

COMPREHENSIVE PROGRAM REVIEW: AY 2021-2022

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Academic Program Name: AA Psychology

CIP Code: 42.0201

College or School and Department: School of Business, Liberal Arts, and Social Sciences/Department of Business, History, and Social Science

Date of Last Internal Review: N/A - This is the first review.

Outcomes of Previous Program Review (brief narrative statement): N/A – This is the first review.

Current Date Program Reviewed at the Institution for this report: N/A – This is the first review.

Executive Summary and Memo:

The Associate of Arts in Psychology is a good quality, viable and productive program. Both the average GPA and number of students in the program have increased along with an increase in the number of full-time faculty supporting the program. The faculty continue to improve the quality of their teaching while also contributing to the knowledge in their fields. The one concern is the decrease in faculty with the terminal degree in the field and the committee encourages the hiring of additional full-time faculty with the terminal degree.

Quality Summary:

Overall, the Assessment Committee finds that the Psychology program quality data indicate a promising increase in student quality with increases in average GPA for program majors and program graduates and a steady decrease in students requiring learning support. The increase in enrollment is also a positive sign of health for the program. A further good sign is the ratio of full-time faculty to part-time faculty in the program. The number of full-time supporting faculty has increased from 15 in AY2018 to 17 in AY2019 to 20 in AY2020. The decline of faculty with terminal degrees to those faculty without (61% in AY2018; 57% in AY2019; 51% in AY2020) may or may not be a concern so should be monitored.

Viability Summary:

Overall, the Assessment Committee finds that the program is viable. There have been increases in the number of majors (48%) and faculty productivity (4.8%). The only threat to program viability is the decreasing number of full-time psychology faculty members. The committee encourages the college to hire an additional full-time faculty member to teach psychology and related human services courses.

Productivity Summary:

The AA in Psychology program has been shown by the statistics provided that the program is productive. The growth rate and percentage increases reflect the overall trends at the college overall.

Mission Statement and Curriculum

Program Mission Statement

The mission statement for the Associate of Arts in Psychology is found at the following website:

<https://www.gordonstate.edu/academics/majors-and-programs/associate-of-arts/psychology/index.html> and states the following:

The Associates of Arts Degree at Gordon State College in Psychology provides students with the information needed to understand psychological principles and concepts and how to scientifically approach the study of the mind and behavior. This degree program prepares students to succeed in the Bachelor of Science in Human Services at Gordon State College or any other program leading to a career in psychology.

Program Requirements (Data Source D and E)

Associate Degree program requirements for the Core Curriculum (Areas A-E) and also Area G are described on pages 104-115 of the Gordon State College Academic Catalog

<https://www.gordonstate.edu/documents/departments/academic-affairs/academic-affairs/2021-22-catalog-final-6-22-21.pdf>

Area A Essential Skills

Area A(1) Required Courses:

6 hours

ENGL 1101 (3-0-3)

ENGL 1102 (3-0-3)

Area A(2) Choose **one** of the following courses:

3-4 hours

MATH 1001 (3-0-3)

MATH 1401 (3-0-3)

MATH 1111 (3-0-3)

MATH 1501 (4-0-4)

MATH 1113 (4-0-4)

Hours Applied to Area A - 9 Hours⁴

Notes: Any one of the courses, MATH 1001, MATH 111, MATH 113, or 1501, will satisfy the Area A(2) mathematics requirement with the following exceptions:

- Students who are science majors must take MATH 1113 or MATH 1501 in Area A(2).
- Students who are middle grades education majors with a focus in mathematics must take MATH 1113 or MATH 1501 in Area A(2).

⁴ A course taken to satisfy Area A requirements cannot also be used to satisfy a course requirement in another Area.

Area B Institutional Options (Critical Thinking)

FIRE 1000 Freshman Introduction to Reasoning Essentials 2-0-2

and choose one of the following:

COLQ 2991	Colloquium in the Humanities	2-0-2
COLQ 2992	Natural Sciences/Mathematics Colloquium	2-0-2
COLQ 2993	Social Sciences Colloquium	2-0-2
COLQ 2994H	Honors Colloquium	2-0-2

Hours Applied to Area B - 4 Hours

Area C Humanities/Fine Arts

Choose one of the following courses: 3 hours

ARTS 1100 (3-0-3)	COMM 1500 (3-0-3)	SPAN 1001 (3-0-3)
ARTS 1101 ¹ (3-0-3)	FREN 1001 (3-0-3)	SPAN 1002 (3-0-3)
ARTS 1102 ¹ (3-0-3)	FREN 1002 (3-0-3)	SPAN 1060 (6-0-6)
COMM 1100 (3-0-3)	HUMN 1500 ¹ (3-0-3)	THEA 1000 (3-0-3)
COMM 1110 (3-0-3)	MUSC 1100 (3-0-3)	THEA 1100 ¹ (3-0-3)

Choose one of the following courses: 3 hours

ENGL 2111 ¹ (3-0-3)	ENGL 2132 (3-0-3)
ENGL 2112 ¹ (3-0-3)	ENGL 2141 (3-0-3)
ENGL 2121 (3-0-3)	ENGL 2142 (3-0-3)
ENGL 2122 (3-0-3)	PHIL 2010 (3-0-3)
ENGL 2131 (3-0-3)	PHIL 2020 (3-0-3)

Hours Applied to Area C - 6 Hours

Notes: ¹ In general students cannot use a course taken to satisfy requirements in one area to satisfy a requirement in a second area.

