

COMPREHENSIVE PROGRAM REVIEW: AY 2021-2022

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Academic Program Name: AS Business Administration

CIP Code: 52.0201

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 Science in Business Administration overall is a good quality, viable and productive program. Even though there has been a decrease in entrance scores, student GPAs incoming and at graduation have increased while the faculty continue to improve their teaching and knowledge of their field through professional development and other activities. While the number of majors has dropped, the committee thinks that the program is still viable and productive. The decrease in ASBA majors may be due to the increase in students declaring for our Bachelor of Science in Management and Administration but the number of years to graduate with an ASBA has also decreased while retention has increased. The main concern for the program is the decrease in the number of full-time faculty teaching in the program and it is recommended that a full-time faculty member be hired to teach business administration and related courses.

Quality Summary:

Overall, the Assessment Committee finds that the Business program quality data show a quality program. While the ACT and SAT scores show a continual decrease from AY2018 to AY2020, this is nicely counterbalanced by both the incoming and graduating GPAs of the students. The high school GPAs for incoming students show an increase from 2.993 to 3.034 to 3.037 in the respective years of AY2018, AY2019, and AY2020. In addition, the average GPA for students graduating with an Associate of Science in Business Administration shows an increase from 3.070 in AY2018 to 3.164 in AY2019 to 3.216 in AY2020. The percentage of full-time faculty to the total number of faculty was 36% in AY2018, 46% in AY2019, and 42% in AY2020, but in real numbers, the number of full- and part-time faculty are stable over the academic years (5 and 8 in AY2018, 6 and 7 in AY2019, and 6 and 8 in AY2020).

Viability Summary:

Overall, the Assessment Committee finds that the program is viable. There have been decreases in the number of majors and faculty productivity; however, these decreases are consistent with college-wide trends. The only threat to program viability is the decreasing percentage of full-time faculty members teaching in the program. The committee encourages the college to hire an additional full-time faculty member to teach business administration and related courses.

AS Business Administration

Productivity Summary:

Overall, the Assessment Committee finds that the program is productive, even though the number of ASBA majors has declined, likely due to the increasing number of students declaring their majors in our Bachelor of Science in Management and Administration (BSMA) program. The program shows productivity through the decrease in the number of years to complete the degree, from 3.3 to 2.5, and the increased year-to-year retention suggests that many students, aside from those ultimately pursuing our BSMA degree, perceive the associate level business degree as a useful and important objective on its own.

Mission Statement and Curriculum

Program Mission Statement

The mission statement of the Associate of Science in Business Administration is found at the following website:

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

The Associates of Science in Business Administration provides students with the basic understanding of business, accounting, and economic principles that they need to begin work or to move into a bachelor degree program in management and administration, business administration, marketing, accounting, or a host of other specialties. This degree prepares students to succeed in the Bachelor of Science in Management and Administration at Gordon State College and includes core courses accepted by Business Administration degree programs throughout the country.

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>

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 1121² (3-0-3) HIST 1122² (3-0-3)

Choose **one** of the following courses: 3 hours

HIST 2111^{1,2} (3-0-3) HIST 2111^{1,2} (3-0-3)

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.

The Area F requirements for an Associate of Science in Business Administration at Gordon State are described below:

<https://www.gordonstate.edu/academics/majors-and-programs/associate-of-science/business-administration/index.html>

REQUIRED COURSES – 15 HOURS

ACCT 2101 (3 credit hours)

ACCT 2102 (3 credit hours)

BUSA 2101 (3 credit hours)

ECON 2105 (3 credit hours)

ECON 2106 (3 credit hours)

CHOOSE ONE OF THE FOLLOWING COURSES – 3 HOURS

BUSA 1105 (3 credit hours)

BUSA 2105 (3 credit hours)

BUSA 2106 (3 credit hours)

HOURS APPLIED TO AREA F – 18 HOURS

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

Program requirements for an associate's degree in business administration 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 science in business administration:

https://www.usg.edu/curriculum/assets/curriculum/documents/bus_Business_Administration.pdf

Area F in Business Administration consists of 18 hours of lower-division (1000- and 2000-level) courses related to business administration or courses prerequisite to higher level business courses:

