the Fall term of every year, students complete the ETS Student Instructional Report II on every (full-time and part-time) instructor in every class. The results are analyzed by the ETS and made available to all instructors and their appropriate department heads.
   
   B. During some years, all students in a particular social sciences course must take a "common course evaluation" which assesses their mastery of the learning outcomes set out in the common course outline. Feedback of these assessments is provided directly to the faculty member and to the appropriate curriculum committee chair.
   
   C. Each full-time instructor submits a Faculty Portfolio for evaluation in the fall of every year. The Faculty Portfolio provides a summary of teaching activities for the previous academic year. Results of SIRS evaluations are included in the portfolio. In addition, all instructors must submit representative samples of course materials as part of the portfolio. (Course materials submitted must include syllabi for up to three courses taught and 1-3 samples of materials demonstrating how the instructor assesses student achievement on learning outcomes identified in the common course outline. Instructors must also submit materials in three of the following categories: materials demonstrating innovative instruction, materials demonstrating use of writing in a course, materials demonstrating revision of course materials, materials demonstrating grading techniques and comments to students, materials designed to help students master concepts and content, and materials demonstrating efforts to incorporate technology into course content.) Course materials are then reviewed by a three person committee made up of peers from the Social Sciences Department on the faculty member's campus. Faculty members must also provide a narrative in which they describe their efforts to upgrade their knowledge within their discipline, their strategies for course organization and planning, their methods of communication and deliver, and their adherence to college policies and procedures. Faculty provide self-evaluation in each of these areas and are also rated by their department chair in each of these areas.
   
   D. Part-time instructors are observed by campus department chairs or by full-time faculty in the department. Each part-time instructor must be observed during their first semester of instruction. After that, observations are conducted intermittently, with more frequent observations if problems are noted.
2. Please certify whether all syllabi in the program/department provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Indicate also whether the methods of instruction are appropriate to the goals and capabilities of students and that any experimentation with methods to improve instruction are adequately supported and evaluated. Attach copies of current syllabi for all courses in the program of study taught in this discipline as an appendix in alphabetical order. (SACS 4.2.4) *This area pertains to full-time faculty only.* Submit Spring 2001 syllabi only.

**SEE APPENDIX C FOR SYLLABI**

- **ANTHROPOLOGY:** Syllabi from anthropology courses taught by full-time faculty during the Spring Semester, 2001 have been reviewed. All provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Methods of instruction are appropriate to the goals and capabilities of the students.

- **SOCIOLOGY:** Syllabi from sociology courses taught by full-time faculty during the Spring Semester, 2001 have been reviewed. All provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Methods of instruction are appropriate to the goals and capabilities of the students.

- **POLITICAL SCIENCE:** The syllabi of all full-time faculty members are in compliance.

- **PSYCHOLOGY:** Syllabi from all psychology courses taught by full-time faculty during the Spring Semester, 2001 have been reviewed and all provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Methods of instruction are appropriate to the goals and capabilities of the students.

- **TEACHER EDUCATION:** Syllabi from all teacher education courses taught by full-time faculty during the Spring Semester, 2001 have been reviewed and all provide written information about the goals and requirements of each course; the nature of the course content; and the methods of evaluation employed to measure the extent to which students are meeting the goals of the course. Methods of instruction are appropriate to the goals and capabilities of the students.
• **HISTORY:** The History Curriculum Committee reviewed the syllabi of all full time History faculty in Spring, 2001, including those faculty teaching at a distance. All syllabi follow the format recognized by the College, and include relevant information about the College and its services, course requirements and objectives, and a schedule for the course. The topics addressed in each of the history disciplines reflect the spirit and content of the common course outlines, which were revised during the 2000-2001 academic year.

Methods of instruction revealed in the syllabi include web work, work with primary sources, cooperative learning and other strategies that are appropriate to the academic levels of the two-year college student.

In addition to the measures described above, Georgia Perimeter College and the Board of Regents offer numerous workshops and seminars on classroom assessment. Use of a variety of assessment approaches to evaluate teaching techniques is encouraged and supported at the College. Many faculty members have participated in these seminars and are utilizing classroom assessments on a variety of teaching techniques.

