

COMPREHENSIVE PROGRAM REVIEW: AY 2025-2026

Project Team: Prof. Caitlin Chapman, Dr. Valerie Calhoun, Dr. Brenda Johnson, Dr. Barry Kicklighter, Dr. Wesley Venus, Dr. Ed Whitelock

Academic Program Name: **Associate of Arts Core Curriculum**

CIP Code: **24.0101**

College or School and Department: **School of Education, Arts & Humanities**

Date of Last Internal Review: **AY 2018-19**

Outcomes of Previous Program Review (brief narrative statement): The Associate of Arts Core Curriculum 2018-19 Comprehensive Program Review showed an effective program, growing in enrollments despite declining enrollments at the College. The Assessment Committee found AA Core to meet the qualifications of Quality, Viability, and Productivity. Pathway requirements aligned with Board of Regents requirements. Incoming student GPAs exceeded minimum requirements. Adequate Faculty are available to provide quality instruction and advisement. Student retention rates align with overall college rates, and graduation rates revealed 75 percent of students completed the Associates degree in 3 – 4 years. No analysis of *Student Satisfaction Survey* data was included.

Current Date Program Reviewed at the Institution for this report: AY 2020/21, 2021/22, 2022/23, 2023/24, and 2024/25

Executive Summary and Memo:

Note that Associate of Arts in Theatre and Associate of Arts in Visual Arts were assessed in AY 2023-24 as independent programs and deactivated in AUG 2024. Therefore, Theatre and Visual Arts were not included in this review report. However, in the future these programs will be assessed as Pathways along with AA Core in the next review cycle (AY 2032-33). Several Associate of Arts Core Curriculum Pathways have undergone numerous restructuring efforts since the AY 2018-19 Comprehensive Program Review. The Committee is assured of the accuracy of the data, despite these changes. It is further noted that the Assessment Committee reviewed data from the most recent five years. The AA Core was last reviewed in AY 2018-19, and this review covers data from AY 2020-21 to AY 2024-25, meaning data from AY 2019-20 was not included in this review.

Quality Summary:

The [*United Nations*](#) (2000) defined Quality in education as “Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” Quality includes “Content that is reflected in relevant curricula and materials for the

acquisition of ... skills” with “outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” Based on this definition, the Assessment Committee found AA Core to meet the Quality standard, with some noted Recommendations for continuous improvement. The Mission Statement and Curriculum standards were found to meet the requirements of the University System of Georgia and are easily available on the Gordon website. An adequate number of required courses were offered each year to meet student needs. Courses were offered in a variety of formats including daytime, evening, on campus and online. Enrollments in each section (average class size) fell in the 70 to 80 percent capacity range, suggesting full enrollment with some available space to grow. Students reported satisfaction with their AACC Pathway, with strong satisfaction with Advisement and Advisors. Even the lowest average was above 5.0 (out of 6.0). Of concern is the high ratio of Part-time Instructors, with 50 percent more Part-time Instructors than Professional Faculty. Additional areas of concern included program instability, decline in Faculty numbers, and lack of oversight. The Committee provided numerous recommendations to individual pathways for continuous improvement.

Viability Summary:

Program *viability* is understood as the ability of current systems and processes to maintain a separate existence and to ensure sustainability and consistency. While seeking ways to serve students, employers, and taxpayers more efficiency and “doing more with less,” *viability* requires efficiencies, effectiveness, and the provision of support for programs that generate capital and other resources for the institution. Data from **Student Outputs** and **Faculty Outputs** support the viability of AA Core program. Of concern is the declining number of students in AACC English, History, and Political Science. AACC Teacher Education saw a 50 percent increase in enrollment over the review period. Incoming SAT/ACT scores declined for students in each pathway, probably a result of High School learning loss due to the COVID pandemic. On average, 30 percent of AACC students required Learning Support. Despite these challenges, the Average Graduating GPA remained between 3.3 and 4.0. The majority of AACC students declare their major in less than 30 hours, suggesting early commitment by students to their selected course of study. Of concern are Faculty Workloads, with some Faculty instructing more than 30 contact hours per AY, one over 40. All Faculty saw an increase in Contact Hours in AY 2022-23 when teaching loads were increased. In that same year, class sizes were also increased between 16.7 and 33.3 percent. Additionally, during the review period, the number of Faculty experienced a 15 percent decline. This explains the heavy reliance on Part-time Instructors, with over 50 percent of AA Teacher Education courses taught by Part-time Instructors. This trend will weaken the AACC program and compromise its sustainability. Advisee student load appears equitable and manageable. The Committee provided numerous recommendations for consideration.

Productivity Summary:

The [*US Bureau of Labor Statistics*](#) defines productivity as “a measure of economic performance that compares the number of goods and services produced with the number of inputs used to produce those goods and services.” In analyzing productivity, the focus is on outputs: enrollment, retention, and student completion data. Ideally, productivity improves each year, as this is a key variable in the College’s success,

profitability, and ability to thrive. In improving productivity, space is made available for growth and expansion. Program *productivity* is understood as the efficiency and effectiveness of a program expressed by specific measures. *Productivity* is viewed as the central factor in program and College performance.

The productivity of the AA CC Pathways is uneven, with strong performance in the Teacher Education pathway and significantly lower output in other areas. Teacher Education demonstrated consistent productivity, with many students completing within an expected timeframe and a steady improvement in time to degree. In contrast, the English, History, and Political Science pathways show very low graduate output, suggesting lower productivity and inefficient use of resources, despite relatively timely completion among English graduates. Overall, program productivity can be characterized as moderate yet heavily reliant on a single high-performing pathway. The data suggests possibly discontinuing the English, History and Political Science pathways and the need to strengthen and provide resources for Teacher Education pathway.

Committee Chair Note: The Associate of Arts Core Curriculum (AACC) CPR was completed by a team of faculty serving on the Academic Assessment Committee. Each team member was assigned specific pathways within the AACC and was responsible for reviewing and analyzing the data associated with those pathways. The following team members were assigned to the AACC pathways:

- Teacher Education- Dr. Valerie Calhoun & Dr. Brenda Johnson
- English- Dr. Wesley Venus & Prof. Caitlin Chapman
- History- Dr. Brenda Johnson & Dr. Ed Whitelock
- Political Science- Dr. Barry Kicklighter

Quality

Mission Statement and Curriculum

Program Mission Statement

The Associate of Arts (A.A.) degree is typically a 2-year degree which provides a foundational liberal arts education. By selecting one of Gordon State College's associate degrees with a major or the Associate of Arts, Core Curriculum degree (with additional pathways), students build a foundation in a specific field of study. SOURCE: <https://www.gordonstate.edu/academics/majors-and-programs/associate-of-arts/index.html>

Gordon State College Program Requirements (Data Source D and E)

AA CC English SOURCE: <https://www.gordonstate.edu/documents/departments/academic-affairs/ccaenglishpath.pdf>

ENGLISH PATHWAY COURSES 18 hrs.

Required Courses:

- ENGL 2000 3 hrs.

Choose one of the Following Courses: 3 hrs.

- ENGL 2111
- ENGL 2112

Choose TWO of the Following Courses 6 hrs.

- ENGL 2111 World Literature I
- ENGL 2112 World Literature II
- ENGL 2121 British Literature I
- ENGL 2122 British Literature II
- ENGL 2131 American Literature I
- ENGL 2132 American Literature II

Choose TWO of the Following Courses 6 hrs.

- Any additional ENGL class not previously taken
- COMM 1100 Introduction to Human Communication
- COMM 1110 Fundamentals of Public Speaking
- COMM 1500 Introduction to Interpersonal Communication
- COMM 2100 Introduction to Mass Communication
- COMM 2200 Introduction to Intercultural Communication
- SPAN 1001 Elementary Spanish I
- SPAN 1002 Elementary Spanish II
- THEA 1100 Theatre Appreciation

AA CC History

Core Courses for the AA Core Curriculum History Pathway (18 hrs.)

SOURCE: <https://www.gordonstate.edu/documents/departments/academic-affairs/aacchistorypathway.pdf>

Choose two of the following courses (6 hrs.):

HIST 1121, HIST 1122, HIST 2111, and HIST 2112

Choose four of the following courses (12 hrs.):

ANTH 1102, BUSA 2101, ECON 2105, ECON 2106, HIST 2183, MATH 1401, POLS 1101, POLS 2201, POLS 2301, POLS 2401, PSYC 1101, PSYC 2101, PSYC 2103, SOCI 1101, SOCI 1160, SOCI 2293

AA CC Political Science

SOURCE: *Spring/Summer 2026 Academic Catalog*, page 213

Political Science Pathway (18 hrs.)

Required Course (3 hrs.)

POLS 1191

Choose two of the following courses (6 hrs.):

POLS 2201

POLS 2301

POLS 2401

Choose three of the following courses (9 hrs.):

ANTH 1102 (3-0-3)

BUSA 2101 (3-0-3)

ECON 2105 (3-0-3)

ECON 2106 (3-0-3)

HIST 1121 (3-0-3)

HIST 1122 (3-0-3)

HIST 2111 (3-0-3)

HIST 2112 (3-0-3)

MATH 1113 (4-0-4)

MATH 1401 (3-0-3)

PHIL 2010 (3-0-3)

POLS 2401 (3-0-3)

PSYC 1101 (3-0-3)

SOCI 1101 (3-0-3)

SOCI 1160 (3-0-3)

SOCI 2293 (3-0-3)

**Any foreign language course(s)

AA CC Teacher Education

SOURCE: *Spring/Summer 2026 Academic Catalog*, page 214

Pathway to the BSED in Elementary Education

Core Courses for the BSED in Elementary Education (Grades Pre-K to 5) (must at least a C in all) 18 hrs.

Required Courses:

EDUC 2110 (3-0-3)

EDUC 2120 (3-0-3)

EDUC 2130 (3-0-3)

MATH 2008 (3-0-3)

ISCI 2001 (2-2-3)

ISCI 2002 (2-2-3)

Students who intend to apply for a BSED program at Gordon State should include EDUC 2140 (3), Foundations of Reading, as part of their coursework.

Board of Regents' Guidelines for Program (Data Source F) ([Field of Study Guidelines | University System of Georgia](#))

In Spring 2024, the University System of Georgia (USG) implemented the core IMPACTS framework, which transitioned "Area F" requirements to "Field of Study" guidelines. Because this review includes data from years prior to the implementation of core IMPACTS, references to "Area F" requirements and "Field of Study" guidelines are used interchangeably throughout this report.

AA CC English Board of Regents *Field of Study Course Guidelines* ([Area F Guidelines Sociology](#))

Field of Study Learning Outcomes

Upon completion of the Field of Study area for English, students should be able to:

1. Analyze a broad range of texts;
2. Interpret language and texts as historical and materially embedded practices throughout world cultures;
3. Communicate effectively for various audiences and purposes;
4. Demonstrate proficiency in research methods and citation practices relevant to study in the humanities.

Field of Study Course Guidelines

The Field of Study area consists of 18 hours of lower-division (1000- and 2000-level) courses related to English studies and other courses which may be prerequisite to higher level major courses, distributed as follows:

1. Courses relevant to English studies as specified by each institution. 6- 18 credit hours
These may include courses in literary study, advanced composition and rhetoric, professional writing, creative writing, the humanities, history and/or the social sciences.

2. At least one world literature or world literature-based humanities course, if not taken in another area. 0 – 3 credit hours

3. May include up to nine (9) hours of world language courses, more than one world language, or American Sign Language. 0 – 9 credit hours

Total: 42 credit hours

GSC **English** Pathway requirements meet the Board of Regents IMPACTS and Field of Study requirements. The GSC *Academic Catalog* description of **English** Pathway matches the online **English** Advisement Worksheet.

Recommendations:

1. Continue to monitor GSC website and Academic Catalog to ensure accuracy and completeness of AA Core English guidelines

AA CC History Board of Regents *Field of Study Course Guidelines* ([Area F Guidelines](#) [History](#))

Field of Study Learning Outcomes

Students will be able to differentiate between primary and secondary sources and critically analyze historical evidence.

Students will be able to employ additional means of historical literacy. This may include communicating in a language other than English, statistical analysis, teaching and learning, digital humanities, or cultural and information literacy.

Field of Study Course Guidelines:

Field of Study credits must equal 18 credit hours.

A. REQUIRED: History courses not counted in other areas of the Core Curriculum 3 - 18 hours

B. For the remaining credit hours, institutions will determine guided electives appropriate to the needs of their students including, but not limited to, the following areas:

- Anthropology
- Computer Science
- Economics
- Education
- Foreign Languages
- Geography
- Introduction to Asia, Africa, Europe, or Latin America
- Introduction to Local/Georgia History
- Introduction to Philosophy
- Introduction to Religion
- Introductory Thematic Courses in History
- Minorities in American History

- Political Science
- Psychology
- Sociology
- Statistics
- U.S. History Survey
- World or Western Civilization
- Other courses deemed appropriate by individual institutions

GSC **History** Pathway requirements meet the Board of Regents IMPACTS and Field of Study requirements. The GSC *Academic Catalog* description of History Pathway matches the online History Advisement Worksheet. Although any course can fall under the Board of Regents' History Guideline "institutions will determine guided electives appropriate to the needs of students," BUSA 2101 Business Computer Systems or any BUSA course does not appear on the Board of Regents Field of Study list. Computer Science options appear on the Board of Regents list but not on the GSC list. Some courses on the GSC History Pathway carry pre-requisite grade requirements but are not identified or defined on the Advisement Worksheet.

RECOMENDATIONS:

1. Continue to monitor GSC website and Academic Catalog to ensure accuracy and completeness of AA Core History guidelines
2. Include the Board of Regents Guideline that "History courses not counted in other areas of the Core Curriculum" in the GSC History Advisement Worksheet and GSC *Academic Catalog*.
3. Consider removing BUSA 2101 from the *Choose Four of the Following* course list, as no BUSA option is included in the Board of Regents' list.
4. Consider adding CSCI 1101 Intro to Computers, CSCI 1301 Computer Science I, and CSCI 1302 Computer Science II to the *Choose Four of the Following* course list, as Computer Science is included in the Board of Regents' list.
5. Include in the GSC Advisement Worksheet that HIST 2000 requires a grade of C or better in ENGL 1101 and HIST 2183 requires a Gade of C or better in HIST 1121, 1122, 2111 or 2112. These prerequisites are included in the *Academic Catalog*.

AA CC Political Science Board of Regents *Field of Study Course Guidelines* ([Political Science.pdf](#))

Area F Learning Outcomes

A student who successfully completes the Political Science Area F has made the first important steps down the road that leads to knowing how to think about the nature of the political world, how we have gotten to the current system, how political systems operate, and how to reason critically. The road also leads to the ability to write clearly, concisely, and cogently.

An area F is an introduction to a Bachelor's degree, not a Bachelor's degree. Students who complete the Political Science Area F have only begun their studies in political science. For this reason, the learning outcomes should be modest.

The student learning outcomes for the Political Science Area F are:

1. Students will demonstrate an introductory collegiate-level understanding of some of the key debates in political science.
2. Students will demonstrate an introductory collegiate-level knowledge of some of the central concepts and theories in governance, politics, or international relations.
3. Students will produce written work that shows an introductory collegiate-level understanding of methods of critical thinking.

Area F Guidelines

Area F consists of 18 semester hours of lower-division (1000- and 2000-level) courses related to the Political Science program of study and/or prerequisite to courses required in the major:

I. SOCIAL SCIENCE FOUNDATION COURSES:

These courses include foundational courses in the following disciplines: anthropology, economics, geography, history, philosophy, psychology, sociology, African-American studies, gender studies, and in interdisciplinary courses involving a combination of the above. (Political science may be included as one of the disciplines in the interdisciplinary courses.)
0-18 hours max.

