



MEMORANDUM

DATE: June 26, 2025

TO: Dr. Don Green, President
Gordon State College

FROM: Dr. Joanne Ardovini
Provost, Vice President of Academic & Student Affairs
Gordon State College

CC: Dr. Steve Raynie, Dean
School of Education, Arts & Humanities

Dear President Green:

Please find enclosed the Comprehensive Program Reviews (CPR) for our Bachelor of Arts in English conducted during the 2024-2025 academic year. While the full report contains numerous suggestions regarding the program, I direct you to the summary memo prepared by Dean Raynie, which briefly lays out arguments regarding the quality, viability, and productivity of the program.

It is very clear from this CPR that the Bachelor of Arts in English is to be deactivated. I have submitted the required forms for deactivation to the University System of Georgia on April 8, 2025.

Respectfully,

J. Ardovini, Ph.D.

J. Ardovini, Ph.D.
Provost, Vice President for Academic Affairs & Student Affairs



9 June 2025

MEMO: Comprehensive Program Review: AY 2022-2023 English

TO: Dr. Joanne Ardovini, Provost and Vice President for Academic and Student Affairs

FROM: Dr. Stephen Raynie, Dean, School of Education, Arts & Humanities

The accompanying Comprehensive Program Review presents an accurate view of the BA in English program at Gordon State College. While Gordon State College's program has maintained stable overall enrollment, graduation rates did not meet the 10 per year threshold during the probation period. From 2019 to 2023, the program graduated a total of 30 students (6 per year). At the same time, the Assessment Committee had no employment data to report.

The faculty are to be commended for their efforts in attempting to preserve the program. They made a number of adjustments to the program's structure to improve access. The foreign language requirement was removed in accordance with an EdRAC recommendation and the curriculum was redesigned. As a result, the percentage of online courses increased dramatically, and over four years, the section fill rate improved from 59% to 65%. The number of students in the program held steady.

While program quality remained high, program productivity—and thus viability—remains unsubstantiated.

Please let me know if you would like to meet to review these findings.

Sincerely,

Stephen A. Raynie, M.A.T., Ph.D.
Dean, School of Education, Arts & Humanities

COMPREHENSIVE PROGRAM REVIEW: AY 2019-2023

Project Team: Prof. Michele Anderson, Dr. Joanne Ardovini, Professor Ashlee Fuller, Dr. John George, Dr. Brenda Johnson, Amanda Maynard, Dr. Wesley Venus, Professor Nancy Walraven, Dr. Ed Whitelock

Academic Program Name: BA English – Creative Writing; and BA English – Professional Communication; and BA English – Liberal Arts

CIP Code: 23.0101

College or School and Department: School of Business, Liberal Arts & Social Sciences

Date of Last Internal Review: AY 2016-17

Outcomes of Previous Program Review (brief narrative statement):

English faculty undertook a comprehensive review and revision of program requirements, intending to simplify the academic progress of our majors. The new, common BA English major requirements, as approved for Academic Catalog 2022-23, are listed below:

BA English Courses in Literature: Choose four

- ENGL 3210 Old English and Middle English Literature
- ENGL 3220 Renaissance British Literature
- ENGL 3230 Restoration and Eighteenth-Century British Literature
- ENGL 3240 Nineteenth-Century British Literature
- ENGL 3250 Twentieth Century and Contemporary British Literature
- ENGL 3330 Early and Colonial American Literature
- ENGL 3340 Romantic and Nineteenth-Century American Literature
- ENGL 3350 Modern and Postmodern American Literature
- ENGL 4200 Postcolonial Literatures
- ENGL 4300 African American Literature
- ENGL 4400 Minority American Literature
- ENGL 4601 Foundational Authors: Chaucer
- ENGL 4602 Foundation Authors: Shakespeare
- ENGL 4603 Foundational Authors: Milton
- ENGL 4900 Special Topics in Literature

BA English Courses in Rhetoric & Writing: Choose two

- ENGL 3400 History of English and the American Languages
- ENGL 3600 Introduction to Creative Writing

ENGL 3610 Creative Writing: Fiction

ENGL 3620 Creative Writing: Nonfiction

ENGL 3630 Creative Writing: Poetry

ENGL 3640 Creative Writing: Script Writing

ENGL 3911 Advanced Composition

ENGL 3912 Advanced Grammar

ENGL 3920 Technical Writing

ENGL 3930 Writing for New Media

ENGL 4910 Special Topics in Rhetoric & Composition

BA English Electives: Choose two courses from either list above

Upper-level General Electives: Choose five 3000 - 4000 level courses from any subject

General Electives: Choose seven 1000 - 4000 level courses from any subject 21 hours

An additional adjustment made by the faculty to address enrollment challenges was a shift to offering more online sections of upper-level electives in order to increase convenience for student accessibility. This has resulted in marked increases in those sections post-2022.

Current Date Program Reviewed at the Institution for this report: AY2019-20 to AY2023-24

Executive Summary and Memo:

The AY2024-25 Assessment Committee finds that the English BA program, its Creative Writing track, Professional Communication track, and Liberal Arts track, as quality, viable, and productive. The evidence for the claims is found in the data and narratives below. Overall, the program produces quality students, driven by quality faculty. These students maintain mid-to-high GPAs and graduate on average in approximately 5 years. The faculty maintains a high standard of professional development, as evidenced in their rates of conference participation and peer-reviewed publications. The enrollment numbers for the English program classes and the number of majors suggest that the English programs under review provide a useful service to GSC and the community it serves.

Quality Summary:

Overall, the Assessment Committee finds that the English programs being assessed are quality. Despite an enrollment decrease during the Covid period, student enrollment and outputs still meet the expectations of programs at Gordon State, and there are positive signs of enrollment increases related to the shift to emphasizing online availability of majors' courses. While faculty attrition is also a point of concern, it is worth noting that full-time, tenured faculty within the program scored high for professional development activities (60% for publications, 86% for conference presentations, and 100% for professional training) during the review period. Thus, the English programs at GSC are quality.

Viability Summary:

Ongoing, unaddressed faculty attrition issues create concerns for the enduring viability of the BA English program. However, increasing enrollment demonstrates a strong potential for viability with institutional support and adequate resource allocations.

Productivity Summary:

Of the three programs, the Liberal Arts track is the most productive, but the others still maintain the expectation of productivity at GSC. Of concern is the overall low graduation rate, which has not met a 10-graduate minimum average over any three-year period within the period of this study and hovers closer to an average of 5 per year, or half of the USG system expectation. Comparison of Incoming HS GPAs and SAT-English scores with Graduating GPAs evidences the BA English program admitting less-than-ready students and producing Majors with higher GPAs. In most cases, Average Graduating GPA exceeded Incoming HS GPA.

Mission Statement and Curriculum

Program Mission Statement

Students who complete the Gordon State College major in English not only gain a rich knowledge of and appreciation for literature past and present, but they also develop critical thinking and communication skills that will serve them well in a variety of vocations. Every English major at Gordon State College will receive the training necessary to become perceptive readers, skilled writers, and independent thinkers. The major is defined by three tracks. Track 1 leads to a liberal arts degree in English and prepares graduates for a wide array of professional settings requiring highly developed writing and communications skills (such as business, editing, public relations, or electronic media) as well as providing a strong foundation to those students who wish to pursue graduate or professional studies in a variety of disciplines (such as communications and media, technical writing, English, law, or American Studies). Track 2 in the major prepares students in the core content and pedagogical theory necessary to meet Georgia Performance Standards in English/Language Arts and to address test frameworks for the Georgia Assessments for the Certification of Educators. Track 3 in the major emphasizes professional communication and includes courses in organizational communication, technical writing, and writing for new media. Students pursuing this track will gain additional skills important in a variety of business and professional settings.

Program Requirements

Prior to 2024-25 Academic Catalog change (period of current review)

English Common Requirements	Choose two courses: ENGL 3210, ENGL 3220, ENGL 3230, ENGL 3240, or ENGL 3250 Choose two courses: ENGL 3330, ENGL 3340, or ENGL 3350 Choose one course: ENGL 4200, ENGL 4300, or ENGL 4400 Additional requirements: ENGL 3400 ENGL 3910 ENGL 4600 (24 credit hrs.)
Additional Requirements	Elective courses numbered 3000 and above (including English courses) (15 credit hrs.)
Electives	21 credit hrs.

Area F for all English Majors

Required Courses:

ENGL 2000 Intro to Literary Studies 3 hours

Any two consecutive foreign language courses 6 hours

Choose one of the following courses: 3 hours

ENGL 2111 (3-0-3)

ENGL 2112 (3-0-3)

Choose two of the following courses: 6 hours

ENGL 2111 (3-0-3)

ENGL 2112 (3-0-3)

ENGL 2121 (3-0-3)

ENGL 2122 (3-0-3)

ENGL 2131 (3-0-3)

ENGL 2132 (3-0-3)

Track 1: Liberal Arts

Required Courses 9 Credit Hours

ENGL 3911 Advanced Composition
ENGL 3912 Advanced Grammar
ENGL 3400 History of English and the American Languages

Choose One 3 Credit Hours

ENGL 4601 Foundational Authors: Chaucer
ENGL 4602 Foundation Authors: Shakespeare
ENGL 4603 Foundational Authors: Milton

Choose Two 6 Credit Hours

ENGL 3210 Old English and Middle English Literature
ENGL 3220 Renaissance British Literature
ENGL 3230 Restoration and Eighteenth-Century British Literature
ENGL 3240 Nineteenth-Century British Literature
ENGL 3250 Twentieth Century and Contemporary British Literature

Choose Two 6 Credit Hours

ENGL 3330 Early and Colonial American Literature
ENGL 3340 Romantic and Nineteenth-Century American Literature
ENGL 3350 Modern and Postmodern American Literature

Choose One 3 Credit Hours

ENGL 4200 Postcolonial Literatures
ENGL 4300 African American Literature
ENGL 4400 Minority American Literature

Additional Requirements 33 Credit Hours

At least 12 additional semester hours from courses numbered 3000 or above (including additional English courses)

Electives 21 Credit Hours

Total 124 Credit Hours

[NOTE: Track 2 is *English with Teaching Certification*, part of School of Education.]

