3219 College St.
Savannah, GA 31404

Comprehensive Program Review

(Cite Name of College)

Preparer's Name:
Title/Rank:
Program Title:
Office Phone#:

Table of Content

Savannah State University
COMPREHENSIVE PROGRAM REVIEW

Program/Subject Area: (List Program Major(s))

Review Period: (Enter Data Years Covered)

I. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program goal statement: .
Program outcomes:
Program specific student learning outcomes:

II. MEASURES OF EFFECTIVENESS/PROGRAM OUTCOMES

(a) Three-year enrollment summary by headcount, FTE Students, & full-time/part-time status (unduplicated fall)

Department (Name) Undergraduate Program				
Student Head Count				
List Program Major(s)	**Year One of the Reporting Period**	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change**
	2016-2017	**2017-2018**	**2018-2019**	
Head Count				
Program Major				
SSU Average Class Size Overall				
Total				
Comment and Analysis: **Goals and Standards:**				

Department (Name) Undergraduate Program				
Student(s) FTE				
	Year One of the Reporting Period	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change**
	2016-2017	**2017-2018**	**2018-2019**	
FTE				
Full-time Student(s)				
Part-time Student(s)				
Comment and Analysis: **Goals and Standards:**				

(b) Year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	Year One of the Reporting Period	Year Two of the Reporting Period	Year Three of the Reporting Period	Percentage Change
Department (Name) Undergraduate Program				
Student(s) Enrollment				
	2016-2017	2017-2018	2018-2019	
Gender				
Female				
Male				
Race/Ethnicity				
Am. Indian or Alaskan Native				
Asian or Pacific Islander				
Black				
Hawaiian/Other Pacific				
Hispanic				
Multiracial				
Unknown				
White				
Comment and Analysis:				
Goals and Standards:				

(c). Average class size, SSU Average Class Size (University) Overall, Student to Faculty Ratio and Credit hours

Department (Name) Undergraduate Program				
Average Class Size, SSU Average Class Size Overall, Student to Faculty Ratio and Credit Hour				
	Year One of the Reporting Period	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change**
	2016-2017	**2017-2018**	**2018-2019**	
Average class size (Program)				
SSU Average Class Size Overall	**Request from IRPA**	**Request from IRPA**	**Request from IRPA**	
Student to Faculty Ratio (Program)				
Average class size by instructional method (Program)				
Total Credit hours for the major: fall and spring.				
Comment and Analysis: **Goals and Standards:** **Note**: The term **teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction. • Teacher-centred methods • Learner centred methods • Content focused methods • Interactive/participative methods				

(d). Faculty teaching in program (full-time only)

Department (Name) Undergraduate Program				
Faculty				
	Year One of the Reporting Period	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change**
	2016-2017	**2017-2018**	**2018-2019**	
Full-time Faculty				
Gender				
Male				
Female				
Race/Ethnicity				
American Indian/Pacific				
Asian				

African-American				
Hispanic				
White				
Multiracial				
Tenure Status (full-time				
Tenured				
On-tenure track				
Non-tenure track				
Rank (full-time)				
Professor				
Associate Professor				
Assistant Professor				
Instructor/Lecturer				
Highest Degree (full-time)				
Doctorate				
Specialist				
Master's				
Bachelor's				
Associate's/Other				
Comment and Analysis:				

(e). Percent of upper-level classes taught by full-time and part-time faculty

Department (Name) Undergraduate Program				
Classes Taught by Full-time versus Part-time Faculty				
	Year One of the Reporting Period	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change**
	2016-2017	**2017-2018**	**2018-2019**	
CTBFTF in %s				
CTBPTF in %				
Comment and Analysis: **Goals and Standards:**				

(f)   Number of degrees conferred

Department (Name) Undergraduate Program			
Numbers of Degrees Granted/Conferred			
Title of Degree/Major	**Year One of the Reporting Period**	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**
	2016-2017	**2017-2018**	**2018-2019**
Bachelor of Science in Education (BSED)			
Bachelor of Interdisciplinary Studies degree (BIDS).			
Comment and Analysis: This program began in the fall of 2016, with the English education program beginning in fall 2017. Since the program is less than three years old, these graduation numbers are reasonable and should continue to increase as the program becomes more established. **Goals and Standards:**			