II. SOCIAL SCIENCE BASIC SKILLS COURSES:

Computer skills/research methods Foreign language courses Math courses in statistics and calculus Logic; 0-15 hours max

III. FOUNDATION COURSES IN POLITICAL SCIENCE

Introduction to Political Science
Introduction to State and Local Government
Introduction to Public Administration
Introduction to Comparative Politics
Introduction to Global Issues
Introduction to Domestic Issues
0-9 hours max.

Each institution may select up to 18 hours from the courses in the three sections, but it should not exceed the number of hours listed for each section. If an institution wishes to use only Section I or any parts of Sections II or III to arrive at the 18 hours, then this is a valid choice.

GSC **Political Science** Pathway requirements, as described in the *GSC Academic Catalog*, meet the Board of Regents Area F for political science requirements. At the completion of this assessment, the USG academic affairs website includes a description of the Political Science Area F and not the Field of Study descriptions. The *GSC Academic Catalog* description of **Political Science** Pathway matches the online **Political Science** Advisement Worksheet.

RECOMENDATIONS:

1. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

AA CC Teacher Education Board of Regents *Field of Study Course Guidelines* ([Field of Study Guidelines - Elementary Education](#))

EDUCATION FOUNDATION COURSES 6 semester hours

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts 3 semester hours

EDUC 2130 Exploring Teaching and Learning 3 semester hours

Each course above (EDUC 2120 and 2130) requires students to demonstrate reflective writing and critical thinking within the context of educator preparation.

EDUCATION FOCUS COURSES 3 - 6 semester hours

Courses must be aligned with particular aspects of the preparation program such as geographic region or specific needs of pre-professional students.

Approved Education Focus Elective(s): appropriate topics for these classes include writing in the profession, English to Speakers of Other Languages (ESOL), urban and/or rural education, learning and teaching with technology, community-based education, etc. 3 - 6 semester hours

and/or

EDUC 2110 Investigating Critical & Contemporary Issues in Education; 3 semester hours

and/or

EDUC 2140 Foundations of Reading 3 semester hours

The EDUC 2110 and EDUC 2140 courses require students to: Demonstrate reflective writing and critical thinking within the context of educator preparation.

CONTENT SPECIALIZATION COURSES 6 - 9 semester hours

Courses that focus on building the necessary background knowledge and skills in the subject(s) that the candidate will teach.

Approved Content Specialization Elective(s): appropriate topics for these classes include content specific courses in the subject area. 3 - 9 semester hours

Elementary Education students must have 3 additional hours of mathematics focused on foundations of numbers and operations.

Mathematics; 3 semester hours

A pedagogical content course in foundations of numbers and operations. 3 semester hours

OR

MATH 2008 Foundations of Numbers and Operations; 3 semester hours

Elementary Education students must have 3 hours of physical and 3 hours of biological science if not already taken in Area D.

Science 0 - 6 semester hours

Biological science requirement (if not taken in the Core IMPACTS STEM Domain):

Biological science course 0 - 3 semester hours

OR

ISCI 2001 Life/Earth Science (or Area D life science course) 0 - 3 semester hours

Physical science requirements (if not taken in the Core IMPACTS STEM Domain): Physical Science course 0 - 3 semester hours

OR

ISCI 2002 Physical Sciences (or Area D physical Science course) 0 - 3 semester hours

Electives 0 – 6 semester hours

If the above requirements have been met through courses taken in the Core IMPACTS STEM Domain, 3 – 6 hours of content specialization electives may be taken (Science, Mathematics, Literacy)

FIELD EXPERIENCE(S)

Each institution will require a minimum of 30 hours of Field Experience prior to admission to Teacher Education programs. Institutions may elect to include the hours with the required EDUC classes, or design other ways of ensuring that this requirement is met. Institutions should determine the most effective ways to introduce students to learning and diversity in education through in or out of school experiences, virtual experiences, focused observations of classrooms, or equivalent experience.

Total = 18 semester hours

The **Teacher Education** Pathway requirements, as described in the GSC *Academic Catalog*, meet the Board of Regents' Field of Study – Elementary Education requirements. The GSC *Academic Catalog* description of the **Teacher Education** Pathway matches the online **Teacher Education** Advisement Worksheet.

Recommendations:

1. Continue to monitor the Board of Regents Field of Study for Elementary Education
2. Continue to monitor GSC Academic Catalog and website for accuracy

Mission Statement and Curriculum Narrative:

The Gordon State College Associate of Arts (A.A.) degree is a 2-year degree that provides a foundational liberal arts education. The AA CC Mission Statement is included on the College's website. By selecting one of Gordon State College's associate degrees with a major or the Associate of Arts, Core Curriculum degree (with additional pathways), students build a foundation in a specific field of study. (SOURCE: <https://www.gordonstate.edu/academics/majors-and-programs/associate-of-arts/index.html>.)

In Spring 2024, the University System of Georgia (USG) implemented the core IMPACTS framework, which transitioned “Area F” requirements to “Field of Study” guidelines. Because this review includes data from years prior to the implementation of core IMPACTS, references to “Area F” requirements and “Field of Study” guidelines are used interchangeably throughout this report. The requirements for the Gordon State College Associate of Arts (A.A.) Pathways align to the USG Board of Regents' field of study guidelines and the Field of Study requirements. (Source: <https://www.usg.edu/curriculum/field-of-study-guidelines/>) In the case

AA Core Pathway requirements at Gordon State College align with Board of Regents' Field of Study requirements. Some issues were identified in Pathway requirements on the website and “advising sheets” in Academic Units. Several recommendations were offered to update Advising Sheets for better alignment with BOR requirements. Some recommendations were made to add and remove courses from Catalog and Advising Sheets to align with current conditions at Gordon State.

RECOMMENDATIONS:

1. Some issues were identified in Pathway requirements on the website and “advising sheets” in Academic Units. Several recommendations were offered to update Advising Sheets for better alignment with BOR requirements. Some recommendations were made to add and remove courses from Catalog and Advising Sheets to align with current conditions at Gordon State.
2. Recruit additional faculty to support adequate levels of courses.
3. Ensure sufficient scheduling of high-demand courses.
4. Review section caps and scheduling practices to ensure that course capacities align with demand while maintaining instructional quality.
5. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.
6. Assign monitoring of Pathway requirements to Academic Unit Heads for accountability
7. Designate responsibility to Academic Unit Heads for monitoring GSC website for accuracy and completeness

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
AACC-Elementary Education	EDUC 2110	6	7	9	11	9
	EDUC 2120	7	6	9	7	7
	EDUC 2130	6	4	5	6	6
	ISCI 2001	3	3	3	3	3
	ISCI 2002	3	3	3	3	4
	MATH 2008	3	5	5	5	6

Number of sections of required courses and electives offered

Courses required for the **AA Core Teacher Education Pathway** are offered each year, and multiple times each year. It is noted that as student enrollments increased and demand for required courses increased, Faculty responded with more course sections. This evidences a sensitivity to student needs and willingness to meet changing demands.

RECOMMENDATIONS:

1. Continue to monitor patterns of Teacher Education Pathway course offerings.
2. Recruit additional Faculty to support adequate levels of new course sections for CORE students.

QUALITY (con't..)**Course Offerings - Sections Each Academic Year**

Program Title	Course Title	2021	2022	2023	2024	2025
AACC-English	ENGL 2000		1	1	1	1
	ENGL 2111	2	3	1	1	1
	ENGL 2112	1	1	1	2	1
	ENGL 2121	2		2	2	2
	ENGL 2122	2	3	3	1	2
	ENGL 2131	5	2	2	2	3
	ENGL 2132	7	8	5	7	8
	FREN 1001	1	1			
	FREN 1002		1			
	SPAN 1001	10	10	9	5	7
	SPAN 1002	5	5	5	2	2
	SPAN 2001	2	2	2		
	SPAN 2002	1	1	1		
	THEA 1100	3	3	5	4	2

Number of sections of required courses and electives offered

Courses required for the **AA Core English Pathway** are offered each year, with some courses offered multiple times each year. An error in the data is noted for SPAN 1001 and 1002, which are listed twice. Since there have never been 10 sections of SPAN 1001, it is suggested reviewers ignore the two lines of data. Section offerings of FREN 1001, 1002 and SPAN 2001, 2002 ceased in AY 2022-23, as the faculty retired and have not been replaced.

RECOMMENDATIONS:

1. Continue to monitor patterns of English Pathway course offerings.
2. Recruit additional Faculty to support adequate levels of Foreign Language courses for CORE students.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
AACC-History	ANTH 1102	2	2	3	2	3
	BUSA 2101	6	8	8	8	5
	ECON 2105	7	9	11	9	7
	ECON 2106	8	4	4	3	4
	FREN 1001	1	1			
	FREN 1002		1			
	HIST 1121	14	14	13	12	11
	HIST 1122	10	12	8	11	7
	HIST 2000	1				
	HIST 2111	19	16	12	18	19
	HIST 2112	16	15	10	15	15
	MATH 1401	14	15	12	13	13
	POLS 1101	15	15	19	20	23
	POLS 2201	2	2	2	2	2
	POLS 2301	1	2			
	POLS 2401	1	1			
	PSYC 1101	24	21	26	25	23
	PSYC 2101	2	3	2	3	2
	PSYC 2103	11	12	14	12	9
	SOCI 1101	11	12	12	11	7
	SOCI 1160	3	3	3	2	1
	SOCI 2293	1	1	1	1	
	SPAN 1001	10	10	9	5	7
	SPAN 1002	5	5	5	2	2
	SPAN 2001	2	2	2		
	SPAN 2002	1	1	1		

Number of sections of required courses and electives offered

Courses required for the **AA Core History Pathway** are offered each year, and most are offered multiple times. It should be noted that the FREN 1001, 1002 courses and SPAN 2001, 2002 ceased in AY 2022-23 as the faculty retired and have not been replaced. HIST 2000 was offered in AY 2020-21 and then not scheduled again. HIST 2000 was required for History Bachelor of Arts majors. The BA History has been deactivated, and History Department has been

absorbed into the School of Education. The course is in the *Academic Catalog* but not being offered. History Faculty reported doubts HIST 2000 will ever be offered again.

Sections of POLS 2301 and 2401 were offered in AY 2020-21 and AY 2021-22 and then offerings ceased. Faculty credentialed to teach POLS 2301 are no longer at Gordon State and remaining Political Science Faculty lack credentials to teach the course. Current Faculty are credentialed to teach POLS 2401 and report its eminent return to the schedule. POLS 2301 and 2401 should remain in the *Academic Catalog*. Due to declining numbers of Faculty, Political Science Pathway courses are not offered at the desired pace.

RECOMMENDATIONS:

1. Continue to monitor patterns of History Pathway course offerings.
2. Consider discontinuing HIST 2000 (Proposal to Eliminate a Course) and removing from the *Academic Catalog*.
3. Recruit additional Faculty to support adequate levels of ECON, FREN, HIST, PSYC, SOCI, and SPAN courses for CORE students.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
AACC-Political Science	ANTH 1102	2	2	3	2	3
	BUSA 2101	6	8	8	8	5
	ECON 2105	7	9	11	9	7
	ECON 2106	8	4	4	3	4
	FREN 1001	1	1			
	FREN 1002		1			
	HIST 1121	14	14	13	12	11
	HIST 1122	10	12	8	11	7
	HIST 2111	19	16	12	18	19
	HIST 2112	16	15	10	15	15
	MATH 1113	10	6	7	6	6
	MATH 1401	14	15	12	13	13
	PHIL 2010	5	5	2	2	3
	POLS 1101	15	15	19	20	23
	POLS 2201	2	2	2	2	2
	POLS 2301	1	2			
	POLS 2401	1	1			
	PSYC 1101	24	21	26	25	23
	SOCI 1101	11	12	12	11	7
	SOCI 1160	3	3	3	2	1
	SOCI 2293	1	1	1	1	
	SPAN 1001	10	10	9	5	7
	SPAN 1002	5	5	5	2	2
	SPAN 2001	2	2	2		
	SPAN 2002	1	1	1		

Number of sections of required courses and electives offered

Most AA Core **Political Science Pathway** courses are offered several times each year. It is noted that FREN 1001, 1002 and SPAN 2001, 2002 ceased in AY 2022-23 as faculty retired and have not been replaced. The significant increase in the number of POLS 1101 sections (53.3 percent) is due to AY 2022-23 change in requirements, adding POLS 1101 to associate core degree requirements. Sections of POLS 2301 and 2401 were offered in AY 2020-21 and AY 2021-22 and then discontinued. Faculty credentialed to teach POLS 2301 are no longer at Gordon State and remaining Political Science Faculty lack credentials to teach the course. Current Faculty are credentialed to teach POLS 2401 and report its eminent return to the schedule. Due to declining numbers of Faculty, Political Science Pathway courses are not offered at the desired pace. The remaining courses have maintained consistency in course sections offered over the review period.

RECOMMENDATIONS:

1. Recommend discontinuing the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2021				2022				2023				2024				2025			
	Day Classes	Evening Classes	Fully Online Class	Hybrid/Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/Partially Online Class	Day Classes	Evening Classes	Fully Online Class	Hybrid/Partially Online Class
AACC-Elementary Education	5		22		6		22		7		27		5		30		7		28	
AACC-English	16		23	2	21		14	6	14		21	2	9		18		14		15	
AACC-History	63	4	117	3	65	1	104	16	68	4	92	13	66	1	90	17	60	2	91	6
AACC-Political Science	69	5	111	3	70	1	95	16	64	4	90	12	63	1	87	16	57	2	92	6

Number of Day, Evening, and Online sections offered

Day Classes - Non Online classes with meeting start times prior to 6pm

Evening Classes - Non Online classes with meeting time on or after 6pm

Fully Online Classes - Online classes with instructional method of Fully or Entirely Online

Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Across the years under review, AA CC pathways maintained a consistent mix of day, hybrid, and online course offerings, with fully online sections comprising the largest share across all years. Online sections range from 50 to 78 percent more than on-campus offerings. Online Education sections range from 3.7 to 6.0 times the number of on-campus sections. By contrast, online English sections range from 0.07 to 1.4 times the number of on-campus sections. Hybrid/partially online sections remained relatively stable with modest year-to-year fluctuations, supporting access for both traditional and working students. Evening sections of History and Political were offered in smaller numbers and served as a supplemental delivery modality.

RECOMMENDATIONS:

1. Continue to monitor class schedules and student demand.
2. Investigate current student demand for evening course offerings for English and Education pathway students.

3. Consider offering more Day Classes options for Education Pathway students.

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2021							2022							2023							2024							2025						
	Barnesville/Main Campus	Gatewood Schools	Gordon State at McDonough	Griffin Region CCA	Online Class	Piedmont Academy	St. George's Episcopal School	Barnesville/Main Campus	Gordon State at McDonough	Griffin Region CCA	Online Class	Piedmont Academy	St. George's Episcopal School	Barnesville/Main Campus	Gatewood Schools	Gordon State at McDonough	Griffin Region CCA	Online Class	Riverdale High School	Barnesville/Main Campus	Gatewood Schools	Gordon State at McDonough	Griffin Region CCA	Online Class	St. George's Episcopal School	Barnesville/Main Campus	Gatewood Schools	Gordon State at McDonough	Griffin Region CCA	Monroe Co./Forsyth	Online Class	St. George's Episcopal School			
AACC-Elementary Education	5		22					6		22					7		27					5			30				7		28				
AACC-English	11	1	2	1	25	1		15	2	1	20	1	2	12	1	1		23		4	1	1	1	18	2	8	2	1		1	15	2			
AACC-History	56		9		1	120	1	57	7	1	119		1	60		10	1	105	1	56		8	2	107	1	47		11	2	1	97	1			
AACC-Political Science	61	1	9	2	114		1	61	8	1	110		1	56	1	9	1	102	1	53	1	7	2	103	1	45	1	9	2	1	98	1			

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

Most classes in the AA CC degree pathways are offered online or on the main GSC campus. A moderate number of courses (142) over the five-year review period have been offered at other sites outside of the Main Campus. Sites for additional course offerings include Gordon State McDonough campus, St. George's Episcopal School, Gatewood Schools, Piedmont Academy, Riverdale High School, and Griffin Region CCA. Currently, Academic Affairs focuses on growing the Gordon State at McDonough campus. Currently, no Education courses are offered on McDonough Campus. The highest demand appears to be for History and Political Science, with an average of 9.0 and 8.4 sections offered each year.