Area D Science, Mathematics, and Technology - Non Science Majors

Choose one of the following courses: 4 hours

ASTR 1010K (3-2-4)	CHEM 1151K (3-2-4)	GEOL 1122K (3-2-4)
BIOL 1107K ² (3-2-4)	CHEM 1211K (3-3-4)	ISCI 1121K (3-3-4)
BIOL 1111K ² (3-2-4)	GEOL 1121K (3-2-4)	PHYS 1111K (3-3-4)

Choose one of the following courses:

4 hours

ASTR 1010K (3-2-4)	BIOL 1112K ³ (3-2-4)	GEOL 1121K (3-2-4)
ASTR 1020K (3-2-4)	CHEM 1151K (3-2-4)	GEOL 1122K (3-2-4)
BIOL 1107K ² (3-2-4)	CHEM 1152K (3-2-4)	ISCI 1121K (3-3-4)
BIOL 1108K ³ (3-2-4)	CHEM 1211K (3-3-4)	PHYS 1111K (3-3-4)
BIOL 1111K ² (3-2-4)	CHEM 1212K (3-3-4)	PHYS 1112K (3-3-4)

Choose one of the following courses:

3-4 hours

ASTR 1010K (3-2-4)	BIOL 1108K ³ (3-2-4)	CHEM 1211K (3-3-4)	GEOL 1121K (3-2-4)	MATH 1501 (4-0-4)
ASTR 1020K (3-2-4)	BIOL 1111K ² (3-2-4)	CHEM 1212K (3-3-4)	GEOL 1122K (3-2-4)	MATH 1502 (4-0-4)
BIOL 1011 (3-0-3)	BIOL 1112K ³ (3-2-4)	CHEM 2200 (3-0-3)	ISCI 1121K (3-3-4)	PHSC 1011 (3-0-3)
BIOL 1050 (3-0-3)	CHEM 1151K (3-2-4)	CSCI 1101 (3-0-3)	MATH 1113 (4-0-4)	PHYS 1111K (3-3-4)
BIOL 1107K ² (3-2-4)	CHEM 1152K (3-2-4)	CSCI 2102 (3-0-3)	MATH 1401 (3-0-3)	PHYS 1112K (3-3-4)

Hours Applied to Area D for Non-Science Majors - 11 Hours¹

Notes:

¹If students accumulate more than 11 semester hours taking courses that satisfy Area D requirements, they can use one of more excess semester hour in Area F.

²If a student takes both BIOL 111K and BIOL 1107K, only one of these will count toward the Area D science requirement.

³If a student takes both BIOL 1112K and BIOL 1108K, only one of these will count toward the Area D science requirement.

Area E Social Sciences

Choose **one** of the following courses:

3 hour

HIST 1121 ² (3-0-3)	HIST 1122 ² (3-0-3)
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Choose **one** of the following courses:

3 hours

HIST 2111 ^{1,2} (3-0-3)	HIST 2111 ^{1,2} (3-0-3)
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Choose **two** of the following courses:

6 hours

ANTH 1102 (3-0-3)	HIST 2111 (3-0-3)	POLS 2401 ² (3-0-3)
ECON 2105 ² (3-0-3)	HIST 2112 (3-0-3)	PSYC 1101 (3-0-3)
ECON 2106 (3-0-3)	POLS 1101 (3-0-3)	SOCI 1101 (3-0-3)
HIST 1121 ² (3-0-3)	POLS 2201 (3-0-3)	
HIST 1122 ² (3-0-3)	POLS 2301 ² (3-0-3)	

Hours Applied to Area E - 12 Hours

Note:

¹ Constitution and History requirement

² In general, students cannot use a course taken to satisfy requirements in one area to satisfy a requirement in a second area.

Area G Institutional Requirements Outside the Core

In addition to Areas A-F, any student completing at least one semester of **full-time** enrollment must complete three credit hours from Group I. Students who complete four or more semesters of **full-time** enrollment must also complete one hour from Group II.

Group I: Choose **one** of the following lecture courses: 3 hour

PHED 1001 (3-0-3)
PHED 1010 (2-1-3)

Group II: Choose from the following:

0-1 hours

Any PHED class except PHED 1001, PHED 1010, AND PHED 1040.

Requirement - 0-4 hours

A course may not be used to satisfy requirements in more than one Area.

Area F Courses Related to the Program of Study

The Area F requirements for an Associate of Arts in Psychology at Gordon State are described on the next page:

<https://www.gordonstate.edu/academics/majors-and-programs/associate-of-arts/psychology/index.html>

REQUIRED COURSES – 12 HOURS

PSYC 1101 (3-0-3)*
PSYC 2101 (3-0-3)
PSYC 2103 (3-0-3)
PSYC 2570 (3-0-3)

CHOOSE ONE OF THE FOLLOWING COURSES – 6 HOURS

ANTH 1102 (3-0-3)	MATH 1401 (3-0-3)
BIOL 1107 or BIOL 1111 (3-2-4)	PHIL 2010 (3-0-3)
BIOL 1108 or BIOL 1112 (3-2-4)	SOCI 1101 (3-0-3)
BIOL 2210 (3-3-4)	SOCI 1160 (3-0-3)
BUSA 2101 (3-0-3)	SOCI 2293 (3-0-3)
HUSV 2101 (3-0-3)	Any foreign language course(s)**

*PSYC 1101 must be used to satisfy Area F requirements.

**Students with credit for SPAN 1001 and/or SPAN 1002 cannot receive credit for SPAN 1060. Students with credit for SPAN 1060 cannot receive credit for SPAN 1001 and/or SPAN 1002.

HOURS APPLIED TO AREA F – 18 HOURS

Board of Regents' Guidelines for Program (Data Source F)

Program requirements for an associate's degree in psychology may be found at the following websites. The first is the BOR's information about different degrees, including associate's and the second is the BOR's information about the general education requirements.

https://www.usg.edu/policymanual/section3/C343/#p3.8.2_associate_degrees

3.8.2 Associate Degrees - 3.8.2.1 Transfer Degrees

Associate of Arts (A.A.) and Associate of Science (A.S.) degrees are primarily intended to be transfer degrees leading to the baccalaureate degree, although some provide students with a recognized two-year degree credential and employment opportunities upon graduation. All A.A. and A.S. degrees shall consist of 60 semester credit hours; 42 hours of the required core curriculum coursework as outlined in Board Policy, 18 hours of lower division requirements related to a bachelor's degree field of study (Area F), and do not include institutional requirements in physical education, activity, basic health, or orientation. Associate degrees beyond 60 credit hours require the approval of the USG chief academic officer.

Associate degrees with a major field of study are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Distinct transfer associate-level degree programs of study must have appropriate student learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution.

https://www.usg.edu/curriculum/general_education

General Education -The General Education Curriculum

The General Education Curriculum provides foundational knowledge in academic disciplines, exposing students to diverse learning perspectives and ways of knowing in Mathematics, Science, Social Sciences, and Arts and Humanities. Courses in the General Education Curriculum are required of all students and are (mostly) not dependent on students' majors.