(g). Retention by Program

Department (Name) Undergraduate Program			
Retention by Program			
Title of Degree/Major	**Year One of the Reporting Period**	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**
	2016-2017	**2017-2018**	**2018-2019**
Bachelor of Science in Education (BSED)			
Bachelor of Interdisciplinary Studies degree (BIDS).			
Comment and Analysis: **Goals and Standards:**			

h. Courses and Offerings by Program

Department (Name) Undergraduate Program				
Courses and Offering by Program				
	Year One of the Reporting Period	Year Two of the Reporting Period	Year Three of the Reporting Period	Percentage Change on Total
	2016-2017 fall/spring	2017-2018 fall/spring	2018-2019 fall/spring	
Bachelor of Science in Education (BSED)	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	
Bachelor of Interdisciplinary Studies degree (BIDS).	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	
Comment and Analysis: **Goals and Standards:**				

I. Course Offering by Faculty

Department (Name) Undergraduate Program				
Course Offering by Faculty				
	Year One of the Reporting Period	Year Two of the Reporting Period	Year Three of the Reporting Period	Percentage Change on Total
	2016-2017 fall/spring	2017-2018 fall/spring	2018-2019 fall/spring	
Dr. Chaundra Creekmur	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	
Whitney Keitt	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	
Dr. Mary Kropiewnick	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	Fall: _____ Spring_____ Total_____	

Crystal Locke	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Dr. Mihaela Munday	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Tiffany Nelson	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Dmetri Nevels	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Aja Snowden	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Dr. Cora Thompson	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	**Fall:** _____ **Spring**_____ **Total**_____	
Comment and Analysis: **Goals and Standards:**				

(j). Number by Course: Number of student enrolled per class fall and spring

(NAME OF MAJOR DEGREE)				
Number of Enrolled Students by Course				
	Year One of the Reporting Period	**Year Two of the Reporting Period**	**Year Three of the Reporting Period**	**Percentage Change on Total**
	2016-2017 fall/spring	**2017-2018 fall/spring**	**2018-2019 fall/spring**	
(NAME OF PROGRAM)				
FOR EACH TABLE CITE MAJOR COURSES OF THE DEGREE. Ex: **EDUC 2103** Educational Psychology	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	
CITE COURSE DESCRIPTION: NOTE: 1. List major courses of the degree only; 2. You can locate this information from the fall and/or spring course schedule; 3. USE AS MANY TABLES NECESSARY BASED ON THE NUMBER OF COURSES IN THE PROGRAM. (SEE SSU'S UNDERGRADUATE CATALOG)				

	Fall: _____ **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	
CITE COURSE DESCRIPTION:				

	Fall: _____ **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total_____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total_____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total_____	Total_____	

	Fall: _____	Fall: _____	Fall: _____	
	Spring_____	Spring_____	Spring_____	
	Total_____	Total_____	Total_____	
.				

	Fall: _____ **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	

	Fall: _____ **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	

	Fall: _____ **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	**Fall: _____** **Spring_____** **Total_____**	

(k). Placement rates: Three-year summary of job placement rates or graduate/professional school, if applicable

	Year One of the Reporting Period	Year Two of the Reporting Period	Year Three of the Reporting Period	Percentage Change
Department (Name) Undergraduate Program				
Job Placement				
	2016-2017	**2017-2018**	**2018-2019**	
At Graduation				
12 Months After Graduation				
Comment and Analysis: **Goals and Standards:**				

(l) Summary and evidence of achievement of program outcomes (see listed POs)

Describe the extent to which students have achieved current program outcomes for the program. **(Name the Program, then describe the extent…)** **The table below details the program outcomes, benchmarks, targets, assessment measures, and results for 2019-2020 assessment year.**		
Program Outcomes **(List POs)**	**Measures and Targets** **Note:** **Measures: is the tool(s) used to measure the P.O.'s** **Target(s): Quality of Instructions (QOI)**	**Evidence/Results of Assessment** **Target Met or Not Met:** **State whether the program met or not met the program outcome.**
Ex.: **1**. Graduating seniors will rate the quality of instruction as "Good" or "Excellent" in their English program of study at 80%.	**Ex.:** **1. Program Exit Survey**: Students' level of satisfaction with the quality of faculty instruction will be measured by their chosen responses of "Poor," "Average," "Good," or "Excellent," to the English Program Exit Survey question that asks students to rate the faculty instruction they have received while in the program.	**Ex.:** **1. Target Not Met:** The Program Exit Survey gleaned that graduating seniors rated their **QOI** in the English program at 70%. The Program Coordinator will use the results to improve areas of the program that was rated "Poor" or "Average" in the survey. The Program Coordinator will submit an **Action Plan** to the Department Chair that will cite

		the steps towards ameliorating those areas of instruction that revealed deficiencies. The **Action Plan** once approved by the Chair will become our Program Outcomes for school term 2019-2020.
2.	2.	2.
3.	3.	3.
4.	4.	4.