RECOMMENDATIONS:

1. Continue to monitor the scheduled locations of Pathway courses.
2. Focus evaluation of scheduled sections at the McDonough Campus to support student demand
3. Investigate current demand for Education Pathway courses at McDonough Campus, especially for the Para-pro to Teacher program.

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2021		2022		2023		2024		2025	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
AACC-Elementary Education	EDUC 2110	23	29	22	29	23	26	20	26	22	28
	EDUC 2120	20	29	17	29	23	26	19	28	25	28
	EDUC 2130	18	28	23	29	25	30	22	28	18	26
	ISCI 2001	24	30	25	32	28	32	29	33	32	37
	ISCI 2002	22	30	21	32	26	32	25	32	31	36
	MATH 2008	22	25	17	28	28	34	24	18	21	30

Mean class size for section enrollments

Capacity rate for **AA Core Teacher Education** courses over the five review years is 79 percent. ISCI 2001 showed the highest average enrollment at 27.6 students. Annual capacity ranged from 69.8 to 85.0 percent, suggesting class caps are set at reasonable levels.

RECOMMENDATIONS:

1. Continue to monitor patterns of Teacher Education Pathway enrollment to capacity rates.

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2021		2022		2023		2024		2025	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
AACC-English	ENGL 2000			8	25	11	25	19	30	22	28
	ENGL 2111	20	15	20	19	29	30	35	40	27	28
	ENGL 2112	30	30	10	0	30	35	20	18	6	0
	ENGL 2121	30	30			25	28	19	28	10	28
	ENGL 2122	27	30	18	29	18	29	26	30	25	28
	ENGL 2131	24	24	21	33	21	23	11	14	12	19
	ENGL 2132	19	26	19	18	27	24	26	24	23	15
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	SPAN 1001	23	30	21	25	24	30	26	37	20	27
	SPAN 1002	15	29	9	27	12	30	12	35	11	25
	SPAN 2001	6	30	9	24	5	27				
	SPAN 2002	1	30	7	24	3	24				
	THEA 1100	20	30	15	32	24	31	28	36	34	35

Mean class size for section enrollments

AA Core English Pathway course enrollments average 72.5 percent of capacity. However, it is noted that the data shows two years of ENGL 2112 with zero capacity set. This often happens when courses are established for dual enrollment students only. Removing the two zero-capacity entries and the average enrollment to capacity drops to 69.5 percent. ENGL 2111 and 2112 show the highest 5-year average enrollment at 26.2 and 26.7. ENGL 2121 and 2122

show the highest average enrollment-to-capacity at 28.5 and 29.2 percent. The lowest enrollment-to-capacity appeared in ENGL 2132 at 21.4 percent. Later years show higher enrollment-to-capacity rates with AY 2023-24 at 77.9 percent and 2024-25 at 79 percent. The lowest enrollment-to-capacity rate appeared in AY 2021-22, the Pandemic years, at 54.2 percent. Data suggests adequate oversight of enrollments to meet capacity requirements.

Note that the FREN 1001, 1002 courses and some SPAN 2001, 2002 ceased in AY 2022-23 as the faculty retired and have not been replaced.

RECOMMENDATIONS:

1. Continue to monitor patterns of enrollments-to-capacity in English Pathway courses.
2. Recruit additional Faculty to support adequate levels of Foreign Language courses for CORE students.

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2021		2022		2023		2024		2025	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
AACC-History	ANTH 1102	35	35	33	35	32	35	40	40	40	40
	BUSA 2101	30	33	30	35	26	35	27	35	28	37
	ECON 2105	32	35	29	31	29	32	36	38	33	39
	ECON 2106	28	29	25	34	33	36	34	35	34	38
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	HIST 1121	33	35	28	34	29	34	32	36	25	31
	HIST 1122	28	34	28	33	29	36	29	36	27	34
	HIST 2000	6	24								
	HIST 2111	26	30	26	32	30	32	28	34	29	35
	HIST 2112	28	30	24	34	35	36	30	36	26	30
	MATH 1401	24	25	25	24	24	33	21	26	21	28
	POLS 1101	26	32	25	34	27	30	28	35	32	37
	POLS 2201	33	35	34	35	33	35	38	40	22	40
	POLS 2301	13	24	12	18						
	POLS 2401	23	35	24	35						
	PSYC 1101	29	33	27	33	31	36	29	35	32	37
	PSYC 2101	36	35	33	35	36	36	28	39	36	38
	PSYC 2103	30	34	30	35	27	36	29	35	30	36
	SOCI 1101	31	32	26	35	29	33	28	36	31	37
	SOCI 1160	34	37	22	35	31	35	39	40	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		
	SPAN 1001	23	30	21	25	24	30	26	37	20	27
	SPAN 1002	15	29	9	27	12	30	12	35	11	25
	SPAN 2001	6	30	9	24	5	27				
	SPAN 2002	1	30	7	24	3	24				

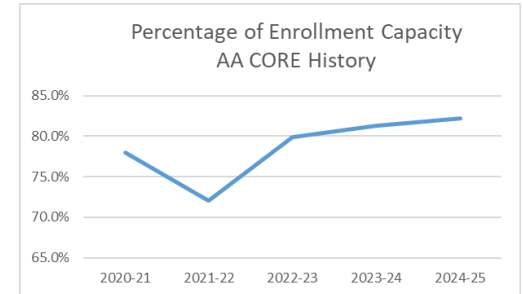
Mean class size for section enrollments

An analysis at the course level shows **AA Core History** enrollment-to-capacity ranged from 61.4 to 111.4 percent. Omitting the outliers (FREN 1001, 1002, POLS 2301, 2401, SPAN 2101 and SPAN 2002), the average of all courses' enrollment-to-capacity was 81.6 percent. This suggests strong demand for courses in the History Pathway. SOCI 1101 presented the strongest enrollment-to-capacity, with average enrollments exceeding capacity by 11.4 percent.

The average five-year enrollment was 33.2 students. The next highest enrollment-to-capacity appeared in ANTH 1102 (97.3 percent) and PSYC 1101 (97.1 percent).

In a year-over-year analysis, the percentage of enrollment to capacity for the review years shows the strength of these AA CORE courses. Capacity percentages ranged from 72.0 percent in AY 2021-22 to 82.2 percent in AY 2024-25, and overall growth rate of 13.9 percent. The percentage of enrollment to capacity experienced a 7.65 percent decline in AY 2021-22 but recovered the following year and continued to grow through AY 2024-25. The table to the right visualizes the drop and recovery.

It should be noted that in AY 2023-24, eleven courses saw an increase in Capacity, resulting in an increase in the number of students enrolled. In AY 2024-25, seven courses experienced an increase in Capacity, including some that were increased the previous year. In the years under review, the average Capacity increased each year. This suggests demand is increasing, but the number of Faculty to support the growth is not increasing, which limits growth potential of the program.



RECOMMENDATIONS:

1. Continue to monitor course Enrollment-to-Capacity.
2. Establish a “best” Capacity for each course and maintain that standard
3. Consider offering additional offerings of SOCI 1101, ANTH 1102, and PSYC 1101.
4. Recruit additional Faculty to support growth and provide capacity for additional growth.

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2021		2022		2023		2024		2025	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
AACC-Political Science	ANTH 1102	35	35	33	35	32	35	40	40	40	40
	BUSA 2101	30	33	30	35	26	35	27	35	28	33
	ECON 2105	32	35	29	31	29	32	36	38	33	33
	ECON 2106	28	29	25	34	33	36	34	35	34	33
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	HIST 1121	33	35	28	34	29	34	32	36	25	33
	HIST 1122	28	34	28	33	29	36	29	36	27	33
	HIST 2111	26	30	26	32	30	32	28	34	29	33
	HIST 2112	28	30	24	34	35	36	30	36	26	33
	MATH 1113	12	19	19	30	23	31	20	24	23	23
	MATH 1401	24	25	25	24	24	33	21	26	21	23
	PHIL 2010	26	30	22	33	32	33	37	38	35	33
	POLS 1101	26	32	25	34	27	30	28	35	32	33
	POLS 2201	33	35	34	35	33	35	38	40	22	40
	POLS 2301	13	24	12	18						
	POLS 2401	23	35	24	35						
	PSYC 1101	29	33	27	33	31	36	29	35	32	33
	SOCI 1101	31	32	26	35	29	33	28	36	31	33
	SOCI 1160	34	37	22	35	31	35	39	40	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		
	SPAN 1001	23	30	21	25	24	30	26	37	20	23
	SPAN 1002	15	29	9	27	12	30	12	35	11	23
	SPAN 2001	6	30	9	24	5	27				
	SPAN 2002	1	30	7	24	3	24				

Mean class size for section enrollments

An analysis at the course level shows AA Core Political Science enrollment-to-capacity ranged from 3 to 108 percent. The average of all courses' enrollment-to-capacity was 72.3 percent. Omitting the outliers (FREN 1001, 1002, POLS 2301, 2401, SPAN 2101 and SPAN 2002), the average of all courses' enrollment-to-capacity was 81.6 percent. This suggests strong demand for courses in the Political Science Pathway.

It should be noted that in AY 2023-24, seven courses saw an increase in capacity, resulting in an increase in the number of students enrolled. In AY 2024-25, nine courses experienced an increase in capacity, including some that were increased the previous year. In the years under review, the average capacity increased each year. This suggests demand is increasing, but the number of full-time faculty to support the growth is not increasing, which limits growth potential of the program.

RECOMMENDATIONS:

1. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2021		2022		2023		2024		2025	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
AACC-Elementary Education	EDUC 2110	135	175	154	205	208	235	217	291	201	255
	EDUC 2120	137	200	104	175	205	236	134	198	176	195
	EDUC 2130	128	195	91	115	124	152	131	169	106	157
	ISCI 2001	71	89	75	96	84	96	88	98	96	110
	ISCI 2002	67	89	62	96	79	96	75	96	122	142
	MATH 2008	65	74	84	140	141	170	118	90	127	178

Total enrollments for sections

An analysis of enrollment-to-capacity at the course level for the AA Core Elementary Education program revealed that utilization rates ranged from 72.3% to 84% over the past five years. The course with the highest average utilization, ISCI 2001, reached 84.0%, indicating consistent demand relative to its capacity. Conversely, the course with the lowest average utilization, EDUC 2120, recorded an average of 72.3%. This lower rate was significantly affected by a 2022 enrollment drop to 59.4%. While the 5-year average for MATH 2008 is 81.1%, it's worth noting that in 2024, it reached an outlier peak of 131.1% (118 enrolled for a max of 90). This suggests strong demand for courses in the Elementary Education Pathway.

It should be noted that in AY 2023-24, seven courses saw capacity increases, resulting in an increase in student enrollment. In AY 2024-25, nine courses experienced increased capacity, including some that had increased the previous year. In 2024, MATH 2008 operated at 131.1% capacity, indicating it was significantly over-enrolled relative to its maximum capacity. EDUC 2120 saw its highest enrollment efficiency in 2025 at 90.3%, a notable increase from its low of 59.4% in 2022. The most consistent course, ISCI 2001, maintained a steady enrollment rate, ranging from 78% to 90% across all five years. In the years under review, average capacity increased. This suggests that demand is increasing. A lecturer and assistant professor were hired for Spring 2026 to meet the needs of a growing program. However, this program will continue to rely on adjunct faculty for field observations, science, and math courses.

RECOMMENDATIONS:

1. Continue to monitor course Enrollment-to-Capacity.
2. Establish a "best" capacity for each course and maintain that standard
3. Recruit additional Faculty in the fields of math and science to support growth and provide capacity for additional growth.

Course Offerings - Enrollment Totals

Program Title	Course Title	2021		2022		2023		2024		2025	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
AACC-English	ENGL 2000			8	25	11	25	19	30	22	28
	ENGL 2111	39	30	59	56	29	30	35	40	27	28
	ENGL 2112	30	30	10	0	30	35	40	35	6	0
	ENGL 2121	60	60			50	56	38	56	20	56
	ENGL 2122	54	60	53	86	54	86	26	30	49	56
	ENGL 2131	121	120	41	65	42	45	22	27	37	56
	ENGL 2132	136	180	152	141	133	120	185	171	181	119
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	SPAN 1001	226	300	208	251	219	268	132	185	141	186
	SPAN 1002	76	145	47	137	61	149	24	70	22	50
	SPAN 2001	11	60	18	47	9	54				
	SPAN 2002	1	30	7	24	3	24				
	THEA 1100	60	90	46	95	121	157	111	145	67	70

Total enrollments for sections

The **AACC English pathway** course enrollment data show several notable trends in course demand and section capacity over the review period. Introductory and core English courses consistently enrolled the highest number of students. ENGL 2132 demonstrated the strongest and most consistent enrollment, increasing from 136 students in 2021 to a peak of 185 in 2024 before remaining high at 181 in 2025, though maximum capacity for sections decreased in later years. ENGL 2131 also showed strong demand early in the review period with 121 enrollments in 2021, followed by a decline through 2024 before a moderate rebound to 37 enrollments in 2025. Similarly, ENGL 2121 and ENGL 2122 maintained moderate enrollment levels but experienced some fluctuation and gradual decline in later years.

Foreign language courses showed more variability and, in some cases, declining enrollment trends. SPAN 1001, historically one of the highest-enrolled courses in the pathway, decreased from 226 students in 2021 to 132 in 2024 before slightly increasing to 141 in 2025. SPAN 1002 experienced a sharper decline over time, falling from 76 enrollments in 2021 to 22 in 2025. Higher-level Spanish courses such as SPAN 2001 and SPAN 2002 maintained very low enrollment throughout the review period and were not offered in AY 2023/24 and beyond due to faculty retirement. French courses (FREN 1001 and FREN 1002) also showed consistently low enrollment numbers and were no longer offered at GSC beginning in AY 2022/23 due to faculty retirement.

Other pathway offerings showed unique patterns. THEA 1100 experienced a significant enrollment increase in 2023 (121 students) before declining in subsequent years. Overall, the data indicate that while core English composition and literature courses maintain strong and stable enrollment, many language and specialized courses experience lower demand and greater variability.

RECOMMENDATIONS:

1. Ensure sufficient scheduling of high-demand courses such as ENGL 2131, ENGL 2132, and SPAN 1001.
2. Recruit additional Faculty to meet student enrollment demands.

3. Discontinue courses with no qualified Faculty presence.
4. Review section caps and scheduling practices to ensure that course capacities align with demand while maintaining instructional quality.
5. Evaluate long-term sustainability of low-enrolled language courses; consider rotating schedules or alternative delivery methods.
6. Investigate causes of enrollment fluctuations in courses.

