

COMPREHENSIVE PROGRAM REVIEW: AY 2020-2021

Bachelor of Science in Management & Administration

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Academic Program Name: Bachelor of Science with a Major in Management and Administration

CIP Code: 5202.01

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

Date of Last Internal Review: Initial Review

Outcomes of Previous Program Review (brief narrative statement):

Current Date Program Reviewed at the Institution for this report:

Executive Summary and Memo:

This Comprehensive Program Review report presents data and analysis of program analytics of the Bachelor of Science in Management & Administration ("BSMA") for AY 2017-18, 2018-19, and 2019-20. Conclusions drawn from analysis of the data support the program's quality, viability, and productivity and importance to the College. Recommendations are suggested for the continued improvement of the program and its outcomes.

Quality Summary:

Quality is viewed as a measure of program effectiveness. The quality of the learning partnership between BSMA Faculty and students is built on the Program Mission Statement. Therefore, quality factors how readily available the Mission Statement is to students and how well program Faculty and staff meet Mission Statement standards. Further, quality as defined by the Board of Regents focuses on program length and breadth. The Gordon State BSMA program is listed by the Board of Regents as "Active" and in good standing as an "authorized degree."

One means students use to define quality is through the availability of courses that meet their scheduling needs. Data showed BSMA courses are offered in a variety of formats and times and enrollment for course sections operate close to the maximum. Retention and completion data suggest students perform well in the curriculum, with average graduating GPA between 3.2 and 3.3. Students report satisfaction with the BSMA program and class schedules. Students also report strong satisfaction with their Faculty advisors.

Further, quality was defined by Faculty excellence. Data showed all tenure-track BSMA faculty hold terminal degrees and professional certifications. Faculty engage in scholarly activity and remain active in the profession. Student report strong satisfaction with the "quality of BSMA professors and with their professors' availability outside of class time.

Based on these diverse measures, the BSMA program was found to be a quality program.

Viability Summary:

Program viability is viewed as the ability of the current system to maintain a separate existence, to ensure sustainability and consistency. While seeking ways to serve students, employers, and taxpayers more efficiency and 'doing more with less,' viability requires effectiveness and the provision of support for programs that generate capital and other resources for the institution. Data on student outputs and Faculty outputs support the viability of BSMA program. Faculty get students through the BSMA program in 4.8 to 5.1 years, above the national average. Most students declare BSMA as their major within their first 30 hours of college, providing for increased continuity and steady progress toward program completion. Faculty increased the number of credit hours offered over the years reviewed by 27 percent, ensuring students have access to needed courses and get to graduation in a timely manner. The majority of courses are instructed by full-time BSMA Faculty. Timely and informed advisement further ensures students progress toward graduation in expected ways.

Based on these data, the BSMA program was found to be a viable and sustainable program.

Productivity Summary:

Program productivity is understood as a measure of efficiency, the long-term efforts on teaching and learning. The primary measurer of productivity is program graduation rates. Data showed a 200 percent increase in the number of BSMA graduates between AY 2016-17 and AY 2020-21. Despite being one of the newest degree programs, BSMA graduates make up 22.7 percent of all graduates at the Bachelor level. Student retention data suggests declining program resources, personnel, and support. BSMA program retention mirrors the College retention patterns. Data showed BSMA students persist and graduate in 4.8 to 5.1 years. Data indicated an increase in the number of students who complete the BSMA in four years, a 128.1 percent increase over the review years. In the 2020-21 Fact Book, data revealed BSMA graduates outnumbered all other Bachelor program graduates at Gordon State College.

Based on these data, the BSMA program was deemed to be a productive program.

MISSION STATEMENT AND CURRICULUM

Program Mission Statement

The Bachelor of Science in Management and Administration at Gordon State College is designed to prepare the student for a career in management. This program focuses on managerial functions, processes, and skills and equips the student to effectively respond to complex organizational challenges. Featuring courses in Managerial Economics, Financial Management, Management Information Systems, Human Resource Management, Entrepreneurship, Managerial Marketing, International Management, and Service Management, the BSMA is designed to prepare the student to guide the new business venture, a major corporation, public service agency, or nonprofit organization through ever-changing cultures and environments. (<https://www.gordonstate.edu/academics/majors-and-programs/bachelor-of-science/management-administration/index.html>).

Analysis of Program Mission Statement

The Mission Statement requirement has been met. The Program Mission Statement for the Bachelor of Science in Management & Administration is public and readily available on the Academics page of the Gordon State website. The Mission Statement meets traditional requirements for business statement of mission.

Program Requirements (Data Source D and E)

“A baccalaureate degree must contain 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). 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’ Academic & Student Affairs Handbook §§ 2.3.1 and 3.8.4*

Analysis of Program Requirements

The requirement has been met. The Bachelor of Science in Management & Administration requires 120-semester hours, with at least 21 semester hours of upper division courses in the Management field. The program requires more than 39 semester hours of upper division work. Furthermore, the BSMA is reported on the BoR website as “Active” and in good standing and is included in the Board of Regents’ list of “authorized degrees”

Gordon State College BS 52020101 Bachelors Bachelor of Science with a Major in Management and Administration ON CAMPUS Active
(https://apps.ds.usg.edu/ords/f?p=118:6:::NO:RP:P6_SEARCH:Management)

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2017 - 2018	2018 - 2019	2019 - 2020
BS-Management and Administration	COMM 3100	1		
	COMM 3940	1	1	
	COMM 3950	2	2	1
	ENGL 3920			1
	HUSV 3001	3	3	3
	HUSV 4010	1	1	1
	HUSV 4030	4	3	3
	HUSV 4081	1	3	2
	MGNT 3000	5	4	4
	MGNT 3050	1	2	1
	MGNT 3100	3	2	4
	MGNT 3200	2	3	3
	MGNT 3341	3	4	3
	MGNT 3400	2	2	2
	MGNT 3500	1	4	3
	MGNT 3600	2	2	3
	MGNT 3700	1	1	1
	MGNT 4080		1	3
	MGNT 4400	1	1	
	MGNT 4500	1	1	1
	MGNT 4900	2	2	3
	MGNT 4990		1	5
	PSYC 3040	3	2	4
	PSYC 3060	2	2	1
	SOCI 3060	3	4	3
	SOCI 3090	1	1	1

