

COMPREHENSIVE PROGRAM REVIEW: AY 2018-19

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Academic Program Name: Associate of Sciences (General)

CIP Code: 24.0101

College or School and Department:

Date of Last Internal Review: N/A

Outcomes of Previous Program Review (brief narrative statement): N/A

Current Date Program Reviewed at the Institution for this report: 5/2/2019

Executive Summary and Memo:

Overall, the Associate of Sciences program and all of its subsequent pathways are in excellent shape. Any decreases in the number of major in the overall program or the pathways track trends with the decrease in enrollment at the institution. Beyond that, all measurable indicators suggest that the overall program and its pathways meet the expectations of quality, viability, and productivity. It is also noted, that because of the nature of the AS program at Gordon State, getting some of the measure the committee typically uses is exceeding difficult. Whereas, with most programs the committee assess, we are looking at individual departments, for the AS program we are essentially assessing all core classes and all faculty at Gordon State, thus, typical measures are not applicable for the AS CPR. The Assessment Committee would also like to extend our extreme thanks to Dr. Theresa Stanley, who worked as the AS liaison in preparation of this report.

Quality Summary:

After assessing all of the provided measures of quality, the AS program and its subsequent pathways prove to be quality. The student inputs and freshmen index, at worst exceed the averages of the college as a whole.

Viability Summary:

There are no issues with the viability of the AS programs or any of its subsequent pathways.

Productivity Summary:

The AS program and its pathways are productive. Any decrease in graduation or retention tracks with overall trends at the College.

Mission Statement and Curriculum

Program Mission Statement

To be a catalyst for exceptional and accessible education through innovative teaching, engaged learning, and transformative experiences for the benefit of our students, the communities we serve, and the world we live in.

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

List Program Requirements from the BOR

Program requirements for an associate's degree in general studies may be found here -

https://www.usg.edu/assets/academic_programs/areaf/Area_F_Guidelines_General_Studies_Interdisciplinary_Studies_Revised_08272015.pdf

Area F Guidelines: General Studies

REQUIRED:		
Any course approved for Areas B --- F at the institution that has not been counted elsewhere.	18 hours	
Total	18 hours	

The above covers all interdisciplinary studies programs at the associate level.

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	AY2016	AY2017	AY2018
Associate of Science (General)	ACCT 2101	8	7	8
	ASTR 1010K	2	2	2
	ASTR 1020K	2	2	2
	BIOL 1107K	7	6	9
	BIOL 1108K	5	5	5
	BIOL 2210K	14	9	13
	BIOL 2211K	8	7	10
	BIOL 2250K	9	8	10
	BUSA 2101	11	7	7
	CHEM 1211K	14	11	11
	CHEM 1212K	7	7	5
	CHEM 2401K	3	3	3
	CHEM 2402K	2	2	1
	CSCI 1101	7	7	8
	CSCI 1301	2	2	2
	CSCI 1302	1	1	1
	CSCI 2201	1	1	1
	CSCI 2410			1
	EDUC 2110	8	9	9
	EDUC 2120	8	8	7
	EDUC 2130	6	7	5
	GEOL 1121K		3	3
	GEOL 1122K		1	1
	HIMA 2000			1
	HUSV 2101	5	4	5
	ITEC 2245			1
	MATH 1501	6	6	8
	MATH 1502	2	2	3
	MATH 2101	17	14	14
	MATH 2201	1	1	1
	MATH 2501	2	1	2
	PHED 1040	1		
	PHYS 2211K	1	1	1
	PHYS 2212K	1	1	1
	PSYC 1101	25	29	29
	PSYC 2101	2	2	2
	PSYC 2103	21	17	14
	SOCI 1101	26	22	22
	SOCI 1160			4
	SOCI 2293			1

Number of sections of required courses and electives offered

Honors section combined with non-Honors equivalent classes

BIOL lectures with separate labs (201102 to 201805) coded as equivalent "K" course number

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	AY2016				AY2017				AY2018			
	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online Class
Astronomy	6				5				7			
Biological Sciences	41		1	2	38		1	1	38			
Health and Physical Education	25	6	5	9	24	7	6	3	27	4	9	3
Health Information Management	23	6	11	8	19	4	13	1	25	6	13	3
Human Services	41	15	13	8	35	9	18	8	36	4	22	11
Mathematics	25	1	2		22	1	1		24	3		
Nursing-Transfer	48	7	7	9	42	4	8	3	50	7	7	3
Pharmacy-Transfer	30	1	1	2	27	1	1	1	29	3		
Physics	27	3	1		29	2			27	5		
Overall Program	149	28	31	22	136	23	37	14	136	19	44	14