Track 3: Professional Communication

Required Courses 6 Credit Hours

ENGL 3920 Technical Writing
ENGL 3930 Writing for New Media

Required Communication Courses (Choose Two) 6 Credit Hours

COMM 3100 Argument & Persuasion
COMM 3930 Public Relations
COMM 3940 Small Group Communication
COMM 3950 Organizational Communication

Additional Requirements 21-27 Credit Hours

Any course numbered 3000 level and above 3 Credit Hours
COMM 1110 (if not taken in Areas C or F) 3 Credit Hours

Electives 18 Credit Hours

(BUSA 2105 is recommended if not taken in Area F) 3 Credit Hours

Total 124 Credit Hours

Track 4 Creative Writing

Required Courses (Choose Four) 12 Credit Hours

ENGL 3600 Introduction to Creative Writing
ENGL 3610 Creative Writing: Fiction
ENGL 3620 Creative Writing: Nonfiction
ENGL 3630 Creative Writing: Poetry
ENGL 3640 Creative Writing: Script Writing

Additional Requirements 24 Credit Hours

Any course numbered 3000 level and above 3 Credit Hours

Electives 21 Credit Hours

Total 124 Credit Hours

[Board of Regents' Guidelines for Program](#)

Academic & Student Affairs Handbook, § 2.3.1.1. Bachelor Degrees

A baccalaureate degree must contain 120 semester hours, including 42 credits of the IMPACTS Core. A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Board of Regents Policy Manual, § 3.8.4. Bachelor Degrees

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are comprised of general education and designated major of study requirements. Bachelor degrees consist of 120 credit hours and have a coherent program of study. Bachelor degrees are subject to Board of Regents and USG policies on comprehensive program review and all applicable accreditation standards for a distinct program of study. Bachelor degrees beyond 120 credit hours require the approval of the USG chief academic officer.

BA English - Liberal Arts, BA English – Professional Communication and BA English – Creative Writing all meet and exceed Board of Regents requirements for Bachelor of Arts. At 124 hours, each of the BA English programs exceeds the minimum of 120 credit hours. BA English is built on the 42 credit hours of IMPACTS core.

Offerings by Course

Number of sections each year (Creative Writing)

Course Offerings - Enrollment Totals

Program Title	Course Title	2019		2020		2021		2022		2023	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BA-English Creative Writing	ENGL 3210							6	25		
	ENGL 3220	18	25					7	25		
	ENGL 3230			16	25						
	ENGL 3240					20	25				
	ENGL 3250			21	25					19	25
	ENGL 3330							10	25		
	ENGL 3340	11	25			18	25			22	25
	ENGL 3350			14	25			25	25		
	ENGL 3400	19	25			23	25				
	ENGL 3610			10	25			6	28		
	ENGL 3620			10	25			10	25		
	ENGL 3630	11	25			10	25			24	25
	ENGL 3640	17	25			8	25				
	ENGL 3911	16	25			12	25			11	25
	ENGL 3912	14	25			22	25			15	25
	ENGL 3920			24	25			9	25		
	ENGL 3930					10	25				
	ENGL 4300			16	25					6	25
	ENGL 4400	16	25					13	25		
	ENGL 4601					13	25				
	ENGL 4602									9	25
	ENGL 4603			20	25						
	ENGL 4900	8	25	26	50	19	51	14	50	13	26

Total enrollments for sections

Offerings by Course

Number of sections each year (Creative Writing)

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2019	2020	2021	2022	2023
BA-English Creative Writing	ENGL 3210				1	
	ENGL 3220	1			1	
	ENGL 3230		1			
	ENGL 3240			1		
	ENGL 3250		1			1
	ENGL 3330				1	
	ENGL 3340	1		1		1
	ENGL 3350		1		1	
	ENGL 3400	1		1		
	ENGL 3610		1		1	
	ENGL 3620		1		1	
	ENGL 3630	1		1		1
	ENGL 3640	1		1		
	ENGL 3911	1		1		1
	ENGL 3912	1		1		1
	ENGL 3920		1		1	
	ENGL 3930			1		
	ENGL 4300		1			1
	ENGL 4400	1			1	
	ENGL 4601			1		
	ENGL 4602					1
	ENGL 4603		1			
	ENGL 4900	1	2	3	3	4

Number of sections of required courses and electives offered

BA English – Creative Writing offers students a wide selection of course topics, enhancing the richness of the program. Of the 23 courses in the BA English program, it is noted that seven have been offered only once in five review years, and most courses are offered in an every-other-year rotation. A program with seven full-time Faculty could easily manage 23 courses to maintain program richness. However, with declining numbers of full-time Faculty, maintaining that diversity may be untenable.

At least one section of all 23 courses had been offered during the review years. The *ENGL 4900 Special Topics in Literature* course is often used as an Independent Study course with one or two students, thus explaining the multiple sections each year.

Number of sections each year (Liberal Arts)

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2019	2020	2021	2022	2023
BA-English Liberal Arts	ENGL 3210				1	
	ENGL 3220	1			1	
	ENGL 3230		1			
	ENGL 3240			1		
	ENGL 3250		1			1
	ENGL 3330				1	
	ENGL 3340	1		1		1
	ENGL 3350		1		1	
	ENGL 3400	1		1		
	ENGL 3610		1		1	
	ENGL 3620		1		1	
	ENGL 3630	1		1		1
	ENGL 3640	1		1		
	ENGL 3911	1		1		1
	ENGL 3912	1		1		1
	ENGL 3920		1		1	
	ENGL 3930			1		
	ENGL 4300		1			1
	ENGL 4400	1			1	
	ENGL 4601			1		
	ENGL 4602					1
	ENGL 4603		1			
	ENGL 4900	1	2	3	3	4

Number of sections of required courses and electives offered

For BA English – Liberal Arts, at least one section of all 23 courses had been offered during the review years. The *ENGL 4900 Special Topics in Literature* course is often used as an Independent Study course with one or two students, thus explaining the multiple sections each year.

Number of sections each year (Professional Communication)

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2019	2020	2021	2022	2023
BA-English Professional Commun	COMM 3930		1			
	COMM 3940	1		1	1	
	COMM 3950	2	1	5	3	3
	ENGL 3210				1	
	ENGL 3220	1			1	
	ENGL 3230		1			
	ENGL 3240			1		
	ENGL 3250		1			1
	ENGL 3330				1	
	ENGL 3340	1		1		1
	ENGL 3350		1		1	
	ENGL 3400	1		1		
	ENGL 3610		1		1	
	ENGL 3620		1		1	
	ENGL 3630	1		1		1
	ENGL 3640	1		1		
	ENGL 3911	1		1		1
	ENGL 3912	1		1		1
	ENGL 3920		1		1	
	ENGL 3930			1		
	ENGL 4300		1			1
	ENGL 4400	1			1	
	ENGL 4601			1		
	ENGL 4602					1
	ENGL 4603		1			
	ENGL 4900	1	2	3	3	4

Number of sections of required courses and electives offered

For **BA English – Professional Communication**, at least one section of all 23 courses had been offered during the review years. The *ENGL 4900 Special Topics in Literature* course is often used as an Independent Study course with one or two students, thus explaining the multiple sections each year.

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2019		2020		2021				2022		2023		
	Day Classes	Fully Online ..	Day Classes	Fully Online ..	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Fully Online ..	Day Classes	Fully Online ..	Hybrid/ Patriall..
BA-English Creative Writing	8	1	8	2	6	1	5		7	4	5	5	1
BA-English Liberal Arts	8	1	8	2	6	1	5		7	4	5	5	1
BA-English Professional Commun	10	2	9	3	6	1	10	1	8	7	5	8	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

A variety of course options are available for students throughout the years reviewed. Fully online courses were offered before the pandemic and Faculty pivoted quickly to meet the needs of students by adding more online and evening options during the pandemic. Post-pandemic students continue to have multiple options available, including hybrid sections. Meeting student needs contributes to Program Quality.

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2019		2020		2021		2022		2023	
	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
BA-English Creative Writing	8	1	8	2	7	5	7	4	5	6
BA-English Liberal Arts	8	1	8	2	7	5	7	4	5	6
BA-English Professional Commun	10	2	9	3	7	11	8	7	5	9

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

In Fall 2019, a large majority of program courses were offered on the Main Campus (86.7 percent). In Fall 2020 and 2021, the number of online courses increased dramatically, with 50 percent of courses on campus and 50 percent online. By Fall 2023, 58.3 percent of program courses are offered online. This suggests flexibility of Faculty and Program leaders to adjust course offerings to meet student preferences in course locations.