The current General Education Curriculum contains 42 hours of coursework arranged in five Areas (Core Curriculum, Areas A – E), and 18 hours in students' field of study (Area F) for a total of 60 credit hours.

The overall design of the General Education Curriculum is the same at all University System of Georgia (USG) institutions, although the courses offered in each area may vary. Courses taken to fulfill USG General Education requirements transfer from one institution to another, even if the courses are not the same. This means that a course that counts for 3 credits in Area C at one institution counts for 3 credits in Area C at any other USG institution. (See also [Transfer Hub](#).)

Board of Regents policies and guidelines published in the Academic and Student Affairs Handbook ensure that the common structure of the General Education Curriculum is maintained at all USG institutions. In addition, all new courses proposed for inclusion in the Core Curriculum Areas A - E at any USG institution and any changes to Learning Outcomes for the core areas must be approved by the Council on General Education.

3.3 Curriculum - 3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts, and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours

Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015; March 2016)

Area F requirements for an associate of arts in psychology: <https://www.usg.edu/curriculum/assets/curriculum/documents/Psychology.pdf>

Area F in Psychology consists of 18 hours in lower-division (1000- and 2000-level) courses related to the program study and/or prerequisite to higher level courses required in the major:

Area F Guidelines: Psychology - Courses	Semester Hours
REQUIRED: Introduction to General Psychology (PSYC 1101)	3
Up to nine (9) hours of psychology courses at the 1000-2000 level	0-9
From 6-15 hours of Guided Electives (non-psychology courses) to be determined by the institution. Courses in the following areas are encouraged: foreign language, sociology, anthropology, philosophy, statistics, biological science.	6-15
Total	18

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2018 - 2019	2019 - 2020	2020 - 2021
AA-Psychology	ANTH 1102	3	2	2
	BIOL 1107K	8	10	9
	BIOL 1108K	4	5	4
	BIOL 1111	1		
	BIOL 2210K	11	11	11
	BUSA 2101	7	5	6
	HUSV 2101	5	5	4
	MATH 1401		13	14
	PHIL 2010	4	5	5
	PSYC 1101	29	26	24
	PSYC 2101	2	2	2
	PSYC 2103	14	12	11
	PSYC 2570	1	3	3
	SOCI 1101	21	17	11
	SOCI 1160	4	3	3
	SOCI 2293	1	1	1

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2018 - 2019				2019 - 2020				2020 - 2021			
	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..
AA-Psychology	64	7	27	13	70	7	30	13	28	2	69	10

Number of Day, Evening, and Online sections offered

Day Classes - Non Online classes with meeting start times prior to 6pm

Evening Classes - Non Online classes with meeting time on or after 6pm

Fully Online Classes - Online classes with instructional method of Fully or Entirely Online

Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2018 - 2019					2019 - 2020					2020 - 2021			
	Barnesville/ Main Campus	Gordon State at FVSU	Gordon State at McDonough	Griffin Region CCA	Online Class	Barnesville/ Main Campus	Gatewood Schools	Gordon State at FVSU	Gordon State at McDonough	Online Class	Barnesville/ Main Campus	Gordon State at McDonough	Online Class	St. George's Episcopal School
AA-Psychology	61	3	5	2	39	65	2	3	7	43	26	3	79	1

Campus/Location of offerings by campus. Online classes include e-Core.

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2018 - 2019		2019 - 2020		2020 - 2021	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
AA-Psychology	ANTH 1102	27	33	37	37	35	35
	BIOL 1107K	25	30	22	28	25	31
	BIOL 1108K	20	30	19	26	28	30
	BIOL 1111	22	30				
	BIOL 2210K	26	30	27	30	29	32
	BUSA 2101	27	31	30	35	30	33
	HUSV 2101	29	34	32	35	24	36
	MATH 1401			23	30	24	25
	PHIL 2010	30	34	25	29	26	30
	PSYC 1101	28	27	30	27	30	33
	PSYC 2101	30	33	36	35	36	35
	PSYC 2103	28	31	31	35	30	33
	PSYC 2570	17	30	25	32	29	35
	SOCI 1101	23	31	27	34	31	32
	SOCI 1160	22	33	31	35	34	37
	SOCI 2293	24	30	20	35	34	35

Mean class size for section enrollments

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2018 - 2019		2019 - 2020		2020 - 2021	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
AA-Psychology	ANTH 1102	82	100	73	73	69	70
	BIOL 1107K	201	240	217	276	223	280
	BIOL 1108K	80	120	77	104	111	118
	BIOL 1111	22	30				
	BIOL 2210K	290	330	302	330	324	348
	BUSA 2101	192	220	151	175	181	195
	HUSV 2101	147	170	159	175	95	142
	MATH 1401			300	390	329	353
	PHIL 2010	120	136	123	145	132	150
	PSYC 1101	872	840	841	749	770	860
	PSYC 2101	59	65	72	70	71	70
	PSYC 2103	452	500	437	483	393	429
	PSYC 2570	17	30	74	95	87	104
	SOCI 1101	474	645	467	571	336	357
	SOCI 1160	89	130	93	105	103	110
	SOCI 2293	24	30	20	35	34	35

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The mission statement is readily available on the Gordon State College website.

Using the data supplied in the table Offerings by Course (Data Source A), the availability of required courses meets the demand of the program and the campus.

The number of courses offered during this time period remained steady with only a slight decrease from 115 total sections in 2018-2019 to 110 total sections in 2020-2021. From 2018-2019 through 2020-2021 there were 16 courses offered and almost half (7 courses) saw their number of sections either go up in number or remain the same.

The availability of classes meets both the demands of the program and the campus. The total number of classes (day classes, evening classes, fully online, and hybrid/partially online) increased from 111 in 2018-2019 to 120 in 2019-2020. The number decreased by 11 from 120 in 2019-2020 to 109 in 2020-2021. This decrease was minimal considering that all classes became fully online due to the COVID-19 pandemic.