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

Honors section combined with non-Honors equivalent classes

BIOL lectures with separate labs (201102 to 201805) coded as equivalent "K" course number

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	AY2016				AY2017				AY2018					
	Barnesville/Main Campus	Henry Co./Henry Co. High	Online Class	UGA - Griffin	Barnesville/Main Campus	GC @ FVSU	Henry Co./Henry Co. High	Online Class	Barnesville/Main Campus	Gateway School s	GC @ FVSU	Griffin Region CCA	Henry Co./Henry Co. High	Online Class
Astronomy	6				5				7					
Biological Sciences	41		3		38			2	37	1				
Health and Physical Education	31		14		29		2	9	31					12
Health Information Management	28	1	19		22		1	14	30				1	16
Human Services	48	7	21	2	38	1	6	26	30		3	2	5	32
Mathematics	24	2	2		21		2	1	24				3	
Nursing-Transfer	53	2	16		44		2	11	53				4	10
Pharmacy-Transfer	29	2	3		26		2	2	29				3	
Physics	28	2	1		29		2		29				3	
Overall Program	162	10	52	2	146	1	11	50	137	1	3	2	9	57

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

Honors section combined with non-Honors equivalent classes

BIOL lectures with separate labs (201102 to 201805) coded as equivalent "K" course number

Section Enrollments (Mean Class Size)

Program Title	Course Title	AY2016		AY2017		AY2018	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
Astronomy	MATH 1502	24	31	31	30	19	30
	MATH 2501	8	30	15	30	8	30
	PHYS 2211K	27	27	23	24	17	24
	PHYS 2212K	21	24	13	24	7	24
Biological Sciences	BIOL 1107K	42	46	43	49	25	30
	BIOL 1108K	27	47	26	37	19	30
	CHEM 1211K	26	26	25	28	20	24
	CHEM 1212K	26	28	22	28	22	24
	CHEM 2401K	15	24	20	24	18	24
	CHEM 2402K	10	24	17	24	25	24
	MATH 1501	21	30	25	25	14	26
Health and Physical Education	BIOL 2210K	33	43	40	47	26	30
	BIOL 2211K	42	45	37	47	21	30

	EDUC 2110	26	29	22	28	19	26
	EDUC 2120	21	29	17	28	17	27
	EDUC 2130	15	28	18	28	13	27
	PHED 1040	8	30				
Health Information Management	ACCT 2101	24	30	26	31	21	33
	BIOL 2210K	33	43	40	47	26	30
	BIOL 2211K	42	45	37	47	21	30
	BUSA 2101	29	33	30	34	27	31
	CSCI 1101	29	30	29	30	28	30
	HIMA 2000					21	25
Human Services	HUSV 2101	25	18	27	24	29	34
	PSYC 1101	29	33	29	32	28	27
	PSYC 2103	28	30	27	31	28	31
	SOCI 1101	32	34	29	32	22	29
	SOCI 1160					22	33
Mathematics	CSCI 1301	23	30	30	33	18	28
	CSCI 1302	9	30	11	30	10	25
	CSCI 2201	11	30	26	30	6	30
	CSCI 2410					9	20
	ITEC 2245					5	10
	MATH 1502	24	31	31	30	19	30
	MATH 2101	25	28	26	30	24	30
	MATH 2201	21	30	14	30	19	30
	MATH 2501	8	30	15	30	8	30
	PHYS 2211K	27	27	23	24	17	24
	PHYS 2212K	21	24	13	24	7	24
Nursing-Transfer	BIOL 2210K	33	43	40	47	26	30
	BIOL 2211K	42	45	37	47	21	30
	BIOL 2250K	29	35	29	30	19	24
	MATH 2101	25	28	26	30	24	30
	PSYC 2101	27	30	30	30	30	33
	PSYC 2103	28	30	27	31	28	31
	SOCI 1160					22	33
	SOCI 2293					24	30