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2019		2020		2021		2022		2023	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BA-English Creative Writing	ENGL 3210							6	25		
	ENGL 3220	18	25					7	25		
	ENGL 3230			16	25						
	ENGL 3240					20	25				
	ENGL 3250			21	25					19	25
	ENGL 3330							10	25		
	ENGL 3340	11	25			18	25			22	25
	ENGL 3350			14	25			25	25		
	ENGL 3400	19	25			23	25				
	ENGL 3610			10	25			6	28		
	ENGL 3620			10	25			10	25		
	ENGL 3630	11	25			10	25			24	25
	ENGL 3640	17	25			8	25				
	ENGL 3911	16	25			12	25			11	25
	ENGL 3912	14	25			22	25			15	25
	ENGL 3920			24	25			9	25		
	ENGL 3930					10	25				
	ENGL 4300			16	25					6	25
	ENGL 4400	16	25					13	25		
	ENGL 4601					13	25				
	ENGL 4602									9	25
	ENGL 4603			20	25						
	ENGL 4900	8	25	13	25	6	17	5	17	3	7

Mean class size for section enrollments

In **BA English – Creative Writing**, the total course enrollment ranges between 9 and 40 over the years under review, with the highest five-year enrollments occurring in ENGL 3250, 3340, and 3350 (40 enrolled). The average course capacity is 51.5 percent over all ENGL courses in the five-year review period. Five courses had enrollment capacity in the 70 – 80 percent range: ENGL 3220, 3240, 3250, 3350, and 4630.

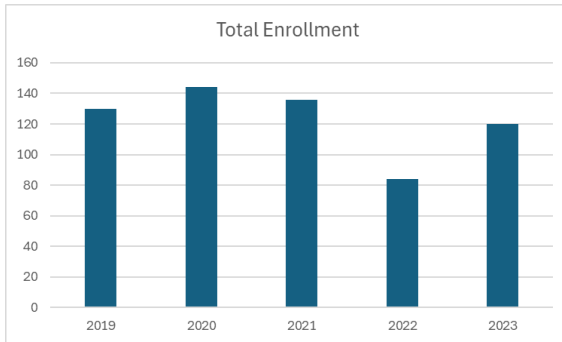
Number of sections each year (Liberal Arts)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2019		2020		2021		2022		2023	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BA-English Liberal Arts	ENGL 3210							6	25		
	ENGL 3220	18	25					7	25		
	ENGL 3230			16	25						
	ENGL 3240					20	25				
	ENGL 3250			21	25					19	25
	ENGL 3330							10	25		
	ENGL 3340	11	25			18	25			22	25
	ENGL 3350			14	25			25	25		
	ENGL 3400	19	25			23	25				
	ENGL 3610			10	25			6	28		
	ENGL 3620			10	25			10	25		
	ENGL 3630	11	25			10	25			24	25
	ENGL 3640	17	25			8	25				
	ENGL 3911	16	25			12	25			11	25
	ENGL 3912	14	25			22	25			15	25
	ENGL 3920			24	25			9	25		
	ENGL 3930					10	25				
	ENGL 4300			16	25					6	25
	ENGL 4400	16	25					13	25		
	ENGL 4601					13	25				
	ENGL 4602									9	25
	ENGL 4603			20	25						
	ENGL 4900	8	25	13	25	6	17	5	17	3	7

Mean class size for section enrollments

In **BA English – Liberal Arts** and **BA English – Creative Writing**, the average course enrollments ranged between 9 and 40 over the years under review. The highest five-year enrollments occurring in ENGL 3250, 3340, and 3350 (40 enrolled). Courses with five-year enrollments less-than-ten included ENGL 3210, 4502 and occasionally ENGL 4990.



It is noted that enrollments remained at consistent levels in AY 2019-20, 2020-21, and 2021-22, as seen in “Total Enrollment” chart. However, a significant drop in enrollment occurred in AY 2022-23, a 41.67 percent decline in course enrollment. Enrollment rebounded in AY 2023-24 with a 42.86 percent increase, yet not a return to earlier enrollment levels. Faculty are to be commended for the quick rebound and restoration of enrollments. The number of course sections scheduled in the five years under review remained consistent at nine per year, except the AY2022-23, when the course count dropped to eight, probably to accommodate the drop in enrollment.

It is also noted that two of the eight courses scheduled in 2022-23 were offered only once in the five years of review, ENGL 3210 and 3330. The remaining six courses were offered twice during the review period. Further, ENGL 3210 and 3330 had enrollments of 6 and 10.

RECOMMENDATIONS:

1. Continue to monitor course enrollment trends and enrollment capacities.
2. Investigate causes of the significant drop in enrollment in AY 2022-23 and implement strategies to prevent future drops in enrollments
3. Review the number of courses offered and consider reducing the wide range of courses offered. Reducing courses offered each semester will boost enrollment in the remaining courses. Eliminating courses may require a Petition to Alter Baccalaureate Program submitted to Academic Policy Committee.
4. Schedule high enrollment courses more often.

Course Offerings (Professional Communication)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2019		2020		2021		2022		2023	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BA-English Professional Commun	COMM 3930			10	25						
	COMM 3940	12	25			31	30	10	28		
	COMM 3950	23	28	30	28	25	26	30	30	31	32
	ENGL 3210							6	25		
	ENGL 3220	18	25					7	25		
	ENGL 3230			16	25						
	ENGL 3240					20	25				
	ENGL 3250			21	25					19	25
	ENGL 3330							10	25		
	ENGL 3340	11	25			18	25			22	25
	ENGL 3350			14	25			25	25		
	ENGL 3400	19	25			23	25				
	ENGL 3610			10	25			6	28		
	ENGL 3620			10	25			10	25		
	ENGL 3630	11	25			10	25			24	25
	ENGL 3640	17	25			8	25				
	ENGL 3911	16	25			12	25			11	25
	ENGL 3912	14	25			22	25			15	25
	ENGL 3920			24	25			9	25		
	ENGL 3930					10	25				
	ENGL 4300			16	25					6	25
	ENGL 4400	16	25					13	25		
	ENGL 4601					13	25				
	ENGL 4602									9	25
	ENGL 4603			20	25						
	ENGL 4900	8	25	13	25	6	17	5	17	3	7

Mean class size for section enrollments

In **BA English – Professional Communication**, the average course enrollments ranged between 9 and 40 over the years under review. The highest five-year enrollments occurred in COMM 3940, COMM 3950, ENGL 3250, 3340, and 3350, with enrollments between 40 and 139. Courses with five-year enrollments less than ten included ENGL 3210, 4502 and occasionally, 4990. In the COMM courses, the average enrollment capacity is 66.8 percent and in ENGL courses the average enrollment capacity is 51.5 percent. Each AY, two COMM courses were scheduled. The average size of COMM courses ranges from 10 to 28, with COMM 3950 showing the highest enrollments. Course capacity for COMM courses is from 40 to 96.5 percent, with COMM 3950 with the highest capacity. COMM 3930 was offered once during the review period (with a 40 percent capacity). COMM 3940 was scheduled three times during the review years, with a 63.9 percent capacity. COMM 3950 is the only course offered each semester and with an average 96.5 percent capacity. In the BA English Professional Communication, 11 courses had an enrollment of 20 or more and 12 courses net a 50 percent or greater average capacity.

Section Enrollments (Total Enrollments ~ Creative Writing)

Course Offerings - Enrollment Totals

Program Title	Course Title	2019		2020		2021		2022		2023	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BA-English Creative Writing	ENGL 3210							6	25		
	ENGL 3220	18	25					7	25		
	ENGL 3230			16	25						
	ENGL 3240					20	25				
	ENGL 3250			21	25					19	25
	ENGL 3330							10	25		
	ENGL 3340	11	25			18	25			22	25
	ENGL 3350			14	25			25	25		
	ENGL 3400	19	25			23	25				
	ENGL 3610			10	25			6	28		
	ENGL 3620			10	25			10	25		
	ENGL 3630	11	25			10	25			24	25
	ENGL 3640	17	25			8	25				
	ENGL 3911	16	25			12	25			11	25
	ENGL 3912	14	25			22	25			15	25
	ENGL 3920			24	25			9	25		
	ENGL 3930					10	25				
	ENGL 4300			16	25					6	25
	ENGL 4400	16	25					13	25		
	ENGL 4601					13	25				
	ENGL 4602									9	25
	ENGL 4603			20	25						
	ENGL 4900	8	25	26	50	19	51	14	50	13	26

Total enrollments for sections

Enrollment in course sections for **BA English Creative Writing** shows eight to ten sections of ENGL courses offered each of the review years, with AY 2020-21 and AY 2021-22 seeing the most sections offered and AY2023-24 with the least sections. Eight courses saw cumulative enrollments of 40 or greater. Sixteen of the 23 courses saw an Enrollment Maximum of 50 percent or greater. Five courses had an Enrollment Maximum of 70 or greater. The number of courses offered each year ranged from 9 to 11, with AY 2020-21 showing the highest number and AY 2022-23 and AY 2023-24 with nine courses. The most productive course in the review years was ENGL 4900, with a total of 80 students and a 64 percent Maximum Enrollment.