3. Please describe the methods used to evaluate the effectiveness of this program (i.e., use of standardized tests, comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, sampling of the opinions of former students). If this was described earlier, please indicate where. (SACS 3.1, 4.2.4) *Use the GPC Program of Study Assessment Plan.*

**SEE APPENDIX A - PROGRAM OF STUDY GOALS AND ASSESSMENT GRID**

4. By department, please describe how the program/department provides a learning environment in which scholarly and creative achievement is encouraged. (General overview only) If this was described earlier, please indicate where. (SACS 4.2.4)

Each department receives a budget allocation that is primarily intended for professional development of individual faculty members. This allocation, generally ranging from $400-$600 per faculty member, may be used for travel, conference registration, and/or local travel. This allows faculty to attend professional conferences and workshops that they would not otherwise be able to attend. In addition, some campuses maintain an additional fund, administered through the Provost's office that may be used to supplement departmental travel/professional
development funds. Priority is given to faculty who will be presenting papers or chairing sessions of these workshops. The Center for Teaching and Learning (College-wide) provides additional funding to attend conferences and workshops.

Several conferences and workshops are sponsored by the Board of Regents every academic year, including international faculty development opportunities. There is generally no cost to invited faculty; the cost of attending is born by the College or by the University System of Georgia.

Georgia Perimeter College also offers a wide variety of workshops on a wide variety of topics. These workshops available to all college instructors at no cost. Many of these are administered through the Center for Teaching and Learning. Additional technology-related courses and workshops are sponsored by Educational Technologies. The International Center also offers international faculty development opportunities.

In addition, many seminars and workshops are sponsored by individuals, departments, or campuses, and made available at no charge to Georgia Perimeter College faculty. The Clarkston Campus sponsored Faculty Forums on various topics. The Dunwoody Campus sponsors a Spring Symposium which brings in notable guest speakers.

The College also offers opportunities for scholarly and creative achievement for students. Each campus offers an array of opportunities for student achievement. Though the following does not include a complete list, several programs for students are described.

The social science departments on all campus sponsor an annual College-wide student Social Science Colloquium where faculty submit their students’ papers and projects for competition. The best 12 papers are selected and students present these at a colloquium. Students are rewarded with a certificate and a cash award along with the satisfaction of presenting their work to a group of other scholars. It also provides a learning environment for both the student presenters and their audience.

The business and social science dept. at Clarkston sponsor an annual student recognition program. Students are recognized for excellent performance in any business and/or social science course. Faculty members decide which of their students they will recognize. This program has become one of the major events at the Clarkston campus. Students and their families and friends turn out in record numbers for this event. Students are rewarded with a
certificate of excellence and some type of token gift. In the past students have received engraved pens and this year they received engraved coffee mugs. A very nice reception follows the program. In the beginning, several years ago, this event was funded by the departmental faculty. Now, funding is received primarily from SGA with some assistance from the Dean and Provost’s offices.

The social science department at Clarkston also sponsors several scholarly programs per school term. These are usually in conjunction with the Honors program, Lyceum committee and Campus Student Activities dept. Programs feature noted and renowned speakers along with student discussants and/or panelists.

5. If applicable, please indicate the degree to which clinical and other affiliations with outside agencies for which credit is awarded is under the control and supervision of the program. (SACS 4.2.4)

Not Applicable

D. Briefly discuss the academic advising process in this program of study. Are advisors trained and is there an advising handbook for your campus? Requires completion by department chair. (SACS 4.2.5)

CLARKSTON: At the Clarkston campus, advising training sessions are provided for faculty on a regular basis by the advisement and counseling center. In addition, each faculty member has been provided with an advising handbook that was developed by faculty and members of the advisement and counseling center. Also this year, an advising and counseling steering committee was formed to assess the current campus advising process, note problems and make recommendations for change.