Pharmacy-Transfer	BIOL 1107K	42	46	43	49	25	30
	BIOL 1108K	27	47	26	37	19	30
	CHEM 2401K	15	24	20	24	18	24
	CHEM 2402K	10	24	17	24	25	24
	MATH 2101	25	28	26	30	24	30
Physics	ASTR 1010K	32	30	29	30	30	30
	ASTR 1020K	26	30	11	30	23	30
	CSCI 1301	23	30	30	33	18	28
	CSCI 1302	9	30	11	30	10	25
	GEOL 1121K			28	30	29	30
	GEOL 1122K			28	30	18	30
	MATH 1502	24	31	31	30	19	30
	MATH 2101	25	28	26	30	24	30
	MATH 2201	21	30	14	30	19	30
	MATH 2501	8	30	15	30	8	30
	PHYS 2211K	27	27	23	24	17	24
	PHYS 2212K	21	24	13	24	7	24

Mission Statement and Curriculum Narrative:

The program requirements meet those established by the BOR. Courses are widely available on-campus (69%), evenings (14%), off-campus (6%), and online (25%). Courses average 75% capacity, therefore meeting demand, with room for growth. Program requirements are readily available in the Gordon State College academic catalog (<https://www.gordonstate.edu/catalog/academic-catalog.html>). In addition, each pathway has a wide availability of classes and requirements are readily available.

Program Quality

Student Inputs

Number of Students

Program Title	AY2016			AY2017			AY2018		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
Astronomy	4,314	3	0.1%	3,996	1	0.0%	4,105	3	0.1%
Biological Sciences	4,314	298	6.9%	3,996	297	7.4%	4,105	330	8.0%
Health and Physical Education	4,314	60	1.4%	3,996	49	1.2%	4,105	60	1.5%
Health Information Management	4,314	91	2.1%	3,996	78	2.0%	4,105	72	1.8%
Human Services	4,314	103	2.4%	3,996	114	2.9%	4,105	102	2.5%
Mathematics	4,314	27	0.6%	3,996	25	0.6%	4,105	19	0.5%
Nursing-Transfer	4,314	1,142	26.5%	3,996	1,002	25.1%	4,105	918	22.4%
Pharmacy-Transfer	4,314	66	1.5%	3,996	38	1.0%	4,105	28	0.7%
Physics	4,314	6	0.1%	3,996	9	0.2%	4,105	5	0.1%
Overall Program	4,314	1,749	40.5%	3,996	1,573	39.4%	4,105	1,507	36.7%

Program Level - Associate

Average Incoming SAT/ACT for Program Majors

Program Title	AY2016			AY2017			AY2018		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
Astronomy	3	23	863	1	16		3	16	969
Biological Sciences	298	18	887	297	18	904	330	19	898
Health and Physical Education	60	16	779	49	17	813	60	16	790
Health Information Management	91	17	787	78	18	789	72	17	785
Human Services	103	18	830	114	17	814	102	17	817
Mathematics	27	17	959	25	18	969	19	16	969
Nursing-Transfer	1,142	17	833	1,002	17	827	918	18	845
Pharmacy-Transfer	66	19	931	38	22	932	28	22	973
Physics	6	22	1,096	9	19	1,100	5	20	980
Overall Program	1,749	17	844	1,573	18	843	1,507	18	854

Average Incoming GPA for Program Majors

Program Title	AY2016		AY2017		AY2018	
	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA
Astronomy	3	3	1	3	3	3
Biological Sciences	298	3	297	3	330	3
Health and Physical Education	60	2	49	3	60	3
Health Information Management	91	3	78	3	72	3
Human Services	103	3	114	3	102	3
Mathematics	27	3	25	3	19	3
Nursing-Transfer	1,142	3	1,002	3	918	3
Pharmacy-Transfer	66	3	38	3	28	3
Physics	6	3	9	3	5	3
Overall Program	1,749	3	1,573	3	1,507	3

Average High School GPA of Students in the Program

Freshman Index* for Program Majors

Program Title	AY2016		AY2017		AY2018	
	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index
Astronomy	3	2,260	1	2,080	3	2,463
Biological Sciences	298	2,394	297	2,407	330	2,386
Health and Physical Education	60	2,033	49	2,065	60	2,105
Health Information Management	91	2,260	78	2,413	72	2,340
Human Services	103	2,293	114	2,282	102	2,315
Mathematics	27	2,368	25	2,527	19	2,568
Nursing-Transfer	1,142	2,348	1,002	2,320	918	2,324
Pharmacy-Transfer	66	2,426	38	2,578	28	2,636
Physics	6	2,564	9	2,565	5	2,459
Overall Program	1,749	2,344	1,573	2,335	1,507	2,334