Section Enrollments (Total Enrollments ~ Liberal Arts)

Course Offerings - Enrollment Totals

Program Title	Course Title	2019		2020		2021		2022		2023	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BA-English Liberal Arts	ENGL 3210							12	50		
	ENGL 3220	36	50					14	50		
	ENGL 3230			32	50						
	ENGL 3240					40	50				
	ENGL 3250			42	50					38	50
	ENGL 3330							20	50		
	ENGL 3340	22	50			36	50			44	50
	ENGL 3350			28	50			50	50		
	ENGL 3400	38	50			46	50				
	ENGL 3610			20	50			12	56		
	ENGL 3620			20	50			20	50		
	ENGL 3630	22	50			20	50			48	50
	ENGL 3640	34	50			16	50				
	ENGL 3911	32	50			24	50			22	50
	ENGL 3912	28	50			44	50			30	50
	ENGL 3920			48	50			18	50		
	ENGL 3930					20	50				
	ENGL 4300			32	50					12	50
	ENGL 4400	32	50					26	50		
	ENGL 4601					26	50				
	ENGL 4602									18	50
	ENGL 4603			40	50						
	ENGL 4900	16	50	52	100	38	102	28	100	26	52

Total enrollments for sections

During the years under review, **BS English – Liberal Arts** saw nine courses with total enrollments of 75 or greater, with three courses having enrollments of 100 or greater (ENGL 3340, 3912, and 4900). Of the 23 courses, 19 saw an Enrollment Capacity of 50 percent or greater. The most courses were offered in AY 2021-22 at eleven. The following year (AY 2022-23) saw a dramatic 27.3 percent decline in the number of courses offered. In AY 2020-21 enrollment reached 314 and AY 2021-22 enrollment maintained at 307. However, the following year, AY 2022-23, enrollment plummeted 44.6 percent from the AY 2020-21 high. This explains the drop in the number of courses offered. Enrollment saw a rebound in AY 2023-24, but not to the 2020-21 level.

In the **BA English – Professional Communication**, 16 courses had a 50 percent or greater Enrollment Capacity. Over the review years, six courses saw enrollment totals of 40 or greater. Two courses had extremely low enrollment over the review years, ENGL 3210 (6) and ENGL 4602 (9) and obviously, these courses also had the lowest Enrollment Capacity (24 and 36 percent). All three of the COMM courses had Enrollment Capacities above 40 percent. COMM 3950 had the highest total enrollment at 381, and the highest Enrollment Capacity at 95.7 percent.

RECOMMENDATIONS:

1. Research causes of the drop in enrollment in AY 2022-23 across the three BA English programs.

2. Collaborate with Faculty to create and implement strategies to prevent significant drops in enrollments
3. Review the number of courses offered and consider reducing the varied options. Reducing the range of courses will boost enrollment in the remaining courses. Consider eliminating low enrollment courses, ENGL 3210 and 4602 and COMM 3930. This action may require a *Petition to Alter Baccalaureate Program*.
4. Schedule high enrollment courses more often.
5. Recruit additional Faculty to instruct new sections offered
6. Continue to monitor course enrollment trends and enrollment capacities.

Mission Statement and Curriculum Narrative:

The program mission statement appears in every annual edition of the Academic Catalog.

During the five years following the previous Comprehensive Program Review (2018), the faculty of the BA program in English made numerous adjustments to the program's structure and offerings to improve student access and retention in direct response to that report.

The 2018 report cited a majority of course offerings as being offered on campus as opposed to online. From 2019 through 2023, the BA English faculty worked to adapt the program to better serve our students by increasing the percentage of online offerings. In 2019, the program hosted 10 on-campus classes compared to 2 online; by 2023 that number had flipped dramatically, with 5 on-campus classes compared to 9 offered online. This resulted in an increase in a 6% increase in filled seats for courses offered, where 2019 showed 59% compared to 65% in 2023.

Also, as noted at the start of this report, the BA English faculty undertook a comprehensive review and revision of program requirements, based on information gathered in the 2018 report. Those new, common BA English major requirements were approved for Academic Catalog 2022-23.

Additionally, in accordance with the University System of Georgia's Regent's Advisory Council on English, the BA faculty removed the foreign language requirement from degree program, effective for the 2024-25 Academic Catalog.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BA-English Creative Writing	1,322	11	0.8%	1,528	12	0.8%	1,430	11	0.8%	1,375	19	1.4%	1,410	18	1.3%
BA-English Liberal Arts	1,322	55	4.2%	1,528	56	3.7%	1,430	48	3.4%	1,375	42	3.1%	1,410	60	4.3%
BA-English Professional Commun	1,322	18	1.4%	1,528	26	1.7%	1,430	18	1.3%	1,375	13	0.9%	1,410	9	0.6%

Program Level - Bachelors

The number of students enrolled in a program point to the *quality* of the program. Total BA ENGL student numbers ranged from 74 to 94 during review years, with a five-year average of 83.2 students, or 5.9 percent of total GSC program-level students.

The number of students in the **Creative Writing** program averaged 14.2 over review years, representing 1.02 percent of total GSC program-level students. The number of students saw a 72.7 percent increase from AY 2020-21 to AY 2021-22 and maintained the increase in AY 2023-24.

In the **Liberal Arts** Concentration, the number of students averaged 52.2 over the review years, representing 3.74 percent of total GSC program-level students. Even though the number of students dropped in AY 2022-23, broader enrollment also dropped and Liberal Arts student numbers maintained the 3 percent of GSC program-level students. Student numbers increased and decreased in tandem with GSC student numbers.

In the **Professional Communication** Concentration, the number of students averaged 16.8 over the review years, representing 1.5 percent of total GSC program-level students. The number of students grew in early years and saw a significant (50 percent) decline in AY2021-22 and again in 2022-23 (65.3 percent off the highest student number).

All three Concentrations saw healthy growth in student numbers in early years under review. Although Creative Writing saw only a slight decline, all three experienced a decline in AY 2020-21 (Liberal Arts -14.3%; Professional Communication -30.8%). Creative Writing and Liberal Arts recovered and exceeded previous peak (Creative Writing +72.7% and Liberal Arts +42.9%). Professional Communication has been unable to recover, suffering a 65.4% decline from its AY 2019-20 high.

RECOMMENDATIONS:

1. Continue to monitor student numbers in total and within the three Concentrations
2. The Creative Writing and Liberal Arts programs show strength in student numbers. Investigate factors contributing to significant increases in AY 2021-22 and strengthen those factors.

3. Professional Communication started with strong student numbers, then declined rapidly. Examine factors leading to decline and design plans to prevent factors from occurring.
4. Request Student Recruitment to identify potential BA ENGL applicants and supplement recruitment practices with ENGL specific actions.

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
BA-English Creative Writing	11	23.4	925.6	12	20.8	881.3	11	18.9	906.7	19	17.4	926.7	18	15.0	902.5
BA-English Liberal Arts	55	18.7	985.8	56	18.4	967.4	48	18.9	972.5	42	23.7	976.4	60	20.9	890.0
BA-English Professional Commun	18	16.7	920.9	26	16.8	968.6	18	17.9	872.0	13	19.5	852.0	9	27.0	842.5

Average Admissions Test Scores of Students in the Program
NOTE: Not all students will have admissions test scores

Gordon State College requires a High School GPA of ≥ 3.1 or ACT English of ≥ 17 or SAT Verbal of ≥ 430 to exempt Learning Support placement. Additionally, Admissions requires an ACT MATH score ≥ 18 and SAT MATH score of ≥ 430 (p. 28, [Academic Catalog](#)). Thus, an SAT of ≥ 860 is required for Admissions. The Average Incoming SAT for students entering the BA English-Creative Writing program ranged from 881.3 and 926.7, exceeding the minimum required Admissions GPA. The Average Incoming SAT for students entering the BA English Liberal Arts program ranged from 890.0 to 985.8, also exceeding the minimum Admissions GPA, but with a wider variability. The Average Incoming SAT for students entering the BA English Professional Communication program ranged from 842.5 to 968.6, with scores falling below the minimum Admissions GPA in the latter years under review. AY2021-22 average GPA was 852 and AY2022-23 average GPA was 842.5. These latter two Academic Years also so a significant decline in enrollment in the Professional Communication program.

Gordon State requires an ACT English score of ≥ 17 for admissions. The average Incoming ACT-English scores for BA English Creative Writing ranged from 15.0 to 23.4, with only AY 2022-23 falling below the required ACT of 17. Average Incoming ACT-English for BA English Liberal Arts students ranged from 18.7 to 23.7, with higher scores in the latter years of review. Average Incoming ACT-English scores for BA English Professional Communication ranged from 16.7 to 27.0, with lower scores occurring in the early years of review.

RECOMMENDATIONS:

1. Continue to monitor Average GPA for BA English students by concentration.
2. Look back at practices in AY 2021-22 and AY 2022-23 in BA Professional Communication to identify factors leading to declines in enrollment and Incoming SAT for students entering the program.
3. Study factors in BA English Liberal Arts to identify potential reasons for almost 100-point variation in Incoming GPAs.