Course Offerings - Enrollment Totals

Program Title	Course Title	2021		2022		2023		2024		2025	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
AACC-History	ANTH 1102	69	70	66	70	96	105	80	80	119	120
	BUSA 2101	181	195	243	280	205	278	219	278	139	185
	ECON 2105	227	246	265	275	323	355	321	340	233	270
	ECON 2106	220	230	100	135	132	145	101	105	135	150
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	HIST 1121	467	489	389	470	374	440	379	427	279	346
	HIST 1122	278	339	330	395	234	285	315	392	191	239
	HIST 2000	6	24								
	HIST 2111	491	563	410	508	359	385	507	610	544	658
	HIST 2112	442	481	359	505	347	357	444	540	385	453
	MATH 1401	329	353	380	361	288	395	269	336	277	358
	POLS 1101	386	486	378	508	509	563	552	708	736	856
	POLS 2201	65	70	68	70	65	70	75	80	44	80
	POLS 2301	13	24	23	35						
	POLS 2401	23	35	24	35						
	PSYC 1101	701	790	561	701	793	928	725	878	729	849
	PSYC 2101	71	70	98	105	72	71	85	117	72	75
	PSYC 2103	335	370	361	415	383	498	343	423	266	321
	SOCI 1101	336	357	317	415	345	400	308	400	216	260
	SOCI 1160	103	110	66	105	93	105	78	80	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		
	SPAN 1001	226	300	208	251	219	268	132	185	141	186
	SPAN 1002	76	145	47	137	61	149	24	70	22	50
	SPAN 2001	11	60	18	47	9	54				
	SPAN 2002	1	30	7	24	3	24				

Total enrollments for sections

The **AACC-History pathway** course enrollment data during the review years indicate overall variability with several notable trends. High-enrollment general education courses such as HIST 2111, HIST 2112, and POLS 1101 consistently maintain strong demand, frequently approaching or exceeding maximum enrollment capacity, particularly in AY 2023/24 and AY 2024/25. PSYC 1101 remains the highest-enrolled course across all years, though it shows some

fluctuation after peaking in 2023. In contrast, several courses—particularly in foreign languages and lower-enrolled electives—demonstrate persistently low enrollment or inconsistent offering patterns, suggesting limited demand. FREN courses were no longer offered at GSC beginning in AY 2022/23, and 30% of pathway courses were no longer offered by AY 2024/25. ECON 2105 and POLS 1101 show growth or recovery following dips, yet other courses exhibit declines in AY 2024/25 after stronger 2023–2024 performance.

RECOMMENDATIONS:

1. Optimize course scheduling and section offerings by creating more sections for high demand courses and reducing offerings of low enrolled courses.
2. Evaluate low-enrolled courses to determine whether they should be revised, combined, delivered in alternative formats, or potentially removed from the schedule. Consideration should also be given to whether these courses are essential for degree completion or transfer pathways.

Course Offerings - Enrollment Totals

Program Title	Course Title	2021		2022		2023		2024		2025	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
AACC-Political Science	ANTH 1102	69	70	66	70	96	105	80	80	119	120
	BUSA 2101	181	195	243	280	205	278	219	278	139	185
	ECON 2105	227	246	265	275	323	355	321	340	233	270
	ECON 2106	220	230	100	135	132	145	101	105	135	150
	FREN 1001	13	30	15	30						
	FREN 1002			6	24						
	HIST 1121	467	489	389	470	374	440	379	427	279	346
	HIST 1122	278	339	330	395	234	285	315	392	191	239
	HIST 2111	491	563	410	508	359	385	507	610	544	658
	HIST 2112	442	481	359	505	347	357	444	540	385	453
	MATH 1113	87	135	94	150	159	215	120	146	138	150
	MATH 1401	329	353	380	361	288	395	269	336	277	358
	PHIL 2010	132	150	108	165	63	65	73	75	105	110
	POLS 1101	386	486	378	508	509	563	552	708	736	856
	POLS 2201	65	70	68	70	65	70	75	80	44	80
	POLS 2301	13	24	23	35						
	POLS 2401	23	35	24	35						
	PSYC 1101	701	790	561	701	793	928	725	878	729	849
	SOCI 1101	336	357	317	415	345	400	308	400	216	260
	SOCI 1160	103	110	66	105	93	105	78	80	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		
	SPAN 1001	226	300	208	251	219	268	132	185	141	186
	SPAN 1002	76	145	47	137	61	149	24	70	22	50
	SPAN 2001	11	60	18	47	9	54				
	SPAN 2002	1	30	7	24	3	24				

Total enrollments for sections

The **AACC–Political Science pathway** course enrollment data during the review period demonstrates a mix of strong, stable demand in core general education courses and persistent under-enrollment in select electives and language offerings. High-enrollment courses such as POLS 1101, HIST 2111, HIST 2112, and PSYC 1101 consistently show robust demand, frequently nearing or exceeding maximum capacity—particularly in AY 2022/23–AY2024/25—indicating their critical role in supporting general education and transfer pathways. ECON 2105 also shows steady growth through 2023, followed by a moderate decline in 2025, while ANTH 1102 reflects gradual increases over time.

Conversely, several courses—including upper-level POLS offerings (POLS 2301, POLS 2401), foreign language courses (FREN and SPAN 2000-level), and some sociology courses (SOCI 1160, SOCI 2293)—exhibit consistently low or declining enrollment, with some courses not offered in recent years. The 2021-2022 academic year was the last year that all AACC–Political Science pathway required courses were offered at GSC or through its affiliate program, eCore. Additionally, a noticeable decline in enrollment is present across multiple courses in AY 2024/25 compared to peak years (AY2022/23–AY 2023/24), which may suggest shifting student demand or external enrollment pressures.

RECOMMENDATIONS:

1. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

Program Quality (continued)

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	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	%
AACC-Elementary Education	2,485	264	10.6%	2,294	241	10.5%	2,336	302	12.9%	2,311	321	13.9%	2,190	362	16.5%
AACC-English	2,485	13	0.5%	2,294	16	0.7%	2,336	15	0.6%	2,311	12	0.5%	2,190	14	0.6%
AACC-History	2,485	11	0.4%	2,294	9	0.4%	2,336	7	0.3%	2,311	11	0.5%	2,190	7	0.3%
AACC-Political Science	2,485	17	0.7%	2,294	8	0.3%	2,336	4	0.2%	2,311	1	0.0%	2,190	3	0.1%

Program Level - Associates

Over the five-year review period, the total number of program-level students in the AA CC experienced a modest decline of approximately 14%. Among the pathways offered, the AACC–Teacher Education pathway maintained the highest average enrollment, with 298 students, while the AACC–Political Science and AACC History pathways showed the lowest average enrollment. AACC Political Science averaged six students, and AACC History averaged nine students. It is noted that the AACC English, AACC History and AACC Political Science programs have experienced turmoil during the five-year review period, with wide shifts in leadership, discipline affiliation, and resource allocations. This chaos showed up in the declining student numbers.

RECOMMENDATIONS:

1. Continue to monitor the number of students in the pathways
2. Assign AA Core Pathways to an Academic Unit Head for oversight, monitoring and accountability
3. Provide financial and faculty support for programs in distress.
4. Strengthen recruitment by improving communication regarding pathway distinctions and career outcomes.
5. Maintain support of high-enrollment pathways
6. Review reasons for low enrollment in AACC-English and AACC-History
7. Recommend discontinuing the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Major	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	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
AACC-Elementary Education	264	18	863	241	17	851	302	17	820	321	17	807	362	18	817
AACC-English	13	20	1,007	16	20	927	15	20	913	12	19	900	14	16	860
AACC-History	11	18	958	9	17	938	7	19	880	11	20	880	7	22	880
AACC-Political Science	17	16	958	8	20	953	4	25	780	1		860	3	22	

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

The SAT/ACT test is now optional for admittance to Gordon State. Gordon State College awards final admission status to students applying with a ≥ 2.0 high school GPA in the Required High School Curriculum (RHSC) and less than 3 deficiencies. Prior to 2021 when Gordon required SAT standards, the SAT Verbal requirement was ≥ 430 and SAT MATH score of ≥ 430 (p. 28, *Academic Catalog*). Thus, an SAT of ≥ 860 was required for Admissions. The Average Incoming SAT for students entering the **AACC Teacher Education** was 831.6, or below the earlier requirement for Admissions. Average Incoming SAT for students entering **AACC English** was 921.4, above the earlier standard for Admissions. Average Incoming SAT for students entering **AACC History** was 907.2, also above the earlier standard for Admissions. Average Incoming SAT for students entering **AACC Political Science** was 887.75, above the earlier standard for Admissions. It is noted that Incoming SAT scores declined for each Pathway over the review period, one by as much as 18 percent.

GSC continues to use SAT/ACT scores to exempt students from Learning Support Placement: ACT English of ≥ 17 or SAT Verbal ≥ 430 . It is noted that during the review period students entering all pathways of the AACC degree consistently met the minimum ACT and SAT requirements.

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Majr	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	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
AACC-Elementary Education	264	3.042	241	3.031	302	3.139	321	3.133	362	3.203
AACC-English	13	2.988	16	2.922	15	3.012	12	3.196	14	3.031
AACC-History	11	2.864	9	3.141	7	3.376	11	3.407	7	3.540
AACC-Political Science	17	2.915	8	3.054	4	3.063	1	2.700	3	3.493

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Gordon State College awards final admission status to students applying with a ≥ 2.0 high school GPA in the Required High School Curriculum (RHSC) and less than three deficiencies. During the review period, average incoming GPAs for all AACC programs exceeded the institutional minimum. Students entering the AACC-History pathway had the widest spread in average High School GPA, between 2.864 in AY 2020/21 to 3.540 in AY 2024/25.

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Majr	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	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
AACC-Elementary Education	264	2,357	241	2,336	302	2,304	321	2,291	362	2,333
AACC-English	13	2,328	16	2,139	15	2,099	12	2,023	14	1,880
AACC-History	11	2,150	9	2,150	7	2,065	11	2,065	7	2,065
AACC-Political Science	17	2,214	8	2,476	4	2,445	1	2,295	3	

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

Gordon State College awards final admission status to students applying with a ≥ 2.0 high school GPA in the Required High School Curriculum (RHSC) and less than 3 deficiencies. Students who do not have a traditional high school GPA (e.g. home school students) may use the Freshman Index (FI) to meet admission standards. GSC requires a Freshman Index of at least 1830. Freshman Index is calculated as: SAT FI = (HS GPA x 500) + SAT Verbal + SAT Math; ACT FI = (HS GPA x 500) + (ACT Composite x 42) + 88. During the review period, students entering all pathways of the AACC degree consistently exceeded the institution's minimum Freshman Index requirement.

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	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
AACC-Elementary Education	58	215	264	75	196	241	73	238	302	84	247	321	105	285	362
AACC-English	1	12	13	4	14	16	1	15	15	3	9	12	4	10	14
AACC-History	2	10	11	3	9	9		7	7	1	10	11		7	7
AACC-Political Science	8	11	17	2	6	8		4	4		1	1	1	2	3

During the review period, an average of 30% of students entering the Associate of Arts Core Curriculum (AACC) required Learning Support (LS). Among AACC pathways, the Teacher Education pathway had the highest proportion of students requiring learning support at 26.5%; however, this is likely influenced by the fact that it also enrolled the largest number of students overall. Notably, the number of students requiring learning support in the AACC–Teacher Education pathway increased each year of the review period, resulting in a total increase of 44.8%, compared to a 27.1% increase in total enrollment for this pathway. In contrast, the AACC–History pathway had the lowest percentage of students requiring learning support at 13.3%. The AACC–Political Science pathway experienced a substantial decrease in the percentage of students requiring learning support (87.5% decrease), which corresponded with an 82.4% decline in total student enrollment during the same period.

RECOMMENDATIONS:

1. Strengthen early academic readiness interventions for incoming students.
2. Consider implementing transitional supports for pandemic-related learning gaps.
3. Strengthen advisement and placement processes to ensure student needs are identified correctly.
4. Review advising practices, course sequencing, and recruitment strategies in AACC—History and consider implementation of these into pathways with higher LS percentages.

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	N/A	N/A	N/A	N/A	N/A
Overall Program	N/A				

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Major	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
AACC-Elementary Education	30	3.380	20	3.573	17	3.574	28	3.758	16	3.634
AACC-English	2	3.000			2	3.500	1	3.000	1	4.000
AACC-Political Science			1	3.364	3	3.500				

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

The average graduating major GPA for all student in the assessed pathways (AACC- Teacher Education, AACC- English, and AACC- Political Science) during the assessment period was 3.56, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

AACC- Teacher Education- The average graduating major GPA for the assessment period was 3.58, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. AY 2023/24 showed the highest average graduating GPA of 3.758.

AACC- English- The average graduating major GPA for the assessment period was 3.38, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. It is noted that there were no graduating students in AY 2021/22. One student graduated in AY 2024/25 with a GPA of 4.0.

AACC- Political Science- The average graduating major GPA for the assessment period was 3.43, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. Of concern is that only AY 2021/22 and AY 2022/23 had graduating students (4 students total).

RECOMMENDATIONS:

1. Continue to monitor academic performance standards in the AACC-Teacher Education pathway
2. Conduct an enrollment-to-completion analysis in the AACC-English pathway to determine whether low graduation numbers reflect low enrollment, transfer prior to degree completion, or advising patterns.
3. Strengthen advising interventions to promote AACC-English degree completion prior to transfer when appropriate.
4. Assess whether the AACC-Political Science pathway remains aligned with student demand and transfer partner expectations
5. Considering strategic recruitment, pathway consolidation, or curricular adjustments if enrollment in the AACC-Political Science pathway remains low.

Average Major GPA

Student Outputs - Average Major GPA

Program Title Major	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
AACC-Elementary Education	174	3.591	169	3.599	248	3.624	253	3.542	282	3.599
AACC-English	7	3.111	7	2.600	9	3.000	6	3.100	4	3.667
AACC-History	5	3.500	8	3.154	7	3.125	10	3.353	5	3.800
AACC-Political Science	15	3.333	6	3.077	4	3.429	1	4.000	3	2.889

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.

The overall average GPA for AA Core students in the four Pathways was 3.354 for the five-year review period. Student count averaged 61.15 over the four Pathways.

The AA Core **Teacher Education** Pathway continued as the largest program with a five-year average of 225 students. The five-year average GPA was 3.591, the highest average GPA of all the AA Core Pathways. The student count ranged from a low of 169 in AY 2021-22 to a high of 282 in AY 2024-25, or a 67 percent increase. Despite the significant increase in student count, average GPS scores remained high with little variation.

The AA Core **English Pathway** averaged 6.6 student in the five-year review period, achieving an average GPA of 3.0954. While the lowest average GPA for the AA Core Pathways is still a respectable GPA for 1000-2000 level students.

AA Core **History** students maintained the second highest average GPA in the AA Core pathways. The five-year average of seven students showed an average GPA of 3.3864. Student count fluctuated with a low count of five (5) students in AY 2020-21 and again in AY 2024-25, and a high count of ten (10) students in AY 2023-24, an average of seven (7) students in the five-year review period.

AA Core **Political Science** Pathway saw a significant decline in enrollment, from 15 in AY 2020-21 to one (1) student in AY 2023-24. The five-year average student count was 5.8 and the average GPA at 3.345.

RECOMMENDATIONS:

1. Continue to monitor Pathway student count and GPA.
2. While the average GPA remained stable for the four Pathways, the student count varied wildly. Recommend program coordinators investigate ways to *stabilize* student counts. Consider using resources from the National Student Clearinghouse Research Center (<https://nscresearchcenter.org/stay-informed/>) to track enrollment trends and recommendations.
3. Growth in student counts will require new investments in instructional faculty.