DEACTUR/ROCKDALE: Social Science advisors at Decatur-Rockdale are given training in advising before early registration and regular registration each semester. Any additions or deletions in the various programs of study are emphasized as well as changes in prerequisites needed by students to be eligible to take a course. Decatur-Rockdale does have an advising handbook which is updated periodically. In fact, much of the advising training is geared to the handbook and to subsequent changes made to it.

DUNWOODY: All faculty advise students in their respective programs of study. Advisors are trained both by the department and by the campus. There is an advising handbook for the Dunwoody Campus. A major challenge for advisors is the fact that students are NOT required to get an advisor's signature in order to register. As a result, many students never see an advisor. During the 2000-2001 academic year we attempted to deal with this challenge by
providing in-class advisement during a two-week long advisement blitz. Students in all sections taught by full-time instructors received general advisement information with an opportunity to ask individual questions of the instructor before or after the advisement session. Students and faculty have been very positive about this, and we are able to ensure that a large number of our students receive advisement in this way.

**LAWRENCEVILLE:** On the Lawrenceville Campus, students either self advise or select a faculty advisory based on their area of interest. Students are strongly encouraged to see an academic advisor prior to registration each semester. The Lawrenceville Campus has an advisement handbook. The office of the Academic Dean conducts updated training sessions every semester. Faculty are required to attend these sessions.

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**E. Course Completion Rate. (SACS 3.1)**

**SEE APPENDIX D – COURSE COMPLETION PERCENTAGES**

**F. Technology instruction. Describe how technology is used for curriculum delivery. Do you plan to increase the use of technology? How effective are the department's efforts? Please specify. Requires completion by department/campus.**

**CLARKSTON:** All faculty in the social science dept. at the Clarkston campus use some type of technology in their communications with students as well as in their instruction. The amount and degree of sophistication of technology usage varies among faculty members based on their own knowledge and comfort level with technology. Technology use ranges from email communication with students to the use of course web pages, to textbook websites, to power point presentations to internet assignments and research.

The department intends to increase the use of technology. The department’s efforts have been quite successful. We currently have a departmental committee who will create a departmental web page. The business and social science department at Clarkston has recently requested and received funds to purchase state of the art computer equipment. This equipment will be set up as a faculty workstation that can be used by any departmental faculty member to help create better technology based course materials for his/her classes and to help provide greater technical instructional delivery. It will also provide the equipment necessary to help faculty prepare better presentations for conferences and workshops. Our business information systems instructor will provide departmental training on the use of the new equipment.
In addition, the department used some of its supply budget money to purchase a mimeo (equipment, which can be used by faculty to record on computer disk any information which is written on the white board). The department has also purchased a lapel microphone, which will allow the associated lecture or explanation of what is being written on the white board to be captured on disk also. This equipment will allow faculty to create a copy of the notes and lecture provided by the instructor in the classroom. This information can be reviewed by the faculty member as well as by students who missed the class or students who need a second seeing and hearing of the material covered in class. Training in the use of this equipment will be provided by one of the college’s instructional technology specialist.

**DECATUR/ROCKDALE**: At the present time, Decatur-Rockdale has six classrooms equipped with smart-boards. Several social science faculty (full-time and part-time) are using this smart board technology to provide a new dimension to their classroom presentations. The Social Science Department at Decatur- Rockdale provides training in the use of this technology and is encouraging its use. Three additional classrooms at Decatur and two at Rockdale are being provided with the smart-boards during the summer of 2001. Likewise, two of the four full-time social science faculty at Decatur-Rockdale have offered on-line courses during the 2000-01 academic year and plan to continue to do so in the future. The Social Science department has been very successful in procuring the technology needed to offer on-line courses and to offer new dimensions for classroom instruction through the smart-boards.

**DUNWOODY**: The Social Sciences Department on the Dunwoody Campus uses technology in a variety of ways:

Distance learning courses: Dunwoody faculty taught a total of 11 sections via distance-learning during the 2000-2001 academic year. Of these, 7 sections were telecourses, where videotapes are the primary mode of instruction. Two were teleweb courses, where videotaped instruction is combined with some interaction via the internet. Two were online courses, where instruction is entirely via the World Wide Web.