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Major	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
BA-English Creative Writing	11	2.799	12	3.081	11	3.202	19	3.063	18	3.136
BA-English Liberal Arts	55	3.089	56	3.125	48	3.125	42	3.076	60	2.976
BA-English Professional Commun	18	2.958	26	3.179	18	2.913	13	3.065	9	2.971

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Gordon State College requires a High School GPA of ≥ 3.1 . The Average HS-GPA for all BA English students met the 3.1 requirement in AY 2019-20 (Liberal Arts and Professional Communications), AY 2020-21 (Creative Writing and Liberal Arts) and 2022-23 (Creative Writing). This tells more about High School English programs in the 14-county service area than it does about Gordon State College English programs. It does suggest that less-prepared English students are being admitted to the program. Of interest will be the data points on Graduating GPAs.

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Major	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
BA-English Creative Writing	11	2,375	12	2,389	11	2,460	19	2,427	18	2,432
BA-English Liberal Arts	55	2,455	56	2,489	48	2,465	42	2,364	60	2,241
BA-English Professional Commun	18	2,293	26	2,328	18	2,367	13	2,455	9	2,514

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

USG requires applicants to “some State Colleges” to meet a Freshman Index (FI) (https://www.usg.edu/student_affairs/high_school/admissions). The Index is calculated using the applicant’s High School GPA and SAT/ACT score. GSC is reported to have a Freshman Index of 1830 (https://www.gwa.com/editoruploads/files/Academics%20Files/University_System_of_Georgia_Admission_Requirements.pdf), along with Dalton State and ABAC, and the lowest Freshman Index level of the 26 USG institutions. Georgia State University reported the highest FI requirement, at 2500. In this context, it is inspiring to see the Freshman Index of BA ENGL students.

The average BA ENGL students’ Freshman Index remained above the Gordon State College Freshman Index requirement of 1830. Additionally, the Average Freshman Index remained consistent over the review years, with the highest average scores for Creative Writing students in A& 2020-21 (2460), Liberal Arts

students in AY 2010-20 (2489) and Professional Communications students in AY 2022-23 (2514). Granted only one of these scores barely reaches the Georgia State University requirement of 2500. But this tells us more about the college-readiness of students entering the English classrooms.

RECOMMENDATIONS:

1. Academic Unit Heads and Faculty are to be commended for attracting students with Freshman Index scores well above the GSC requirement of 1830.
2. Continue to monitor Incoming GPA, SAT, and Freshman Index Scores

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Major	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
BA-English Creative Writing	1	10	11	2	10	12	2	9	11	9	12	19	6	13	18
BA-English Liberal Arts	1	54	55	10	48	56	9	40	48	17	31	42	17	46	60
BA-English Professional Commun	10	11	18	3	24	26	5	14	18	5	8	13	2	7	9

Despite low Incoming High School GPA and SAT-English scores, few BA English students have Learning Support Requirements in AY 2018-19, 2019-20, and 2020-21. It is noted that in AY 2021-22 and AY 2022-23 a higher percentage of all BA English students needed Learning Support Requirements. This could be attributed to the "COVID Effect" and "learning loss" in High School. Along with Incoming HS GPA and SAT-English scores, Incoming Learning Support Requirements points to the low college-readiness of all BA English students.

Student Outputs

Average Exit Scores on National Exams: ETS Major Field Test in English, all tracks (CW, LA, PC)

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
BA English	153	154	152	167	133

Benchmark information is unavailable for National Exam utilized. It is noted that Average Exit Scores remained consistent in AY 2018-19, 2019-20 and 2020-21, then a 10 percent increase in AY 2021-22 scores. In AY 2022-23 scores plummeted 20-points below earlier scores to the lowest point. Again, this could be attributed to the "COVID Effect" on education.

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
BA-English Creative Writing	1	2.200			1	3.308	3	3.675	1	3.833
BA-English Liberal Arts	3	3.083	4	3.568	6	3.296	2	3.824	4	3.438
BA-English Professional Commun			1	2.667	2	3.840	2	3.800		

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

Average Graduating GPA for BA English Liberal Arts remained above 3.0 for each of the review years, ranging from 3.083 in AY 2018-19 to 3.824 in AY 2021-22. When compared with Incoming HS GPA, Liberal Arts students had higher Average Graduating GPA, suggesting English Faculty work with less-than-prepared students to bring them to a higher Graduating GPA. Professional Communication students saw a market increase in Graduating GPA from AY 2019-20 to later years, a 44 percent increase. Likewise, Creative Writing had Average Graduating GPAs significantly higher in later review years, a 74.2 percent increase.

Average Major GPA

Student Outputs - Average Major GPA

Program Title Majr	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
BA-English Creative Writing	5	3.313	5	3.188	8	3.724	7	3.550	2	2.800
BA-English Liberal Arts	24	3.308	26	3.538	19	3.674	15	3.583	19	3.450
BA-English Professional Commun	4	3.231	10	3.450	8	3.619	5	3.071	4	2.333

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.

When looking at the Average GPA for all BA English students, early review years (AY 2018-19 through AY 2021-22) saw consistent GPAs between 3.0 and 3.7. However, in the final review year (AY 2022-23) Creative Writing and Professional Communication GPAs dropped below the 3.0+ scores of earlier years. Creative Writing student GPAs saw a 22 percent one-year decline. Professional Communication students saw a 35.5 percent decline from their highest year. This points to a divergent occurrence in AY 2022-23 resulting in these sharp declines.

RECOMMENDATIONS:

1. Continue to monitor Average GPA for BA English students, watching specifically for outlier years (like AY 2022-23).
2. Investigate causes of the sharp decline in Average GPA in AY 2022-23
3. Also investigate actions that resulted in the strong GPAs in AY 2019-20 and 2020-21

Employment Rates

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
BA English	n/a	n/a	n/a	n/a	n/a

Entry into Graduate Programs

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
BA English	n/a	n/a	n/a	n/a	n/a

Student Satisfaction

Satisfaction Survey

See Appendix E

A significant predictor of program *quality* is feedback from students. The Gordon State College Institutional Research administered the *Student Satisfaction Survey* after mid-term Fall semester, 2024, to 21 students enrolled in core requirement courses of the BA English, with three students responding. The response rate is a key indicator of data-quality, and a 21.2 percent response rate does *not* suggest survey outcomes to be generalized. Most academic journals require a 60 percent or greater response rate for publication. Albeit Meterko, et. al. (2015) concluded "results from 'low' response-rate surveys should be considered on their merits, as they may accurately represent the attitudes of the larger population." The writers concluded that low response rate rates should *not* be reasons to dismiss survey results as "uninformative."

Survey statements with average response between 5.0 and 6.0 center around advisement, advisor availability, and quality of program professors. Here are the statements, in descending order:

Statement	Average	SD
As an advisee, I made appointments when needed to see my advisor	5.67	0.58
My advisor makes it easy to get in touch and set up an advisement time	5.67	0.58
I feel my advisor takes a personal interest in me	5.67	0.58
I am satisfied with the availability of professors outside of class	5.33	0.58
My advisor is knowledgeable about course requirements for my major	5.0	1.00
I am pleased with the quality of the professors in my major	5.0	0.00

With the narrow standard deviation, it suggests agreement among respondents that similar responses were made. Program advisors obviously meet and exceed student expectations. Results suggest Faculty make time available for advisee meetings and actually takes a personal interest in the student.

Only two statements received satisfaction scores of 3.0 or below. Here are the statements in descending order:

<i>Statement</i>	<i>Average</i>	<i>SD</i>
I am satisfied with extracurricular learning experiences offered for my major	3.00	1.73
I am satisfied with the availability of courses in my major	2.67	2.08

The standard deviation above 1.0 suggests a wide range of responses, meaning some students responded with strong satisfaction ratings while others reported dissatisfaction. Obviously, some students would like to see a broader range of extracurricular learning experiences of interest to English majors. The lowest scoring statement has to do with availability of program courses.

RECOMMENDATIONS:

1. Continue to monitor student satisfaction with the program, possibly even updating the survey to gain more insights on program-specific concerns.
2. Create a system for recognizing Faculty advisors for meeting student schedules and needs (i.e., reward desired behavior)
3. Consider hosting focus groups with 10-12 students to discover the kinds of extracurricular learning experiences they would like to see offered at Gordon.
4. Poll students to discover when they would like program courses to be offered. Other departments do this, and you may want to contact AUHs to learn successful methods. Most ask student preferences on day, time, and modality.

Faculty Outputs

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program T..	Department	2019		2020		2021		2022		2023	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
BA-English Creative Writing	--Humanities	1									
	Arts & Humanities	3	2	4	1	5	2	6	2	4	1
	Education, Arts & Humanities		1		1		1				
	Humanities & Fine & Perf Arts	1	1	2		1	1	1			
	School Bus & Professio Studies				1		1				1
BA-English Liberal Arts	--Humanities	1									
	Arts & Humanities	3	2	4	1	5	2	6	2	4	1
	Education, Arts & Humanities		1		1		1				
	Humanities & Fine & Perf Arts	1	1	2		1	1	1			
	School Bus & Professio Studies				1		1				1
BA-English Professional Communication	--Humanities	1									
	Arts & Humanities	3	3	4	2	5	3	6	3	4	2
	Education, Arts & Humanities		1		1		1				
	Humanities & Fine & Perf Arts	1	3	2	1	1	3	1	1		
	School Bus & Professio Studies				1		1				1
Overall Program		5	7	6	5	6	8	7	4	4	3

Faculty supporting program through assignment to required courses.