Incoming Learning Support Requirements for Program Majors

Program Title	AY2016			AY2017			AY2018		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
Astronomy	1	2	3	1		1	1	2	3
Biological Sciences	97	201	298	93	205	297	100	232	330
Health and Physical Education	29	31	60	24	26	49	38	23	60
Health Information Management	45	46	91	30	48	78	27	45	72
Human Services	56	47	103	67	48	114	66	36	102
Mathematics	4	23	27	2	23	25	2	17	19
Nursing-Transfer	428	714	1,142	385	628	1,002	357	564	918
Pharmacy-Transfer	11	55	66	2	36	38	3	25	28
Physics		6	6		9	9	1	4	5
Overall Program	649	1,100	1,749	591	996	1,573	583	930	1,507

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

No National exit exams are given for AS – General.

Average Graduating Major GPA

GPA is calculated based on required courses. Therefore, AS – General will not have a major GPA because there are no required classes all students within the pathway must take.

Average Major GPA

GPA is calculated based on required courses. Therefore, AS - General will not have a major GPA because there are no required classes all students within the pathway must take.

Employment Rates

N/A – two-year transfer program

Entry into Graduate Programs

N/A – two-year program

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

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

Since Faculty outputs are based on required courses in the pathway, not all faculty would be reflected in pathways like A.S. -General that do not require students to take certain classes.

For the following outputs, the entire faculty at Gordon State is being assessed, thus measure are difficult to obtain and would not be helpful. However, during regular assessment CPR, each individual program and outputs are assessed to make sure they are up to standard.

Number of Full-time and Part-time Faculty

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

Amount of Sponsored Research Funding

Amount of Other External Funds

Number of Peer-Reviewed Publications

Number of Faculty Research Fellowships

Number of Academic Conference Presentations

Faculty Growth and Development

Program Quality Narrative:

Student inputs for the AS- General are similar to, or slightly exceed, the averages for the College. SAT scores for entering freshmen were as follows: AY 2016 844 vs. 850, AY 2017 843 vs 840, AY 2018 854 vs. ; GPA AY 2016 vs. 2.87, AY 2017 vs. 2.91, AY 2018 vs. 2.88. Freshman index for student in the program are similar to those of the College: AY 2016 2344 vs 2305, AY 2017 2335 vs 2280, and AY 2018 2334 vs 2348.

The AS – General program is a two-year transfer program that does not have common requirements in all pathways. As such, faculty and student outputs are not defined for this program.

Furthermore, for each individual pathway, both student inputs and outputs are at or exceeding College averages. While two programs have little enrollment, this is not problematic and the course required for these pathways are core classes that need to be taught anyway, thus faculty are not being pulled away from other programs to teach these pathways.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Program Title	AY2016						AY2017						AY2018					
	0 Hours	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total	0 Hours	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total	0 Hours	1-30 Hours	31-60 Hours	31-90 Hours	90 or More ..	Total
Astronomy	1	1		1		3	1					1	2	1				3
Biological Sciences	125	85	57	21	10	298	126	93	58	13	7	297	180	90	45	9	6	330
Health and Physical Education	35	20	3	1	1	60	29	16	4			49	43	13	1	2	1	60
Health Information Management	42	8	12	14	15	91	10	13	21	15	19	78	11	22	20	13	6	72
Human Services	19	40	24	14	6	103	19	46	28	17	4	114	10	44	32	12	4	102
Mathematics	12	9	6			27	11	9	4	1		25	11	6	2			19
Nursing-Transfer	815	76	149	73	29	1,142	512	208	166	82	34	1,002	302	293	191	86	46	918
Pharmacy-Transfer	26	25	13		2	66	13	18	6	1		38	14	9	4	1		28
Physics	3	3				6	4	5				9	5					5
Overall Program	1,072	262	263	124	63	1,749	723	405	282	129	64	1,573	577	475	290	121	63	1,507

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

Faculty Workload

In previous CPRs, the calculations for faculty workload was based on the courses taught. Most of the pathways do not define or/and require all students to take the same courses.

Number of Credit Hours Taught in the Program

With the way the programs are set up, it is difficult to calculate this for each program, but on average, AA and AS faculty at Gordon State teach 4/5 loads. For non-science instructors, this is approximately 3 credit hours per course (so 12 to 15 course contact hours a week), for science instructors this is approximately 4 credit hours per course (so 16 to 20 course credit hours per week).