The AA degree in Psychology meets the program's mission statement, BOR guidelines, and curriculum expectations. The program is requiring courses that are required or suggested by the BOR. In addition, courses needed to fulfill the requirements are taught in a wide variety of locations and with a wide range of delivery options (traditional classes/online/hybrid). All the program requirements are readily available in the college catalog as well as on the department's website. The number of courses offered during this time remained steady with only a slight decrease from 115 total sections in 2018-2019 to 110 total sections in 2020-2021. This decrease was minimal considering that all classes became fully online due to the COVID-19 pandemic. From 2018-2019 through 2020-2021 there were 16 courses offered and almost half (7 courses) saw their number of sections either go up in number or remain the same. The availability of classes meets both the demands of the program and the campus. Moving forward, the department should continue to monitor the course rotation and needs of students regarding the scheduling of required courses.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2018 - 2019			2019 - 2020			2020 - 2021		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
AA-Psychology	3,019	123	4.1%	2,573	172	6.7%	2,485	182	7.3%

Program Level - Associates

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2018 - 2019			2019 - 2020			2020 - 2021		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
AA-Psychology	123	17.3	855.5	172	17.6	878.0	182	17.1	873.6

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
AA-Psychology	123	3.047	172	3.014	182	3.020

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
AA-Psychology	123	2,343	172	2,311	182	2,328

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2018 - 2019			2019 - 2020			2020 - 2021		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
AA-Psychology	34	99	123	44	140	172	31	154	182

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
AA-Psychology	5	3.083	30	3.256	41	3.393

GPA in program required courses for students in program at midterm census that graduated from program at end of term.

Average Major GPA

Student Outputs - Average Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
AA-Psychology	105	3.044	153	3.080	153	3.203

GPA in program required courses only. Major GPA Student Count may be smaller that total program count since only students enrolled in a course listed in the program curriculum are included.

Employment Rates

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Entry into Graduate Programs

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Student Satisfaction

Student Satisfaction Survey

All AA-PSYC students were invited to complete the Student Satisfaction Survey during the Spring semester of 2022. A copy of the Student Satisfaction Survey may be viewed in Appendix E. A table of survey results for AA-PSYC students may also be viewed in Appendix E following the survey.

Summary Results of Student Satisfaction Survey

Survey results suggest AA-PSYC students are very satisfied with their program. Students reported satisfaction with the availability of courses (75.0 percent) and were very satisfied with the day and time of class schedules (100 percent). Students described satisfaction with extra-curricular learning experiences (83.34 percent). The extracurricular experiences factor was also one of four that received "Strongly Disagree" responses, 16.67 percent for this variable. Other variables receiving the Strongly Disagree response included making an appointment with Advisor, ease in getting in touch with Advisor, and the Advisor takes a personal interest, each at 8.33 percent. While this percentage is quite low, it does prompt attention to variables about which students feel "strongly."

AA-PSYC students reported satisfaction with the quality of professors (100 percent) and professors' availability outside of class time (100 percent). However, students reported moderate dissatisfaction to minimum satisfaction (58.33 percent) with the courses as preparing them for work in a Bachelor program. These results suggest students are satisfied with the PSYC Faculty and their accessibility to the student yet not as satisfied with the content and/or rigor of courses to prepare the student for the next level of study.

The area of Advisement contained the highest percentages of "Strongly" satisfied responses from students, with 50 percent of respondents reporting "Strongly Agree" on these items: "My Advisor makes it easy to get in touch and set up an advisement appointment" and "My Advisor is knowledgeable about course requirements for my Major" and "my advisor takes a personal interest in me." All results suggest students as satisfied with the ease of getting in touch with their advisors and scheduling an advisement meeting (83.34 percent). Students described their Advisors as "knowledgeable about program requirements" (91.67 percent) and feel their Advisor "takes a personal interest" in them (75 percent). However, these three variables also received the responses with the lowest level of satisfaction (Strongly Disagree), suggesting some process improvements might be necessary for advising AS-PSYC students. As with other programs under review, many of the AA-PSYC students

are assigned out to Academic Advisors across many disciplines, including Natural Sciences, Performing arts, Education, History, etc. Reassigning AA-PSYC students to Psychology Faculty as Advisors will improve these student perceptions.

AA-PSYC students overwhelmingly reported taking the initiative to make appointments with their Advisors (91.67 percent).

Of concern is the low percentage of students reporting participation in educational events outside of class (58.33 percent). Likewise, only 41.6 percent of AA-PSYC students reported attending cultural or social events on campus. While this may be tied to the pandemic and fears of public gatherings, the percentage of AA-PSYC students participating in educational and cultural events on campus is lower than the reported participation of other program students.

One hundred percent of AA-PSYC students reported "overall" satisfaction with the program. Students communicated positive overall satisfaction with their experience at Gordon State College (66.67 percent). Satisfaction with Gordon State also received the largest percentage of "Strongly Agree" responses (67.67 percent).

Respondents reported dissatisfaction with numerous variables: (1) availability of courses (25 percent), (2) extracurricular learning experiences (16.67 percent), (3) classes prepare me for the Bachelor program (8.33 percent), (4) Advisor makes it easy to contact and schedule appointment (16.67 percent); (5) advisors showing personal interest in the student (25 percent), and (6) advisor's knowledge about course requirements (8.33 percent).

Generally, AA-PSYC students reported satisfaction with variables identified as constructing a strong program: Course availability and schedules, discipline professors, extracurricular learning experiences, advisement, and overall program satisfaction. To improve student satisfaction with advisement, it is recommended that AA-PSYC students be reassigned to Psychology Faculty for advisement.

Further, it is recommended that PSYC faculty administer this Student Satisfaction Survey again in Fall 2022 with greater emphasis from Faculty and staff to students for participation. This is to improve the response rate and to identify recurring strengths and opportunities for improvement in the program.

Finally, it is noted that the pandemic altered students' social and educational interests. Therefore, it is recommended AA-PSYC Faculty discuss extracurricular ways to discover "educational events outside of class" of interest to current students and work together to plan and promote these and other on-campus cultural/social events, especially during the upcoming semester.

Faculty Outputs (Data Source A, B, and C)

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program Title	Department	2018 - 2019			2019 - 2020			2020 - 2021		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
AA-Psychology	--Business and Social Sciences	2	4	6	2	2	4			
	Bus, Hist & Social Sciences	5	10	15	5	13	18	6	11	17
	Humanities & Fine & Performing	2		2	1		1	1		1
	Innovative Ed. & Strategic In.		1	1					1	1
	Math, Comp Sci & Engineering				3	3	6	4	3	7
	Natural Sciences	6	1	7	6	2	8	9		9
Overall Program		15	16	31	17	20	37	20	15	35

Faculty supporting program through assignment to required courses.

