

COMPREHENSIVE PROGRAM REVIEW: AY 2021-2022

Project Team: [Beverly Eskridge, Gwyn Gordon, Brenda Johnson, Beth Pye & Jessica Traylor]

Academic Program Name: AS Information Technology

CIP Code: 11.1099

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 Information Technology has the potential to be a good quality, viable and productive program but currently, the Assessment Committee's findings are inconclusive and the program needs more evaluation. There is an interest in the program in the college's 14 county service area as shown by an increase in the number of majors. The quality of the students seems to be good with most of them graduating with higher GPAs than the average Gordon State and according to the latest student satisfaction survey they are satisfied with the program. The main concern for the program is the lack of full-time faculty to teach the courses and the committee recommends the hiring of additional full-time faculty with terminal degrees in the area to help the program reach its full potential.

Quality Summary:

Overall, the Assessment Committee finds that the Information Technology program quality data are inconclusive. The quality of students entering the program appears to be consistent; however, significantly more students who entered in AY2019 needed learning support and the entry requirements were altered for the AY2020 incoming class. Student outputs, as assessed by major and graduate GPA have decreased 22.4% and 18.6%, respectively. There has been one full-time faculty member and two to three part-time faculty supporting the program each year; however, the percentage of faculty with terminal degrees decreased from 50% in AY2018 to 25% in AY2020.

Viability Summary:

Overall, the Assessment Committee finds that the Information Technology program is somewhat viable due to the lack of full-time terminally degreed faculty. The growth in student numbers enrolled in the program and the fact that graduating students from the program have higher GPAs than the average Gordon State student shows that the program could be potentially very viable. However, to achieve that, full-time terminally degreed faculty need to be recruited.

Productivity Summary:

Overall due to the low number of graduates produced by the program and a decrease in all areas overall, the productivity of this program needs further evaluation.

Mission Statement and Curriculum

Program Mission Statement

The mission statement of the Associate of Science of Information Technology is found at the following website:

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

The Associates of Science Degree in Information Technology provides students with the understanding of the development, maintenance, and use of computer systems, software, and networks for the processing and distribution of data. This degree prepares students to solve basic information technology problems and identify current and emerging tools to help organizations. Students will acquire the technical skills to qualify for a variety of entry-level IT roles.

Program Requirements (Data Source D and E)

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

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

Area A Essential Skills

Area A(1) Required Courses: 6 hours

ENGL 1101 (3-0-3)
ENGL 1102 (3-0-3)

Area A(2) Choose **one** of the following courses: 3-4 hours

MATH 1001 (3-0-3)	MATH 1401 (3-0-3)
MATH 1111 (3-0-3)	MATH 1501 (4-0-4)
MATH 1113 (4-0-4)	

Hours Applied to Area A - 9 Hours⁴

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

- Students who are science majors must take MATH 1113 or MATH 1501 in Area A(2).

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

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

Area B Institutional Options (Critical Thinking)

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

and choose one of the following:

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

Hours Applied to Area B - 4 Hours

Area C Humanities/Fine Arts

Choose one of the following courses: 3 hours

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

Choose one of the following courses: 3 hours

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

Hours Applied to Area C - 6 Hours

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

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

Choose one of the following courses:

4 hours

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

Choose one of the following courses:

4 hours

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

Choose one of the following courses:

3-4 hours

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

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

Notes:

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

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

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

Area E Social Sciences

Choose **one** of the following courses:

3 hour

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

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

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 Information Technology at Gordon State are described on the next page:

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

REQUIRED COURSES – 12 HOURS

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

CHOOSE ONE OF THE FOLLOWING COURSES – 6 HOURS

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

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

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

HOURS APPLIED TO AREA F – 18 HOURS**REQUIRED COURSES – 12 HOURS**

BUSA 2101 (3-0-3)
 CSCI 1101 (3-0-3)
 CSCI 1301 (3-0-3)
 ITEC 2215 (3-0-3)

CHOOSE ONE OF THE FOLLOWING COURSES – 6 HOURS

CSCI 1302 (3-0-3)
 CSCI 2201 (3-0-3)
 ITEC 2200 (3-0-3)
 ITEC 2245/CSCI 2410 (3-0-3)
 MATH 1401 (3-0-3)