4. Capitalize on the reduced focus by sister institutions on first-year enrollment. For example, UGA plans to “moderate” growth of first-year enrollments to only a 0.5 percent growth rate (<https://instruction.uga.edu/wp-content/uploads/UGA-Enrollment-Plan-Web.pdf>). Investigate ways to promote the AA Core Pathways to reach a segment of less interest to larger institutions.
5. Consider negotiating MOUs with large institutions where Gordon State students successfully completing AA Core and their admission requirements may have admission preferences.

Employment Rates

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	N/A	N/A	N/A	N/A	N/A
Overall Program	N/A				

Entry into Graduate Programs

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	N/A	N/A	N/A	N/A	N/A
Overall Program	N/A				

The Associate of Arts Core Curriculum is designed to prepare students for successful transfer into a bachelor’s degree program rather than direct entry into graduate study. The curriculum provides foundational general education knowledge and essential academic skills needed for upper-division coursework but does not include the advanced specialization or research training typically required for graduate-level study; therefore, Entry into Graduate Programs and Employment Rates are not monitored.

Student Satisfaction (Data Source A)

Satisfaction Survey (See Appendix E for Table of Results)

In Fall 2025, 118 students with declared major of Associate of Arts Core received the *Student Satisfaction Survey*. A total of nine (9) students responded to the survey, or a 7.6 percent response rate. Unfortunately, this response rate may not be high enough to generalize results program-wide. Most often, it is the highly engaged students who respond to surveys. However, it could be that students carry many responsibilities and may not have the time, emotional space, or energy to complete the survey. Since most students at Gordon State College share similar demographic and psychographic characteristics, it is assumed that students who elect to participate in the Student Satisfaction Survey are similar to those who declined to participate. Students participated because they had time and liked to provide their opinions, not because they are biased toward the survey issue.

Overall, students report satisfaction with the AA Core program. Average scores on the twelve variables ranged from 5.0 to 5.78 (out of 6.0). The items scored highest by students included “My advisor makes it easy to get in touch and set up advisement time” (5.78); “My advisor is knowledgeable about course requirements for my major (5.78); and “I find the day and time of my major courses convenient for me” (5.63). Of significance is the standard

deviation (SD). The SD for both Advisor items was 0.67, the lowest for all items. This suggests not only do students report high levels of satisfaction with their Advisors, but also that the response range from all students were similar. The SD for satisfaction with availability of courses calculated at 0.74, again suggesting the narrow range of all responses. The conclusion drawn is that students are exceedingly satisfied with course scheduling and their Academic Advisors.

Items scoring lesser satisfaction include “I feel my classes have prepared me for graduate school” (5.0); “I am pleased with the quality of professors in my major” (5.11); “I am satisfied with the availability of professors outside of class” (5.11); and “Overall, I am satisfied with my experience with my major” (5.13). The SD for both the quality of professors and their availability outside of class was 1.54, suggesting a wide range of responses. In other words, not all students reported a lower level of satisfaction. The item of satisfaction with feeling well-prepared for graduate school showed an SD of 1.51, again suggesting a wider range of responses. It should be noted that even the lowest score (5.0) for this dataset is not particularly low and considering the wide range of student responses (SD), these do not pose a significant problem.

Of concern is that none of the respondents reported engagement with extra-curricular activities. Respondents reported never attending an educational event outside of class or an on-campus cultural/social event. The early review years included the ‘pandemic years’ where social interactions were limited. However, from AY 2022-23 forward, numerous educational and cultural/social events were held on campus. Students are choosing not to participate in events.

RECOMMENDATIONS:

1. Continue to monitor student satisfaction with the AA Core program.
2. When administering the GSC Student Satisfaction Survey for Associate level programs, consider editing question #5 “I feel my classes at Gordon State College have prepared me well for graduate school,” as second year students probably are not thinking of graduate school. Possibly edit the question to prepare for a Bachelor program.
3. Recognize Academic Advisors for their knowledge and exceptional work in advising AA Core students
4. Core students might not be aware of Faculty office hours. Review communication with AA Core students, so office hours are readily available for students. Include office hours on Faculty office doors, course syllabi, Navigate, and possibly in email signature. Faculty are available outside of class time, but students do not seem to be aware of that availability.
5. Discuss among Faculty the scheduling of educational events for AA Core students and ways to reward and encourage students to attend events.
6. Coordinate communication and partnership between Academic Units and Student Affairs in scheduling and promoting social/cultural events of interest to AA Core students.
7. Survey students to identify event types of interest and schedule convenience.
8. Consider program-specific events created and hosted by individual Academic Units incorporating student leadership.
9. Design ways to encourage student participation in campus clubs aligned with Pathways (Human Services Club, Performing Arts Guild, Education Club, etc.)

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

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program Title	Department	2021		2022		2023		2024		2025	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
AACC-Elementary Education	Education	2	3	1	3	2	1	2	4	2	4
	Education, Math & Applied Sci	1	3	2	3	1	3		1		1
	Natural Sciences	1									
	STEM	2		3	1	1	2	3	3	2	2
AACC-English	Arts & Humanities	4	5	7	5	5	6	6	5	6	5
	Education	1		1						1	
	Humanities & Fine & Perf Arts	3	3	1	2	1	2	1	1		
AACC-History	--Undeclared Department						1				1
	Applied Sciences		2		2		1				
	Arts & Humanities		1	1	1	1	1	1	1	1	1
	Business	2	4	2	4	2	4	2	4	2	3
	Business & Public Service	2	10	2	6	3	8	3	4	1	
	Education	2	2	2	2	2	1	2	6	2	9
	Education, Math & Applied Sci	1	2	1	2	1	2	1		1	
	Humanities & Fine & Perf Arts	1		1		1		1			
	Professional Studies	3	5	3	5	3	5	5	4	4	8
	School Bus & Professio Studies						1		1		1
	STEM	4	2	5	3	5		4	1	4	1
AACC-Political Science	--Undeclared Department						1				1
	Applied Sciences	2	2		2		1				
	Arts & Humanities		1	1	1	1	2	1	2	1	2
	Business	2	4	2	4	2	4	2	4	2	3
	Business & Public Service	2	9	2	5	3	7	3	3	1	
	Education	2	2	2	2	2	1	2	6	2	9
	Education, Math & Applied Sci	1	2	1	2	1	2	1		1	
	Humanities & Fine & Perf Arts	1	1	1	1	1	1	1			
	Professional Studies	3	5	3	5	2	5	4	4	4	8
	School Bus & Professio Studies						1		1		1
	STEM	4	4	5	3	6	2	5	2	5	2
Overall Program		30	44	30	38	26	41	30	36	24	37

Faculty supporting program through assignment to required courses.

Overall, the number of Full-time Faculty supporting AA Core Pathways is abysmal. Some Pathways have equal numbers of Part-time and Full-time Faculty, and some have *more* Part-time Faculty than full-time. In some years, the number of Part-time Instructors is more than 50 percent higher than the number of Professional Faculty. Research does not support the idea that quality programs are built on Part-time Instructors. The AAUP found that only a small portion of Part-time Instructors are specialists or practitioners in professions (<https://www.aaup.org/background-facts-contingent-faculty-positions>). The organization also reported that most institutions show the greatest growth in Part-time instructors during times of economic prosperity. In other words, Part-time Instructors are not pursued because of budget reductions. Their report concluded “heavy reliance on contingent faculty appointments hurts students.” The Academic Senate for California Community Colleges summarized the value that full-time faculty bring students, institutions, and the college community (<https://www.asccc.org/content/why-full-time-faculty-matter>). “The benefits of a of a sufficient complement of full-time faculty are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside the classroom.... In looking to reform the community colleges, it was recognized that full-time faculty were essential in achieving this mission.” Stability and yes, growth in programs will require new investments in committed, long-term Faculty.

AACC- Teacher Education- For each year under review, the average number of Part-time instructors for AA Core Education *exceeded* the number of professional Faculty. In some years, the only Faculty were part-time (AY2023-24 and AY 2024-25). For a program averaging 225.2 students, this approach is not sustainable.

AACC- English- For AY 2020-21, an equal number of Part-time and Professional Faculty instructed AA English Pathway courses. In AY 2022-23, the total Part-time instructors exceeded the number of Professional Faculty by 33.3 percent. Three of the five-years saw Professional Faculty exceed the number of Part-time instructors. It appears there is not sufficient Faculty to deliver courses for the English-Education major, as three of the five review years there were no courses offered or Faculty to instruct. Also noted is the drop in English-Humanities and Fine & Performing Arts Faculty, both part time and Professional Faculty, from a high of six (three Part-time and three Professional faculty) in AY 2020-21 to zero in AY 2024-25.

AACC- History- Unfortunately, AA Core History Pathway has been one of the disciplines that experienced major disruptions during the five-year review period, including significant loss of Professional Faculty. The program even endured a time when it was declared homeless, i.e., “undeclared department.” Thus, it is not surprising that each of the five review years saw the number of Part-time instructors exceeding the number of Professional Faculty. Some years the rate was slightly higher (11 percent in AY 2023-24), while other years the rate was significantly higher (87 percent in AY 2020-21), almost twice the number of Professional Faculty. The five-year average showed Part-time instructors exceeded Professional Faculty by 45.1 percent. This is not sustainable for a quality program.

AACC- Political Science- Political Science Pathway endured the same experience as AACC History Pathway, including a couple of years as homeless (“undeclared department”). Political Science data showed a similarity with History on the high reliance on Part-time instructors. Like History, in each of the review years the number of Part-time instructors exceeded Professional Faculty. In AY 2023-24, the percentage was lowest, with Part time Instructors exceeding Professional Faculty by 16 percent. AY 2020-21 saw the highest percentage of Part-time instructors at 76 percent. The five-year average placed Part-time instructor numbers at 49 percent higher than Professional Faculty. This is not sustainable for a quality program.

RECOMMENDATIONS:

1. Establish a strategic full-time faculty hiring plan.
2. Restore departmental stability and leadership.
3. Prioritize full-time faculty in high-enrollment pathways.
4. Limit overreliance on part-time faculty.
5. Support program growth through stable faculty infrastructure.
6. Conduct annual monitoring of faculty composition by pathway.

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

Associate of Arts Core Curriculum ~ Comprehensive Program Review

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	Department	2021			2022			2023			2024			2025		
		Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Unknown	Terminal Degree	Non-Terminal Degree	Unknown
AACC-Elementary Education	Education	3	1	1	2	2		3			3	3		3	3	
	Education, Math & Applied Sci	3	1		4	1		3	1		1			1		
	Natural Sciences			1												
	STEM	1	1		3	1		1	1	1	5	1		2	2	
AACC-English	Arts & Humanities	8	1		10	1	1	8	3		8	2	1	7	2	2
	Education	1			1									1		
	Humanities & Fine & Perf Arts	3	1	2	1		2	1		2	1		1			
AACC-History	--Undeclared Department									1						1
	Applied Sciences		2			2				1						
	Arts & Humanities	1			2			2			2			2		
	Business	2	3	1	2	3	1	1	4	1	1	4	1	1	3	1
	Business & Public Service	6	4	2	4	2	2	3	2	6	3	2	2	1		
	Education	3		1	3		1	2		1	3	2	3	4	2	5
	Education, Math & Applied Sci	1		2	1		2	1		2			1			1
	Humanities & Fine & Perf Arts	1			1			1			1					
	Professional Studies	3	4	1	3	4	1	3	4	1	5	3	1	4	7	1
	School Bus & Professio Studies							1			1			1		
	STEM	3	3		5	3		3	2		3	2		2	3	
AACC-Political Science	--Undeclared Department									1						1
	Applied Sciences	1	3			2				1						
	Arts & Humanities	1			2			3			3			3		
	Business	2	3	1	2	3	1	1	4	1	1	4	1	1	3	1
	Business & Public Service	5	4	2	3	2	2	2	2	6	2	2	2	1		
	Education	3		1	3		1	2		1	3	2	3	4	2	5
	Education, Math & Applied Sci	1		2	1		2	1		2			1			1
	Humanities & Fine & Perf Arts	1	1		1	1		1	1		1					
	Professional Studies	3	4	1	3	4	1	2	4	1	4	3	1	4	7	1
	School Bus & Professio Studies							1			1			1		
	STEM	3	4	1	5	3		4	3	1	4	2	1	3	3	1
Overall Program		38	24	12	38	20	10	32	18	17	36	19	11	28	21	12

Generally, the number of terminally degreed Faculty exceeds the number of non-terminally degreed Faculty. The large number of “Unknown” is disconcerting. The “Unknown” suggests a lack of credentialing of new hires, probably Part-time Instructors. In AY 2022-23, the number of “Unknown” Faculty credentials was 17, or 25.4 percent of the total Faculty that year (67). AA Core Education Pathway appears to do a better job of removing the “Unknown” from Faculty credentials, as three of the five years under review saw all Faculty as either Terminal or Nonterminal degrees. History and Political Science Pathways showed the highest number of “Unknown” credentialed Faculty. This could be due to the chaos experienced by these programs during the review years. The repeat appearance of Unknown credentials year-over-year poses another concern. Faculty in the Business & Public Service and Education academic units have the highest number of Faculty with “Unknown” credentials in the History and Political Science Pathways. In the past, Gordon State College was known for attracting and recruiting terminally degreed Faculty. Neither Faculty standards nor recruitment are mentioned in the *2024-27 Strategic Plan* and Faculty credentials have been largely removed from the *Faculty Handbook*.

AACC- Teacher Education- In the five-year review period, terminally degreed Faculty outnumber non-terminally degreed Faculty between 1.2 to 3.5 times. Further, Education Pathway reported the lowest number of “Unknown” credentials for Faculty, suggesting Faculty were thoroughly vetted before instructing. Faculty in the “Unknown” column one year were credentialed by the following year, as zero Faculty were reported as “Unknown.”

AACC- English- The number of terminally degreed Faculty exceeded non-terminal degreed Faculty between 3 and 12 times. In AY 2021-22 English Pathway had 12 Faculty with terminal degrees compared with one non-terminal degree. The next year (AY 2022-23) Faculty with terminal degrees dropped to nine (9) and Faculty with non-terminal degree increased to three (3) resulting in the lowest ratio of terminal-to-non-terminal degreed Faculty. Humanities Faculty declined from five to three, to two, to zero in AY 2024-25. English Humanities reported two (2) Faculty with “Unknown” credentials for three or years, suggesting Faculty were not fully vetted prior to teaching courses. The “Unknown” column reduced through attrition rather than through proper credentialing.

AACC- History- In four of the five review years, terminally degreed Faculty outnumbered non-terminally degreed Faculty. In AY 2024-25 the number of non-terminal degreed Faculty outnumbered terminally degreed faculty by 15 percent. The remaining four years, terminally degreed Faculty out-paced non-terminally degreed Faculty by 25 to 50 percent. Of concern is the number of “Unknown” credentials. In the five review years, Unknown credentialed Faculty made up between 35.0 and 53.85 percent of total Faculty. Faculty with the highest number of “Unknown” credentials from Business & Public Services. In AY 2022-23 and AY 2024-25, approximately 50 percent of Faculty from Business & Public Services teaching in History Pathway courses reported “Unknown” credentials.

AACC- Political Science- The number of Political Science Faculty ranges from 39 to 47. The percentage of Faculty who are non-Terminal ranges between 31.71 and 40.43 percent. The five-year average of Non-Terminal Degreed Faculty is 35.3 percent, or over a third of the faculty. The percent of Faculty in the “Unknown” credentials category averaged 21.17 percent of the total Faculty. Of concern is the number of “Unknown” credentials Faculty that show up year after year, suggesting Academic Unit Heads are not fully credentialing new hires. The highest number of “Unknown” credentialed Faculty appeared in the Business & Public Services and Education Faculty teaching in Political Science Pathway.