Area F Guidelines: Business Administration - Courses	Semester Hours
Two, three-semester hour economics courses to include a course on the Fundamentals of Microeconomics and a course on the Fundamentals of Macroeconomics, if not taken as part of Area E	0-6
Two, three-semester hour accounting courses to include a course on the Fundamentals of Financial Accounting and a course on the Fundamentals of Managerial Accounting.	6
Six to twelve semester hours selected from the following: Introduction to Business, Legal & Ethical Environment of Business, Fundamentals of Computer Applications, Business Communications, Business Statistics, Management Science or other institutionally-approved introductory level business courses	6-12
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
AS-Business Administration	ACCT 2101	8	7	8
	ACCT 2102	5	5	4
	BUSA 1105	10	9	6
	BUSA 2101	7	5	6
	BUSA 2105	4	5	2
	BUSA 2106	5	5	3
	ECON 2105	11	6	7
	ECON 2106	10	10	8

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..
AS-Business Administration	30	5	19	4	16	7	21	8	4	2	38	1

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 McDonough	Griffin Region CCA	Online Class	Barnesville/Main Campus	Gordon State at McDonough	Online Class	Barnesville/Main Campus	Gordon State at McDonough	Online Class
AS-Business Administration	30	4	1	23	21	2	29	4	2	39

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
AS-Business Administration	ACCT 2101	21	33	21	33	25	33
	ACCT 2102	22	31	18	32	24	36
	BUSA 1105	18	31	24	34	25	33
	BUSA 2101	27	31	30	35	30	33
	BUSA 2105	22	31	21	35	26	35
	BUSA 2106	28	33	30	34	27	31
	ECON 2105	23	30	32	35	32	35
	ECON 2106	28	33	28	35	28	29

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
AS-Business Administration	ACCT 2101	171	260	144	231	202	267
	ACCT 2102	108	155	88	162	97	144
	BUSA 1105	197	345	238	341	175	229
	BUSA 2101	192	220	151	175	181	195
	BUSA 2105	86	125	106	175	52	70
	BUSA 2106	227	265	237	274	82	94
	ECON 2105	258	335	190	210	227	246
	ECON 2106	281	325	278	345	220	230

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The AS degree in Business Administration 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 course offerings-sections has declined by 16 sections from 2018-2019 to 2020-2021 (Data Source A). The sections of course offerings in 2018-2019 were 60 while the number of section course offerings decreased to 52 in 2019-2020. This was a 13.3% decrease. The number of section course offerings in 2020-2021 was 44 which was a decrease of 8 sections from the 52 sections in 2019-2020. This was a decrease of 15.3%. The overall decrease in the 3 year period from 2018 to 2020 was 26.6%. This decrease could be attributed to several reasons such as all classes becoming fully online due to the COVID-19 pandemic or the reduction of faculty positions in spring 2020. The faculty in these positions covered 18 classes each academic year. Of the total number of classes affected, approximately 10 classes were at the Associate's level. Fewer faculty reduces the number of sections that may be offered.

From 2018-2019 through 2020-2021 there were 8 courses offered and 7 (12.5%) of those courses saw an increase in mean class size enrollment or stayed the same. The total section enrollment decreased by 88 students from AY 2018 to AY 2019 (5.78% decrease) while there was an enrollment decrease of 196 students from AY 2019 to AY 2020 (13.6% decrease).

The number of course offerings for day and night classes steadily decreased from 2018-2019 through 2020-2021 while fully online classes grew due to COVID guidelines (Data Source A). The total number of course offerings-sections by location/delivery decreased by 10.3% from 58 sections in 2018-2019 to 52 sections in 2019-2020. There was a decrease of 13.4% from 52 sections to 45 sections from fall 2019 to spring 2021. This decrease could be attributed to the fact that all classes became fully online due to the COVID-19 pandemic as well as the decline in enrollment by 88 students from 2018-2019 to 2019-2020 (5.78%). There was a decline in enrollment of 196 students from 2019-2020 to 2020-2021 (13.6%). There was also a decline in the number of faculty to deliver course sections. These declines are concerning. Efforts should be made to increase enrollment and faculty positions in order to teach more sections.

Even with the decreases in enrollment and the number of sections of courses offered, the availability of classes adequately meets both the demands of the program and the campus. Moving forward, it is recommended that the department faculty and leadership continue to monitor the number of course sections and the needs of students regarding scheduling of required courses. For future growth in enrollment in the AS in Business Administration degree program, more sections of courses, especially required courses, should be offered. This would necessitate the hiring of more teaching faculty in the program.