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

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	Department	2019		2020			2021			2022		2023	
		Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Terminal Degree	Non-Terminal Degree
BA-English Creative Writing	--Humanities	1											
	Arts & Humanities	4	1	5			7			8		5	
	Education, Arts & Human..	1		1			1						
	Humanities & Fine & Perf..	1	1	1		1	1		1	1			
	School Bus & Professio ..			1			1					1	
BA-English Liberal Arts	--Humanities	1											
	Arts & Humanities	4	1	5			7			8		5	
	Education, Arts & Human..	1		1			1						
	Humanities & Fine & Perf..	1	1	1		1	1		1	1			
	School Bus & Professio ..			1			1					1	
BA-English Professional Commun	--Humanities	1											
	Arts & Humanities	4	2	5	1		7	1		8	1	5	1
	Education, Arts & Human..	1		1			1						
	Humanities & Fine & Perf..	2	2	2		1	2	1	1	2			
	School Bus & Professio ..			1			1					1	
Overall Program		8	4	9	1	1	11	2	1	10	1	6	1

Amount of Sponsored Research Funding

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
Total	0	0	0	0	0

Amount of Other External Funds

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
Total	0	0	0	0	0

Number of Peer-Reviewed Publications

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
BA English	19	14	10	7	7

Number of Faculty Research Fellowships

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
	0	0	0	0	0

Number of Academic Conference Presentations

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
	16	11	12	7	8

Faculty Growth and Development

Faculty	Manuscripts completed	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education
Richard Baskin*			1		2
Carolyn Collins*		9	1		2
Doug Davis		8	5	2	10
Anna Higgins-Harrell+		2	4		34
Jason Horn*			3		4
David Janssen		1	9		10
Mark King*				1	4
Erik McCarthy			4	4	10
Cortney McLeod*		1			8
Ceasar Perkowski		8	5		36
Stephen Powers	3	21	1		1
Steve Raynie+		2	6	3	14
Laronda Sanders-Senu*	1		2		8
Wesley Venus			1	2	8
Rhonda Wilcox*			2		4
Edward Whitelock, Department Head		1	7		14

* Left service to GSC prior to 2023

+ Reassigned from BA English to other position at GSC prior to 2023

Program Quality Narrative:

Student ETS scores maintained consistent quality, with a slight uptick in average, from 2018 through 2022, though 2023 saw the lowest average score of the program's history. That anomaly might be attributed to a very low graduation rate for that year, but will be a point of observation moving forward as it follows the comprehensive restructuring of the major.

Of primary concern is the attrition of full-time faculty that has occurred over the period covered by this report. Between 2018 and 2023, nine full-time faculty members have left service or been reassigned to other duties outside the BA English program and have not been replaced by full-time professionals. What was once a program with 16 full-time faculty members now has only 9 to support it.

This trend, combined with a historical inability to meet a 10-graduate average over any three-year period, might offer the justification for the 2025 USG decision to deactivate the program, as reported to faculty by the college provost and president in May 2025.

Despite these challenges, it is worth noting that the English faculty of Gordon State College maintained a high rate of professional development activities, representing the college's highest totals in publications and conference presentations.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Major	Overall hours	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
BA-English Creative Writing	0 Hours		1	3	8	9
	1-30 Hours	2	6	3	3	6
	31-60 Hours	1	3	2	3	1
	61-90 Hours	6	2	2	4	2
	91-120 Hours	1		1	1	
	121 or More Hours	1				
BA-English Liberal Arts	0 Hours	9	14	10	17	27
	1-30 Hours	9	12	14	11	16
	31-60 Hours	10	9	10	7	8
	61-90 Hours	16	14	10	5	6
	91-120 Hours	7	5	2	2	2
	121 or More Hours	4	2	2		1
BA-English Professional Commun	0 Hours	12	12	9	7	6
	1-30 Hours	2	1		2	
	31-60 Hours	1	7	4		1
	61-90 Hours	3	4	5	4	2
	91-120 Hours		2			

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

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

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2019	2020	2021	2022	2023
BA-English Creative Writing	390	471	465	300	357
BA-English Liberal Arts	780	942	930	600	714
BA-English Professional Commun	561	591	927	600	636

Standard Faculty Workload for Degree Program

Program Title	AY2019	AY2020	AY2021	AY2022	AY2023
BA English	4/4	4/4	5/4	5/4	5/5

Note: As faculty members moved on and positions were not re-filled (Baskin, Collins, Higgins-Harrell, Horn, King, Raynie, Sanders-Senu, Wilcox), faculty voluntarily took on higher workload following 2020 in support of program; college later initiated a 5/5 load for all faculty due to fiscal need.

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 Major	2019	2020	2021	2022	2023
within Program	BA-English Creative Writi..	9	8	10	9	5
	BA-English Liberal Arts	9	8	10	9	5
	BA-English Professional ..	12	10	13	11	6
	Total	12	10	13	11	6
outside of Program	BA-English Creative Writi..		1	1		1
	BA-English Liberal Arts		1	1		1
	BA-English Professional ..		1	1		1
	Total		1	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	2019				2020				2021				2022				2023			
	Full-time Count	%	Part-time Count	%	Full-time Count	%	Part-time Count	%	Full-time Count	%	Part-time Count	%	Full-time Count	%	Part-time Count	%	Full-time Count	%	Part-time Count	%
BA-English Creative Writing	5	55.6%	4	44.4%	6	60.0%	4	40.0%	7	58.3%	5	41.7%	8	72.7%	3	27.3%	7	63.6%	4	36.4%
BA-English Liberal Arts	5	55.6%	4	44.4%	6	60.0%	4	40.0%	7	58.3%	5	41.7%	8	72.7%	3	27.3%	7	63.6%	4	36.4%
BA-English Professional Commun	5	41.7%	7	58.3%	6	50.0%	6	50.0%	7	38.9%	11	61.1%	8	53.3%	7	46.7%	7	50.0%	7	50.0%

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

Comprehensive Program Review: Bachelor of Arts in English, AY 2019-20 to 2023-24

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Creative Writing	Null	Null							1	5.3%		
		Jacobs, Cynthia			1	8.3%			1	5.3%	1	5.6%
		Wilcox, Charles R									8	44.4%
	--Humanities	King, Mark D	1	9.1%								
		Wilcox, Rhonda V	1	9.1%								
	Applied Sciences	Gore, Henry A			1	8.3%	1	9.1%				
	Arts & Humanities	Davis, Doug							3	15.8%	2	11.1%
		Horn, Jason G	2	18.2%					1	5.3%		
		Ivey, Robert P			1	8.3%	1	9.1%				
		McCarthy, Erik S									2	11.1%
		McLeod, Cortney M			1	8.3%	2	18.2%	2	10.5%	1	5.6%
		Perry-Stewart, Michele D							1	5.3%	1	5.6%
		Powers, Stephen R	2	18.2%	3	25.0%	3	27.3%	2	10.5%	1	5.6%
		Venus, Wesley C	1	9.1%	2	16.7%						
	Education	Calhoun, Valerie J			1	8.3%	1	9.1%	2	10.5%	1	5.6%
		Jones, Joseph R					1	9.1%	1	5.3%		
		Shubitz, Scott M	1	9.1%								
	Education, Arts & Humaniti..	Raynie, Stephen A									1	5.6%
	Education, Math & Applied Sci	Mahan, Michael P	1	9.1%								
		Pollock, Elizabeth A			1	8.3%						
	Natural Sciences	Fermin-Ennis, Cristina	1	9.1%	1	8.3%						
	School Bus & Professio St..	Whitelock, Edward J					2	18.2%	1	5.3%		
	STEM	Brinkman, Mark A	1	9.1%	1	8.3%						
	Student Success Center	Dennis, Sanford D							2	10.5%		
		Gibson, Joanna S									1	5.6%
		Whitelock, Katharine									1	5.6%
		Woodruff, James P							4	21.1%		
Grand Total			11	100.0%	12	100.0%	11	100.0%	19	100.0%	18	100.0%