Standard Faculty Workload for Degree Program

Following the logic from the previous section, AA and AS instructor complete a 4/5 workload, on average, in addition to eight office hours and various service and professional development responsibilities.

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

Every program being assessed requires multiple core classes for Areas A-F. In addition, all Gordon State faculties teach core classes. Thus the number of faculty supporting the degree program is the entire faculty at Gordon State.

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

Every program being assessed requires multiple core classes for Areas A-F. In addition, all Gordon State faculties teach core classes. Thus the number of faculty supporting the degree program is the entire faculty at Gordon State.

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

A large portion (well over a majority) were taught by full-time faculty members.

Number of Advisees Per Faculty Member

This is dependent on the department and faculty member but faculty, on average, have 20-30 advisees. Since the entire faculty is being measure here, exact numbers are difficult to obtain.

Program Viability Narrative

This program is viable. While total enrollment in the program has dropped slightly over the past three years, from 1749 to 1507, this largely represents an overall drop in enrollment at the College, as well as an increase in enrollment in four-year programs. 36.7% of the total students on campus are enrolled in the AS-General. This program is among the largest at Gordon State College.

In addition, most of the individual pathways have seen relatively stable enrollment and are shown to be viable. Only three pathways have fewer than 20 students enrolled at any given time and only two have fewer than ten. The two that do have fewer than ten are necessary for the larger goal of Gordon State and do not pull resources away from other programs, thus the lower numbers are not worrisome. These two programs still provide core classes and instruction to the full AS program and are thus needed for large success at Gordon State.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title	2 yrs or less						3 to 4 yrs						More than 4 yrs					
		Non-Transfer		Transfer		Total		Non-Transfer		Transfer		Total		Non-Transfer		Transfer		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AY2016	Biological Sciences	1	8.3%	2	16.7%	3	25.0%	6	50.0%	1	8.3%	7	58.3%	1	8.3%	1	8.3%	2	16.7%
	Health and Physical Education									1	50.0%	1	50.0%	1	50.0%			1	50.0%
	Health Information Management			2	12.5%	2	12.5%	4	25.0%	3	18.8%	7	43.8%	6	37.5%	1	6.3%	7	43.8%
	Human Services							5	45.5%	4	36.4%	9	81.8%	2	18.2%			2	18.2%
	Mathematics							1	100.0%			1	100.0%						
	Nursing-Transfer	1	7.7%	1	7.7%	2	15.4%	7	53.8%	1	7.7%	8	61.5%	3	23.1%			3	23.1%
	Pharmacy-Transfer							1	50.0%			1	50.0%			1	50.0%	1	50.0%
	Overall Program	2	3.6%	5	8.9%	7	12.5%	24	42.9%	10	17.9%	34	60.7%	13	23.2%	2	3.6%	15	26.8%
AY2017	Biological Sciences	3	20.0%	2	13.3%	5	33.3%	7	46.7%			7	46.7%	3	20.0%			3	20.0%
	Health Information Management							8	72.7%	2	18.2%	10	90.9%			1	9.1%	1	9.1%
	Human Services	1	4.8%			1	4.8%	12	57.1%	5	23.8%	17	81.0%	3	14.3%			3	14.3%
	Mathematics							1	100.0%			1	100.0%						
	Nursing-Transfer			2	15.4%	2	15.4%	6	46.2%	1	7.7%	7	53.8%	3	23.1%	1	7.7%	4	30.8%
	Pharmacy-Transfer							2	100.0%			2	100.0%						
	Physics	1	100.0%			1	100.0%												
	Overall Program	5	7.8%	4	6.3%	9	14.1%	36	56.3%	8	12.5%	44	68.8%	9	14.1%	2	3.1%	11	17.2%
AY2018	Biological Sciences	3	17.6%	1	5.9%	4	23.5%	11	64.7%			11	64.7%	2	11.8%			2	11.8%
	Health and Physical Education							1	100.0%			1	100.0%						
	Health Information Management							4	44.4%			4	44.4%	2	22.2%	3	33.3%	5	55.6%
	Human Services			1	8.3%	1	8.3%	3	25.0%	3	25.0%	6	50.0%	4	33.3%	1	8.3%	5	41.7%
	Nursing-Transfer	1	9.1%			1	9.1%	5	45.5%	2	18.2%	7	63.6%	2	18.2%	1	9.1%	3	27.3%
	Overall Program	4	8.2%	2	4.1%	6	12.2%	24	49.0%	5	10.2%	29	59.2%	10	20.4%	4	8.2%	14	28.6%

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

Includes students known to Institutional Research as First-time Freshmen (Non-Transfer) or First-time Transfer (Transfer) (beginning Fall 2005 for Freshmen and Fall 2007 for Transfers).