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	%
AS-Business Administration	3,019	308	10.2%	2,573	297	11.5%	2,485	274	11.0%

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
AS-Business Administration	308	18.0	924.6	297	17.4	908.0	274	17.2	915.6

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
AS-Business Administration	308	2.993	297	3.034	274	3.037

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
AS-Business Administration	308	2,355	297	2,378	274	2,416

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
AS-Business Administration	58	261	308	55	264	297	66	217	274

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	2018-2019	2019-2020	2020-2021
AS Business Administration	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 Major	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
AS-Business Administration	30	3.070	41	3.164	46	3.216

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 Major	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
AS-Business Administration	215	2.939	223	3.073	214	3.089

GPA in program required courses only. Major GPA Student Count may be smaller than 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
AS Business Administration	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
AS Business Administration	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Student Satisfaction

Student Satisfaction Survey

All AS-BUSA 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 AS-BUSA students may also be viewed in Appendix E following the survey.

Summary Results of Student Satisfaction Survey

Survey results suggest AS-BUSA students are satisfied with their program. Students reported satisfaction with the availability of courses (88.8 percent) and with the day and time of class schedules (100 percent). Students described satisfaction with extra-curricular learning experiences (88.9 percent). However, the lowest percentage of students report satisfaction at the “*Strongly Agree*” level for this item (22.2 percent).

Students reported satisfaction with the quality of AS-BUSA professors (100 percent) and with professors’ availability outside of class time (100 percent). One item with the largest percentage of students reporting satisfaction at the “Strongly Agree” level (55.6 percent) was “Quality of professors in my major.” Likewise, students believe the major courses prepare them for work in a Bachelor’s program (88.9 percent).

The area of Student Advisement shows potential for improvement. While not low percentages (all are >50 percent), the lowest student satisfaction areas were reported there. Students described their Advisors as knowledgeable about program requirements (88.9 percent) and feel their Advisor takes a personal interest in them (77.7 percent). However, the “Advisor takes a personal interest in me” was the only survey item that received “Strongly Disagree” responses (11.1 percent). Students report they take the initiative to make appointments with their Advisors (88.9 percent). However, a lower percentage find it easy to get in touch with their Advisor and set up an advisement meeting (77.7 percent). It should be noted that AS-BUSA students were assigned to Academic Advisors from other disciplines, as data shows in [Number of Advisees Per Faculty Member](#) (p.21), and reported in the [Program Viability Narrative](#) (p. 22). The redistribution of AS-BUSA students to Academic Advisors in other programs is due to a low number of Business Faculty. The shrinking Business Faculty results in an overload of Bachelor level advisees in numbers significantly above Advisee-to-Faculty ratios in other disciplines. This may well explain the lower levels of satisfaction with Advisor taking a personal interest in the student and the student’s ability to contact and schedule appointments with their assigned Advisor.

Only 55.6 percent of students reported participating in an educational event outside of class. However, 66.7 percent reported attending an on-campus cultural or social event. The low participation response may be due to the COVID 19 pandemic, with the increase in Omicron infections during Fall 2022.

Students reported “overall” satisfaction with the AS-BUSA program (100 percent). This “overall” item also received a larger percentage of students reporting “Strong” satisfaction (55.6 percent). Likewise, students communicated overall satisfaction with their experience at Gordon State College (100 percent). This item received the largest percentage of “Strongly Agree” responses (66.7 percent).

To improve student satisfaction with Advisement and with the program in general, it is recommended that additional Business Faculty be secured in tenure-track positions. Faculty in tenure-track positions will improve consistency and continuity in this strong and viable program. It is further recommended the AS-BUSA Faculty discuss ways to improve student satisfaction with Advisement. Faculty might consider surveying students to identify actions the students deem as ways Faculty can “take a personal interest” in students. To improve student satisfaction with advisement, it is recommended that AS-BUSA students be reassigned to an enlarged Business Faculty for advisement. Finally, it is recommended the Student Satisfaction Survey be administered the upcoming semester, with Faculty promoting and encouraging student participation. This is to improve the respondent rate and provide more meaningful data for analysis.