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2017 - 2018				2018 - 2019			2019 - 2020			
	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Fully Online ..	Hybrid/ Patriall..	Day Classes	Evening Classes	Fully Online ..	Hybrid/ Patriall..
BS-Management and Administration	21	1	11	13	18	26	8	15	1	28	12

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	2017 - 2018		2018 - 2019		2019 - 2020	
	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
BS-Management and Administrati..	22	24	18	34	16	40

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	2017 - 2018		2018 - 2019		2019 - 2020	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BS-Management and Administration	COMM 3100	25	25				
	COMM 3940	26	25	12	25		
	COMM 3950	24	25	23	28	30	28
	ENGL 3920					24	25
	HUSV 3001	19	28	22	30	27	30
	HUSV 4010	16	30	28	30	18	28
	HUSV 4030	24	29	26	30	27	29
	HUSV 4081	14	28	19	30	18	29
	MGNT 3000	25	29	24	29	25	28
	MGNT 3050	31	30	30	30	30	30
	MGNT 3100	24	28	28	30	27	28
	MGNT 3200	30	30	24	30	23	29
	MGNT 3341	13	14	12	14	14	14
	MGNT 3400	17	30	26	30	31	29
	MGNT 3500	30	30	21	29	26	30
	MGNT 3600	23	30	24	30	20	20
	MGNT 3700	31	30	31	30	27	30
	MGNT 4080			15	30	26	27
	MGNT 4400	10	30	29	30		
	MGNT 4500	17	30	16	30	27	28
	MGNT 4900	18	0	21	0	17	0
	MGNT 4990			1	0	2	0
	PSYC 3040	31	30	30	30	28	29
	PSYC 3060	28	28	27	30	28	28
	SOCI 3060	27	28	24	30	24	28
	SOCI 3090	27	30	23	30	27	30

Mean class size for section enrollments

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2017 - 2018		2018 - 2019		2019 - 2020	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BS-Management and Administration	COMM 3100	25	25				
	COMM 3940	26	25	12	25		
	COMM 3950	48	49	45	55	30	28
	ENGL 3920					24	25
	HUSV 3001	57	85	110	150	108	120
	HUSV 4010	16	30	28	30	18	28
	HUSV 4030	95	115	79	90	80	86
	HUSV 4081	14	28	57	90	35	58
	MGNT 3000	124	145	96	115	98	111
	MGNT 3050	31	30	59	60	30	30
	MGNT 3100	73	85	55	60	106	113
	MGNT 3200	60	60	73	90	68	88
	MGNT 3341	39	43	48	56	54	54
	MGNT 3400	34	60	52	60	62	58
	MGNT 3500	30	30	84	115	78	90
	MGNT 3600	46	60	48	60	59	60
	MGNT 3700	31	30	31	30	27	30
	MGNT 4080			15	30	78	81
	MGNT 4400	10	30	29	30		
	MGNT 4500	17	30	16	30	27	28
	MGNT 4900	36	0	42	0	51	0
	MGNT 4990			1	0	8	0
	PSYC 3040	122	120	90	90	226	232
	PSYC 3060	55	55	54	60	28	28
	SOCI 3060	82	85	97	120	72	85
	SOCI 3090	27	30	23	30	27	30

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The Mission Statement requirement has been met. The program mission statement for the Bachelor of Science in Management & Administration (“BSMA”) is public and readily available on the Academics page of the Gordon State Website. Further, the mission statement meets the traditional requirements of an organizational statement of mission. ***It is recommended*** the BSMA Faculty continue to meet annually to review relevancy of the program Mission Statement. It is also recommended the BSMA Faculty continue to monitor Mission Statement availability on the Gordon State website.

The BSMA program meets the Bachelor of Science requirements established by the Board of Regents. The program requires 120-semester hours, with at least 21 semester hours of upper division courses in the Management field. The program requires more than 39 semester hours of upper division work. Gordon State’s BSMA is reported on the Board of Regents’ website as “Active” and in good standing and is included in the Board of Regents’ list of “authorized degrees.”

Based on the previous three years of data, the availability of required courses is congruent with student demand. Management CORE (21 hours) courses (MGNT 3000, 3100, 3200, 3300, 3341, 3400, 3500, and 3600) and Management Capstone (3 hours) (MGNT 4900) are offered each Fall and Spring semester. Multiple Management Electives (15 hours) courses are also offered each semester. Courses are offered in a variety of formats: on-campus, online, and hybrid. It is noted in the data the “Online” course counts also include eCore courses. Most on campus BSMA classes are scheduled during the day as evening classes rarely have the enrollment to support the offering.

Enrollment totals for courses offered suggest operation close to maximum, with most class enrollments at or above Enrollment Maximums. Only two courses appear to have difficulty reaching full enrollment, MGNT 4400 and MGNT 4500 International Management. It should be noted that MGNT 4400 is not on the Program Map and is considered as a Free Elective. MGNT 4500 is an option in the Management Electives (15 hours) section. ***It is recommended*** that MGNT 4400 and 4500 be offered every other year rather than every year.

The BSMA Program Map meets the Board of Regents requirements of 120-semester hours. Additionally, the BSMA program exceeds the minimum requirement of 21 semesters of upper division courses in the major (39 hours). Thus, the program meets the Board of Regents’ requirement of 39-semester hours of upper division courses.