In addition, during the 2000-2001 academic year, all 8 sections of Geography 1101 were taught in a computer classroom and had significant components which required computer or World Wide Web use. Six sections of PSYC 1501 were taught in a computer classroom and had significant components which required computer or World Wide Web use.
All faculty in the department have desk-top computers and use e-mail routinely. Most use e-mail to communicate with students. In addition, most faculty in the department have home pages on the World Wide Web, and many have extensive instructional Web pages.

**LAWRENCEVILLE:** Instructional technology in some form is being utilized in virtually all Social Science classes. This utilization runs from simply requiring students to conduct internet research to offering complete 100% online classes. Most faculty are using the internet in class presentations, and virtually all are using “smart boards” when available. When the Lawrenceville facility relocates, the use of instructional technology will increase. This department is 100% supportive of growth in this direction.

**G. Certification/Licensure. (SACS 3.1)**

Where applicable, please list the number of students attempting to obtain certification or licensure and the number who were successful over the past three years.

**NOT APPLICABLE**

**H. Resources (SACS 4.1, 4.2.4)**

*Statements in this area require completion by department chairs, based on their campus' situations.*

*Break out your answers under each question by campus.*

1. What additional faculty are needed to improve quality of program or to meet needs of students?
   - **GENERAL STATEMENT BY CURRICULUM COMMITTEE AND DEPARTMENT CHAIRS**
     All Social Science programs need several more full-time tenure track faculty. The Social Sciences have lost valued full-time faculty members over the past three years due to retirements, transfers and deaths without adequate replacement. We have had difficulty maintaining desirable full-time to part-time faculty ratios.
   - **DUNWOODY**
     Additional faculty are needed in History, in order to decrease the percentage of classes taught by part-time instructors. However, we have been given two additional full-time, tenure-track faculty positions in History, to begin in Fall, 2001.
We need a tenure-track position in Sociology. For the past 2 years, our only full-time Sociologist has been on year-to-year contract. We need a tenure-track faculty member to develop this area.

- **ANTHROPOLOGY CURRICULUM COMMITTEE REPORT**
  There continues to be a need for additional full-time faculty. One full-time tenure track position in social sciences (anthropology, geography, sociology) was filled for the 2001-2002 academic year.

- **SOCIOLOGY CURRICULUM COMMITTEE REPORT**
  There continues to be a need for additional full-time faculty. One full-time tenure track position in social sciences (anthropology, geography, sociology) was filled for the 2001-2002 academic year. However, a full-time tenure track position in sociology advertised in fall, 2000 was removed from the faculty positions to be filled for 2001-2002.

- **POLITICAL SCIENCE CURRICULUM COMMITTEE REPORT**
  The immediate challenge for the POLS program is to hire more full-time faculty so that each campus and center has a sufficient number of Political Scientists. There are a few social science faculty members who need only one or two more graduate-level Political Science courses in order to be SACS qualified in POLS. It would be appropriate to help these faculty members develop and increase their areas of SACS qualifications.

  Specifically, the Decatur Campus needs additional Political Science faculty to teach at the Rockdale Center. Furthermore, the Lawrenceville, Dunwoody, and Clarkston campuses would each like to have an additional Political Scientist.

- **PSYCHOLOGY CURRICULUM COMMITTEE REPORT**
  There continues to be a need for additional full-time faculty in psychology on some campuses.

- **TEACHER EDUCATION CURRICULUM COMMITTEE REPORT**
  Teacher Education faculty have reported a need for part-time faculty to assist with field observations of students.

2. What are the special strengths in available library resources as they relate to the current program? What is the departmental library budget? Is this adequate?

- **CLARKSTON**
• DECATUR/ROCKDALE
• DUNWOODY
Special strengths in the library resources related to our programs of study derive primarily from the availability of significant scholarly online resources via GALILEO. Scholarly resources available via GALILEO exceed those available through our campus library. There is no departmental library budget. However, there do not appear to be significant unmet demands for library resources.

• LAWRENCEVILLE

3. Are facilities available to meet current needs of program? What additional facilities, if any, are needed in order to improve the quality of the programs being offered?