RECOMMENDATIONS:

1. Continue to monitor Faculty credentials, especially across multiple Academic Units.
2. Establish procedures for Academic Unit Heads to ensure proper credentialing and reporting of Faculty *prior* to staffing a course
3. Hasty employment of Faculty suggests poor planning and preparation for student enrollments. Include adequate Faculty recruitment in long term planning and budgeting.
4. Include Faculty standards and recruitment goals in Strategic Planning and Budgeting.

Amount of Sponsored Research Funding

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	\$0	\$0	\$0	\$0	\$0
Overall Program	\$0				

Amount of Other External Funds

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	\$0	\$0	\$0	\$0	\$0
Overall Program	\$0				

Number of Peer-Reviewed Publications

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	12	9	5	6	5
Overall Program	37				

Number of Faculty Research Fellowships

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	0	0	0	0	0
Overall Program	0				

Number of Academic Conference Presentations

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AA CC	13	20	20	24	10
Overall Program	87				

Generally, these standards are not held for Faculty teaching in Associate degree programs. The fact that Faculty are actively involved in their disciplines by publishing and presenting suggests strong commitment to the professorate and students.

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
Cortney McLeod	0	0	0	1	0	0	0
Caesar Perkowski	3	4	0	5	3	100+	0
Stephen Powers	1	0	0	0	0	5	0
Steve Raynie	0	2	2	8	5	0	2
Ed Whitelock	0	0	0	1	0	0	0
Bernard Anderson	0	0	0	5	0	0	0
Candace Carroll	0	0	1	0	0	0	0
Randy Brookins	0	0	1 (book chapter)	0	0	0	0
Anna Higgins-Harrell	4	0	0	0	0	0	2
Joseph Jones	1	0	5	0	2	0	0
Jeremy Richards	0	0	0	0	0	0	8
Jeffery Rogers	1	0	0	0	0	0	0
Scott Shubitz	0	0	5	0	0	0	0
Kris Beck	8	3	3	1	0	274	7
Christy Flatt	1	1	0	9	15	60	0
Joshi Prathibha	6	6	5	13	0	313	16
Barry Kicklighter	0	0	0	0	0	29	0
Jeff Knighton	2	1	0	6	0	18	0
Joe Mayo	0	0	9	4	0	0	0
Jane Marie-McKinney	0	0	0	0	0	11	7
Jessica Traylor	0	0	0	5	0	12	0
Ryran Traylor	0	0	0	10	0	26	0

Program Quality Narrative:

The [*United Nations*](#) (2000) defined Quality in education as “Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” Quality includes “Content that is reflected in relevant curricula and materials for the acquisition of ... skills” with “outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.” Based on this definition, the Assessment Committee found AA Core to meet the Quality standard, with some noted Recommendations for continuous improvement.

The ***Mission Statement and Curriculum*** standards were found to meet the requirements of the University System of Georgia and were easily available on the Gordon website and Academic Catalog. All pathways integrated the new USG IMPACTS model into program documents. Some discrepancies were found between USG *Field of Study* requirements and program information on the Gordon website. Some Gordon resources contained the older language of “Area F” instead of the new “Field of Study” label. One pathway (Political Science) was listed on the website in both AA Core and AS Core. These discrepancies suggest some AACC Pathways have not been assigned to Academic Unit Heads for monitoring responsibilities.

In program data, the Committee found an adequate number of required courses to be offered each year to meet student needs. Courses were offered in a variety of formats including daytime, evening, on campus and online. Some programs also offered courses on satellite campuses. Enrollments in each section (average class size) ranged in the 70 to 80 percent of full capacity, suggesting full enrollment with some available space to grow.

However, the four pathways assessed during this period are not equal. The AACC- **Teacher Education** pathway attracted a significant number of students, saw an increase in enrollments, and demonstrated consistent productivity and degree completion across the assessment period. The remaining Pathways (English, History, and Political Science) struggled to maintain adequate enrollment. The data supported positive quality of the courses offered for all Pathways and student success. A macro view of the program reveals a modest decline of the total number of program-level students in the AA CC, approximately 14%. During the review period, average incoming GPAs for all AACC programs exceeded the institutional minimum. Students entering all pathways consistently exceeded the institution’s minimum Freshman Index requirement. During the review period, an average of 30% of students entering the AA-CC required Learning Support (LS) which was lower than the percentage of all GSC students requiring Learning Support. The average graduating major GPA for all student in the assessed pathways (AACC- Teacher Education, AACC- English, and AACC- Political Science) during the assessment period was 3.56, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. The average GPA for all student in the assessed pathways (AACC- Teacher Education, AACC- English, AACC- History, and AACC- Political Science) during the assessment period was 3.35.

Little if any extrapolation can result from the Fall 2025 student satisfaction survey due to a 7.6% response rate. The results from the nine responding students vaguely point to overall satisfaction with the AA core program, the student advising process, and course scheduling. It

also vaguely points to dissatisfaction with their course instructors. It also may reflect the lack of understanding of a freshman and sophomore concerning graduate school and their choice of major. For this data to be helpful in the future, efforts should be made to increase the survey response rate.

The full-time faculty who supports the AA Core Curriculum pathways demonstrate a high level of professional growth and development. However, the number of full-time faculty supporting AA Core Pathways is a concern of this committee due to the shift, as evidenced by the data collected for this assessment, to a reliance on part-time faculty. In some years, the number of part-time instructors is more than 50 percent higher than the number of professional faculty. Research does not support the idea that quality programs are built on part-time instructors. The AAUP found that only a small portion of Part-time Instructors are specialists or practitioners in professions (<https://www.aaup.org/background-facts-contingent-faculty-positions>). The organization also reported that most institutions show the greatest growth in Part-time instructors during times of economic prosperity. In other words, Part-time Instructors are not pursued because of budget reductions. Their report concluded “heavy reliance on contingent faculty appointments hurts students.” The Academic Senate for California Community Colleges summarized the value that full-time faculty bring students, institutions, and the college community (<https://www.asccc.org/content/why-full-time-faculty-matter>). “The benefits of a of a sufficient complement of full-time faculty are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability th at students need outside the classroom.... In looking to reform the community colleges, it was recognized that full-time faculty were essential in achieving this mission.” Stability and yes, growth in programs will require new investments in committed, long-term faculty.

Even with the challenges mentioned above, the committee finds that the AA Core Curriculum pathways offer students a high standard of instruction toward their intended majors. Changes such as a shift back toward full-time faculty instruction can ensure that this quality remains and improves in the coming years.

The overall quality of the AA Core Curriculum pathways is positive and supported by the data. Based on this evidence, the Committee found the AA Core to be a Quality program, meeting student and state expectations. The Committee provided numerous recommendations for continuous improvement of individual Pathways.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Majr	Overall hours	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
AACC-Elementary Education	0 Hours	108	75	69	81	95
	1-30 Hours	83	80	110	133	149
	31-60 Hours	38	46	63	54	62
	61-90 Hours	27	34	41	40	42
	91-120 Hours	6	5	14	8	7
	121 or More Hours	2	1	5	5	7
AACC-English	0 Hours	3	3	2	5	4
	1-30 Hours	5	8	6	6	5
	31-60 Hours	3	4	6	1	5
	61-90 Hours	2	1	1		
AACC-History	0 Hours	7	7	4	3	1
	1-30 Hours			1	3	4
	31-60 Hours	4	2	2	5	2
AACC-Political Science	0 Hours	9	4			1
	1-30 Hours	6	2	1		1
	31-60 Hours	2	2	1		1
	61-90 Hours			1		
	91-120 Hours			1	1	

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

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

AACC- Teacher Education- The data reflects "Student Numbers - Overall Credit Hours at Program Declaration," which serves as a metric for student input and recruitment timing. In the area of growth in early declaration of a major, there is a significant upward trend in students declaring the major early in their academic careers. Students choosing this major after completing 1-30 hours grew from 83 in 2020-2021 to 149 in 2024-2025. As far as engagement by the freshman student, the "0 Hours" category remains strong and relatively stable, ending at 95 students in the most recent year. This suggests that the program is successfully attracting incoming freshmen. In the area of the total enrollment growth of the AA Core Curriculum Teacher Education pathway, while the table doesn't provide a final sum, the year-over-year increases in the "0 Hours," "1-30 Hours," and "31-60 Hours" categories indicate a growing program that is increasingly popular among lower-division students.

In analyzing the assessment data on quality and achievements related to the appeal of the program, the consistent growth in early declarations (0-30 hours) is a highlight of quality achievement. It indicates strong marketing, clear recruitment pathways, and a positive reputation that encourages students to commit to the Elementary Education track early. Regarding retention of late deciders, the program also shows a steady increase in students who have completed 61-90 hours, rising from 27 to 42 over the five-year period (p. 1). This suggests that the program is an attractive option for "internal transfers" or students changing their major mid-way through their college experience.

To identify areas for improvement or further investigation, one area is improving the faculty-to-student ratio. Relying on adjunct faculty impacts research initiatives, pedagogical consistency, and the identification of areas to improve curriculum to address shortfalls in student performance in the Bachelor's degree program for Elementary Education. Another area to investigate further is why some students choose this pathway after completing a large number of credit hours. While acknowledging that the number is still small, the number of students choosing this major after completing 121 or more hours has increased slightly (from 2 to 7). While this could be seen as flexibility, a high number of very late declarations can sometimes indicate a lack of early academic advising or students struggling to find a fit elsewhere.

The AACC-Teacher Education program demonstrates strong growth and high demand, particularly among new and early-career students. The increasing number of declarations suggests a healthy, expanding program with a strong reputation for attracting students early in their academic journey. However, because the provided data set is exclusively focused on enrollment timing, a final judgment on "quality" is incomplete. A high-quality program should also be measured by its ability to graduate students (outputs) and the expertise and performance of its staff (faculty). Based solely on the provided metrics, the program is exceptionally successful at recruitment and early student engagement.

AACC- English- The AACC-English pathway data shows how many credit hours students have at the time they declare the program, based on a small cohort averaging about 15 students over five years. Most students declare the pathway within the 1–30 credit hour range, indicating they are choosing English early in their academic careers. A smaller and somewhat inconsistent number of students declare between 31–60 credit hours, while very few enter the program with 61–90 hours, suggesting limited late-stage entry. Additionally, only three students over the five-year period declared with 0 credit hours, indicating that most students have already begun coursework before selecting the English pathway.

AACC- History- Declaration patterns for the AACC-History pathway indicate a consistent decline in student interest over the review period, with ten or fewer students declaring the major in any given year. Historically, most students declared the major at 0 credit hours, suggesting early commitment upon entry to the

institution. A smaller, yet consistent, group of students (five-year average of three) declared the major between 31–60 credit hours, indicating some mid-program entry into the pathway. However, recent data reflects a notable shift, with only seven students declaring the major in AY 2024/25, and just one of those at 0 credit hours. This trend suggests both a reduction in overall declarations and a decline in early identification with the History pathway.

AACC- Political Science- Less than ten students from each year of the review period declared AACC-Political Science as a major. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

RECOMMENDATIONS:

- 1. Strengthen early advising and program awareness.
- 2. Increase full-time faculty in the AACC-Teacher Education pathway to support instructional consistency, enhance curriculum development, and better align the program with bachelor’s-level expectations.
- 3. Evaluate AACC-English and AACC-History program viability. Consideration should be given to restructuring, merging with related disciplines, or repositioning the program to improve appeal.
- 4. Discontinue the AACC-Political Science pathway.

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2021	2022	2023	2024	2025
AACC-Elementary Education	1,809	1,710	2,523	2,289	2,484
AACC-English	2,481	2,010	2,286	1,896	1,716
AACC-History	15,312	14,253	14,787	14,934	13,704
AACC-Political Science	14,820	13,576	14,247	14,349	13,557

Over the five-year review period, the total number of credit hours taught varied by pathway and year, reflecting changes in enrollment patterns and course demand. The **AACC–History** and **AACC–Political Science** pathways consistently generated the highest number of credit hours taught each year, indicating stronger or more stable student demand in these disciplines. The increase in AA Political Science credit hours is due to the Gordon State College requirement of POLS 1101 for all students to graduate. Both pathways show relatively minor year-to-year fluctuations, suggesting steady enrollment trends rather than dramatic shifts in program participation.

The **AACC–Teacher Education** pathway experienced the most notable variation across the review period. After a slight decline from 2021 to 2022, credit hours taught increased substantially in 2023 and remained elevated through 2025, indicating growing student interest or expanded course offerings in this pathway.

In contrast, the AACC–English pathway shows a gradual overall decline in credit hours taught from 2021 through 2025, with the lowest total occurring in 2025. This downward trend may warrant further monitoring to determine whether it reflects declining enrollment, course availability, or broader shifts in student program selection.

RECOMMENDATIONS:

1. Continue to sustain and support high-demand pathways such as AACC-History and AACC-Political Science
2. Evaluate faculty staffing and course rotation in AACC-Teacher Education to support sustained growth
3. Conduct targeted review of the AACC-English pathway to determine pathway demand
4. Develop a growth management plan for AACC-Teacher Education to maintain instructional quality while accommodating increased demand
5. Ensure sufficient advising for all program pathways

Standard Faculty Workload for Degree Program

AA CC	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
Thomas Aiello	12	12	15	N/A	N/A
James Awbrey	39	36	30	18	N/A
Bernard Anderson	29	29	30	23	25
Richard Baskin	24	N/A	N/A	N/A	N/A
Kris Beck	30	30	36	30	39
Pamela Bell	30	30	9	N/A	N/A
Randy Brookins	N/A	15	24	27	36
Darren Broome	27	27	27	N/A	N/A
Ric Calhoun	9	6	6	6	6
Kelly Carter	33	33	33	36	24
Candace Carroll	35	30	41	38	32
Geoffrey Clement	15	33	27	34	29
Doug Davis	27	27	27	30	N/A
Lisa Ferguson	27	18	15	18	18
Christy Flatt	24	30	30	30	30
Allen Fuller	30	25	34	30	29
John George	27	24	31	30	30
Karen Guffey	27	27	27	30	30
Anna Higgins-Harrell	6	6	12	9	21
Jason Horn	27	27	4	4	4
David Janssen	21	15	30	33	30
Brent Johnson	27	21	21	18	6
Joseph Jones	6	26	18	19	24
Prathibha Joshi	33	27	30	33	33
Barry Kicklighter	6	3	6	30	36
Jeff Knighton	N/A	N/A	24	30	18
Joe Mayo	24	18	12	6	N/A
Erik McCarthy	21	30	24	30	27
Cortney McLeod	27	24	21	30	27
Jane-Marie McKinney	27	27	24	30	36
Rachel Mittelman	24	24	24	30	N/A
Anthony Pearson	18	18	19	6	6

Caesar Perkowski	30	33	33	39	39
Beth Pollock	27	N/A	N/A	N/A	N/A
Stephen Powers	33	30	27	27	30
Steve Raynie	27	18	2	N/A	N/A
Jeremy Richards	24	27	30	30	30
Jeffery Rogers	24	27	30	30	30
Derrick Ross	N/A	N/A	24	30	N/A
Laronda Sanders-Senu	27	N/A	N/A	N/A	N/A
Autumn Schaffer	24	21	15	N/A	N/A
Scott Shubitz	24	27	27	21	15
Jenna Thrasher-Sneathen	33	N/A	N/A	N/A	N/A
Jessica Traylor	30	27	27	30	N/A
Ryran Traylor	15	18	36	36	36
Wesley Venus	24	27	38	33	30
Brian Webb	27	24	30	30	N/A
Katherine Wester-Neal	27	N/A	N/A	N/A	N/A
Jalen Williams	N/A	N/A	N/A	N/A	15
Ed Whitelock	19	8	26	4	24
Frank Winters	24	12	N/A	N/A	N/A
Marwin Zabdawi	13	32	29	34	30
Overall Program	1,164	1,029	1,064	1,034	875

The standard faculty workload, as defined in the *Faculty Handbook*, is 12/12 or 24 credit hours per academic year. Beginning in AY 2022–2023, Academic Affairs revised the standard workload to 15/15, or 30 credit hours per academic year. Throughout the five-year review period, faculty teaching in the AA-CC Pathways maintained an average workload that was at or slightly below the institutional standard. Some variation in individual faculty workload above or below the standard was observed during the review period. These fluctuations were primarily attributable to faculty's transitions into leadership or administrative roles, as well as the need for certain faculty to assume additional instructional assignments to ensure adequate course coverage and program continuity.