The data suggests the BSMA curriculum meets the standards of the Program Mission Statement to “equips the student to effectively respond to complex organizational challenges.” Students receive foundational knowledge to prepare them “to guide the new business venture, a major corporation, public service agency, or nonprofit organization through ever-changing cultures and environments.” ***It is recommended*** the BSMA Faculty continue to monitor relevancy of program mission statement.

PROGRAM QUALITY

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BS-Management and Administration	1,258	248	19.7%	1,322	302	22.8%	1,528	360	23.6%

Program Level - Bachelors

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
BS-Management and Administration	248	18.1	902.3	302	17.8	900.6	360	17.5	885.7

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
BS-Management and Administration	248	3.0	302	3.0	360	2.9

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
BS-Management and Administration	248	2,366	302	2,368	360	2,342

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
BS-Management and Administration	33	223	248	56	263	302	74	309	360

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
BS-Management and Administration	34	3.23	40	3.24	47	3.32

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

Average Major GPA

Student Outputs - Average Major GPA

Program Title Major	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
BS-Management and Administration	122	3.2	143	3.3	156	3.4

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	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Entry into Graduate Programs

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Georgia State- Exploratory	1		
Clayton State- Masters of Business	1		1
American Intercontinental- Masters of Business	1		
Mercer University Atlanta	2		
Southern New Hampshire- Accounting	1		
Southern New Hampshire- Information Technology	1		
Middle Georgia State	1		
Clayton State University- Accounting		1	
Liberty University- Counseling		1	
Capella University		1	
Georgia Southwestern- Masters of Business			1
Middle Georgia State- Management			1
University of North Georgia- Human Resources			1
University of Georgia- Agribusiness			1
Georgia State- Accounting			1
Overall Program	8	3	6

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E for copy of Student Satisfaction Survey and summary of survey results.

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

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program T..	Department	2017 - 2018			2018 - 2019			2019 - 2020		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
BS-Management and Administration	--Business and Social Sciences	2	1	3	1	2	3	1		1
	--Humanities	1		1						
	Bus, Hist & Social Sciences	8	2	10	7	3	10	8	5	13
	Humanities & Fine & Performing	1		1	1	2	3	1	1	2
	Innovative Ed. & Strategic In.		1	1		1	1		1	1
	Math, Comp Sci & Engineering	1		1						
Overall Program		13	4	17	9	8	17	10	7	17

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	2017 - 2018				2018 - 2019			2019 - 2020			
		Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total
BS-Management and Administration	--Business ..	3			3	3		3	1			1
	--Humanities	1			1							
	Bus, Hist & ..	9		1	10	8	2	10	10	1	2	13
	Humanities..	1			1	1	2	3	1		1	2
	Innovative ..	1			1	1		1	1			1
	Math, Com..		1		1							
Overall Program		15	1	1	17	13	4	17	13	1	3	17

Amount of Sponsored Research Funding

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
NONE			
Overall Program			

Amount of Other External Funds

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
HAHAHA			
Overall Program			

Number of Peer-Reviewed Publications

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
NONE			
Overall Program			

Number of Faculty Research Fellowships

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
NONE			
Overall Program			

Number of Academic Conference Presentations

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Southern Organization of Human Services	"Leadership in Human Service Organizations: Character-Based Leadership"		
Gordon State Teaching Matters Conference	"Breaking Out! A Multidimensional Learning Activity"	"Games in my Classroom"	"Teaching, Service & Professional Development: Debunking the False Trichotomy" "How Special Cohorts Improve GPA, Retention & Graduation Rates"
Gordon State CETL Presentations	"The Evaluation Process: A Multi-discipline approach to Promotion and Tenure Process"	• "The Evaluation Process: A Multi-discipline approach to Promotion and Tenure Process" • "Mentoring Our Students for Success During and After College" • "The Career Competencies Rubric" • "HELP! I'm Bored, They're Bored, Everyone's Confused, Nothing Works"	"The Evaluation Process: A Multi-discipline approach to Promotion and Tenure Process"
Gordon State DATA Day		"CCSSE, NSSE, and the Highlander Edge"	
Gordon State Student Success Summit	"Faculty-Student Collaboration at Gordon State College: A Two-EDGE'd Sword"	• "Building an Inclusive Classroom" • "Internship Programs Under the <i>Fair Labor Standards Act</i>" • "Best Internship Practices and Student Engagement Strategies" • "Honing the Two EDGE'd Sword: Growing Momentum in Undergraduate Research at Gordon State College"	
Leadership Lamar	"Running Your Local Government" "Role of the Chamber of Commerce in Economic Development"	"Running Your Local Government" "Role of the Chamber of Commerce in Economic Development"	"Lamar County, GA: Sociodemographic Profile" "Running Your Local Government" "Role of the Chamber of Commerce in Economic Development"
Georgia Undergraduate Symposium	X		

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National Organization for Student Services		X	
National Youth Advocacy & Resilience Conference			X
Lamar 365	"Building Economic Impact through the Barnesville-Lamar Foundation"	"Building Economic Impact through the Barnesville-Lamar Foundation"	"Building Economic Impact through the Barnesville-Lamar Foundation"
Rock Springs Men's Conference		"Gentlemen, Start Your Engines"	
Lamar County School System	"Investing in Your Education"	"Investing in Your Education"	"Investing in Your Education"
Society of Human Resource Managers (SHRM) College Night	"Career Tips for Student Success"		

Faculty Growth and Development

Faculty	Manuscripts Completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews
Burstein, Alan	0	1	1	7	0	7	0
Calhoun, Ric (PT)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Campbell, Scott	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Carper, William	N/A	6	N/A	3	N/A	12	N/A
Johnson, Brenda	0	4	2	3	0	48	3
Joshi-Beck, Prathibha	5	5	4	3	0	70+	= or >10
Nsiah, Christian (PT)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Traylor, Ryan	0	1	0	4	0	19+	0