• CLARKSTON
• DECATUR/ROCKDALE
• DUNWOODY
Facilities are adequate to meet the current needs of our programs.

• LAWRENCEVILLE

4. What additional fixed and moveable equipment is needed to improve the quality of the program being offered?

• CLARKSTON
• DECATUR/ROCKDALE
• DUNWOODY
Faculty would like to see additional classrooms equipped as "Smart Classrooms" to allow use of computer and World Wide Web-based resources into more of our teaching. This is in progress. At present, we have one "computer classroom" equipped with 22 computers and a projection system. We have one fully-equipped "Smart Classroom." We hope to have another "Smart Classroom" for the 2001-2002 academic year.

• LAWRENCEVILLE

5. What special student support services does the program utilize? Are these adequate?

• CLARKSTON
• DECATUR/ROCKDALE
• **DUNWOODY**  
  We sometimes refer students to the Writing Lab for assistance in writing papers in our courses. The services provided by our Writing Lab are quite adequate.

• **LAWRENCEVILLE**

6. What additional technology resources are needed to improve the instructional program and administrative operations?

• **CLARKSTON**

• **DECATURE/ROCKDALE**

• **DUNWOODY**  
  In addition, faculty computers are now more than 3 years old and need to be replaced with current models no ensure that faculty are able to continue to take advantage of technological advances and to use technology in their teaching.

• **LAWRENCEVILLE**

I. **Program Plans (Completion by the Executive Committee)**

1. Based on the data and discussion, which have been presented, please analyze and describe the strengths of this program.

  • **ANTHROPOLOGY:** Anthropology has a small, but committed full-time faculty. The two full-time faculty members keep current in their discipline through research, professional development, international travel, and participating in professional organizations as members and presenters at conferences. While anthropology has very few majors, it remains an important service component of the college, and demand exceeds the ability of current faculty to provide adequate numbers of sections.

  • **SOCIOLGY:** Sociology has a small, but committed full-time faculty. The three full-time faculty members (including two tenured faculty and one year-to-year appointment) keep current in their discipline through research, professional development, and participating in professional organizations as members and presenters at conferences. While sociology has only about 30 declared sociology members, it remains an important service component of the college, with more than 1000 students enrolling in one or another sociology course annually.
• **POLITICAL SCIENCE:** The Political Science program has two great strengths. POLS 1101, American Government, is the key strength of the POLS program. American Government is required in Area E for all degrees throughout the University System of Georgia (USG). Furthermore, a state law mandates the teaching of both U.S. and Georgia constitutions. Therefore, the POLS Program’s focus on POLS 1101 provides a tremendous service to all GPC students. The second strength of the POLS Program is that both its sophomore-level classes, POLS 2101, Introduction to Political Science, and POLS 2201, State and Local Government, will transfer to any senior institution without any trouble.

• **PSYCHOLOGY:** The strengths of the Psychology program include a highly competent and experienced faculty that brings a blend of academic and practical experience to the task of teaching the discipline to students. Enrollment in courses is strong and the College provides an opportunity for psychology majors to take courses beyond the introductory level in completing the Associate’s degree.

• **TEACHER EDUCATION:** The strengths of the Teacher Education program include a dedicated, hard-working faculty. The program meets all Board of Regents mandated requirements for the first two years of a Teacher Education program including the requirement of field experience in the Foundations of Education (EDUC 1603) course and the new Introduction to Exceptional Education Course (EDUC 2600). On-line course delivery options have been introduced in the past year. The program offers student development activities including the Student Government Association’s Education club, community volunteer projects and scholarship opportunities.

• **HISTORY:** The strengths of the program are much the same as identified in the 1999-2000 report. GPC has a well-trained, dedicated faculty who use the latest technology in their classroom presentations and who require writing and web work on the part of the students are pointed out earlier. The faculty are also in the forefront in terms of experimenting with the latest pedagogy.