Of concern is that overall program faculty workload declined by approximately 25% during the five-year review period, indicating a significant reduction in instructional demand. There was a 15% decline in faculty workload between AY 2023/24 and AY 2024/25. This decrease likely reflects changes in student enrollment patterns, course offerings, or pathway participation and suggests a need to evaluate faculty utilization, staffing levels, and scheduling practices to ensure alignment with current program needs.

Recommendations:

1. Evaluate full-time and adjunct faculty ratios
2. Assess the sustainability of current staffing levels
3. Explore opportunities for cross-teaching within core curriculum disciplines
4. Monitor alterations to faculty workload for leadership or administrative responsibilities
5. Review course scheduling and section management to assist with stabilizing faculty workloads closer to institutional standards.

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	2021	2022	2023	2024	2025
within Program	AACC-Elementary Education	9	9	7	7	7
	AACC-English	16	16	14	13	12
	AACC-History	29	26	29	29	28
	AACC-Political Science	29	26	29	28	29
	Total	53	49	49	47	45
outside of Program	AACC-Elementary Education	3	4	3	6	4
	AACC-History	14	16	13	11	11
	AACC-Political Science	18	16	16	13	13
	Total	21	19	18	19	16

AACC- Teacher Education- The percentage of faculty from inside versus outside the AACC Teacher Education program shows a consistent reliance on faculty from within the program, who make up approximately 70% to 75% of the total teaching staff across the observed years. The remaining 25% to 30% are faculty from outside the program. By primarily utilizing its own faculty, the program achieves stability and integration across its curriculum and mission. Also, by utilizing a stable contingent of external faculty members (3 to 5 per year), the program benefits from diverse perspectives and specialized expertise. Also, since the proportions remain relatively stable from 2021 to 2025, there appears to be a consistent approach to the staffing decisions each year.

AACC- English- All faculty teaching within the AACC English program come from within the department supporting the program. It is noted that the number of faculty within the program has decreased over the review period.

AACC- History- The percentage of faculty from include versus outside of the AACC History program shows a consistent reliance on faculty from within the program, who make up 60% of the total teaching staff across the observed years. The remaining 40% are faculty from outside of the program. Many of the “faculty outside of the program” are teachers employed and vetted by the USG to teach in the eCore program.

AACC- Political Science- The percentage of faculty from inside versus outside the AACC Political Science program shows a consistent reliance on faculty from within the program, who make up 65% of the total teaching staff across the observed years. The remaining 35% are faculty from outside the program.

Many of the “faculty outside the program” are teachers employed and vetted by the USG to teach in the eCore program. ECore is a primary alternative for many students at GSC to take POLS 1101.

Recommendations:

1. Maintain a strategic balance between internal and external faculty.
2. Hire sufficient Faculty to deliver Pathway requirements
3. Strengthen recruitment and retention of full-time/internal faculty.

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

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

Program Title	2021				2022				2023				2024				2025			
	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	%
AACC-Elementary Education	10	37.0%	18	66.7%	9	32.1%	19	67.9%	13	38.2%	21	61.8%	19	54.3%	16	45.7%	17	48.6%	18	51.4%
AACC-English	23	56.1%	18	43.9%	24	58.5%	17	41.5%	19	51.4%	18	48.6%	14	51.9%	13	48.1%	12	41.4%	17	58.6%
AACC-History	90	48.4%	96	51.6%	96	51.9%	90	48.6%	93	52.5%	84	47.5%	111	63.8%	63	36.2%	88	55.7%	71	44.9%
AACC-Political Science	92	49.5%	94	50.5%	94	51.9%	88	48.6%	92	54.1%	78	45.9%	105	62.9%	62	37.1%	85	54.5%	72	46.2%

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%.

AACC- Teacher Education- In this program from 2021 to 2025, classes were consistently taught predominantly by part-time faculty. The courses taught by full-time faculty ranged from the lowest percentage in 2022 (32.1%) to the highest percentage in 2025, with 54.4% of courses being taught by full-time faculty. In that same time span, courses taught by part-time faculty decreased from 66.7% in 2021 and 27.9% in 2022 to 51.4% in 2025. The only year in which full-time faculty taught more classes than part-time faculty was in 2024, when 54.3% of classes were taught by full-time faculty versus 45.7% taught by part-time faculty. In 2025, part-time faculty again taught more classes, accounting for 51.4% of courses, compared with 48.6% for full-time faculty.

AACC- English- The number of full-time faculty teaching in the AACC English pathway was slightly higher than that of part time faculty until AY 2024/25 when the number of part time faculty became higher than full time faculty. The number of full-time faculty within the program averaged 51.9% during the review period.

AACC- History- The distribution of full-time and part-time faculty teaching in the AACC–History pathway remained relatively balanced from AY 2020/21 through AY 2022/23, with less than a 5% difference between the two groups. In AY 2023/24, a notable shift occurred, with full-time faculty teaching 63.8% of courses, coinciding with a peak of 111 full-time faculty members during the five-year review period. However, this increase was not sustained. In AY 2024/25, the number of full-time faculty declined to 88, representing a 21% decrease, and the margin between full-time and part-time faculty teaching narrowed to approximately 10%. This fluctuation raises concerns regarding staffing stability and consistency in program delivery.

AACC- Political Science- At GSC the ratio of FT/PT Instructional Staff listed in the Integrated Postsecondary Education Data System (IPEDS) changed from 103/64 in the 2020-2021 academic year to 74/104 in the 2024-2025 academic year. Each year in between, the ratio changed to reflect a greater number of part time instructors to full-time instructors. In the 2023-2024 academic year, the ratio (81/84) favored more part time instructors than full-time instructors for the first time at GSC. The ratio of full-time instructors to part-time instructors in the political science pathway is higher than the GSC ratio and would therefore be considered positive by GSC standards.

Recommendations:

1. Continue to monitor annual ratio of Full Time Faculty to Part Time Instructors.
2. Increase full-time faculty in the AACC-Teacher Education pathway to ensure instructional consistency, support curriculum development, and strengthen student outcomes.
3. Examine factors contributing to turnover and consider incentives, workload balance, and professional support to retain experienced full-time faculty.
4. Monitor and stabilize faculty ratios as variations may impact course continuity and program quality.
5. Strengthen onboarding, training, and evaluation processes for adjunct instructors.
6. Provide professional development opportunities for both full-time and part-time faculty.
7. Evaluate long-term program viability for AACC-Political Science, AACC-History, and AACC-English.

Number of Advisees Per Faculty Member

Associate of Arts Core Curriculum ~ Comprehensive Program Review

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025		
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	
AACC- Elementary Education	Null	Null	4	1.5%	3	1.2%	3	1.0%	12	3.7%	3	0.8%	
		Estrella, Kandice						25	7.8%	17	4.7%		
		Gates, Natashaia					3	1.0%	4	1.2%	2	0.6%	
		Jacobs, Cynthia	8	3.0%	7	2.9%	2	0.7%	3	0.9%	3	0.8%	
		Jones, Sarah									1	0.3%	
		Oliver, Jerry			17	7.1%	1	0.3%					
		Schutz, Chandler									189	52.2%	
		Wilcox, Charles R					1	0.3%	7	2.2%	2	0.6%	
		Wilson, Kelly G									1	0.3%	
	--Biology & Phys Sciences	Morgan, Rhonda R	1	0.4%									
	--Busi. & Public Service												
	Applied Sciences	Hayden, Diane B									1	0.3%	
	Arts & Humanities	Davis, Doug							1	0.3%			
		Ferguson, Lisa C									1	0.3%	
		Janssen, David A					1	0.3%					
		McCarthy, Erik S	1	0.4%									
		Nourizadeh, Masoud	1	0.4%									
		Whitelock, Edward J	3	1.1%	1	0.4%	1	0.3%					
			Burstein, Alan					1	0.3%	1	0.3%	1	0.3%
		Traylor, Rylan R							1	0.3%	1	0.3%	
	Business	Awbrey, James L	2	0.8%			2	0.7%	1	0.3%			
	Business & Public Service	Traylor, Jessica S			2	0.8%							
		Webb, Brian M									1	0.3%	
	Education	Anderson, Michele							1	0.3%			
		Calhoun, Valerie J	9	3.4%	9	3.7%	2	0.7%					
		Henley, Mingo									2	0.6%	
		Higgins-Harrell, Anna D					16	5.3%	32	10.0%	23	6.4%	
		Johnson, Brent E	39	14.8%	64	26.6%	54	17.9%	55	17.1%	21	5.8%	
		Jones, Joseph R	30	11.4%	30	12.4%	25	8.3%	27	8.4%	32	8.8%	
		Little, Julie A	15	5.7%	50	20.7%	56	18.5%	37	11.5%	30	8.3%	
		Richards, Jeremy M					9	3.0%	23	7.2%	15	4.1%	
		Rogers, Jeffery J			1	0.4%	8	2.6%	19	5.9%	15	4.1%	
		Shubitz, Scott M					6	2.0%	10	3.1%	5	1.4%	
	Education, Arts & Humanities	Raynie, Stephen A	2	0.8%					5	1.6%	11	3.0%	
	Education, Math & Applied Sci	Aiello, Thomas A	1	0.4%									
		Bell, Pamela T	26	9.8%	18	7.5%	21	7.0%					
		Mahan, Michael P	11	4.2%	9	3.7%	15	5.0%					
		McClanahan, Travis J	1	0.4%									
		Mittelman, Rachel J					7	2.3%	13	4.0%	3	0.8%	
		Pollock, Elizabeth A	39	14.8%	17	7.1%	1	0.3%					
		Robison, Matthew	3	1.1%									
		Schaffer, Autumn	6	2.3%									
		Wester-Neal, Katherine	28	10.6%	12	5.0%							
			Baskin, Richard L	1	0.4%	1	0.4%						
	Humanities & Fine & Perf Arts	Sanders-Senu, LaRonda M	2	0.8%									
		Brooker, Heather E	1	0.4%									
		Capers, Bruce	11	4.2%	1	0.4%	1	0.3%					
	Nursing	Fuller, Ashlee R									1	0.3%	
		Gordon, Melissa G			1	0.4%							
		Hattermann, Ally M	2	0.8%	1	0.4%			1	0.3%			
		Martin, Wendy L	1	0.4%									
		Mertz, Melanie L									1	0.3%	
		Murray-Nobles, JoAnne			1	0.4%							
		White, Jeff	1	0.4%									
		Williams, Mary B							1	0.3%			
		Wilson, Kelly M					1	0.3%					
	Professional Studies	Beck, Kris A	1	0.4%						1	0.3%	3	0.8%
		Flatt, Christy H			1	0.4%				2	0.6%		
		Kicklighter, Barry L	2	0.8%						1	0.3%		
		McKinney, Jane-Marie	1	0.4%	1	0.4%	1	0.3%	1	0.3%	1	0.3%	
	School Bus & Professio Studies	Knighton, Jeffery					1	0.3%		1	0.3%		
		STEM											
		Duffus, Amanda L									1	0.3%	
		Fuller, Allen G	1	0.4%					1	0.3%	1	0.3%	
		Lindstrom, Orville	1	0.4%									
		Sliwinski, Claudia					1	0.3%					
	Student Success Center	Dennis, Sanford D	11	4.2%	12	5.0%	4	1.3%					
		Gibson, Joanna S					24	7.9%	29	9.0%	17	4.7%	
		Jones, Kaitlin					27	8.9%	1	0.3%			
		Stuckey, Wanda M	8	3.0%									
		Sylvestre, Katherine E	16	6.1%	1	0.4%							
		Whitelock, Katharine					40	13.2%	57	17.8%	22	6.1%	
		Woodruff, James P	12	4.5%	26	10.8%							
VP Academic & Student Affairs	Duke, Joba									1	0.3%		
Grand Total			264	100.0%	241	100.0%	302	100.0%	321	100.0%	362	100.0%	

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
			Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
AACC-History	Null	Estrella, Kandice							3	27.3%		
		Gates, Natasha									1	14.3%
		Jacobs, Cynthia	1	9.1%	2	22.2%	1	14.3%				
		Jones, Sarah									1	14.3%
		Schutz, Chandler									2	28.6%
	Arts & Humanities	Guffey, Karen A							1	9.1%		
	Business & Public Service	Winters, Frank W	1	9.1%	1	11.1%						
	Education	Calhoun, Valerie J	1	9.1%								
		Henley, Mingo									1	14.3%
		Jones, Joseph R									1	14.3%
		Richards, Jeremy M			1	11.1%			1	9.1%		
		Rogers, Jeffery J	1	9.1%	2	22.2%			2	18.2%		
	Education, Arts & Humanities	Shubitz, Scott M	1	9.1%	1	11.1%	3	42.9%	2	18.2%	1	14.3%
		Williamson, J. Franklin	5	45.5%	1	11.1%						
		Raynie, Stephen A							1	9.1%	1	14.3%
		Mittelman, Rachel J			1	11.1%	1	14.3%	2	18.2%	1	14.3%
		Mertz, Melanie L					1	14.3%				
	Nursing	Brinkman, Mark A	1	9.1%								
	STEM	Dennis, Sanford D	1	9.1%	2	22.2%						
		Jones, Kaitlin					1	14.3%				
		Whitelock, Katharine					1	14.3%	1	9.1%		
	Student Success Center											
		Duke, Joba									1	14.3%
	VP Academic & Student Affairs											
Grand Total			11	100.0%	9	100.0%	7	100.0%	11	100.0%	7	100.0%

Because the AACC includes multiple pathways supported by faculty across several academic schools and the Student Success Center, academic advising responsibilities are shared among faculty within their respective schools to ensure students receive pathway-specific guidance.

RECOMMENDATIONS:

1. Continue to monitor Advisement load and distribution between Faculty and Professional Advisors.

Program Viability Narrative

Program *viability* is understood as the ability of current systems and processes to maintain a separate existence and to ensure sustainability and consistency. While seeking ways to serve students, employers, and taxpayers more efficiency and “doing more with less,” *viability* requires efficiencies, effectiveness, and the provision of support for programs that generate capital and other resources for the institution. Data from Student Outputs and Faculty Outputs support the viability of AA Core program. Of concern is the declining number of students in AACC English, History, and Political Science. AACC Teacher Education saw a 50% increase in enrollment over the review period. Incoming

SAT/ACT scores declined for students in each pathway, probably a result of High School learning loss due to the COVID pandemic. On average, 30% of AACC students required Learning Support. Despite these challenges, the Average Graduating GPA remained between 3.3 and 4.0. The majority of AACC students declare their major in less than 30 hours, suggesting early commitment by students to their selected course of study. Of concern are Faculty Workloads, with some Faculty instructing more than 30 contact hours per AY, one over 40. All Faculty saw an increase in Contact Hours in AY 2022-23 when teaching loads were increased. In that same year, class sizes were also increased between 16.7 and 33.3 percent. Additionally, during the review period, the number of faculty experienced a 15% decline. This explains the heavy reliance on part-time Instructors, with over 50% of AA Teacher Education courses taught by part-time Instructors. Advisee student load appears equitable and manageable. The Committee provided numerous recommendations.