Program Quality Narrative:

Analysis of Student Inputs:

The BSMA program meets the criteria of a Quality program. Data shows the ratio of BSMA Students to all Bachelor level Gordon State students as increasing each year (for the years under review) from 19.7 percent to 23.6 percent, or a 20 percent increase in the ratio. The incoming student SAT average remains consistent, between 885.7 and 902.3. ACT scores remain consistent, between 17.5 and 18.1, over the review years. The High School GPA of incoming students

remains consistent over the years between 2.9 and 3.0. Likewise, the Freshman Index scores remain consistent over the review years, between 2342 and 2368. However, it is noted that the Freshman Index, High School GPA, ACT, and SAT scores all show a declining pattern between AY 2017-18 and 2019-2020, suggesting the preparedness of High School students entering the program may be weakening. **It is recommended** the Management & Administration Faculty closely monitor this trend and begin policies and preparations for remedial interventions if student preparedness continues to decline. It should be noted that the BSMA program does not require Exit Exams or other National Exams for students graduating from the program.

The data suggests students perform well in the currently designed curriculum of the BSMA program. Students graduate from Gordon State with GPA averages higher than their High School GPA. Data also shows a slight increase in average GPA over the review years, from 3.23 to 3.32. One reason for the increase in graduating GPA could be the increase in the number of students graduating each year, from 34 to 47. Further, the graduating BSMA student GPA calculated in Major courses only remains consistent, between 3.2 and 3.4. Likewise, it is noted that Major GPAs show an increase each year under review. This data suggests the Management Faculty currently works closely with students to ensure mastery of critical content and successful completion of projects. **It is recommended** the BSMA Faculty continue to monitor Graduating GPAs and Major GPAs to see if the trend continues.

Analysis of Student Satisfaction Survey:

One class section of BSMA 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 BSMA students may also be viewed in Appendix E. While this is an extremely small sampling (13 students), some generalizations can be gleaned from the Survey results.

Survey results suggest BSMA students are satisfied with their program at Gordon State College. Students reported as generally satisfied with the availability of courses (61.54 percent) and significantly satisfied with the day and time of class schedules (92.31 percent). Students described a moderate satisfaction with extra-curricular learning experiences (69.23 percent).

Students reported satisfaction with the quality of BSMA professors (84.62 percent) and with professors' availability outside of class time (92.31 percent). One item with the largest percentage of students reporting satisfaction at the "**Strongly Agree**" level (53.85 percent) was "Quality of professors in my major." Further, students believe the major courses prepare them for work in a Graduate program (92.31 percent).

Students described their BSMA Faculty Advisors as knowledgeable about program requirements (92.31 percent) and feel their Advisor takes a personal interest in them (84.62 percent). Additionally, the "Advisor takes a personal interest in me" was the second survey item that received a high "**Strongly Agree**" response (53.45 percent). It appears students have polar experiences with their Faculty Advisors. Most students view their Advisor as "knowledgeable" and "caring" and some have the polar opposite experience. Students report they take the initiative to make appointments with their Advisors (84.62 percent). However, a lower percentage find it easy to get in touch with their Advisor and set up an advisement meeting (76.92 percent).

Only 46.15 percent of students reported participating in an educational event outside of class. And only 38.46 percent reported attending an on-campus cultural or social event. The low participation response may be due to the COVID 19 pandemic in Spring and Fall 2020. The low participation rate may also be due to student jobs, as the majority of BSMA students work part-time jobs outside of class time.

Students reported "overall" satisfaction with the BSMA program (84.62 percent). This "overall" question was worded incorrectly, asking the student if they were "satisfied with my experience with the Bachelor of Science in Human Services" rather than Management & Administration. This incorrect wording may have confused students in their responses. Students communicated overall satisfaction with their experience at Gordon State College (92.31 percent).

Three items on the survey received the highest percentage of “**Strongly Agree**” responses. They were: (1) I feel my advisor takes a personal interest in me; (2) My advisor makes it easy to get in touch and set up an advisement time; and (3) I am pleased with the quality of the professors in my major, all at 53.85 percent.

Items receiving the highest percentage of students reporting Dissatisfaction included: (1) I am satisfied with the availability of courses in my major (38.46 percent) and (2) I am satisfied with extracurricular learning experienced offered for my major (30.77 Percent).

It is recommended that Institutional Research expand the pool of participants for the *Student Satisfaction Survey*. With 360 students in the program, a sampling of 13, or 3.6 percent of the population, does not make for a credible sampling. Further, it is recommended Institutional Research proofread the survey instrument for errors that may confuse respondents and skew survey results. Finally, it is recommended the *Student Satisfaction Survey* be administered in subsequent semesters, with Faculty awareness for promoting and encouraging student participation. This is to improve the survey sample size and respondent rate both of which will provide more meaningful data for analysis.

In the meantime, to improve Student Satisfaction with Program, **it is recommended** the BUSA Faculty survey current students to identify expectations on the “availability of courses” and the percentage of students who prefer online to on-campus settings. Faculty could then lay out schedules that meet student needs. It is expected that students are actually having difficulties finding available seats in courses needed for graduation. Therefore, **it is recommended** the number of Management Faculty be expanded to offer additional course sections, thereby reducing the number of courses closed to additional students. From the student’s perspective, Faculty appear to be doing a stellar job ensuring program curriculum and course content prepare students for Graduate School or career.

It is recommended the BSMA Faculty collaborate to discuss ways to improve student engagement in educational events outside of the classroom. Hopefully, with implementation of the Healthy Highlander Way and the reduction of COVID cases, students will again feel confident in participating in groups and public events. Faculty can focus student attention on a select number of outside activities that will enhance their College experience and service opportunities. Faculty may also discuss ways of encouraging student involvement in Rotaract and promote engagement in their class and advisement meetings. Extra Credit might also be provided for student participation in campus Clubs or service organizations.