2. Please analyze and describe the weaknesses of this program.

• **ANTHROPOLOGY:** A weakness of the program is that the major consists of just one course offering, ANTH 1102 (Introduction to Anthropology.) Traditionally, an introductory core for anthropology students includes a physical anthropology course and a cultural anthropology course. However, the highly specialized nature of physical anthropology and the substantial investment required in equipment and space limits its usefulness as a core course in a two-year institution. Another weakness is the inability of current faculty to meet student demand for ANTH 1102.
• **SOCIIOLOGY:** Weaknesses include interoffice communication and the inconsistent and infrequent offerings of some courses across the college. In particular, SOCI 1160 (Introduction to Social Problems) and SOCI 2293 (Marriage and the Family) rarely are offered on the smaller campuses and not consistently offered on the larger campuses. Given the content of these courses and the fact they do not require SOCI 1101 (Introduction to Sociology) as a prerequisite, more consistent offerings of these courses would provide greater access to sociology courses and could result in additional majors.

• **POLITICAL SCIENCE:** Our one major weakness is that not all sophomore level classes are available at all of our campuses and centers.

• **PSYCHOLOGY:** (a) Increasing the number of full-time faculty on some campuses could strengthen the program. For example, in the 2000 fall semester eleven of twenty-two psychology classes on the Clarkston campus were taught by part-time faculty members. The Rockdale Center, which is approaching 1000 students, has no full-time psychology faculty member. (b) The psychology curriculum is due for a review by the faculty. The faculty should consider whether the current course offerings are meeting the needs of students especially in view of courses offered by other disciplines such as the required "Choices for Life" course offered by the physical education faculty which may overlap with the Psychology of Adjustment course.

**TEACHER EDUCATION:** The major area of weakness lies in program coordination. The multi-campus structure of GPC presents challenges for the coordination of all academic programs and this affects teacher education no less than any program. An additional challenge for the teacher education program derives from teacher education initiatives being undertaken by a number of operating units within the college (such as the development of online distance learning programs to meet teacher certification requirements) without the involvement of teacher education faculty. Often the impetus for these initiatives arises from outside the college in response to the acute teacher shortage being experienced by the State of Georgia. There is, however, a lack of coordination and central control of these activities which complicates the program development efforts.

• **HISTORY:** As was reported in 1999-2000, GPC is in constant need of additional faculty. Although we did in fact hire four new History instructors in Fall, 2000, the enrollment in the College generally is growing at a rate that dictates additional new hires. And although the part-time faculty do an exceptional job, there is not a ready pool of part-time faculty who can teach during the day-time hours.

Another issue that is ongoing, is the lack of coordination across campuses, due in part to the lack of discipline deans. This deficiency has been somewhat ameliorated by the creation in Spring 1999, of discipline coordinators. These coordinators will continue to bring some degree of consistency in the courses, requirements, and assessment.
3. What action steps do you have to address weakness? How do you plan to assess progress in these steps?

- **ANTHROPOLOGY:**

<table>
<thead>
<tr>
<th>Improvement Activity</th>
<th>Resources Needed</th>
<th>Completion Date and Responsible Individuals</th>
<th>Measures of Performance</th>
<th>Process(es) Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate possibility of offering minicourses and continuing education courses in multicultural literacy.</td>
<td>No additional resources – faculty time and commitment</td>
<td>Complete investigation of courses by March 31, 2001.</td>
<td>Anthropology faculty, in cooperation with Anth/Geog/Soci Curriculum Committee and Social Science curriculum committee</td>
<td>Social Science Curriculum structure established 2000-2001</td>
</tr>
</tbody>
</table>
**SOCIOLOGY:**

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<tr>
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<th>Completion Date and Responsible Individuals</th>
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<th>Process(es) Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercampus Communication</td>
<td>No additional resources – faculty time and commitment</td>
<td>Continue development of Social Science Curriculum structure begun in 2000-2001.</td>
<td>One meeting each semester of Social Science Curriculum Committee; One meeting each semester of Anthropology/Geography/Sociology Curriculum Committee</td>
<td>Social Science Curriculum structure established 2000-2001</td>
</tr>
<tr>
<td>Inconsistent and infrequent course offerings of SOCI 2293 and SOCI 1160</td>
<td>Additional faculty, commitment to rotating offering of courses</td>
<td>Sociology faculty, in cooperation with Anth/Geog/Soci Curriculum Committee and Social Science curriculum committee</td>
<td>Hiring of new faculty (contingent on budget), development of plan of course rotation by March 31, 2001</td>
<td>Work through Social Science committee structure.</td>
</tr>
</tbody>
</table>
• **POLITICAL SCIENCE:** This past academic year, Social Science Department Chairs began working with the POLS faculty to increase the offerings of 2000-level POLS courses. In the near future, more sophomore-level classes will be offered.