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

Program requirements for an associate's degree in information technology 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
	AS INFORMATION TECHNOLOGY 7	

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 information technology:

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

Area F in Information Technology consists of 18 hours of lower-division (1000- and 2000-level) courses related to information technology and/or prerequisite to higher level courses:

Area F Guidelines: Information Technology - Courses	Semester Hours
Programming Courses	6-8
Introduction to Information Technology	2-3
Mathematics – Finite Math, Discrete Math, Calculus, or Statistics	2-4
Program Specific Electives – selected from Information Technology, Mathematics, Computer Science, or an IT Application Area	3-8
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-Information Technology	BUSA 2101	7	5	6
	ITEC 2215	1	1	1
	ITEC 2220	1	1	1
	ITEC 2245	1	1	

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2018 - 2019			2019 - 2020			2020 - 2021		
	Day Classes	Evening Classes	Fully Online ..	Day Classes	Evening Classes	Fully Online ..	Day Classes	Evening Classes	Fully Online ..
AS-Information Technology	2	2	6	1	2	5	1	1	6

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	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
AS-Information Technology	4	6	3	5	2	6

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-Information Technology	BUSA 2101	27	31	30	35	30	33
	ITEC 2215	11	30	18	35	15	35
	ITEC 2220	11	35	13	35	16	35
	ITEC 2245	5	10	4	10		

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-Information Technology	BUSA 2101	192	220	151	175	181	195
	ITEC 2215	11	30	18	35	15	35
	ITEC 2220	11	35	13	35	16	35
	ITEC 2245	5	10	4	10		

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The program's mission statement is readily available. It is available on the Gordon State College website at <https://www.gordonstate.edu/academics/majors-and-programs/associate-of-science/information-technology/index.html>. The mission statement is also available online in the Gordon State College Academic Catalog 2021-2022 on page 224 (<https://www.gordonstate.edu/documents/departments/academic-affairs/academic-affairs/2021-22-catalog-final-6-22-21.pdf>).

The program requirements meet those established by the BOR. The requirements for an associate's degree in information technology may be found at the following websites: https://www.usg.edu/policymanual/section3/C343/#p3.8.2_associate_degrees (BOR's information about different degrees, including associates) and https://www.usg.edu/curriculum/general_education (BOR's information about the general education requirements).

The availability of required classes meets the demands of the program and the campus.

During the period of 2018 through 2021, there was a total of eleven courses taught. In 2018-2019 and 2019-2020 there were four (4) courses offered. In 2020-2021 that number dropped to three (3) courses offered. The mean course size enrollment in 2018-2019 was 54 students. This number increased by 20% to 65 students enrolled the following year (2019-2020). The number of students enrolled dropped by 6% to 61 students the following year (2020-2021). The total enrollment based on mean class size in the eleven courses offered during this time period was 180 students while the class capacity was 324 students. In order for the enrollment in the course offerings to be at capacity, the enrollment would have to increase by 144 students. This clearly shows that course capacity exceeds the demand for the courses.

The total enrollment in 2018-2019 was 219 students while the total enrollment for 2019-2020 was 186 students (a decrease of 15%) which could be attributed to the COVID-19 pandemic resulting in all classes being online. In 2020-2021 there was a total enrollment of 212 students (a 14% increase from the total enrollment for the previous year) as more classes returned to face-to-face delivery.

In conclusion, the curriculum for the AS in Information Technology meets the program's mission statement and the BOR guidelines.

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-Information Technology	3,019	31	1.0%	2,573	49	1.9%	2,485	44	1.8%

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-Information Technology	31	18.3	885.0	49	17.8	841.5	44	18.3	853.8

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-Information Technology	31	2.844	49	2.789	44	2.859

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-Information Technology	31	2,293	49	2,198	44	2,228

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-Information Technology	6	28	31	14	38	49	6	41	44

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	2018-2019	2019-2020	2020-2021
AS Information Technology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
AS-Information Technology	4	3.583	4	3.615	5	2.917

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

Average Major GPA

Student Outputs - Average Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
AS-Information Technology	12	3.571	22	2.839	25	2.771

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 Information Technology	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 Information Technology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Student Satisfaction

Student Satisfaction Survey

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

Summary Results of Student Satisfaction Survey

Survey results suggest AS-INFO students are generally satisfied with their program. Students reported satisfaction with the availability of courses (75.0 percent) and moderate satisfaction with the day and time of class schedules (100 percent). Students described marginal satisfaction with extra-curricular learning experiences (50.0 percent), with the minimum level of satisfaction and dissatisfaction reported for this item.