Comprehensive Program Review: Bachelor of Arts in English, AY 2019-20 to 2023-24

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	
BA-English Liberal Arts	Null	Null	1	1.8%									
		Jacobs, Cynthia			2	3.6%	3	6.3%	4	9.5%	3	5.0%	
		Mathis, Justin			1	1.8%							
		Oliver, Jerry							5	11.9%			
		Wilcox, Charles R								13	21.7%		
	--Humanities	King, Mark D	2	3.6%									
		Wilcox, Rhonda V	5	9.1%	2	3.6%							
	--Undeclared Department	Ellington, Sarah M	2	3.6%									
Arts & Humanities		Davis, Doug	6	10.9%	8	14.3%	6	12.5%	5	11.9%	6	10.0%	
		Horn, Jason G	8	14.5%	9	16.1%	7	14.6%	2	4.8%	1	1.7%	
		Ivey, Robert P			3	5.4%	6	12.5%	2	4.8%			
		Janssen, David A							2	4.8%	2	3.3%	
		McCarthy, Erik S	1	1.8%	1	1.8%			4	9.5%	10	16.7%	
		McLeod, Cortney M	3	5.5%	3	5.4%	4	8.3%	2	4.8%	2	3.3%	
		Perkowski, Caesar	3	5.5%	2	3.6%	1	2.1%	1	2.4%	2	3.3%	
		Perry-Stewart, Michele D			2	3.6%			1	2.4%	3	5.0%	
		Powers, Stephen R	5	9.1%	5	8.9%	2	4.2%	2	4.8%	1	1.7%	
		Venus, Wesley C	1	1.8%	3	5.4%	2	4.2%	4	9.5%	3	5.0%	
		Business	Joshi-Beck, Prathibha V	1	1.8%	1	1.8%						
		Business & Public Service	Awbrey, James L	1	1.8%	1	1.8%	1	2.1%				
			Mayo, Joseph A	1	1.8%								
			Traylor, Jessica S					1	2.1%				
Education		Calhoun, Valerie J	2	3.6%	1	1.8%	3	6.3%	5	11.9%			
		Higgins-Harrell, Anna D	1	1.8%									
		Johnson, Brent E	1	1.8%	1	1.8%	1	2.1%			1	1.7%	
		Jones, Joseph R			1	1.8%	1	2.1%					
		Little, Julie A					1	2.1%					
		Richards, Jeremy M			1	1.8%							
		Rogers, Jeffery J			1	1.8%	1	2.1%					
Education, Arts & Humaniti..	Raynie, Stephen A							1	2.4%	2	3.3%		
Education, Math & Applied Sci		Bell, Pamela T	1	1.8%									
		Mahan, Michael P	1	1.8%	1	1.8%							
		Robison, Matthew					1	2.1%					
		Schaffer, Autumn	1	1.8%	1	1.8%							
Humanities & Fine & Perf Arts		Baskin, Richard L			1	1.8%							
		Boltz, Peter			1	1.8%							
		Sanders-Senu, LaRonda M	1	1.8%			1	2.1%	2	4.8%			
Nursing		Bobo, Charles M	1	1.8%									
		Brooker, Heather E	1	1.8%									
		Harrison, Melissa A			1	1.8%			1	2.4%	1	1.7%	
		Jackson, Annette J			1	1.8%							
		Key, Jacquelyn A	1	1.8%									
		Nwabuebo, Elizabeth	1	1.8%									
		Stewart, Patricia M	1	1.8%	1	1.8%							
		Williams, Mary B	1	1.8%									
		School Bus & Professio St..	Whitelock, Edward J	1	1.8%	1	1.8%			2	4.8%	2	3.3%
STEM	Brinkman, Mark A	1	1.8%	1	1.8%								
Student Success Center		Dennis, Sanford D			2	3.6%			1	2.4%	1	1.7%	
		Gibson, Joanna S									4	6.7%	
		Jones, Kaitlin									2	3.3%	
		Stuckey, Wanda M			1	1.8%							
		Sylvestre, Katherine E	1	1.8%	2	3.6%	7	14.6%	1	2.4%			
		Whitelock, Katharine									1	1.7%	
		Woodruff, James P	1	1.8%	2	3.6%	1	2.1%	6	14.3%			
Grand Total			55	100.0%	56	100.0%	48	100.0%	42	100.0%	60	100.0%	

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Professiona I Commun	Null	Jacobs, Cynthia			2	7.7%	1	5.6%				
		Mathis, Justin			3	11.5%					2	22.2%
	--Humanities	Wilcox, Charles R										
		King, Mark D	1	5.6%								
	--Undeclared Department	Wilcox, Rhonda V	3	16.7%								
		Ellington, Sarah M	2	11.1%								
	Arts & Humanities	Davis, Doug			5	19.2%	3	16.7%	2	15.4%	2	22.2%
		Horn, Jason G	1	5.6%					1	7.7%		
		McCarthy, Erik S							1	7.7%	1	11.1%
		McLeod, Cortney M			2	7.7%						
		Perkowski, Caesar			2	7.7%	1	5.6%				
		Perry-Stewart, Michele D			1	3.8%						
		Powers, Stephen R									1	11.1%
		Venus, Wesley C			4	15.4%	3	16.7%	2	15.4%	1	11.1%
	Business	Traylor, Rryan R	2	11.1%								
	Business & Public Service	Awbrey, James L	1	5.6%								
	Education	Calhoun, Valerie J	1	5.6%	1	3.8%	1	5.6%	2	15.4%		
		Casebeer, David L	1	5.6%								
		Shubitz, Scott M									1	11.1%
		Raynie, Stephen A	2	11.1%	2	7.7%	3	16.7%	1	7.7%	1	11.1%
	Humanities & Fine & Perf Arts	Boltz, Peter			1	3.8%	1	5.6%	1	7.7%		
		Sanders-Senu, LaRonda M			1	3.8%						
	Natural Sciences	Jia, Beike			1	3.8%						
	School Bus & Professio St..	Whitelock, Edward J			1	3.8%	2	11.1%	1	7.7%		
	STEM	Newton, Cori N					1	5.6%				
	Student Success Center	Dennis, Sanford D			1	3.8%	1	5.6%				
		Okoli, Sonya M	1	5.6%								
		Stuckey, Wanda M	2	11.1%	1	3.8%						
		Sylvestre, Katherine E					1	5.6%				
		Woodruff, James P	1	5.6%					4	30.8%		
Grand Total			18	100.0%	26	100.0%	18	100.0%	13	100.0%	9	100.0%

Program Viability Narrative

Through the review period, in overall credit hours before declaration of English as a major, student numbers increased, particularly in the English Liberal Arts track of the program. Of note is that there was a 200 percent increase for students with 0 credit hours between 2018 and 2022. During that same time period, however, for the same demographic, the number dropped by half for the Professional Communication track. The Liberal Arts track had the highest numbers of the three tracks and did see some decreases among students entering the program with 31 credit hours or more.

The faculty workload numbers through this period remained consistent relative to the student declaration numbers. Of note in this aspect were the number of credit hours taught through 2020 and 2021. These numbers declined afterward, with an uptick in 2023 from the previous year, most notably in the Liberal Arts track. The number of faculty supporting the degree program was consistent

through the review period up until 2023 when those numbers dropped significantly. This trend is mitigated by the fact that the number of terminally degreed English faculty members had dropped significantly. The percentage of classes taught by full-time and part-time faculty was consistent.

The number of advisees per faculty member remained consistent through the review period.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Student Graduation Statistics - Time to Degree

Acyr	Program Title MAJR	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Non-Transfer		Transfer		Unknown		Total		Non-Transfer		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019	BA-English Creative Writing											1	100.0%
	BA-English Liberal Arts							1	33.3%	2	66.7%		
	Total							1	25.0%	2	50.0%	1	25.0%
2020	BA-English Liberal Arts							1	25.0%	1	25.0%		
	BA-English Professional Commun											2	50.0%
	Total							1	20.0%	1	20.0%	2	40.0%
2021	BA-English Creative Writing									1	100.0%		
	BA-English Liberal Arts							1	16.7%	4	66.7%		
	BA-English Professional Commun							2	100.0%				
	Total							3	33.3%	5	55.6%		
2022	BA-English Creative Writing									2	66.7%	1	33.3%
	BA-English Liberal Arts									1	50.0%		
	BA-English Professional Commun											1	50.0%
	Total									4	57.1%	1	14.3%
2023	BA-English Creative Writing									1	100.0%		
	BA-English Liberal Arts							2	50.0%	1	25.0%		
	Total							2	40.0%	2	40.0%	1	20.0%

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)

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

Baccalaureate Level Graduation Numbers

Program Title MAJR	2019		2020		2021		2022		2023	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BA-English Creative Writing	1	4.7			1	8.3	3	7.1	1	4.3
BA-English Liberal Arts	3	5.0	4	4.6	6	5.2	2	6.7	4	4.2
BA-English Professional Commun			1	3.3	2	3.7	2	3.3		
Total	4	4.9	5	4.3	9	5.2	7	5.9	5	4.2

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

Student Retention

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2018 - 2019				2019 - 2020				2020 - 2021				2021 - 2022				2022 - 2023			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
BA-English Creative Writing	10	5	1	60.0%	8	5		62.5%	4	3		75.0%	10	5		50.0%	9	5		55.6%
BA-English Liberal Arts	30	22		73.3%	22	11		50.0%	21	12		57.1%	22	14		63.6%	31	14	4	58.1%
BA-English Professional Commun	16	12		75.0%	15	11		73.3%	6	3		50.0%	5	1		20.0%	2	1		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

Through the review period, the student time to degree numbers were generally low for students graduating in 3 to 4 years, with one notable exception in 2022, when there was a 100 percent graduation in students in the Professional Communication track. Among the students graduating after more than four years in the program, the numbers were generally higher. Between 2019 and 2023 the numbers of graduating students trended upwards for students in this category, with percentages reaching no lower than 50 percent, in 2022 (in the Professional Communication track) and in 2023 (in the Liberal Arts track). The total count of graduates peaked in 2021 and 2022, with 5 and then 6, respectively.

The baccalaureate-level numbers peaked in 2021 with 9, with a slight decrease to 7 and then 5 in 2022 and 2023, respectively. During that same period, the number of years to graduation peaked at 5.9 (in 2022), but generally decreasing to 4.2 over the review period.