(m). Summary and evidence of achievement of Student Learning Outcomes (SLOs) per Core courses of Degree Conferred Programs

Describe the extent to which students have achieved current student learning outcomes per course of instruction. Note: Only list the major courses of your program. Use as many tables that are courses in the major.

Ex.:

As the following tables show, students successfully achieved _____% of the student learning outcomes in the Core courses of the Bachelor of Science Degree in Education (BSED). Faculty created **action plans** for all student-learning outcomes and entered these in Campus Labs, the College's online assessment warehouse management system.

Student Learning Outcomes Analysis for Fall 2019-2020

Cite your degree program. Ex.: (Bachelor of Science in Education (BSED)

Here state the purpose of your program: Example

The Department of Teacher Education, in collaboration with programs in the College of Sciences and Technology and College of Liberal Arts and Social Sciences, prepares students to become eligible for Georgia certification through Bachelor of Science in Education (BSED) programs in the following areas: Middle Grades Education (4-8) with concentration areas in Mathematics, Science, English/Language Arts, or Social Studies (students must select two); Secondary Education (6-12) in Biology Education and Mathematics Education; and P-12 Engineering Technology Education. The Department provides course-based field experiences that culminate in a full-year experience with a practicum at a school site followed by student teaching. Under the guidance of a cooperating teacher and university supervisor, students integrate theory with practice in a school setting relevant to the certification area. Graduates who meet the certification requirements of the Georgia Professional Standards Commission (GaPSC) are eligible to apply to the GaPSC to become Georgia certified teachers.

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Ex.: For every table cite the course acronym, number and title.

EDUC 1103 First Year Experience for Future Educators

Student Learning Outcomes:	Objective/Target	Results
1.		
2.		
3.		
Course Description:		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

Student Learning Outcomes:	Objective	Results
1.		
2.		
3.		

(n) Reporting Vehicle

Standard I: Indicators of Measures of Quality			
Student Input – Undergraduate Programs	AY 2016	AY 2017	AY 2018
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: Number of Students Reported (Total N):			
Freshman Index (as applicable)			
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.			
Student Output – Undergraduate Programs	AY 2016	AY 2017	AY 2018
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):			

Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s) (Total N):			

Student Input- Graduate Programs	AY 2016	AY 2017	AY 2018
Average Graduate and/or Undergraduate GPA admitted and enrolled. Also, indicate the number of students reported (Total N).			
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below. Also, indicate the number of students reporting scores for the test(s) (Total N):			

Student Output – Graduate Programs	AY 2016	AY 2017	AY 2018
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam: Also, indicate the number of students reporting scores for the test(s) (Total N):			
Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used:* Indicate the number of students reported (Total N).			
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)			

Standard II: Faculty	AY 2016	AY 2017	AY 2018
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year			
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.			
Undergraduate or Graduate programs: Number of peer-reviewed publications for the			

academic year.			
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.			

External Quality Assurance (e.g. professional accreditation surveys; market rankings)
Please define what Indicators are used and how they are interpreted.

Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand
Narrative Section: Describe additional details as deemed appropriate (*the box is expandable***).**

Standard III: Indicators of Measures of Viability			
Internal Demand for the Program	AY 2016	AY 2017	AY 2018
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)			
Number of students who are admitted to the program - -- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)			
Number of students in the degree program --- Institution determines the milestone for reporting purposes			
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)			
Number of Faculty (tenured/track and non- tenured) supporting the degree program within the department			
Number of Faculty (tenured/track and non- tenured) supporting the degree program outside the department			
Number of Full-Time faculty teaching in the program			

Standard IV: Indicators of Measures of Productivity			
Time to Degree	AY 2016	AY 2017	AY 2018
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)			
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)			
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.			
Graduate student time to degree (average, in years) graduating in the academic year.			
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.			
Graduation - Only provide data for the level of program being reviewed.	AY 2016	AY 2017	AY 2018
Number of degrees awarded in the program for the academic year.			

(o). Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program.

Your comments should consider external factors such as the following:

1. Are your students getting jobs?

2. What is the job outlook for graduates?

3. Are students prepared for the jobs they get?

4. How is the field changing?

5. Are the program faculty members in touch with employers and getting feedback on our students' performance?

6. Do employers see a need for changes in the program?

III. Use of assessment results for program improvement

Question:

What improvements have occurred since the last program review or assessment?