Number of Terminally Degreed Faculty and Number of Non-Terminally Degreed Faculty

Faculty Outputs - Number of Faculty by Highest Degree

Program Title	Department	2018 - 2019				2019 - 2020				2020 - 2021				
		Null	Master's Degree	Doctorate Degree (Academic)	Total	Education Specialist	Master's Degree	Doctorate Degree (Academic)	Total	Not Indicated	Education Specialist	Master's Degree	Doctorate Degree (Academic)	Total
AA-Psychology	--Business and Social Sci..	1	1	4	6			4	4					
	Bus, Hist & Social Scienc..		9	6	15		11	7	18	2		9	6	17
	Humanities & Fine & Perf..		1	1	2		1		1			1		1
	Innovative Ed. & Strategi..			1	1								1	1
	Math, Comp Sci & Engin..					1	2	3	6		1	3	3	7
	Natural Sciences			7	7		1	7	8			1	8	9
Overall Program		1	11	19	31	1	15	21	37	2	1	14	18	35

Faculty Highest Degree Detail

Program ..	Highest Degr Desc	Lfm Name	2018 - 2019	2019 - 2020	2020 - 2021
AA-PSYC	Null	Troutman, Cheri B.	1		
	Not Indicated	Haralson, Dacia			1
		Hardman, Heather			1
	Education Specialist	Cook, Suzanne C		1	1
	Master's Degree	Carroll, Candace L			1
Corbett, Tonya J		1	1	1	
	DeLoach, Joseph B.		1		
	Hayden, Diane B		1		
	Hewitt, John W			1	
	Howard, Anissa K.	1			
	Johnson, Bethany J	1	1	1	
	Kwaky, Joris		1	1	
	Lill, Michael A	1	1	1	
	Madoni, Erica C		1	1	
	Marchman, Derek L	1	1	1	
	McGroarty, Kelly M	1	1		
	Porter, Jennifer L	1	1	1	
	Riley, Septima		1		
	Thrasher-Sneathen, Jenn..	1	1	1	
	Traylor, Ryrann R.			1	
	van Hartesveldt, Mary Ann	1	1		
	Vick, Timothy P	1	1	1	
	Walker, Trisha J			1	
	Wolf, Beverly A	1	1	1	
Doctorate Degree (Academic)	Adams, Patsy D.	1	1		
	Anderson, Bernard A			1	
	Awbrey, James L	1	1	1	
	Battle, Kiana L	1	1		
	Brinkman, Mark A	1	1	1	
	Calhoun, Ric L	1		1	
	Duffus, Amanda L. J.			1	
	Flatt, Christy H	1	1	1	
	Fuller, Allen G		1		
	George, John C		1	1	
	Hartman, Gregory D	1	1		
	Hawley, Melinda D		1	1	
	Hayden, Robert A	1	1		
	Hyde, Linda L.	1	1	1	
	Jones, Inez S.	1	1	1	
	Lee, Cathy	1	1	1	
	Mayo, Joseph A	1	1	1	
	McKinney, Jane-Marie	1	1	1	
	Newton, Cori N.			1	
	Nyame, Kiah E.	1	1		
	Perkowski, Caesar	1			
	Rumfelt, Lynn L			1	
	Sanders, Anne	1	1	1	
	Smith, Kalisha H	1	1		
	Terry, Pamela M	1	1		
	Traylor, Jessica S	1	1	1	
	Zabdawi, Marwan		1		

Table provided as reference to update Terminal Degree status of individual faculty. Once updated, this table should be removed from CPR document.

Amount of Sponsored Research Funding

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Amount of Other External Funds

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Number of Peer-Reviewed Publications

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Number of Faculty Research Fellowships

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Number of Academic Conference Presentations

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Faculty Name	Manuscripts Completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews
Awbrey, James	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Corbett, Tonya	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Flatt, Christy	0	0	0	8	0	30	0
Haralson, Dacia	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hardman, Heather	0	0	0	0	0	1	0
Hawley, Melinda	0	0	0	0	0	25	0
Johnson, Bethany	0	0	0	0	0	0	0
Lill, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Madoni, Erica	0	0	0	0	0	19	0
Marchman, Derek	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mayo, Joseph	4	0	5	0	0	4	0
McKinney, Jane-Marie	N/A	N/A	N/A	N/A	N/A	8	7
Porter, Jennifer	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Traylor, Jessica	1	0	0	20	4	44	4
Traylor, Ryran	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vick, Tim	0	0	0	0	0	0	0
Wolf, Beverly	0	0	0	0	0	1	0

Program Quality Narrative:

The percentage of students enrolled in the Psychology Associate of Arts program increased from 4.1% in AY2018 to 7.3% in AY2020. The average SAT score of incoming students increased from 855.5 in AY2018 to 873.6 in AY2020. The average ACT scores were relatively stable from 17.3 in AY2018 to 17.1 in AY2020 with a slight increase between the two academic years. The Freshmen Index was well above GSC's required index of 1830 with indexes of 2,343, 2,311 and 2,328 for the relative Academic Years of 2018, 2019, and 2020. Students requiring learning support steadily declined from 27.6% in AY2018 to 25.6% in AY2019 to 17% in AY2020.

It should be noted that learning support requirements were adjusted for AY2020 due to the suspension of the SAT/ACT score requirements. With this change, it is difficult to determine true trends in the quality of students entering the program. Except for the decrease in the number of students requiring learning support, the quality of students remained consistent.

Student output data consists of the average GPA for program majors and program graduates. The average GPA for students in the Psychology program has increased each year (3.044 in AY2018; 3.080 in AY2019; 3.203 in AY2020) resulting in a 5% increase from AY2018 to AY2020. The average GPA for graduates of the Psychology program has increased each year (3.083 in AY2018; 3.256 in AY2019; 3.393 in AY2020) resulting in a 10% increase from AY2018 to AY2020.