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

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

		2018 - 2019			2019 - 2020			2020 - 2021		
Program T..	Department	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
AS-Business Administration	--Business and Social Sciences	1		1						
	Bus, Hist & Social Sciences	4	7	11	5	7	12	5	7	12
	Innovative Ed. & Strategic In.		1	1					1	1
	Student Success Center				1		1	1		1
Overall Program		5	8	13	6	7	13	6	8	14

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	Null	Master's Degree	Doctorate Degree (Academic)	Total	Null	Master's Degree	Doctorate Degree (Academic)	Total
AS-Business Administration	--Business and Social Sci..		1		1								
	Bus, Hist & Social Scienc..	1	5	5	11		6	6	12		6	6	12
	Innovative Ed. & Strategi..			1	1							1	1
	Student Success Center					1			1	1			1
Overall Program		1	6	6	13	1	6	6	13	1	6	7	14

Faculty Highest Degree Detail

Program ..	Highest D..	Lfm Name	2018 - 2019	2019 - 2020	2020 - 2021
AS-BUSA	Null	Dennis, Sanford D.		1	1
		Mason, April	1		
	Master's Degree	Davis, Kevin B.	1	1	1
		Lill, Michael A	1	1	1
		Norman, Gary A	1		
		Taylor, Emilee N.		1	1
		Traylor, Rylan R.	1	1	1
		Vick, Timothy P	1	1	1
		Woodson, Jennifer S	1	1	1
	Doctorate Degree (Academic)	Burstein, Alan		1	1
		Calhoun, Ric L	1		1
		Campbell, Scott K.	1	1	1
		Carper, William B	1	1	1
		Johnson, Brenda E	1	1	1
		Joshi Beck, Prathibha V	1	1	1
		Morgan, Rhonda Raven	1	1	
		Nsiah, Christian			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
AS Business Administration	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
AS Business Administration	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
AS Business Administration	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
AS Business Administration	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
AS Business Administration	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Faculty Growth and Development

Faculty	Manuscripts Completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews
Burstein, Alan	0	1	1	7	0	7	0
Campbell, Scott	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Carper, William	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Davis, Kevin	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Johnson, Brenda	0	4	2	3	0	48	3
Joshi-Beck, Prathibha	5	5	4	3	0	70+	= or >10
Lill, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nsiah, Christian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Taylor, Emilee	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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

Program Quality Narrative:

The number of students enrolled in the Business Associate of Science program steadily decreased from 308 in AY2018 to 297 in AY2019 to 274 in AY2020. The percentage of Business enrolled students to those enrolled at GSC was relatively stable from 10.2% to 11.5% to 11.0% in the respective years. The average SAT score of incoming students decreased from 924.6 in AY2018 to 908.0 in AY2019 increasing to 915.6 in AY2020. SAT scores dropped 9.0% from 2018 to 2020. Average ACT scores steadily decreased from 18 in AY2018 to 17.4 in AY2019 to 17.2 in AY2020. The Freshmen Index was well above GSC's required index of 1830 with indexes of 2,355, 2,378, and 2,416 for the relative Academic Years of 2018, 2019, and 2020. The percentage of students requiring learning support was 19% in AY2018 to 19% in AY2019 increasing to 24% 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.

It should also be noted that the decrease in the number of students in the Business Associate of Science program may be the introduction of the college's Bachelor of Science in Management program. Incoming freshmen may be declaring for it rather than the AS program.

Student output data consists of the average GPA for program majors and program graduates. The average GPA for students in the Business program increased from 2.939 in AY2018 to 3.073 in AY2019 to 3.089 in AY2020. This is a 5.1% increase from AY2018 to AY2020. The average GPA for graduates of the Business program increased from 3.070 in AY2018 to 3.164 in AY2019 to 3.216 in AY2020. This is a 4.7% increase from AY2018 to AY2020.

There were 13 supporting faculty in AY2018, 13 in AY2019, and 14 in AY2020. The percentage of terminal degreed to non-terminally degreed faculty was 46% in AY2018 to 46% in AY2019 with an increase to 50% in AY2020. The faculty members who teach these courses have collectively submitted 5 manuscripts, published 7 papers, presented 13 papers, reviewed more than 10 articles or chapters, and attended 125 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.