Finally, **it is recommended** the BSMA Faculty continue to monitor Student Satisfaction with Program.

Analysis of Faculty Outputs

Quality considerations of the BSMA program are enhanced by the academic and professional qualifications of the program Faculty, both full-time and part-time. For the years under review, full-time BSMA faculty included four tenure-track Faculty and two Lecturers (albeit one with course releases due campus assignments). All full-time, tenure-track Faculty hold terminal degrees in their disciplines. This meets *Board of Regents Policy Manual* § 8.3.1.4 that initial appointee to the full professorial rank should have a terminal degree in the appropriate discipline. Additionally, one Lecturer holds a terminal degree and a CPA. In the part-time Faculty, two hold terminal degree and the remaining hold Master level degrees in their discipline.

Supporting 360 BSMA students with four tenure-track Faculty and two Lectures along with a few part-time Instructors can be overwhelming. Yet Faculty carved out time to participate in professional development opportunities and found imaginative ways to engage in workshops and continuing education events. BSMA Faculty regularly present at educational conferences, sharing their best practices in Business education. It is recognized that BSMA Faculty pursued these professional growth and development activities with little support from the College, as travel allowances were nonexistent during the review years. **It is**

recommended BSMA Faculty continue to pursue scholarly activities and continue to nurture the learning environment among Faculty at Gordon State College. Further, **it is recommended** that financial resources again be set aside and allocated to support scholarly activities of the Faculty.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Majr	Overall hours	2017 - 2018	2018 - 2019	2019 - 2020
BS-Management and Administration	0 Hours	46	81	115
	1-30 Hours	35	48	77
	31-60 Hours	61	62	68
	61-90 Hours	75	84	71
	91-120 Hours	27	25	25
	121 or More Hours	4	2	4

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	2017 - 2018	2018 - 2019	2019 - 2020
BS-Management and Administration	3,294	3,732	4,180

Standard Faculty Workload for Degree Program

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Analysis of Standard Faculty Workload

Based on S 2.2.1 of the *Gordon State College Faculty Handbook*:

2.2.1. The normal teaching load of a tenured or tenure-track faculty member of Gordon State College shall alternate during the academic year between a load of fifteen to sixteen credit hours per semester (4-5 class sections) and a load of twelve credit hours per semester (3-4 class sections). The semester for reduced faculty load would be determined and assigned by the Provost and Vice President for Academic Affairs and the academic unit head based on scheduling needs.

The normal teaching load of a non-tenure track faculty member shall be between fifteen to sixteen credit hours (4–5 class sections) per semester. This shall apply to Lecturer, Senior Lecturer, Instructors, full-time temporary, and full-time limited-term faculty.

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 ..	2017 - 2018	2018 - 2019	2019 - 2020
outside of Program	BS-Manageme..	17	17	17
	Total	17	17	17

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

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

	2017 - 2018						2018 - 2019						2019 - 2020					
Program Title	Full-time		Part-time		Total		Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
BS-Management and Administration	39	84.8%	7	15.2%	46	100.0%	41	78.8%	11	21.2%	52	100.0%	45	80.4%	11	19.6%	56	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	2017 - 2018		2018 - 2019		2019 - 2020	
			Students in Program	%	Students in Program	%	Students in Program	%
BS-Management and Administration..	Null	Null	2	0.8%	4	1.3%		
		Jacobs, Cynthia					8	2.2%
		Mathis, Justin					8	2.2%
	--Assoc. of Science in Nurs.	Billingslea, Rovina T	1	0.4%				
	--Business and Social Sciences	Howard, Anissa K					1	0.3%
		Norman, Gary A	45	18.1%	32	10.6%	8	2.2%
		Terry, Pamela M	1	0.4%				
	--Humanities	Wilcox, Rhonda V			1	0.3%		
	--Math, Comp. Sci. & Eng	Willis, Michael L	4	1.6%				
	--Undeclared Department	Ellington, Sarah M			3	1.0%		
	Bus, Hist & Social Sciences	Burstein, Alan	43	17.3%	40	13.2%	56	15.6%
		Campbell, Scott K	1	0.4%	19	6.3%	40	11.1%
		Carper, William B	35	14.1%	37	12.3%	30	8.3%
		Flatt, Christy H	1	0.4%				
		Johnson, Brenda E	49	19.8%	45	14.9%	60	16.7%
		Joshi Beck, Prathibha V	35	14.1%	31	10.3%	41	11.4%
		Mayo, Joseph A					2	0.6%
		McKinney, Jane-Marie	3	1.2%	12	4.0%	19	5.3%
		Mittelman, Rachel J					1	0.3%
		Shubitz, Scott M			1	0.3%	2	0.6%
		Traylor, Jessica S			2	0.7%	2	0.6%
		Webb, Brian M					7	1.9%
		Williamson, J. Franklin			3	1.0%	3	0.8%
	Education	Bell, Pamela T			1	0.3%		
		Casebeer, Cindy M	2	0.8%	1	0.3%		
		Casebeer, David L			6	2.0%		
		Schaffer, Autumn					3	0.8%
		Wester-Neal, Katherine					1	0.3%
	Health Info Mgt & Allied H.	Agyare, Stephen	1	0.4%	1	0.3%		
		Traylor, Rylan R			1	0.3%	2	0.6%
	Humanities & Fine & Performing	Davis, Doug					1	0.3%
		Horn, Jason G			1	0.3%		
		Ivey, Robert P					3	0.8%
		Janssen, David A	4	1.6%	2	0.7%	2	0.6%
		McCarthy, Erik S			2	0.7%		
		McLeod, Cortney M	1	0.4%	1	0.3%		
		Perry-Stewart, Michele D	3	1.2%	1	0.3%	1	0.3%
		Raynie, Stephen A	3	1.2%	7	2.3%	6	1.7%
		Sanders-Senu, LaRonda M			1	0.3%	2	0.6%
		Whitelock, Edward J			4	1.3%		
	Math, Comp Sci & Engineering	Betanga, Solomon A	1	0.4%				
		Clement, Geoffrey F	1	0.4%				
		Glenn, Susan G					1	0.3%
		Hayden, Diane B	6	2.4%	2	0.7%		
		Phillips, Christopher J	3	1.2%	1	0.3%	1	0.3%
		Zabdawi, Marwan					1	0.3%
	Natural Sciences	Jia, Beike					1	0.3%
		Lee, Cathy	1	0.4%				
	Nursing	Sedgwick, Myles			1	0.3%	1	0.3%
		Chang, Winsome R			1	0.3%		
		Harrison, Melissa A	1	0.4%			1	0.3%
		Martin, Wendy L					1	0.3%
		Purvis, Carol A			1	0.3%		
	Student Success Center	Calhoun, Valerie J			6	2.0%	25	6.9%
		Dennis, Sanford D					17	4.7%
		Grubbs, Gay U	5	2.0%				
		Moore, Tonya Y	1	0.4%	2	0.7%		
		Stuckey, Wanda M			13	4.3%	8	2.2%
		Sylvestre, Katherine E			15	5.0%	16	4.4%
		Woodruff, James P	10	4.0%	12	4.0%	13	3.6%
				12	4.0%			
Grand Total			248	100.0%	302	100.0%	360	100.0%