Students reported moderate satisfaction with the quality of AS-INFO professors (100 percent) and reported greater satisfaction with professors' availability outside of class time (100 percent). Furthermore, students reported moderate satisfaction with the courses as preparing them for work in a Bachelor program (100.0 percent).

The area of Advisement contained the highest percentages of "Strongly" satisfied responses from students, with 50 percent of respondents reporting "Strongly Agree" on these items: "My Advisor makes it easy to get in touch and set up an advisement appointment" and "My Advisor is knowledgeable about course requirements for my Major." All results conclude students as satisfied with the ease in getting in touch their advisors and scheduling an advisement meeting (75 percent). Students described their Advisors as "knowledgeable about program requirements" (75 percent) and feel their Advisor "takes a personal interest" in them (75 percent). AS-INFO students reported taking the initiative to make appointments with their Advisors (75 percent).

One hundred percent of AS-INFO students reported participating in an educational event outside of class and 100 percent reported attending an on-campus cultural or social event. Despite the COVID 19 pandemic, AS-INFO students were actively involved and engaged on campus.

Students reported "overall" satisfaction with the AS-INFO program (75 percent). Students communicated positive overall satisfaction with their experience at Gordon State College (100 percent). Satisfaction with Gordon State also received the largest percentage of "Strongly Agree" responses (50 percent).

Respondents reported dissatisfaction with numerous variables: (1) availability of courses, (2) extracurricular learning experiences, (3) ease in contacting and setting up advisement appointment, (4) advisors showing personal interest in the student, and (5) advisor's knowledge about course requirements. Additionally, 25 percent of respondents reported dissatisfaction with their experience in the AS-INFO program.

The student satisfaction ratings speak to the strength of the BUSA and INFO Faculty in filling in for the lack of full-time INFO Faculty. As recorded in data in the [Faculty Outputs](#) section, the lack of tenure-track Faculty to lead the AS-INFO program results in lower student satisfaction with the program and other program satisfaction indicators. Data in the [Faculty Workload – Number of Advisees Per Faculty Member](#) points to Faculty in unrelated disciplines (Performing Arts, Economics, Foreign Language, History, Education, etc.) serving as Academic Advisors to AS-INFO students. The fact that students report satisfaction with advisement speaks to the initiative and effort these unrelated Faculty have invested in AS-INFO students. It is strongly recommended that tenure-track Faculty be recruited to support and lead this in-demand program. The fact that AS-INFO has maintained and grown since its 2018 inception without Faculty leadership points to the potential of the program. It is strongly recommended administration resource this worthwhile program and immediately launch a search for tenure-track faculty to guide students, grow the program, and improve student satisfaction with the program.

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

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program T..	Department	2018 - 2019			2019 - 2020			2020 - 2021		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
AS-Information Technology	Bus, Hist & Social Sciences		2	2		2	2	1	2	3
	Innovative Ed. & Strategic In.		1	1					1	1
	Math, Comp Sci & Engineering	1		1	1		1			
Overall Program		1	3	4	1	2	3	1	3	4

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		
		Master's Degree	Doctorate Degree (Academic)	Total	Master's Degree	Doctorate Degree (Academic)	Total	Master's Degree	Doctorate Degree (Academic)	Total
AS-Information Technology	Bus, Hist & Social Scienc..	2		2	2		2	3		3
	Innovative Ed. & Strategi..		1	1					1	1
	Math, Comp Sci & Engin..		1	1		1	1			
Overall Program		2	2	4	2	1	3	3	1	4

Faculty Highest Degree Detail

Program ..	Highest Degr De..	Lfm Name	2018 - 2019	2019 - 2020	2020 - 2021
AS-INFO	Master's Degree	Lill, Michael A	1	1	1
		Traylor, Rylan R.			1
		Vick, Timothy P	1	1	1
	Doctorate Degree (Academic)	Calhoun, Ric L	1		1
		Glenn, Susan G	1	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 Information Technology	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 Information Technology	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 Information Technology	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 Information Technology	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 Information Technology	N/A	N/A	N/A
Overall Program	N/A	N/A	N/A