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
AS-Business Administration	0 Hours	97	109	108
	1-30 Hours	125	112	92
	31-60 Hours	53	44	46
	61-90 Hours	23	18	17
	91-120 Hours	8	12	9
	121 or More Hours	2	2	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
AS-Business Administration	4,560	4,296	3,708

Standard Faculty Workload for Degree Program

Program Title	2018-2019	2019-2020	2020-2021
AS Business Administration	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 Majr	2018 - 2019	2019 - 2020	2020 - 2021
within Program	AS-Business Administrati..	12	12	12
	Total	12	12	12
outside of Program	AS-Business Administrati..	1	1	2
	Total	1	1	2

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	%
AS-Business Administration	31	56.4%	28	50.9%	55	100.0%	24	46.2%	28	53.8%	52	100.0%	19	43.2%	25	56.8%	44	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%.

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	%	
AS-Business Administration	Null	Null	4	1.3%	1	0.3%	1	0.4%	
		Jacobs, Cynthia			15	5.1%	11	4.0%	
		Mathis, Justin			14	4.7%			
	--Business and Social Sciences	Howard, Anissa K			6	2.0%			
		Norman, Gary A	29	9.4%	3	1.0%			
		Terry, Pamela M	1	0.3%	2	0.7%			
	--Humanities	Goldman, Adria Y	1	0.3%					
	--Nursing & Health Sci.	Seale, Melvin L			1	0.3%			
	--Undeclared Department	Ellington, Sarah M	21	6.8%	1	0.3%			
	Bus, Hist & Social Sciences	Aiello, Thomas A					1	0.4%	
		Awbrey, James L	2	0.6%	3	1.0%	1	0.4%	
		Beck, Kris A					16	5.8%	
		Burstein, Alan	28	9.1%	24	8.1%	25	9.1%	
		Campbell, Scott K	39	12.7%	33	11.1%	9	3.3%	
		Carper, William B	34	11.0%	21	7.1%	5	1.8%	
		Johnson, Brenda E	26	8.4%	39	13.1%	37	13.5%	
		Joshi Beck, Prathibha V	38	12.3%	30	10.1%	24	8.8%	
		Mayo, Joseph A			1	0.3%			
		McKinney, Jane-Marie	2	0.6%	4	1.3%	4	1.5%	
		Mittelman, Rachel J			9	3.0%	22	8.0%	
		Richards, Jeremy M			5	1.7%	10	3.6%	
		Rogers, Jeffery J					5	1.8%	
		Shubitz, Scott M			1	0.3%	6	2.2%	
		Traylor, Jessica S	2	0.6%	8	2.7%	4	1.5%	
		Traylor, Rylan R			1	0.3%	40	14.6%	
		Webb, Brian M			16	5.4%	11	4.0%	
		Williamson, J. Franklin	1	0.3%	1	0.3%	2	0.7%	
	Education	Byars, Susan W	1	0.3%					
		Casebeer, David L	6	1.9%					
		Robison, Matthew					5	1.8%	
		White, Jeff	1	0.3%					
	Humanities & Fine & Performing	Boltz, Peter	1	0.3%	1	0.3%			
		Broome, Darren K					1	0.4%	
		Davis, Doug	1	0.3%					
		Detamore, Robert C					1	0.4%	
		Ivey, Robert P			1	0.3%	1	0.4%	
		McCarthy, Erik S	2	0.6%			1	0.4%	
		Perry-Stewart, Michele D	1	0.3%	1	0.3%	1	0.4%	
		Raynie, Stephen A	10	3.2%	8	2.7%	3	1.1%	
		Whitelock, Edward J	1	0.3%					
	Math, Comp Sci & Engineering	Anderson, Bernard A	1	0.3%					
		Betanga, Solomon A	1	0.3%	1	0.3%			
		Clement, Geoffrey F	1	0.3%					
		Fuller, Allen G			1	0.3%	1	0.4%	
		George, John C	1	0.3%	1	0.3%			
		Hayden, Diane B	2	0.6%					
		Phillips, Christopher J	1	0.3%					
	Natural Sciences	Fermin-Ennis, Cristina					1	0.4%	
		Lee, Cathy	1	0.3%	1	0.3%			
		Sedgwick, Myles	1	0.3%					
	Nursing	Stanley, Theresa L	1	0.3%					
		Bishop, Samantha H	2	0.6%	1	0.3%	1	0.4%	
		Harrison, Melissa A			1	0.3%			
		Martin, Wendy L	1	0.3%					
		Skinner, Christy B					1	0.4%	
		Williams, Mary B					1	0.4%	
		Wright, Marguerite E			1	0.3%			
	School Bus, Lib Arts & Soc.	Kicklighter, Barry L					3	1.1%	
	Student Success Center	Calhoun, Valerie J	5	1.6%	24	8.1%	29	10.6%	
		Dennis, Sanford D			11	3.7%	17	6.2%	
		Grubbs, Gay U	2	0.6%					
		Okoli, Sonya M	7	2.3%					
		Stuckey, Wanda M	8	2.6%	9	3.0%	12	4.4%	
		Sylvestre, Katherine E	12	3.9%	33	11.1%	14	5.1%	
		Woodruff, James P	20	6.5%	12	4.0%	6	2.2%	
Grand Total			308	100.0%	297	100.0%	274	100.0%	