Program Response:

IV. Review of curriculum

Question:

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

Program Response:

V. Program Strengths and weaknesses

Program Strengths:

Program Weaknesses and Concerns:

VI. Recommendations for follow-up and/or action plan for 2019-2020

Program Follow-up/Action Plan:

Specific action(s):

Expected Outcomes:

Time of Completion:

Responsible Personnel:

Resource needed:

Prepared by:_____

Date:_____

Comprehensive Program Review Dean's Report

Academic Program Name:

College or School:

Department:

Date of Last Internal Review:

Outcome of Previous Program Review (brief narrative statement, if applicable):

Current Date:

Executive Summary: *Provide a summary related to the program productivity, viability, and quality. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

Categorical Summation

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

☐ Program MEETS Institution's Criteria

    ☐ Program is critical to the institutional mission and will be retained.

    ☐ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

☐ Program DOES NOT MEET Institution's Criteria

    ☐ Program will be placed on a monitoring status.

    ☐ Program will undergo substantive curricular revisions.

    ☐ Program will be deactivated.

    ☐ Program will be voluntarily terminated.

    ☐ Other (identify/add text):

Academic Dean Signature:

Date:

Comprehensive Program Review Provost's Report

Institution: Savannah State University

Academic Program Name:

CIP Code:

College or School:

Department:

Date of Last Internal Review:

Outcome of Previous Program Review (brief narrative statement):

Current Date:

Provost Response: *Provide a summary related to the program productivity, viability, and quality. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

Categorical Summation

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

☐ Program MEETS Institution's Criteria

> ☐ Program is critical to the institutional mission and will be retained.
>
> ☐ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

☐ Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in _____.

☐ Program DOES NOT MEET Institution's Criteria

> ☐ Program will be placed on a monitoring status.
>
> ☐ Program will undergo substantive curricular revisions.
>
> ☐ Program will be deactivated.
>
> ☐ Program will be voluntarily terminated.
>
> ☐ Other (identify/add text):

Provost or VPAA Signature:

Date:

References

Appendix A

1. Academic Degrees Earned Report

2. Report of Faculty Accomplishments

3. Report of Professional Development Activities

EXAMPLE ONLY: **Faculty Roster Form**
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Savannah State University

Name of Primary Department, Academic Program, or Discipline: Department of Sociology

Academic Term(s) Included: Fall and Spring of 2019-2020   **Date Form Completed: June 1, 2020**

1	2	3	4
NAME (F, P) **Note: List every faculty/instructor that taught a course in your major program for each semester as cited.**	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES&** **COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Ex.: Bernard F. Moses (F)	**Ex.:** **Fall 2019:** SOCI 3036 Social Stratification3 hrs , UT SOCI 4312Contemporary Theory3 hrs, UT SOCI 3401Research Methods3 hrs, UT SOCI 4901Senior Seminar3 hrs, UT **Fall Total Hours: 12** **Spring 2020:** SOCI 3101 The Family 3 hrs, UT SOCI 3122 Sociology of Poverty 3 hrs, UT SOCI 3201 Classical Theory 3 hrs, UT SOCI 3219 Social Deviance 3 hrs, UT **Spring Total Hours: 12**	**Ex.:** **Ph.D. Sociology** The Union Institute and University. Included the following coursework: DSRE 710 Theories of Sociology (3) DSRE 711 Research Methods (3) DSRE 712 Urban Sociology (3) DSRE 713 Social Problems (3) DSRE 714 Sociology of the Family (3) DSRE 715Sociology of Knowledge (3) **Total: 18 Graduate Semester Hrs**. **MA. Management** Webster University.	**Ex**.: **Published Author (2017):** UNCHAINED: The Purging of Black Students from Public Education **Educator:** Twenty (20) years of teaching in higher learning. **Administrator:** Eight (8) years of experience as Division Chair of Business and Professional Studies at Voorhees College. Sixteen (16) years of experience

		Included the following coursework: MNGT 5520 Developing and Managing Resources (3) MNGT 6000 Integrated Studies in Business and Management (Thesis Writing) (3) COUN 5020 Foundations of Counseling (3) Total: 9 Graduate Semester Hrs. **BA**. **Sociology**, Shaw University	as Coordinator of the Sociology Department at Voorhees College. **Law Enforcement:** Seven (7) years of experience as a City Police Officer. **Military Service:** Ten (10) years of service experience in the United States Marine Corps.
Next Faculty:			

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

An electronic version of this form and its instructions for completion are located under the Institutional Resources link on the SACS-COC website: http://www.sacscoc.org.