Program Viability Narrative

Analysis of Student Numbers

Data from the review years support viability and sustainability of the BSMA program. Of note is the large percentage of students who identify as BSMA majors early in their academic life. Over half of students (53.3 percent) of students declare the BSMA major within their first 30 hours. It is noted that less than one-third of students (27.7 percent) declare the BSMA major after completing their second year. This provides for greater continuity for the student, with steady progress toward achievement of the Bachelor degree.

The number of credit hours delivered by BSMA Faculty increased significantly (27 percent) in the years under review, from 3294 to 4180 credit hours. This breaks down to 245.88 credit hours per Faculty in AY 2019-20, probably one of the most productive Faculty outputs at Gordon State.

Analysis of Instruction

While the percentage of part-time Faculty instructing BSMA courses increased over the review years from 15.2 percent to 19.6%, the increase is not viewed as significant. The BSMA part-time Faculty include retired Faculty and professionals, all of whom maintain academic and expert credentials. And while they are not required to maintain office hours, engage in the campus community, or be involved in committee work, most of them do. The department maintains an Adjunct Office equipped with computer and telephone, where part-time Faculty can meet with students and prepare for classes. BSMA part-time Faculty regularly interact with students and engage in campus life. And while part-time Faculty are not interviewed by a Faculty Search Committee they are evaluated annually by the Academic Unit Head (GSC Faculty Handbook, § 6.3). A tenured BSMA Faculty is assigned as Mentor to the part-time Faculty ensuring critical deadlines are met and potential problems are addressed. ***It is recommended*** the BSMA Faculty continue to recruit and supervise highly qualified and student-focused part-time Faculty to facilitate engaged learning.

Analysis of Academic Advisement

When reviewing the data on “Number of Advisees per Faculty Member,” it is easy to understand why the student feedback on the *Student Satisfaction Survey* showed bi-polar results. Most students were very pleased with their Advisor; however, a significant number of students reported strong dissatisfaction with their Advisor. The data shows (AY 2019-2020) that 34.7 percent of BSMA students are advised by Faculty other than BSMA Faculty. Most of those students (34.3 percent) were advised by Faculty outside the Business & Public Services Department. Only 65.3 percent of students were advised by BSMA faculty. This practice will not support a growing and viable program.

Assigning advisees to Faculty outside the BSMA Faculty is due to the *low* number of BSMA Faculty to support the *large* number of BSMA students. As one of the star programs, ***it is recommended*** the Administration allocate financial resources to the BSMA program to maintain its potential for growth and maximize future opportunities. With its high market share and strong growth potential, resource investment in the BSMA program will prevent market share loss and support growth and expansion. It should be noted that the BSMA program provides financial support for less productive programs. Allowing the BSMA program to lag will have campus-wide consequences. The purpose of activity-based costing model is to allocate resources where the most results are achieved, toward the programs that help more students achieve their academic and career goals.

Further, ***it is recommended*** the BSMA Faculty open a Faculty Search to locate and hire additional Faculty to support the program and advisees. Finally, ***it is recommended*** that all BSMA students be assigned to BSMA Faculty as Academic Advisors. Faculty may consider advisement options like Group Advisement, Virtual Advisement, or other processes to provide meaningful advisement for large numbers of students.

PROGRAM PRODUCTIVITY

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title MAJR	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Non-Transfer		Transfer		Non-Transfer		Transfer		Non-Transfer		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2018	BS-Management and Administration			3	10.3%	3	10.3%			21	72.4%	2	6.9%
2019	BS-Management and Administration			1	3.6%	1	3.6%	1	3.6%	20	71.4%	5	17.9%
2020	BS-Management and Administration			2	5.9%	8	23.5%	4	11.8%	17	50.0%	3	8.8%

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)

Program Title MAJR	2018		2019		2020	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BS-Management and Administration	33	4.8	40	5.1	45	4.8

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

Student Retention (Data Source A)

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2016 - 2017				2017 - 2018				2018 - 2019			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
BS-Management and Administration	48	33	3	75.0%	168	97	8	62.5%	155	85	2	56.1%