Student retention numbers indicated a generally downward trend. Among students in the Creative Writing track, the retention percentage rose from 60 percent to 75 percent in 2020-2021 and then back to a similar starting number at the end of the review period. Among the students in the Liberal Arts track, which boasted the highest numbers, the percentage of returning students declined from 73.3 percent at the beginning of the review period to 58.1 percent at the end, with a notable uptick to 63.6 percent in

2021-2022. Among the students in the Professional Communication track, the percentage of returning students began at 75 and 50, with a notable downturn in 2021 to 2022 to 20 percent.

As noted above, many of these trends can be partially attributed to the decline in faculty numbers through the attrition of full-time faculty members in the program, particularly with the loss of faculty credentialed to teach courses in professional communication.

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 needed 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 English BA 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		2021 - 2022		2022 - 2023	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Creative Writing	<= 23	4	4.9%	9	10.0%	8	10.5%	15	20.3%	17	19.8%
	> 23	7	8.5%	3	3.3%	3	3.9%	5	6.8%	2	2.3%
BA-English Liberal Arts	<= 23	27	32.9%	35	38.9%	30	39.5%	31	41.9%	47	54.7%
	> 23	29	35.4%	22	24.4%	20	26.3%	11	14.9%	15	17.4%
BA-English Professional Commun	<= 23	16	19.5%	21	23.3%	15	19.7%	10	13.5%	8	9.3%
	> 23	2	2.4%	5	5.6%	3	3.9%	3	4.1%	1	1.2%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr	GENDER	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Creative Writing	Female	7	8.5%	9	10.0%	7	9.2%	10	13.5%	9	10.5%
	Male	4	4.9%	3	3.3%	4	5.3%	9	12.2%	9	10.5%
BA-English Liberal Arts	Female	41	50.0%	43	47.8%	38	50.0%	31	41.9%	43	50.0%
	Male	14	17.1%	13	14.4%	10	13.2%	11	14.9%	17	19.8%
BA-English Professional Commun	Female	15	18.3%	17	18.9%	11	14.5%	6	8.1%	4	4.7%
	Male	3	3.7%	9	10.0%	7	9.2%	7	9.5%	5	5.8%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Creative Writing	Hispanic or Latino	2	2.4%	2	2.2%			1	1.4%	1	1.2%
	Black or African American	2	2.4%	4	4.4%	2	2.6%	4	5.4%	5	5.8%
	White	7	8.5%	6	6.7%	9	11.8%	13	17.6%	11	12.8%
	Unknown							1	1.4%	1	1.2%
BA-English Liberal Arts	Hispanic or Latino	2	2.4%	4	4.4%	2	2.6%	2	2.7%	2	2.3%
	Asian			1	1.1%					1	1.2%
	Black or African American	14	17.1%	10	11.1%	10	13.2%	7	9.5%	19	22.1%
	White	37	45.1%	36	40.0%	35	46.1%	32	43.2%	35	40.7%
	Two or more races	3	3.7%	5	5.6%	1	1.3%	1	1.4%	3	3.5%
BA-English Professional Commun	Hispanic or Latino	2	2.4%	3	3.3%	2	2.6%	1	1.4%	1	1.2%
	Black or African American	7	8.5%	6	6.7%	7	9.2%	5	6.8%	3	3.5%
	White	7	8.5%	15	16.7%	8	10.5%	6	8.1%	5	5.8%
	Two or more races	2	2.4%	2	2.2%	1	1.3%	1	1.4%		

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		2021 - 2022		2022 - 2023	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
BA-English Creative Writing	< 60	3	3.7%	9	10.0%	5	6.6%	11	15.1%	15	17.4%
	60 - 74	1	1.2%			1	1.3%	1	1.4%		
	75 - 89	2	2.4%	1	1.1%	1	1.3%	1	1.4%	2	2.3%
	90 - 104	4	4.9%			1	1.3%	1	1.4%		
	105 - 120			1	1.1%	1	1.3%	1	1.4%		
	> 120	1	1.2%	1	1.1%	2	2.6%	3	4.1%	1	1.2%
BA-English Liberal Arts	< 60	19	23.2%	21	23.3%	21	27.6%	28	38.4%	38	44.2%
	60 - 74	6	7.3%	3	3.3%	4	5.3%	5	6.8%	5	5.8%
	75 - 89	4	4.9%	7	7.8%	5	6.6%	2	2.7%	5	5.8%
	90 - 104	11	13.4%	5	5.6%	4	5.3%	2	2.7%	5	5.8%
	105 - 120	4	4.9%	6	6.7%	2	2.6%	1	1.4%	2	2.3%
	> 120	10	12.2%	12	13.3%	11	14.5%	4	5.5%	5	5.8%
BA-English Professional Commun	< 60	14	17.1%	16	17.8%	10	13.2%	7	9.6%	4	4.7%
	60 - 74	1	1.2%	1	1.1%	2	2.6%	1	1.4%	1	1.2%
	75 - 89			4	4.4%	1	1.3%	1	1.4%	2	2.3%
	90 - 104			1	1.1%	1	1.3%	1	1.4%		
	105 - 120	1	1.2%	1	1.1%	2	2.6%	1	1.4%		
	> 120	1	1.2%	1	1.1%	2	2.6%	2	2.7%	1	1.2%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: BA Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Dr. Doug Davis	English Program	Ph.D	
Dr. Rebecca Godlasky	English Program	Ph.D	
Dr. Cortney McLeod	English Program	Ph.D	
Dr. Anna Dunlap Higgins-Harrell	English Program	Ph.D	
Dr. Jason G. Horn	English Program	Ph.D	
Dr. David A. Janssen	English Program	Ph.D	
Dr. Mark King	English Program	Ph.D	
Dr. Erik McCarthy	English Program	Ph.D	
Dr. Caesar Perkowski	English Program	Ph.D	
Dr. Stephen Powers	English Program	Ph.D	
Dr. Stephen Raynie	English Program	Ph.D	
Dr. LaRonda Sanders-Senu	English Program	Ph.D	
Dr. Wesley Venus	English Program	Ph.D	
Dr. Edward J. Whitelock	English Program	Ph.D	
Dr. Rhonda V. Wilcox	English Program	Ph.D	
Dr. Adria Goldman	Communications Program	Ph.D	
Dr. Peter Boltz	Communications Program	Ph.D	

Appendix D: Library Resources Complete for English and History

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

With an extensive renovation slated for completion by Spring 2016, 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 the English BA program is Beth Pye.

Facility and Online Description

The library supports an on-site, physical collection consisting of 108,000 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 36,000 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 105,000 online serials and core academic journals with over 93,221 of these full-texts and 325 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 may access 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 connect remotely using their personal devices or utilize technology at one of the partner libraries (HCPL or SCTC). However, after the renovation has been completed [2], the library will be a state of the art learning facility for the 21st century learner which will house 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 will house 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 8AM until 5PM upon scheduling an appointment with a librarian.

English Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	3,638	
Electronic Books	477,359	
Print/Microfilm Journals	88	This counts only unique titles.
Electronic Journals	2,500	Total count includes some duplicates

English databases available through GALILEO

DATABASE TITLE
Academic Search Complete
Article First
Bepress Digital Commons
Biology: The eSkeletons Project
Biology Journals (ProQuest)
Dissertation Abstracts
ERIC
JSTOR Life Sciences
National Science Digital Library
Newsbank Newsfile Collection
Oxford English Dictionary
ProQuest Central
Research Library (ProQuest)
Science & Technology Collection
Science Journals (ProQuest)

English Journals available through GALILEO

Title
American Literature (JSTOR)
Comparative Literature (Literary Reference Center)
Contemporary Literature (Literary Reference Center – 1 year delay)
Essays in Criticism
Modern Fiction Studies (Literature Online)
Nineteenth-Century Literature (JSTOR)
PMLA – Paper subscription
The Review of Contemporary Fiction (Literature Online)
Speculum (JSTOR)
Studies in English Literature 1500-1900 (Literary Reference Center, Literature Online)
Victorian Studies (Literature Online)
World Literature Today (Literature Online)

Appendix E: Student Satisfaction with Program Survey Results

BA English Student Satisfaction Survey Fall 2024

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	2.67	2.08	3
I find the day and time of my major course are convenient for me.	4.33	0.58	3
I am satisfied with extracurricular learning experiences offered for my major.	3.00	1.73	3
I am pleased with the quality of the professors in my major.	5.00	0.00	3
I feel my classes at Gordon State College have prepared me well for graduate school.	4.33	2.08	3
I am satisfied with the availability of professors outside of class.	5.33	0.58	3
As an advisee, I made appointments when needed to see my advisor.	5.67	0.58	3
My advisor makes it easy to get in touch and set up an advisement time.	5.67	0.58	3
I feel my advisor takes a personal interest in me.	5.67	0.58	3
My advisor is knowledgeable about course requirements for my major.	5.00	1.00	3
Overall, I am satisfied with my experience with the Bachelor of Arts in English.	4.00	1.00	3
Overall, I am satisfied with my experience at Gordon.	4.00	1.00	3
During the past year, have you attended an educational event outside of class?			3
During the past year, have you attended an on-campus cultural/social event?			3



Answer

Yes	Strongly Agree	Agree	Moderately Disagree
No	Moderately Agree	Disagree	Strongly Disagree