There were 31 supporting faculty in AY2018, 37 in AY2019, and 35 in AY2020. The percentage of terminal degreed to non-terminally degreed faculty decreased from 61% in AY2018 to 57% in AY2019 to 51% in AY2020. The total number of supporting faculty increased from 31 in AY2018 to 37 in AY2019 to 35 in AY2020. The faculty members who teach these courses have collectively submitted 5 manuscripts, published 5 papers, presented 28 papers, reviewed 15 books or chapters, and attended 132 professional development opportunities. The faculty are continuing to improve instructional quality through ongoing learning. They are also contributing to the collective knowledge in their respective fields of expertise.

The quality of students entering the program appears to have remained stable; however the data are inconclusive due to the pandemic-related changes in entry requirements. Student outputs indicate an increase in GPA for program majors and graduates. The number of full-time faculty was 15 in AY2018, 17 in AY2019, and 20 in AY2020. The percentage of full-time faculty to the total number of faculty was 48% in AY2018, 46% in AY2019, and 57% in AY2020.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Majr	Overall hours	2018 - 2019	2019 - 2020	2020 - 2021
AA-Psychology	0 Hours	43	65	52
	1-30 Hours	48	54	48
	31-60 Hours	19	26	38
	61-90 Hours	13	25	36
	91-120 Hours		2	6
	121 or More Hours			2

Cumulative overall hours earned (including Transfer credit) at the beginning of the term the student declared the major.

NOTE: This table includes all students for AY and not just those declaring major during that AY. There can be duplication across AYs.

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2018 - 2019	2019 - 2020	2020 - 2021
AA-Psychology	9,956	10,814	10,432

Standard Faculty Workload for Degree Program

Program Title	2018-2019	2019-2020	2020-2021
AA in Psychology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Number of Faculty Supporting the Degree Program (within and outside the academic unit)

Number of Faculty Supporting Program Within/Outside Department

Department Group	Program Title ..	2018 - 2019	2019 - 2020	2020 - 2021
within Program	AA-Psychology	21	22	17
	Total	21	22	17
outside of Program	AA-Psychology	10	15	18
	Total	10	15	18

Percentage of Classes Taught by Full-time and Part-time Faculty

Percentage of Classes Taught by Full-time and Part-time Faculty

	2018 - 2019					2019 - 2020					2020 - 2021							
	Full-time		Part-time		Total		Full-time		Part-time		Total		Full-time		Part-time		Total	
Program Title	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AA-Psychology	65	61.3%	43	40.6%	106	100.0%	75	63.0%	45	37.8%	119	100.0%	71	65.7%	38	35.2%	108	100.0%

Number and Percentage of classes taught by Full-time and Part-time Faculty.

Administrative faculty such as Department Heads and Deans are included in the Part-time measures.

NOTE: If "team teaching" is utilized, Full-time Count plus Part-time Count will be greater than Total Count and Full-time% plus Part-time% will be greater than 100%.

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title	Majr Department	Advisor	2018 - 2019		2019 - 2020		2020 - 2021	
			Students in Program	%	Students in Program	%	Students in Program	%
AA-Psychology	Null	Null	1	0.8%	1	0.6%		
		Jacobs, Cynthia			14	8.1%	15	8.2%
		Mathis, Justin			12	7.0%		
	--Business and Social Sciences	Howard, Anissa K			1	0.6%		
		Smith, Kalisha H	27	22.0%	21	12.2%		
		Terry, Pamela M	16	13.0%	5	2.9%		
	--Undeclared Department Bus, Hist & Social Sciences	Ellington, Sarah M	13	10.6%				
		Aiello, Thomas A					2	1.1%
		Awbrey, James L	7	5.7%	16	9.3%	11	6.0%
		Beck, Kris A			14	8.1%	7	3.8%
		Carper, William B	1	0.8%				
		Flatt, Christy H	3	2.4%	8	4.7%	16	8.8%
		Johnson, Brenda E	1	0.8%			1	0.5%
		Mayo, Joseph A	19	15.4%	18	10.5%	22	12.1%
		McKinney, Jane-Marie	5	4.1%	5	2.9%	3	1.6%
		Mittelman, Rachel J					5	2.7%
		Richards, Jeremy M			3	1.7%	2	1.1%
		Rogers, Jeffery J			7	4.1%	6	3.3%
		Shubitz, Scott M			3	1.7%	4	2.2%
		Traylor, Jessica S	2	1.6%	15	8.7%	29	15.9%
		Traylor, Rryan R			1	0.6%		
		Webb, Brian M					7	3.8%
		Williamson, J. Franklin	1	0.8%	7	4.1%	2	1.1%
	Education	Bell, Pamela T			1	0.6%		
		Capers, Bruce					1	0.5%
		Mahan, Michael P					1	0.5%
		Robison, Matthew			6	3.5%	2	1.1%
		Schaffer, Autumn			2	1.2%	1	0.5%
	Humanities & Fine & Performing	Horn, Jason G			1	0.6%	1	0.5%
		McCarthy, Erik S	1	0.8%				
		McLeod, Cortney M			1	0.6%		
		Perkowski, Caesar			1	0.6%		
		Raynie, Stephen A	6	4.9%	5	2.9%		
		Sanders-Senu, LaRonda M			2	1.2%		
		Venus, Wesley C			1	0.6%		
		Whitelock, Edward J					1	0.5%
	Math, Comp Sci & Engineering	Anderson, Bernard A	1	0.8%	1	0.6%	1	0.5%
		Betanga, Solomon A	1	0.8%	1	0.6%		
		Fuller, Allen G	1	0.8%				
	Natural Sciences	Duffus, Amanda L					1	0.5%
		Hartman, Gregory D			1	0.6%		
		Hyde, Linda L					1	0.5%
		Newton, Cori N					1	0.5%
		Osborne, Andrew S					1	0.5%
		Sanders, Anne			1	0.6%		
	Nursing	Bishop, Samantha H	3	2.4%	2	1.2%	4	2.2%
		Brooker, Heather E			1	0.6%	2	1.1%
		Chang, Winsome R	1	0.8%	2	1.2%	2	1.1%
		Gordon, Melissa G					1	0.5%
		Harrison, Melissa A					1	0.5%
		Jackson, Annette J					1	0.5%
		Key, Jacquelyn A			1	0.6%		
		Martin, Wendy L					4	2.2%
		Mertz, Melanie L					2	1.1%
		Murray-Nobles, JoAnne			1	0.6%	2	1.1%
		Nwabuebo, Elizabeth			1	0.6%	3	1.6%
		Skinner, Christy B			1	0.6%	2	1.1%
		Williams, Mary B	1	0.8%			1	0.5%
	School Bus, Lib Arts & Soc. Student Success Center	Kicklighter, Barry L					1	0.5%
		Calhoun, Valerie J	2	1.6%	10	5.8%	13	7.1%
		Dennis, Sanford D			5	2.9%	4	2.2%
		Stuckey, Wanda M	6	4.9%	5	2.9%	8	4.4%
		Sylvestre, Katherine E	11	8.9%	10	5.8%	7	3.8%
		Woodruff, James P	9	7.3%	9	5.2%	2	1.1%
Grand Total			123	100.0%	172	100.0%	182	100.0%