** 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*

Analysis of Student Statistics

The data supports the high productivity of the BSMA program. It should be noted that according to the *GSC 2019-20 Fact Book*, the first BSMA students (2) graduated in AY 2015-16 and that the degree is relatively young. The *Fact Book* reported an increase from the first 2 graduates to 41 in 2018-19 and 47 in 2019-20. The *2021-22 Fact Book* reports BSMA graduates in that Academic Year at 58. Compilation of the data appears below:

Academic Year	BSMA Graduates
2015-16	2
2016-17	19
2017-18	34
2018-19	41
2019-20	47
2020-21	58

Data shows significant productivity of the BSMA program, with increased number of graduates each academic year. Removing the outlier data of 2015-16, the BSMA program experienced a 200.0 percent increase in the number of graduates over the five-year period. Total Bachelor degrees conferred at Gordon State College in 2019-20 were 217 (*Fact Book*), meaning BSMA graduates made up 21.7 percent of the College's Bachelor graduates. In AY2020-21, the BSMA program graduated 58 students, more than any other Bachelor program (including Nursing and Human Services). The percentage of BSMA graduates to total number of Gordon Bachelor graduates increased to 22.7 percent.

Most BSMA students take more than four years to complete their Bachelor degree, with 50 – 72 percent of non-transfer students in this category. Even students who transfer into the BSMA program from sister institutions graduate in higher numbers in more than four years. In the review years, data shows BSMA students graduate in 4.8 to 5.1 years. Data did not include College-wide data to investigate how the program performs in relation to the College as a whole.

These rates are congruent with nationwide trends in graduation rates. Mark Kantrowitz reported in *Forbes Magazine* (Nov 18, 2021) that Less than half of college students graduate on-time (four years). More recently, Susan Greenbert reported in *Inside Higher Ed* (AUG 2, 2022) that, based on the data from the National Student Clearinghouse Research Center, the average student is not on track to graduate in five years. Thus, the BSMA graduation rates of 4.8 to 5.1 years aligns with, or is an improvement over, national trends.

It is noted that the significant decline in the percentage of students in “more than four years” (from 72.4 to 50.0 percent) category is due to the significant increase in the number of students who graduated “in four years.” The data shows that the percentage of BSMA students who do complete the Bachelor degree in four years more than doubled in years under review, from 10.3 to 23.5 percent.

It is recommended the BSMA Faculty collaborate to research and discuss key factors that affect graduation rates and then identify and implement strategies to continue strengthening four-year graduation rates.

Analysis of Student Retention Statistics

Data shows declining retention of BSMA students over AY 2016-17, AY 2017-18, and AY 2018-19, from a retention rate of 75 percent to a rate of 56.1 percent. It is noted that the BSMA program began to lose Faculty in 2017, a trend that continued until 2020. With declining number of Faculty to support the program, it seems logical that students would migrate to other programs or transfer to sister institutions. It is noted from the 2018-19 Fact Book that overall enrollment at Gordon State declined from Fall 2015 to Fall 2016 and remained depressed in Fall 2017. Likewise, College-wide retention rates dropped from it high in Fall 2014, declining each year thereafter. Thus, the decline in retention in the BSMA program may be in line with overall enrollment trends. It is noted in the most recent *Fact Book* that the College retention rate improved Fall 2019. The Fall 2019 retention data for BSMA program were not included in the dataset for this report.

It is recommended that BSMA Faculty request retention data from AY 2019-20, AY 2020-21, and AY 2021-22 along with retention data of the College to have a more recent perspective on retention rates, and create processes to regularly identify, measure, and track key performance metrics. This process might begin with a study of the [2022 Persistence and Retention Report](#) compiled and published by the National Student Clearinghouse. It is recommended the BSMA Faculty develop milestones or step-by-step academic goals that help students monitor their progress. [Hanover Research](#) found that setting measurable milestones to be 80 percent effective in increasing retention.

Finally, ***it is recommended*** the BSMA faculty continue to offer a wide cadre of online courses and that the Dean and Provost support program Faculty in this action. The National Student Clearinghouse found that online courses increased retention and graduation rates, as well as improved access to higher education by wider populations. The NSC found five-year persistence and retention in all types of institutions consistently increased over their study period of 2009-2017. And this was before the pandemic necessitating online delivery of courses. Anecdotal evidence supports the desire of a large portion of current BSMA students for online options. Each semester, the online courses fill quickly while registration for on-campus classes lag. Online classes are full when the semester begins while on-campus sections are rarely full.

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	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Management and Administration	<= 23	186	75.0%	227	75.2%	272	75.6%
	> 23	69	27.8%	77	25.5%	96	26.7%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr	GENDER	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Management and Administration	Female	124	50.0%	154	51.0%	184	51.1%
	Male	124	50.0%	148	49.0%	176	48.9%

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS- Management and Administration	Hispanic or Latino	12	4.8%	7	2.3%	10	2.8%
	Asian	1	0.4%	2	0.7%	1	0.3%
	Black or African American	86	34.7%	119	39.4%	154	42.8%
	White	139	56.0%	164	54.3%	187	51.9%
	Two or more races	9	3.6%	6	2.0%	5	1.4%
	Unknown			4	1.3%	3	0.8%
	Native Hawaiian or Other P..	1	0.4%				