Associate Level Graduation Numbers

Program Title	AY2016		AY2017		AY2018	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
Biological Sciences	23	3.04	18	3.06	26	2.90
Health and Physical Education	3	4.33			1	3.67
Health Information Management	18	3.54	13	3.62	9	4.56
Human Services	20	3.72	29	3.82	15	4.07
Mathematics	1	2.33	1	3.67		
Nursing-Transfer	13	3.21	13	3.56	18	3.30
Pharmacy-Transfer	2	3.67	4	3.25		
Physics			1	1.67		
Overall Program	79	3.40	79	3.51	68	3.48

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

Student Retention (Data Source A)

Returned the Subsequent Term

Program Title	AY2016				AY2017				AY2018			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
Astronomy	3	1		33.3%	1	1		100.0%	1			0.0%
Biological Sciences	138	80	7	60.1%	151	76	7	53.0%	184	88	4	50.0%
Health Information Management					55	25	10	50.9%	42	19	2	45.2%
Health and Physical Education	37	14	1	40.5%	23	11		47.8%	37	19	1	54.1%
Human Services	49	31	3	67.3%	51	26	11	60.8%	37	23	4	73.0%
Mathematics	10	4		40.0%	14	5		35.7%	8	2		25.0%
Nursing-Transfer	29	16	4	65.5%	55	30	3	58.2%	769	406	13	54.0%
Pharmacy-Transfer	37	22		59.5%	13	7		53.8%	15	10		66.7%
Physics	5	4		80.0%	5	2		40.0%	3			0.0%
Overall Program	307	172	15	59.0%	364	183	31	54.1%	1,079	567	24	54.2%

* 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

This program is productive. While numbers appear low for both retention and graduation, they are in line with other programs at the College, as well as other system schools in our sector. Student retention rate for the AS – General is approximately equal to the retention rate for the College as a whole. (59% vs. 56.7% for AY 2016, 54.1% vs. 55.2% for AY 2017).

The above evidence not only paints a productive picture for the AS program, but also its component pathways. For any individual pathway, there are no problematic numbers for graduation or retention. The only numbers that are low are in a limited situations were few students were counted. While the numbers are low and therefore anecdotal, surrounding years were typically much higher, when more students were involved and counted.

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

Program Title	AY2016			AY2017			AY2018		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
Astronomy	4,314	3	0.1%	3,996	1	0.0%	4,105	3	0.1%
Biological Sciences	4,314	298	6.9%	3,996	297	7.4%	4,105	330	8.0%
Health and Physical Education	4,314	60	1.4%	3,996	49	1.2%	4,105	60	1.5%
Health Information Management	4,314	91	2.1%	3,996	78	2.0%	4,105	72	1.8%
Human Services	4,314	103	2.4%	3,996	114	2.9%	4,105	102	2.5%
Mathematics	4,314	27	0.6%	3,996	25	0.6%	4,105	19	0.5%
Nursing-Transfer	4,314	1,142	26.5%	3,996	1,002	25.1%	4,105	918	22.4%
Pharmacy-Transfer	4,314	66	1.5%	3,996	38	1.0%	4,105	28	0.7%
Physics	4,314	6	0.1%	3,996	9	0.2%	4,105	5	0.1%
Overall Program	4,314	1,749	40.5%	3,996	1,573	39.4%	4,105	1,507	36.7%

Program Level - Associate

Number and Percentage of students in program by self-reported Gender, Age, and Ethnicity.