Faculty Growth and Development for AS in Information Technology

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
Lill, Michael	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 percentage of students enrolled in the Information Technology program increased from 1% in AY2018 to 1.8% in AY2020. The average SAT score of incoming students decreased from 885 in AY2018 to 853.8 in AY2020, with a lower average SAT score of 841.5 in AY2019. This resulted in a 4.9% overall reduction of incoming SAT scores for program majors. Trends in ACT, GPA, and freshman index remained relatively stable across the past three years. The number of students requiring learning support more than doubled in AY2019, increasing from six students in AY2018 to 14 students in AY2019.

The number of students requiring learning support returned to six during 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. Overall, based on the available data, the quality of students entering the program appears to have remained consistent except for the number of students requiring learning support in AY2019.

Student output data consist of the average GPA for program majors and program graduates. The average GPA for students in the Information Technology program has decreased each year (3.571 in AY2018; 2.839 in AY2019; 2.771 in AY2020) resulting in a 22.4% decrease from AY2018 to AY2020. The average GPA for graduates of the Information Technology program remained consistent from AY2018 (3.583) to AY2019 (3.615) but decreased in AY2020 (2.917). Overall, the GPA of program graduates decreased 18.6% from AY2018 to AY2020. This decrease could reflect the increased need for learning support by incoming students in AY2019; however, the effect of the Covid-19 pandemic should also be considered. There are no data regarding student employment, continuing education, or satisfaction.

There were four supporting faculty members in both AY2018 and AY2020 with a reduction to three supporting faculty members in AY2019. Each year there was one full-time faculty member supporting the program. The percentage of the faculty with terminal degrees has decreased over the past three years (AY2018 50%; AY2019 33%; AY2020 25%). There are no data regarding faculty research, publication, presentations, or professional development.

The quality of students entering the program appears to have remained stable; however, the data are inconclusive due to the pandemic-related changes in entry requirements. Student outputs indicate a decrease in GPA for program majors and graduates. Although the number of full-time faculty supporting the program has remained stable, the percentage of faculty with terminal degrees has decreased each year.

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-Information Technology	0 Hours	9	14	11
	1-30 Hours	11	22	20
	31-60 Hours	8	12	9
	61-90 Hours	2		3
	91-120 Hours	1	1	1

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-Information Technology	657	558	636

Standard Faculty Workload for Degree Program

Program Title	2018-2019	2019-2020	2020-2021
AS Information Technology	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-Information Technolo..	2	2	3
	Total	2	2	3
outside of Program	AS-Information Technolo..	2	1	1
	Total	2	1	1

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

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

Program Title	2018 - 2019						2019 - 2020						2020 - 2021					
	Full-time		Part-time		Total		Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AS-Information Technology	1	10.0%	9	90.0%	10	100.0%	1	12.5%	7	87.5%	8	100.0%	1	12.5%	7	87.5%	8	100.0%