• **PSYCHOLOGY:** The Psychology Program Committee will place the issues of increasing faculty and reviewing course offerings on its agenda for the 2001-2002 academic year.

• **TEACHER EDUCATION:** The concerns over coordination of program development efforts described above will require intervention by the central administration of the College because the entities involved in these activities cut across numerous organizational administrative lines.

• **HISTORY:** The primary steps we are taking are to be diligent in urging the creation of new full-time positions. The second weakness, that of coordination, is being addressed by the position of discipline coordinator, as mentioned above.

4. Describe the progress, which was made in addressing last year's action plans. Show specific examples of how you used assessment results to adjust action steps, goals or improve the program.

• **ANTHROPOLOGY:** ANTH 1102 was assessed in both Spring 2000 and Spring 2001. Problems in implementing the assessment occurred both in Spring 2000 and Spring 2001. In Spring 2000, the 96 students taking the assessment had an average score of 17.5 out of 25, or 70%. In Spring 2001, four classes were assessed. During the first four and a half week session of Summer 2001, two more classes were assessed. In Spring and Summer 2001 combined, the 97 students taking the assessment had an average score of 17.2 out of 25, or 69%. The results showed virtually no change from the previous year. The purpose of the assessment may still have been unclear to some students, so the validity of the results might be questioned. Future assessments will be more tightly structured and incorporated into the syllabi so that students understand the expectations of the assessment. The Anthropology/Geography/Sociology Committee will work to insure that all assessments are worked out by the beginning of the semester in which they will be completed.

• **SOCIOLOGY:** SOCI 2293 was assessed in both Spring 2000 and Spring 2001. Problems in implementing the assessment occurred in Spring 2000, with only 20 students completing the assessment. The average score was 52%. In Spring 2001, all three classes of SOCI 2293 offered during the semester were assessed. The average score for the 63 students completing the assessment rose to 61.3%. The purpose of the assessment may still have been unclear to the students, so the results may not be valid. Future assessments will be more tightly structured and incorporated into the syllabi so that students understand the expectations of the assessment.
Anthropology/Geography/Sociology Committee will work to insure that all assessments are worked out by the beginning of the semester in which they will be completed.

- **POLITICAL SCIENCE:**
- **PSYCHOLOGY:**
- **TEACHER EDUCATION:**
- **HISTORY:** Last year's action plan revolved around the need for accurate, adequate assessment instruments for use in assessing History 1503 and History 2111. Results in the Spring, 2000, assessment cycle were skewed as the result of faulty instruments.

This difficulty was resolved during the 2000-2001 academic year, a time when all syllabi were reviewed, common course outlines and catalog descriptions revised and Program of Study Sheets updated.

5. What do you foresee as the future of this program?

a. Enrollment Trends – (Note: I sent enrollment trend reports by IRP with this template)

   1. Provide information on anticipated changes in program size. *Requires completion by department chair/campus.*

- **CLARKSTON**
- **DECATUR/ROCKDALE**
- **DUNWODY**
  
  We have had difficulty in getting accurate estimates of how many students are actually enrolled in each program of study due to the fact that many students do not actually declare their majors to the college. We are trying to develop better processes for monitoring students within each program of study as we upgrade our advising process.

  We are not anticipating any major changes in number of students enrolled in each program of study with the exception of Teacher Education. Current well-publicized statewide shortages of teachers, combined with statewide initiatives to get more teachers into the work force, will probably lead to dramatic increases in the number of students enrolled in the Teacher Education program in the next few years. We think we have seen the beginning of this trend on this campus during the 2000-2001 academic year.
2. What capacity does the program have to absorb additional enrollment without significant added cost? Please indicate rationale.