Program Viability Narrative

The data indicate that the majority of students pursuing an Associate's degree in Psychology have tended to declare their majors in their freshman year (AY2018 74%; AY2019 69.2%; AY2020 54.9%); however, this trend is changing with more students declaring the Psychology major in their sophomore and junior years. This indicates that most students who major in Psychology continue to make that decision prior to enrolling in college or during their first two semesters. The shift toward more majors in the second and third year can be a result of working with students in the nursing-transfer pathway program to earn an Associate's in Psychology while they wait for admission to the Nursing program. The number of Psychology majors has increased by 48% from AY2018 (123) to AY2020 (182). There was a decrease in AY2020 with entering freshman Psychology majors but an increase in total Psychology majors. The Psychology program continues to grow while Gordon State College has seen an overall decrease in enrollment.

The faculty workload showed an 8.6% increase in credit hours taught in the program from AY2018 (9,956) to AY2019 (10,814); there was a 3.5% decrease from AY2019 to AY2020 (10,432). Overall, this resulted in a 4.8% increase in credit hours taught in the program from AY2018 to AY2020. The number of faculty supporting the program increased from 31 in AY2018 to 37 in AY2019, decreasing to 35 in AY2020. The number of credit hours per supporting faculty member decreased 7.2% from AY2018 (321) to AY2020 (298).

The percentage of full-time faculty members teaching in the Psychology program increased each year over the past three years (AY2018 61.3%; AY2019 63%; AY2020 65.7%). Even with perceived increases in the percentage of full-time faculty teaching in the psychology program, it should be noted that the number of faculty in the department has steadily decreased without faculty being replaced.

Overall, there has been a 48% increase in the number of Psychology majors and a 4.8% increase in the number of credit hours taught between AY2018 and AY2020. The data regarding faculty supporting the program appears to include all faculty teaching general education courses. While that is useful for this Associate's degree assessment, the fact remains that the department is short-staffed with only two full-time psychology faculty, down from five full-time psychology faculty three years ago. This decrease in the number of full-time faculty members aligns with this college-wide reduction in the teaching corp. The program is viable, but the college will need to recruit and retain full-time faculty members to teach and advise students in this growing Psychology program.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Overall Time to Degree

	2019		2020		2021	
Program Title MAJR	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
AA-Psychology	7	2.4	33	2.7	43	3.9

Time to Degree based on first-term of enrollment at GSC.

Associate Level Graduation Numbers (for Review of Associate Level Programs)

First-time Freshmen/Transfer Time to Degree

Acyr	Program Title MAJR	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Freshmen		Transfer		Freshmen		Transfer		Freshmen		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019	AA-Psychology	1	16.7%	1	16.7%	3	50.0%	1	16.7%				
2020	AA-Psychology	3	11.1%	4	14.8%	14	51.9%	3	11.1%	3	11.1%		
2021	AA-Psychology	4	11.1%	3	8.3%	19	52.8%	3	8.3%	6	16.7%	1	2.8%

Time to Degree based on first-term of enrollment at GSC.

Includes students known to Institutional Research as First-time Freshmen (Freshmen) or First-time Transfer (Transfer). Includes dual enrollment students converting to first-time freshmen.

Student Retention (Data Source A)

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2018 - 2019				2019 - 2020				2020 - 2021			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
AA-Psychology	78	41	4	55.1%	95	53	14	61.1%	88	50	22	70.5%

* Academic year - AY of first semester (Summer, Fall or Spring) student has declared major for the program under review.

* Returned - Returned the subsequent Fall term - student enrolled Fall term subsequent to his/her Cohort Term

* Graduated- Graduate prior to subsequent Fall term - student was awarded degree in program prior to the Fall term subsequent to his/her Cohort Term

* % - Percentage retained/graduated - total number of students retained and graduated divided by total students in a Cohort of the Academic Year

Program Productivity Narrative

Overall time to degree count of students has increased from 7 in 2019 to 43 in 2021, which is a significant positive increase. However, the average years to complete the program has extended to 3.9 years from 2.4 years. The graduation rate has increased from 55.1% in 2018-2019 to 70.5% in 2020-2021. These increases have shown that the program is productive in meeting the needs of the students as well as increasing overall enrollment for the college as a whole.

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics

Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College

See table “Number of Students” in the *Student Inputs* section.

Number of students in [Program] program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

Student Demographics Self Reported Age

Program Title Majr	Age Category	2018 - 2019		2019 - 2020		2020 - 2021	
		Students in Program	%	Students in Program	%	Students in Program	%
AA-Psychology	<= 23	111	90.2%	145	84.3%	145	79.7%
	> 23	14	11.4%	27	15.7%	40	22.0%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr GENDER		2018 - 2019		2019 - 2020		2020 - 2021	
		Students in Program	%	Students in Program	%	Students in Program	%
AA-Psychology	Female	101	82.1%	136	79.1%	146	80.2%
	Male	22	17.9%	36	20.9%	36	19.8%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

		2018 - 2019		2019 - 2020		2020 - 2021	
Program Title Majr	Ethnicity/Race	Students in Program	%	Students in Program	%	Students in Program	%
AA-Psychology	Hispanic or Latino	5	4.1%	10	5.8%	12	6.6%
	American Indian or Alaska ..	1	0.8%	1	0.6%		
	Asian			1	0.6%		
	Black or African American	57	46.3%	76	44.2%	77	42.3%
	White	50	40.7%	73	42.4%	84	46.2%
	Two or more races	8	6.5%	9	5.2%	7	3.8%
	Unknown	2	1.6%	2	1.2%	2	1.1%

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

		2018 - 2019		2019 - 2020		2020 - 2021	
Program Title Majr	Number of Hours Earned	Students in Program	%	Students in Program	%	Students in Program	%
AA-Psychology	< 60	97	78.9%	113	66.1%	90	49.7%
	60 - 74	17	13.8%	26	15.2%	35	19.3%
	75 - 89	4	3.3%	13	7.6%	23	12.7%
	90 - 104	3	2.4%	10	5.8%	12	6.6%
	105 - 120	2	1.6%	3	1.8%	8	4.4%
	> 120			6	3.5%	13	7.2%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

The information for this is in a separate attachment.