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

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

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

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2018 - 2019		2019 - 2020		2020 - 2021	
			Students in Program	%	Students in Program	%	Students in Program	%
AS- Information Technology	Null	Jacobs, Cynthia			1	2.0%	2	4.5%
		Mathis, Justin			1	2.0%		
	--Business and Social Scie..	Norman, Gary A	13	41.9%	1	2.0%		
	--Undeclared Department	Ellington, Sarah M	1	3.2%				
	Bus, Hist & Social Sciences	Beck, Kris A					9	20.5%
		Burstein, Alan	1	3.2%	1	2.0%	3	6.8%
		Campbell, Scott K	1	3.2%	3	6.1%	2	4.5%
		Carper, William B	1	3.2%	6	12.2%	2	4.5%
		Johnson, Brenda E	2	6.5%	1	2.0%	3	6.8%
		Joshi Beck, Prathibha V	2	6.5%	2	4.1%	1	2.3%
		Mittelman, Rachel J			3	6.1%	2	4.5%
		Richards, Jeremy M					3	6.8%
		Rogers, Jeffery J					1	2.3%
		Shubitz, Scott M					2	4.5%
		Traylor, Jessica S	1	3.2%				
		Traylor, Rylan R			1	2.0%	1	2.3%
		Webb, Brian M					1	2.3%
		Williamson, J. Franklin					1	2.3%
	Education	Casebeer, David L	2	6.5%				
		Robison, Matthew			1	2.0%		
	Humanities & Fine & Performing	Boumpani, Neil M	1	3.2%				
		Guffey, Karen A	1	3.2%				
		Raynie, Stephen A	1	3.2%	1	2.0%		
	Math, Comp Sci & Engineering	Clement, Geoffrey F			1	2.0%		
		Fuller, Allen G			1	2.0%		
		George, John C	2	6.5%	6	12.2%	2	4.5%
		Glenn, Susan G			5	10.2%	2	4.5%
		Gore, Henry A			1	2.0%		
	Natural Sciences	Jia, Beike			1	2.0%		
	Nursing	Martin, Wendy L			1	2.0%		
	School Bus, Lib Arts & Soc..	Kicklighter, Barry L					1	2.3%
	Student Success Center	Calhoun, Valerie J	2	6.5%	1	2.0%	1	2.3%
		Dennis, Sanford D			3	6.1%	5	11.4%
		Stuckey, Wanda M	1	3.2%	3	6.1%	3	6.8%
		Sylvestre, Katherine E			6	12.2%	4	9.1%
		Woodruff, James P	1	3.2%	3	6.1%	2	4.5%
Grand Total			31	100.0%	49	100.0%	44	100.0%

Program Viability Narrative

The Associate of Science in Information Technology is a somewhat viable program.

1. Each course in the Area F is offered each academic year (2018-2020). The only exception is ITEC 2245 which was not offered AY 2020-21
2. A variety of course schedules are offered students each Academic Year, including day, evening, and fully online sections.
3. All InfoTech majors are on the Barnesville / Main Campus, thus all sections are offered only on the Main Campus each AY. Also, many AREA F courses are offered online each AY, which would accommodate students from different campus locations.
4. Enrollment capacity of BUSA 2101 is consistent at 29 each AY. ITEC 2215 and ITEC 2220 show consistent enrollment averaging 14.6 each AY. ITEC 2245 Foundations of Database Design is an AREA F elective and offered only twice during the Assessment period, with an average enrollment of 4.5 students. It is noted most InfoTech majors select MATH 1401 Elementary Statistics as the AREA F elective rather than ITEC 2245. This may be due to the ease in scheduling from several MATH 1401 sections and the infrequency of ITEC 2245 offerings.
5. ITEC enrollment as a percentage of Gordon State full enrollment increased each year of the Assessment period, from 1.0% in AY 2018-19 to 1.8% in AY 2020-27
6. Each Academic Year of the Assessment period, ITEC students enter the program with average ACT scores within the GSC Admissions Requirement standard (18), ranging during the period between 17.8 and 18.3.
7. High School GPAs of ITEC students exceeded the GSC Admissions Requirement (2.0) each Academic Year under review. ITEC students' average High School GPA ranged from 2.789 to 2.859.
8. Students enter the ITEC program with Average Freshman Index significantly higher than the GSC minimum requirement (1830). ITEC students during the Assessment period enter with Average Freshman Index scores between 2,198 and 2,293, or an average of 22.39 percentage points higher than the GSC entrance requirement.
9. Graduating ITEC students complete the program with higher GPAs than the average Gordon State graduate. ITEC students achieve a Graduating GPA between 2.917 and 3.615.

Viability comes into question with the number and status of ITEC Faculty. During the Assessment period, only Part-Time Faculty instructed ITEC and BUSA AREA F courses. Only in CSCI and some BUSA course were Full-time Faculty present. The data shows Part-Time Faculty delivering between 87.5 and 90% of courses during the assessment period.

Likewise, AREA F ITEC and BUSA courses were delivered by non-terminally degreed Faculty. Each year of the assessment period, Faculty from outside the ITEC program were required to deliver instruction. Despite the number of credit hours delivered in the program during the Assessment period (558 to 657 credit hours), no Full Time Faculty was secured to lead the program and advise students. The absence of full-time, terminally degreed Faculty in leadership or as program coordinator to champion the program has left students to fend for themselves, bringing into question the viability of the program.