Program Viability Narrative

The data indicate that the majority of students pursuing an Associate's degree in Business Administration tended to declare their majors in their freshman year (AY2018 72.1%; AY2019 74.4%; AY2020 73%). This indicates that students who major in Business Administration have made that decision prior to enrolling in college or during their first two semesters. The number of majors decreased by 11% from AY2018 (308) to AY2020 (274). There was a decrease in AY2020 with both entering freshman Business Administration majors (200) and total Business Administration majors (274). This is consistent with an overall decrease in enrollment for Gordon State College.

The faculty workload showed a 5.8% decrease in credit hours taught in the program from AY2018 (4,560) to AY2019 (4,296); there was a 13.7% decrease from AY2019 to AY2020 (3,708). Overall, this resulted in an 18.7% reduction in credit hours taught in the program from AY2018 to AY2020. The number of faculty supporting the program increased from 13 in AY2018 and AY2019 to 14 in AY2020. The number of credit hours per supporting faculty member decreased 24.5% from AY2018 (351) to AY2020 (265). The number and percentage of online courses increased from AY2018 to AY2020; however, this should be interpreted considering the effect of the Covid-19 pandemic on the necessity to offer more courses online.

The percentage of full-time faculty members teaching in the Business Administration program decreased each year over the past three years (AY2018 56.4%; AY2019 46.2%; AY2020 43.2%). The decrease in full-time faculty could account for the previously mentioned decrease in credit hours per supporting faculty member. Even with decreases in full-time faculty, more students in the Business Administration program have been advised by faculty within the Business, History, and Social Sciences department (AY2018 65.6%; AY2019 66%; AY2020 81%). This is significant given that most of these students declared their majors as freshmen, and freshmen are typically advised by their Freshman Introduction to Reasoning Essentials (FIRE) course instructor.

Overall, there appears to be a decrease in the number of majors and credit hours taught between AY2018 and AY2020; however, this is consistent with overall declines across Gordon State College. Additionally, the decrease in the number of full-time and supporting 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 the Business Administration program.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Overall Time to Degree

Program Title MAJR	2019		2020		2021	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
AS-Business Administration	35	3.3	43	3.3	47	2.5

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	AS-Business Administration	4	14.8%	3	11.1%	13	48.1%	2	7.4%	4	14.8%	1	3.7%
2020	AS-Business Administration	7	20.0%	1	2.9%	18	51.4%	4	11.4%	4	11.4%	1	2.9%
2021	AS-Business Administration	10	25.0%	6	15.0%	18	45.0%	1	2.5%	5	12.5%		

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	%
AS-Business Administration	173	98	14	62.4%	141	79	10	61.0%	130	83	14	67.7%

** 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

That the retention table shows the total number of ASBA majors to have declined from AY 2019 to AY 2021 is likely due to increasing numbers of entering students initially declaring their majors in our Bachelor of Science in Management and Administration (BSMA) program. Nonetheless, the productivity of the ASBA degree is quite strong. The Time to Degree tables shows a 34 per cent increase in the number of ASBA degrees awarded from AY 2019 to AY 2021 along with a substantial decrease, from 3.3 years to 2.5 years, in average time from first enrollment at Gordon State to award of degree.

The Associate Level Graduation Table shows that each year, approximately half of the recipients of the ASBA degree were students who entered as freshmen and completed their degrees in three to four years. Between 15 and 20 per cent of ASBA degrees are awarded to students who entered Gordon State as transfers, a percentage which has declined somewhat, due presumably to transfer students increasingly entering directly into our BSMA program. Note that the Associate Level Graduation Table shows somewhat fewer graduates than the Time to Degree Table as it omits students who entered in the spring semester prior to graduation.