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Majr	Number of Hours Earned	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Management and Administration	< 60	100	40.3%	129	42.7%	185	51.5%
	60 - 74	23	9.3%	33	10.9%	28	7.8%
	75 - 89	27	10.9%	30	9.9%	27	7.5%
	90 - 104	28	11.3%	36	11.9%	31	8.6%
	105 - 120	26	10.5%	21	7.0%	27	7.5%
	> 120	44	17.7%	53	17.5%	61	17.0%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Burstein, Alan	ACCT 2101-Principles of Accounting I ACCT 2102- Principles of Accounting II MGNT 3341- Applied Statistics MGNT 3200- Financial Management MGNT 4900-Senior Seminar MGNT 4990-Independent Study	B.A., M.A., M.B.A, Ph.D.	
Campbell, Scott	BUSA 1105- Introduction to Business MGNT 3200- Financial Management MGNT 3500- Entrepreneurship and Small Business Management	B.S., M.B.A., Ph.D.	
Carper, William	ACCT 2101- Principles of Accounting I ACCT 2102- Principles of Accounting II MGNT 4500- International Management	B.B.A, M.B.A., Ph.D.	CPA; CFP
Johnson, Brenda	BUSA 2106- Environment of Business MGNT 3000- Principles of Management MGNT 3050- Human Resource Management MGNT 3100- Principles of Marketing MGNT 3500- Entrepreneurship and Small Business Management MGNT 4080- Special Topics in Management and Administration MGNT 4990- Independent Study in Management and Administration	B.A., M.S., M.Ed., Ph.D.	
Joshi, Prathibha	ECON 2105- Principles of Macroeconomics ECON 2106-Principles of Microeconomics MGNT 3600- Managerial Economics MGNT 4300- MGNT 4400- International Economics	B.A., M.A., Ph.D.	

< Continued >

Norman, Gary	ECON 2105- Principles of Macroeconomics ECON 2106- Principles of Microeconomics	B.B.A; M.B.A	
Traylor, Ryran	BUSA 1105- Introduction to Business BUSA 2101- Introduction to Business Computer Systems BUSA 2105- Business Communication BUSA 2106- Environment of Business MGNT 3000- Principles of Management MGNT 4080- Special Topics in Management and Administration	B.S., M.B.A.	

Appendix D: Library Resources for Management and Administration

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

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

Library Vision and Primary Function

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

The primary functions of the library are:

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

Research Assistance

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

The Personal Librarian for Management and Administration is Beverly Eskridge.

Facility and Online Description

The library supports an on-site, physical collection consisting of 90,124 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 698,672 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (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.

Management and Administration Resources available in Hightower Library overall

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

Management and Administration databases available through GALILEO

DATABASE TITLE
ABI Inform Complete
Academic Search Complete
Asian and European Business Collection
Bepress Digital Commons

Management and Administration databases available through GALILEO continued

Business Market Research Collection
Business Source Complete
Hospitality and Tourism Complete
JSTOR
Mergent Intellect
ProQuest Central
Regional Business News
Wall Street Journal

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

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

Title
Journal of Management Information Systems
Journal of Management Policy and Practice
Journal of Organizational Behavior
Journal of Organizational Change Management
Journal of Production Innovation Management
Journal of Small Business Management
Management and Organization Review
Management Decision
Management International Review
Management Science
MIS Quarterly
MIT Sloan Management Review
Organization Development Journal
Organization Management Journal
Organization Science
Personnel Psychology
Philosophy of Management

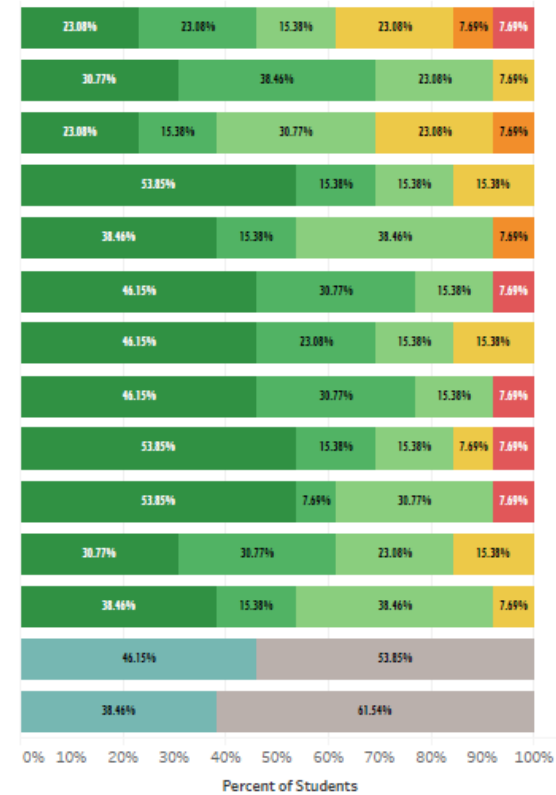
Title
Production & Operations Management
Public Administration
Public Administration Quarterly
Public Administration Review
Public Personnel Management
Sam Advanced Management Journal
Team Performance Management
Training
Work and Stress

Appendix E: Student Satisfaction with Program Survey Results

Spring 2021 Student Satisfaction with Program Survey Results

Bachelor of Science Management and Administration Student Satisfaction Survey Spring 2021

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	4.08	1.61	13
I find the day and time of my major course are convenient for me.	4.92	0.95	13
I am satisfied with extracurricular learning experiences offered for my major.	4.23	1.30	13
I am pleased with the quality of the professors in my major.	5.08	1.19	13
I feel my classes at Gordon State College have prepared me well for graduate school.	4.77	1.24	13
I am satisfied with the availability of professors outside of class.	5.00	1.41	13
As an advisee, I made appointments when needed to see my advisor.	5.00	1.15	13
My advisor makes it easy to get in touch and set up an advisement time.	5.00	1.41	13
I feel my advisor takes a personal interest in me.	4.92	1.55	13
My advisor is knowledgeable about course requirements for my major.	4.92	1.50	13
Overall, I am satisfied with my experience with the Bachelor of Science in Human Services.	4.77	1.09	13
Overall, I am satisfied with my experience at Gordon.	4.85	1.07	13
During the past year, have you attended an educational event outside of class?			13
During the past year, have you attended an on-campus cultural/social event?			13



Answer

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