Self-Reported Age

Age Category	Program Title	AY2016		AY2017		AY2018	
		Students in Program	%	Students in Program	%	Students in Program	%
<= 23	Astronomy	2	0.1%	1	0.1%	3	0.2%
	Biological Sciences	248	14.2%	255	16.2%	294	19.5%
	Health and Physical Education	54	3.1%	44	2.8%	58	3.8%
	Health Information Management	52	3.0%	50	3.2%	50	3.3%
	Human Services	61	3.5%	77	4.9%	70	4.6%
	Mathematics	25	1.4%	22	1.4%	17	1.1%
	Nursing-Transfer	742	42.4%	713	45.3%	695	46.1%
	Pharmacy-Transfer	55	3.1%	29	1.8%	24	1.6%
	Physics	4	0.2%	7	0.4%	5	0.3%
	Total	1,213	69.4%	1,163	73.9%	1,189	78.9%
> 23	Astronomy	1	0.1%				
	Biological Sciences	52	3.0%	44	2.8%	37	2.5%
	Health and Physical Education	7	0.4%	6	0.4%	2	0.1%
	Health Information Management	43	2.5%	31	2.0%	22	1.5%
	Human Services	44	2.5%	38	2.4%	34	2.3%
	Mathematics	3	0.2%	3	0.2%	2	0.1%
	Nursing-Transfer	407	23.3%	293	18.6%	228	15.1%
	Pharmacy-Transfer	12	0.7%	10	0.6%	4	0.3%
	Physics	2	0.1%	2	0.1%		
	Total	554	31.7%	422	26.8%	326	21.6%

NOTE: Percent base changed from total student at program level, i.e. all bachelor's students, for AY to total students in program for AY.

Self-Reported Gender

GENDER	Program Title	AY2016		AY2017		AY2018	
		Students in Program	%	Students in Program	%	Students in Program	%
Female	Astronomy	2	0.1%				
	Biological Sciences	209	11.9%	204	13.0%	233	15.5%
	Health and Physical Education	17	1.0%	13	0.8%	25	1.7%
	Health Information Management	79	4.5%	63	4.0%	57	3.8%
	Human Services	85	4.9%	92	5.8%	83	5.5%
	Mathematics	9	0.5%	10	0.6%	6	0.4%
	Nursing-Transfer	1,010	57.7%	889	56.5%	825	54.7%
	Pharmacy-Transfer	44	2.5%	25	1.6%	19	1.3%
	Physics			1	0.1%		
	Total	1,415	80.9%	1,261	80.2%	1,221	81.0%
Male	Astronomy	1	0.1%	1	0.1%	3	0.2%
	Biological Sciences	89	5.1%	93	5.9%	97	6.4%
	Health and Physical Education	43	2.5%	36	2.3%	35	2.3%
	Health Information Management	12	0.7%	15	1.0%	15	1.0%
	Human Services	18	1.0%	22	1.4%	19	1.3%
	Mathematics	18	1.0%	15	1.0%	13	0.9%
	Nursing-Transfer	132	7.5%	113	7.2%	93	6.2%
	Pharmacy-Transfer	22	1.3%	13	0.8%	9	0.6%
	Physics	6	0.3%	8	0.5%	5	0.3%
	Total	334	19.1%	312	19.8%	286	19.0%

NOTE: Percent base changed from total student at program level, i.e. all bachelor's students, for AY to total students in program for AY.