- **CLARKSTON**
- **DECATUR/ROCKDALE**
- **DUNWOODY**
  Most programs have the capacity to absorb additional enrollment without significant added cost. The exception is the Teacher Education program. Although Teacher Education is actually one of the larger programs of study at the college, until this year, students only took one specialized education course. This year, we added an additional requirement for EDUC 2600 - Introduction to Exceptional Children. Last year, most education sections were under-enrolled. This year, however, we achieved a better balance between supply and demand in our specialized education courses, partly because of the addition of the new course (which effectively doubled demand for education courses). At this point, each of our two full-time education instructors serves two campuses. Increased demand for education courses would lead to offering more sections, and this sharing arrangement would no longer be practical; we would need to hire additional Education faculty.

A field experience is required as part of EDUC 1603, Foundations of Education. Because each instructor has to set up and supervise this field experience, I have tried to limit enrollment in this course to 25 students per section. In addition, because of the field experience, I prefer to make sure that this course is taught only by full-time faculty. If there is an increase in demand for this course, it will strain our capacity to absorb the additional enrollment.

- **LAWRENCEVILLE**
  b. Opportunities for development - Requires completion by department chair/campus.
  - **CLARKSTON**
  - **DECATUR/ROCKDALE**
• **DUNWOODY**
  The statewide teacher shortage will create opportunities for us to develop and market our teacher education program, as outlined above. In addition, we have been making initiatives to child care providers to see whether we can offer courses and degrees to staff in child care centers.

  We are in the preliminary stages of discussion concerning offering of a Human Services certificate program, designed to offer educational opportunities to workers in mental health facilities, nursing homes, etc.

• **LAWRENCEVILLE**

c. Immediate and long-range challenges - *Requires completion by department chair/campus.*

• **CLARKSTON**

• **DECATUR/ROCKDALE**

• **DUNWOODY**
  Immediate challenges:
  - Decrease the percentage of classes taught by part-time instructors.
  - Ensure that classes taught by part-time instructors are comparable, in terms of content and quality, to those taught by full-time instructors.
  
  Long-range challenges:
  - Improve our methods of tracking students so that we can get meaningful data about who is in our program of study and how students fare when they are in our programs and after they have graduated.
  - Improve our retention rates.

• **LAWRENCEVILLE**

6. If this program is not meeting the strategic goal of academic excellence, what will it take to make it and its graduates excellent?

  • **ANTHROPOLOGY:** An improved system of advisement, and an investigation into the possibility of offering minicourses or continuing education courses in anthropology for teachers, health care workers, policemen, etc. should be undertaken. Such courses would address the practical needs of people working with various publics in an increasingly multicultural metropolitan area.
• **SOCIology**: An improved system of advisement, and an ongoing evaluation of all sociology courses will help identify areas that need improvement and gaps in student performance and knowledge. (NOTE: SOCI 1160 will be assessed on Spring 2002 and SOCI 1101 will be assessed in Fall 2002).

• **Political Science**:

• **Psychology**:

• **Teacher Education**:

• **History**:
APPENDIX A

PROGRAM ASSESSMENTS

- ANTHROPOLOGY
- SOCIOLOGY
- POLITICAL SCIENCE
- PSYCHOLOGY
- TEACHER EDUCATION
- HISTORY
APPENDIX B

SEMESTER CREDIT HOUR PRODUCTION REPORT
APPENDIX C

SYLLABI FOR COURSES IN

- ANTHROPOLOGY
- SOCIOLOGY
- POLITICAL SCIENCE
- PSYCHOLOGY
- TEACHER EDUCATION
- HISTORY
SYLLABI FOR ANTHROPOLOGY COURSES
SYLLABI FOR SOCIOLOGY COURSES
SYLLABI FOR POLITICAL SCIENCE COURSES
SYLLABI FOR PSYCHOLOGY COURSES
SYLLABI FOR TEACHER EDUCATION COURSES
APPENDIX D

COURSE COMPLETION PERCENTAGES REPORT