Data reported in the Advisement of ITEC majors shows students being advised by faculty across the Gordon State Faculty. Even Music, Spanish, and Education Faculty serve as academic advisors for ITEC majors. It appears the ITEC program is expected to operate on its own.

Based on these data, it is recommended to sustain the student successes in the ITEC program that resources be provided to support the viability of the program. Based on growth in student numbers, there appears to be broad interest in the program in the 14-county service

area. The program Mission Statement proposes to “prepare students to solve basic information technology questions,” and yet it appears little effort expended to solve the basic problems of a new and growing program. In its current state, the ITEC program is not sustainable. To strengthen program capacity and viability, terminally degreed ITEC Faculty should be recruited and resourced to market and deliver this program of possibilities.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Overall Time to Degree

	2019		2020		2021	
Program Title MAJR	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
AS-Information Technology	4	3.9	4	2.9	5	5.3

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-Information Technology	1	33.3%			2	66.7%						
2020	AS-Information Technology					3	75.0%	1	25.0%				
2021	AS-Information Technology			1	25.0%	2	50.0%			1	25.0%		

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-Information Technology	26	14	3	57.7%	32	19		59.4%	20	10		50.0%

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

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

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

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

Program Productivity Narrative

Overall program retention/graduation rate has had a slight decrease from 57.7% with 26 students in 2019 to 50% with 20 students in 2021. There has also been an increase in the average years to graduate from the program from 3.9 years in 2019 to 5.3 years in 2021 which is high for an AS degree. Also the last graduates from the program for the college was in 2018-2019. Since that time there have been no graduates from this program.

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-Information Technology	<= 23	29	93.5%	44	89.8%	37	84.1%
	> 23	2	6.5%	6	12.2%	8	18.2%

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-Information Technology	Female	8	25.8%	13	26.5%	13	29.5%
	Male	23	74.2%	36	73.5%	31	70.5%

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-Information Technology	Hispanic or Latino	1	3.2%	1	2.0%	1	2.3%
	Black or African American	20	64.5%	35	71.4%	30	68.2%
	White	9	29.0%	10	20.4%	11	25.0%
	Two or more races	1	3.2%	3	6.1%	2	4.5%

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-Information Technology	< 60	24	77.4%	41	83.7%	30	68.2%
	60 - 74	3	9.7%	5	10.2%	8	18.2%
	75 - 89	1	3.2%	2	4.1%	5	11.4%
	90 - 104	2	6.5%				
	105 - 120	1	3.2%	1	2.0%		
	> 120					1	2.3%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

The information for this is in a separate attachment.

Appendix D: Library Resources Associate of Science for Information Technology

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 Information Technology 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 (**GeorgiA Library LEarning Online**) 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.

Information Technology Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	90	
Electronic Books	663,613	
Print/Microfilm Journals	4	This counts only unique titles.
Electronic Journals	1,145	Total count includes some duplicates

Information Technology databases available through GALILEO

DATABASE TITLE
Advanced Technologies & Aerospace Database (ProQuest)
Computer Science Database (ProQuest)
Computer Source
Information Science & Technology Abstracts
Science and Technology Collection
Academic Search Complete
Bepress Digital Commons
ProQuest Central

Information Technology Journals available through GALILEO and in paper or microfilm format

TITLE
ACM Computing Surveys
ACM transactions on computer systems
ACM transactions on database systems
ACM transactions on programming languages and systems
Applied Computing & Informatics
Communications of the ACM
Communications of the Association for Information Systems
Computer Graphics World
Computer Weekly
Computerworld
Dr. Dobb's Journal
eWEEK
IEEE Internet Computing
IEEE Software
IEEE Transactions on Dependable & Secure Computing
IEEE Transactions on Software Engineering
Information Sciences & Technologies
Information Systems Research
Information Technology Management
International Journal of information technology and web engineering
Information Today
InfoWorld
IT Professional
Journal of Advances in Information Technology
Journal of Computer Information Systems
Journal of Computer Security
Journal of Information Technology
Journal of the Association for Computing Machinery
Journal of the Southern Association for Information Systems

TITLE
MacWorld
Network World
New Generation Computing
PC Magazine
PC Week
PC World
SIAM Journal on Computing
Software Magazine
Wired

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results is a separate attachment.