Self-Reported Ethnicity

Ethnicity/Race	Program Title	AY2016		AY2017		AY2018	
		Students in Program	%	Students in Program	%	Students in Program	%
American Indian or Alaska Native	Nursing-Transfer	2	0.1%	1	0.1%		
	Total	2	0.1%	1	0.1%		
Asian	Biological Sciences	4	0.2%	3	0.2%	4	0.3%
	Health Information Managem..	2	0.1%	2	0.1%	2	0.1%
	Human Services	1	0.1%	2	0.1%		
	Mathematics	2	0.1%	1	0.1%	2	0.1%
	Nursing-Transfer	12	0.7%	11	0.7%	12	0.8%
	Pharmacy-Transfer	1	0.1%	1	0.1%		
	Total	20	1.1%	18	1.1%	19	1.3%
Black or African American	Astronomy	1	0.1%	1	0.1%	1	0.1%
	Biological Sciences	114	6.5%	117	7.4%	141	9.4%
	Health and Physical Educati..	42	2.4%	30	1.9%	41	2.7%
	Health Information Managem..	47	2.7%	39	2.5%	45	3.0%
	Human Services	50	2.9%	65	4.1%	59	3.9%
	Mathematics	9	0.5%	8	0.5%	3	0.2%
	Nursing-Transfer	488	27.9%	415	26.4%	410	27.2%
	Pharmacy-Transfer	20	1.1%	9	0.6%	7	0.5%
	Physics			1	0.1%	2	0.1%
	Total	740	42.3%	664	42.2%	688	45.7%
Hispanic or Latino	Biological Sciences	12	0.7%	13	0.8%	15	1.0%
	Health and Physical Educati..	2	0.1%				
	Health Information Managem..	2	0.1%			1	0.1%
	Human Services	2	0.1%	3	0.2%	5	0.3%
	Mathematics	1	0.1%			1	0.1%
	Nursing-Transfer	31	1.8%	34	2.2%	34	2.3%
	Pharmacy-Transfer	3	0.2%	1	0.1%	2	0.1%
	Total	53	3.0%	50	3.2%	58	3.8%
Native Hawaiian or Other Pacific Islander	Nursing-Transfer	2	0.1%	1	0.1%		
	Total	2	0.1%	1	0.1%		
Two or more races	Biological Sciences	13	0.7%	10	0.6%	12	0.8%
	Health and Physical Educati..	3	0.2%	1	0.1%	2	0.1%
	Health Information Managem..	5	0.3%	5	0.3%	2	0.1%
	Human Services	2	0.1%	2	0.1%	5	0.3%
	Mathematics			3	0.2%	2	0.1%
	Nursing-Transfer	33	1.9%	25	1.6%	29	1.9%
	Pharmacy-Transfer	1	0.1%	1	0.1%	1	0.1%
	Physics	1	0.1%	1	0.1%	1	0.1%
	Total	56	3.2%	46	2.9%	54	3.6%
Unknown	Biological Sciences	1	0.1%	1	0.1%		
	Health Information Managem..	1	0.1%	1	0.1%		
	Nursing-Transfer	3	0.2%	3	0.2%	4	0.3%
	Total	4	0.2%	5	0.3%	4	0.3%
White	Astronomy	2	0.1%			2	0.1%
	Biological Sciences	154	8.8%	153	9.7%	158	10.5%
	Health and Physical Educati..	13	0.7%	18	1.1%	17	1.1%
	Health Information Managem..	34	1.9%	31	2.0%	22	1.5%
	Human Services	48	2.7%	42	2.7%	33	2.2%
	Mathematics	15	0.9%	13	0.8%	11	0.7%
	Nursing-Transfer	572	32.7%	512	32.5%	429	28.5%
	Pharmacy-Transfer	41	2.3%	26	1.7%	18	1.2%
	Physics	5	0.3%	7	0.4%	2	0.1%
	Total	873	49.9%	788	50.1%	684	45.4%

NOTE: Percent base changed from total student at program level, i.e. all bachelor's students, for AY to total students in program for AY.

Appendix C: Library Resources Complete for English and History

Dorothy W. Hightower Collaborative Learning Center & Library

The Dorothy W. Hightower Collaborative Learning Center (CLC) & Library provides appropriate facilities and information resources to support the college's mission and core values to "develop creativity, critical thinking, problem solving, innovation, a global perspective and a commitment to lifelong learning that includes a respect for everyone involved in the process". The library's mission statement and primary functions serve as a guide for the library to serve the curricular needs of students, faculty, and staff, and where possible, the educational needs of the broader community.

Mission

The mission of the Dorothy W. Hightower CLC & 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.

Vision and Function

The Dorothy W. Hightower CLC & 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 as well as 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 including distance education learners (off-site, hybrid, and online). Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Collaborative Learning Center & 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, request library instruction for their 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 AA are Beverly Eskridge, Beth Pye and Brenda Rutherford.

Facility and Online Description

The library supports an on-site, physical collection consisting of 94,633 volumes, 7,932 bound periodicals, 7,932 current periodical subscriptions, 10,402 microfilm units, and 616,000 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 (**Georgia Library Learning Online**) to more than 93,000 online serials and core academic journals, and 322 databases. Equipment is available in the library for viewing these materials. Hightower Collaborative Learning Center & 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 connected remotely using their personal devices or utilized technology at one of the partner libraries (Henry County Public Library or Southern Crescent Technical College). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner which houses approximately fifty-five percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located in the Guillebeau Hall repository. Items in the repository are made available upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) thirty-six computers, (3) twelve laptops, (4) two scanners, (5) nineteen individual and group study rooms for collaborative work and individual quiet study, (6) one Presentation Practice Room, (7) one Assistive Technology Resource Room, (8) two instructional classrooms, (9) wireless access, (10) two microfilm readers, (11) color and b/w printing, and (12) and a book 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 in 2015 to accommodate the library repository. It houses approximately forty-five percent 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 the Archives Monday through Friday from 8AM until 5PM upon scheduling an appointment with a librarian.

Appendix D: Student Satisfaction with Program Survey Results

Associate of Science (General) Student Satisfaction Survey Spring 2019