A highlight of our ASBA productivity data is a significant increase in year-to-year retention, as fully two thirds of our non-graduating ASBA students return in the following fall semester. Increased retention, along with growth in number of degrees awarded, suggests that many students, aside from those ultimately pursuing our BSMA degree, perceive the associate level business degree as a useful and important objective on its own.

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	%
AS-Business Administration	<= 23	278	90.3%	267	89.9%	243	88.7%
	> 23	31	10.1%	33	11.1%	34	12.4%

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	%
AS-Business Administration	Female	141	45.8%	135	45.5%	102	37.2%
	Male	167	54.2%	162	54.5%	172	62.8%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2018 - 2019		2019 - 2020		2020 - 2021	
		Students in Program	%	Students in Program	%	Students in Program	%
AS-Business Administration	Hispanic or Latino	13	4.2%	12	4.0%	19	6.9%
	Asian	3	1.0%	3	1.0%	3	1.1%
	Black or African American	117	38.0%	109	36.7%	102	37.2%
	White	163	52.9%	159	53.5%	140	51.1%
	Two or more races	11	3.6%	12	4.0%	8	2.9%
	Unknown	1	0.3%	2	0.7%	2	0.7%

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Majr	Number of Hours Earned	2018 - 2019		2019 - 2020		2020 - 2021	
		Students in Program	%	Students in Program	%	Students in Program	%
AS-Business Administration	< 60	230	74.7%	200	67.6%	170	62.0%
	60 - 74	40	13.0%	42	14.2%	52	19.0%
	75 - 89	13	4.2%	14	4.7%	21	7.7%
	90 - 104	9	2.9%	14	4.7%	5	1.8%
	105 - 120	6	1.9%	9	3.0%	10	3.6%
	> 120	10	3.2%	17	5.7%	16	5.8%

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 for Associate of Science in Business Administration

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 Business Administration 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.

Business Administration Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	3,711	
Electronic Books	663,613	
Print/Microfilm Journals	20	This counts only unique titles.
Electronic Journals	3,775	Total count includes some duplicates

Business Administration databases available through GALILEO

DATABASE TITLE
ABI Inform Complete
Academic Search Complete
Asian and European Business Collection
Bepress Digital Commons
Business Market Research Collection
Business Source Complete
Hospitality and Tourism Complete
JSTOR
Mergent Intellect
ProQuest Central
Regional Business News
Wall Street Journal

Title
Academy of Management Discoveries
Academy of Management Journal
Academy of Management Learning & Education
Academy of Management Perspectives
Academy of Management Review
Administrative Science Quarterly
American Journal of Management
British Journal of Management
Barron's
Business Horizons
California Management Review
Current Topics in Management
Decision Science Journal of Innovation Education Current Topics in Management
Decision Sciences
Economist
Employee Responsibilities and Rights Journal Current Topics in Management
European Journal of Management and Business Economics
European Journal of Management Studies
European Management Review

Title
Forbes
Fortune
Gender in Management
Global Business & Management Research
Global Management Journal
Harvard Business Review
Human Resource Management
Human Resource Management Journal
Human Resources Magazine
Industrial Relations
International Journal of Human Resources Management
International Journal of Production Research
International Management Review
International Studies of Management and Organization
Journal of Applied Psychology
Journal of Behavioral Decision Making
Journal of Change Management
Journal of Family Business Management

Title
Journal of Labor Economics
Journal of Leadership Studies
Journal of Management and Organization
Journal of Management History
Journal of Management Information Systems
Journal of Management Policy and Practice
Journal of Organizational Behavior
Journal of Organizational Change Management
Journal of Production Innovation Management
Journal of Small Business Management
Management and Organization Review
Management Decision
Management International Review
Management Science
MIS Quarterly
MIT Sloan Management Review
Organization Development Journal
Organization Management Journal

Title
Organization Science
Personnel Psychology
Philosophy of Management
Production & Operations Management
Public Administration
Public Administration Quarterly
Public Administration Review
Public Personnel Management
Sam Advanced Management Journal
Team Performance Management
Training
Work and Stress

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results is a separate attachment.