Appendix D: Library Resources Associate of Arts for Psychology

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and Library is to support the teaching, learning, and research needs of the college community by providing a knowledgeable staff, resources, tools, information, learning spaces, and instruction in evaluative and lifelong learning skills.

Library Vision and Primary Function

The Dorothy W. Hightower Collaborative Learning Center and Library is a welcoming environment offering and encouraging flexible, open, and collaborative learning spaces as well as individual study spaces to meet the needs of the 21st Century student learner. The library provides and maintains a full range of print, non-print, and electronic resources; technology; and services to support teaching and learning at Gordon State College. Additionally, the library promotes awareness, understanding, and the use of these resources through research skills courses, library orientation classes, individualized instruction, online tutorials, and hands-on research assistance for Gordon State students located in Barnesville, Griffin, McDonough and distance education learners. Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Library to pursue academic and intellectual interests.

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.
3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

Research assistance is available by walk-up face-to-face assistance, phone, email, and online via PowerPoint and video tutorials, as well as LibGuides (subject guides). Additionally, Gordon State students are assigned a personal librarian based on their majors or home department. Students are able to schedule consultation appointments with their personal librarian to seek help with their research assignments. Faculty/staff may also take advantage of the Personal Librarian program and work with librarians to create/revise class assignments, provide library instruction classes, conduct research for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State.

The Personal Librarian for Psychology is Beverly Eskridge.

Facility and Online Description

The library supports an on-site, physical collection consisting of 90,124 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 698,672 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (**G**eorgi**A** **L**ibrary **L**earning **O**nline) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 322 databases. Equipment is available in the library for viewing these materials.

Hightower Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connecting remotely using their personal devices or utilizing technology at one of the partner libraries (HCPL or SCTC). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner which houses approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) computers, (3) individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian who also serves as the college's Archivist. Library users may access materials in Guillebeau Monday through Friday from 8 AM until 5 PM upon scheduling an appointment with a librarian.

Psychology Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	1, 012	This is our count for physical books and most of our book collection is in electronic format.
Electronic Books	663,613	
Print/Microfilm Journals	24	This counts only unique titles.
Electronic Journals	707	Total count includes some duplicates

DATABASE TITLE
Psychology & Behavioral Sciences Collection
Psychology Database (ProQuest)
PsycARTICLES
PsycINFO
Peace Research Abstracts
Mental Measurements Yearbook with Tests in Print
Social Science Database (ProQuest)
Bepress Digital Commons
JSTOR
Ebook Academic Collection (EBSCO)
Ebook Central (ProQuest)
Ebooks on EBSCOhost
Education Database (ProQuest)
ERIC (at EBSCOhost)
Medline with Full Text (At EBSCOhost)
Sociological Collection
Sociology Database (ProQuest)
Academic Search Complete
ProQuest Central
Access World News (Newsbank)

Psychology databases available through GALILEO continued

DATABASE TITLE
Georgia State Electronic Theses and Dissertations
ProQuest Dissertation & Theses A&I
UGA Dissertations & Theses
Child Development & Adolescent Studies
Violence & Abuse Abstracts

Psychology Journals available through GALILEO and in paper or microfilm format

Title
American Psychologist
Annual Review of Psychology
Psychological Bulletin
Psychological Review
Psychology Today
Acta Psychologica
Adolescence
American Journal of Orthopsychiatry
American Journal of Psychology
Asian American Journal of Psychology
Behavioral and Brain Sciences
Behavioral Neuroscience

Psychology Journals available through GALILEO and in paper or microfilm format continued

Title
British Journal of Mathematical and Statistical Psychology
British Journal of Psychiatry
British Journal of Psychology
Canadian Psychology
Child Development
Clinical Psychology: Science and Practice
Cognitive Neuropsychology
Cognitive Therapy and Research
Consulting Psychology Journal: Practice and Research
Couple and Family Psychology: Research and Practice
Cultural Diversity and Ethnic Minority Psychology
Developmental Psychology
Educational Psychologist
Emotion
European Psychologist
Health Psychology
History of Psychology
International Journal of Eating Disorders
Journal of Abnormal Child Psychology

Title
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Clinical Child & Adolescent Psychology
Journal of Community Psychology
Journal of Comparative Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Educational Psychology
Journal of Experimental Psychology: Animal Learning and Cognition
Journal of Experimental Psychology: Applied
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Human Perception and Performance
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of General Psychology
Journal of Mind and Behavior, The
Journal of Occupational & Organizational Psychology
Journal of Organizational Behavior
Journal of Personality
Journal of Personality and Social Psychology

Title
Journal of Personality Assessment
Journal of Social Issues
Journal of Social Psychology
Journal of the History of the Behavioral Sciences
Journal of Youth and Adolescence
Memory & Cognition
Neuropsychology
Political Psychology
Professional Psychology: Research and Practice
Psychoanalytic Psychology
Psychological Assessment
Psychological Bulletin
Psychological Inquiry
Psychological Medicine
Psychological Methods
Psychological Review
Psychology & Health
Psychology, Public Policy, and Law

Psychology Journals available through GALILEO and in paper or microfilm format continued

Title
Psychometrika
Psychonomic Bulletin & Review
Psychophysiology
Rehabilitation Psychology
School Psychology Review
Scholarship of Teaching and Learning in Psychology
Teaching of Psychology

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results is a separate attachment.