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		Unknown		Total		Non-Transfer		Transfer		Unknown		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2021	AACC-Elementary Education	4	12.9%	1	3.2%	2	6.5%	7	22.6%	15	48.4%			2	6.5%	17	54.8%	7	22.6%					7	22.6%
	AACC-English	1	50.0%					1	50.0%	1	50.0%					1	50.0%								
	Total	5	15.2%	1	3.0%	2	6.1%	8	24.2%	16	48.5%			2	6.1%	18	54.5%	7	21.2%					7	21.2%
2022	AACC-Elementary Education	8	38.1%	6	28.6%			14	66.7%	3	14.3%					3	14.3%	3	14.3%			1	4.8%	4	19.0%
	AACC-Political Science									1	50.0%					1	50.0%					1	50.0%	1	50.0%
	Total	8	34.8%	6	26.1%			14	60.9%	4	17.4%					4	17.4%	3	13.0%			2	8.7%	5	21.7%
2023	AACC-Elementary Education	3	17.6%	5	29.4%	2	11.8%	10	58.8%	2	11.8%	1	5.9%	1	5.9%	4	23.5%	1	5.9%	1	5.9%	1	5.9%	3	17.6%
	AACC-English					1	50.0%	1	50.0%	1	50.0%					1	50.0%								
	AACC-Political Science									3	100.0%					3	100.0%								
	Total	3	13.6%	5	22.7%	3	13.6%	11	50.0%	6	27.3%	1	4.5%	1	4.5%	8	36.4%	1	4.5%	1	4.5%	1	4.5%	3	13.6%
2024	AACC-Elementary Education	6	21.4%	7	25.0%			13	46.4%	4	14.3%	2	7.1%	5	17.9%	11	39.3%	2	7.1%			2	7.1%	4	14.3%
	AACC-English			1	100.0%			1	100.0%																
	AACC-History									1	100.0%					1	100.0%								
	Total	6	20.0%	8	26.7%			14	46.7%	5	16.7%	2	6.7%	5	16.7%	12	40.0%	2	6.7%			2	6.7%	4	13.3%
2025	AACC-Elementary Education	3	16.7%			5	27.8%	8	44.4%	3	16.7%	2	11.1%	1	5.6%	6	33.3%	3	16.7%	1	5.6%			4	22.2%
	AACC-English					1	100.0%	1	100.0%																
	Total	3	15.8%			6	31.6%	9	47.4%	3	15.8%	2	10.5%	1	5.3%	6	31.6%	3	15.8%	1	5.3%			4	21.1%

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)

AACC- Teacher Education- Student graduation data for the AA Teacher Education program at Gordon State College indicate consistent program productivity and strong degree completion within the expected timeframe. Between 2021 and 2025, most graduates completed the program within two to four years, aligning with typical associate degree pathways and reflecting the diverse enrollment patterns of students. In 2021, 22.6% of graduates completed the degree within two years, while the largest share (54.8%) finished within three to four years. Beginning in 2022, the program saw a significant increase in on-time completion, with 66.7% of graduates finishing within two years. This strong performance continued in 2023, when 58.8% of students completed the program within the two-year timeframe. In 2024 and 2025, completion within two years remained substantial (46.4% and 44.4%, respectively), while many students completed within three to four years. Over the years, the proportion of students taking more than four years remained relatively small, ranging from 14.3% to 22.6%.

Overall, these trends demonstrate that the AA Teacher Education program maintains steady graduation output and supports timely degree completion for most students, while also accommodating varied student enrollment patterns typical of access institutions.

AACC- English- The data reflects low program productivity with only six graduates recorded over the review period. There were only two graduates in AY 2020/21 and AY 2022/23 and one graduate in AY2023/24 and AY 2024/25. There were no graduates from the AACC English program in AY2021/22. Out of the six total graduates for the review period, 66.67% graduated in less than two years, and the remaining students graduated in 3-4 years.

AACC- History- During the review period, the AACC History pathway only produced one graduate who completed the program in 3-4 years. This data reflects extremely low program productivity.

AACC- Political Science- The data reflects a program with low productivity. There are eight graduates recorded over the assessment period. It is the recommendation of this committee to discontinue the AA CC Political Science pathway due to low enrollment and the paucity of political science courses offered at Gordon State College or available to students from the Gordon State College affiliate program, eCore.

RECOMMENDATIONS:

1. Explore opportunities to grow enrollment in the Teacher Education pathway while maintaining successful practices.
2. Discontinue the AACC-Political Science pathway.
3. Redesign or consolidate AACC-History and AACC-English pathways into broader, more flexible pathways.
4. Improve recruitment for under-enrolled programs.
5. Reallocate resources from low-productivity programs to those with higher student demand and success rates.

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

Associate Level Graduation Numbers

Program Title MAJR	2021		2022		2023		2024		2025	
	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
AACC-Elementary Education	31	3.4	21	3.1	17	3.3	28	3.1	18	2.7
AACC-English	2	2.3			2	2.5	1	2.0	1	1.3
AACC-History							1	4.0		
AACC-Political Science			2	3.3	3	3.2				
Total	33	3.3	23	3.1	22	3.2	30	3.1	19	2.6

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

Although the AA CC is designed for completion in two years of full-time study, the average time to graduation over the five-year review period was 3 years.

Over the five-year review period, average time to graduation varied across AACC pathways, generally aligning with or approaching the expected two-year completion timeline for the AA Core Curriculum. Teacher Education averaged 3.12 years overall, with notable improvement in AY 2024/25 at 2.7 years. English consistently met expectations with an average of 2 years, including one student completing in just over a year in AY 2024/25. History and Political Science had limited data due to low numbers of graduates; History had only one graduate in AY 2023/24 (4 years), while Political Science averaged 3.25 years across two reporting years.

RECOMMENDATIONS:

1. Continue to monitor student years-to-graduation

2. Reinforce the importance of timely graduation during orientation and student advisement.
3. Implement degree mapping and milestone check-ins at 15, 30, and 45 credit hours to ensure students remain on track for graduation.
4. Continued monitoring and reinforcement of current strategies utilized in English and Teacher Education pathways.
5. Consider terminating the History and Political Science pathways due to low graduation rates.

Student Retention (Data Source A)

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2020 - 2021				2021 - 2022				2022 - 2023				2023 - 2024				2024 - 2025			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
AACC-Elementary Education	121	70	6	57.9%	106	63	4	60.4%	155	105	3	69.0%	141	89	2	63.1%	188	121	5	65.4%
AACC-English	2		1	50.0%	8	5		62.5%	2	1		50.0%	7	5		71.4%	6	4	1	66.7%
AACC-History	3	3		100.0%	2	2		100.0%	4	3		75.0%	6	4		66.7%	3	3		100.0%
AACC-Political Science	7	3		42.9%	2			0.0%	3	2		66.7%	1			0.0%	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

AACC- Teacher Education- For years, retention for the AA Core teacher education pathway tracked closely with the college average of roughly 50%. However, the most recent data for the Fall 2024 cohort shows a significant breakthrough, with an institutional retention rate of 64.5%. This represents an 11.3% year-over-year increase, far exceeding the set target of 55.2%. Once students transition from the AA Core pathway into the baccalaureate Teacher Education program, retention becomes exceptionally high. The School of Education reports a 98% persistence rate for candidates selected into the program, and 98% of admitted candidates remain to graduate.

AACC- English- Although overall enrollment in the AACC English pathway remained relatively low during the review period, student retention demonstrated consistent stability and positive outcomes. Retention rates remained above 50% in each academic year analyzed, indicating that the majority of students who enrolled in the pathway persisted through the term. The average retention rate across the review period was 60%, reflecting a moderate level of student persistence within the program. Notably, Academic Year 2023–2024 recorded the highest retention rate at 71.4%, suggesting a particularly strong level of student engagement and course completion during that year. Despite lower enrollment numbers, these retention trends indicate that students who enter the English pathway are generally successful in remaining enrolled and progressing through coursework.

AACC- History- The AACC History pathway demonstrated consistently strong retention throughout the review period, with a five-year average retention rate of 88%, representing one of the highest retention levels among the AACC pathways. Although retention rates experienced a slight decline beginning in Academic Year 2022–2023, the pathway showed a full recovery by Academic Year 2024–2025, achieving a retention rate of 100%. This rebound suggests a return to strong student persistence and successful course completion within the pathway. Despite these positive retention outcomes, overall enrollment in

the History pathway remained relatively low during the review period. The highest enrollment occurred in one academic year with a total of six students, indicating that while students who enter the pathway tend to persist and succeed, the pathway continues to serve a small student population.

AACC- Political Science- The Political Science pathway has very low retention rates. This may well be due to the limited number of classes students can take at GSC or through its affiliates (eCore). The Political Science pathway endures due to the adoption of POLS 1101 into the GSC core curriculum requirements for all students.

RECOMMENDATIONS:

1. Strengthen early retention across all pathways.
2. Identify and replicate effective retention strategies from AACC-Teacher Education across other AACC pathways.
3. Discontinue the AACC-Political Science pathway.
4. Continue to monitor retention trends.

Program Productivity Narrative

The productivity of the AACC Pathways resulted in a mixed profile, with strong performance in select pathways and significant limitations in others. The Teacher Education pathway stands out as the primary contributor to overall program productivity, consistently producing graduates and supporting timely degree completion. Data from 2021–2025 indicate that a substantial proportion of students completed within the expected two-year timeframe, peaking at 66.7% in 2022 and remaining relatively strong in subsequent years (58.8% in 2023, 46.4% in 2024, and 44.4% in 2025). Most remaining students completed within three to four years, and only a small percentage (14.3%–22.6%) required more than four years. This consistent output, coupled with an average time to degree of 3.12 years (improving to 2.7 years in 2024/25), reflects a productive and stable pathway that effectively balances timely completion with the needs of a diverse student population.

In contrast, the English, History, and Political Science pathways demonstrate notably low productivity. The English pathway produced only six graduates across the five-year review period, with no graduates in one academic year, although those who did complete the program generally did so efficiently, with 66.7% graduating within two years. The History pathway shows extremely limited productivity, with only one graduate during the entire review period. Similarly, Political Science produced just eight graduates, with an average time to degree of 3.25 years, and is further constrained by low enrollment and limited course availability. These low-output pathways significantly reduce the overall productivity of the program and indicate inefficiencies in resource utilization, particularly when compared to the consistent output of Teacher Education.

Overall, the program demonstrates uneven productivity, characterized by a highly effective Teacher Education pathway alongside underperforming and minimally productive pathways in English, History, and Political Science. While the program successfully supports timely graduation for many students and maintains an average time to degree close to three years, the very low number of graduates in several pathways highlights a need for strategic restructuring. The overall assessment is that program productivity is moderate but heavily dependent on a single high-performing pathway. To improve

overall productivity, the program should prioritize strengthening high-demand areas, while redesigning, consolidating, or discontinuing low-producing pathways and reallocating resources to better align with student demand and program outcomes.

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 AA CC 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	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
AACC-Elementary Education	<= 23	188	62.0%	141	51.6%	131	40.2%	137	39.9%	170	44.2%
	> 23	76	25.1%	102	37.4%	177	54.3%	186	54.2%	193	50.1%
AACC-English	<= 23	10	3.3%	11	4.0%	11	3.4%	8	2.3%	9	2.3%
	> 23	3	1.0%	6	2.2%	5	1.5%	4	1.2%	5	1.3%
AACC-History	<= 23	8	2.6%	7	2.6%	6	1.8%	9	2.6%	5	1.3%
	> 23	3	1.0%	2	0.7%	1	0.3%	2	0.6%	2	0.5%
AACC-Political Science	<= 23	17	5.6%	8	2.9%	4	1.2%	1	0.3%	3	0.8%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr GENDER		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
AACC-Elementary Education	Female	243	80.2%	219	80.2%	281	86.2%	298	86.9%	329	85.5%
	Male	21	6.9%	22	8.1%	21	6.4%	23	6.7%	33	8.6%
AACC-English	Female	11	3.6%	14	5.1%	12	3.7%	9	2.6%	12	3.1%
	Male	2	0.7%	2	0.7%	3	0.9%	3	0.9%	2	0.5%
AACC-History	Female	3	1.0%	2	0.7%	1	0.3%	3	0.9%	3	0.8%
	Male	8	2.6%	7	2.6%	6	1.8%	8	2.3%	4	1.0%
AACC-Political Science	Female	7	2.3%	6	2.2%	2	0.6%	1	0.3%	1	0.3%
	Male	10	3.3%	2	0.7%	2	0.6%			2	0.5%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
AACC- Elementary Education	Hispanic or Latino	7	2.3%	7	2.6%	13	4.0%	13	3.8%	10	2.6%
	American Indian or Alaska ..	1	0.3%	1	0.4%						
	Asian			1	0.4%	1	0.3%	1	0.3%	1	0.3%
	Black or African American	88	29.0%	71	26.0%	93	28.5%	117	34.1%	141	36.6%
	White	160	52.8%	155	56.8%	191	58.6%	182	53.1%	200	51.9%
	Two or more races	7	2.3%	6	2.2%	3	0.9%	7	2.0%	9	2.3%
	Unknown	1	0.3%			1	0.3%	1	0.3%	2	0.5%
AACC-English	Hispanic or Latino									1	0.3%
	Black or African American	6	2.0%	7	2.6%	6	1.8%	5	1.5%	6	1.6%
	White	7	2.3%	9	3.3%	9	2.8%	6	1.7%	7	1.8%
	Unknown							1	0.3%		
AACC-History	Hispanic or Latino			1	0.4%	1	0.3%	2	0.6%		
	Black or African American	3	1.0%	2	0.7%	1	0.3%				
	White	8	2.6%	6	2.2%	5	1.5%	8	2.3%	7	1.8%
	Two or more races							1	0.3%		
AACC-Political Science	Black or African American	12	4.0%	5	1.8%	3	0.9%				
	White	4	1.3%	3	1.1%	1	0.3%	1	0.3%	1	0.3%
	Two or more races	1	0.3%							2	0.5%

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Major	Number of Hours Earned	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
		Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
AACC-Elementary Education	< 60	150	49.7%	126	46.3%	166	50.9%	180	52.8%	195	52.1%
	60 - 74	56	18.5%	56	20.6%	63	19.3%	71	20.8%	86	23.0%
	75 - 89	21	7.0%	22	8.1%	34	10.4%	35	10.3%	35	9.4%
	90 - 104	19	6.3%	19	7.0%	12	3.7%	15	4.4%	14	3.7%
	105 - 120	9	3.0%	11	4.0%	13	4.0%	4	1.2%	5	1.3%
	> 120	7	2.3%	6	2.2%	14	4.3%	13	3.8%	16	4.3%
AACC-English	< 60	8	2.6%	10	3.7%	8	2.5%	8	2.3%	7	1.9%
	60 - 74	2	0.7%	4	1.5%	5	1.5%			3	0.8%
	75 - 89			1	0.4%			3	0.9%	2	0.5%
	90 - 104	1	0.3%							1	0.3%
	105 - 120					1	0.3%				
	> 120	2	0.7%	1	0.4%	1	0.3%	1	0.3%	1	0.3%
AACC-History	< 60	7	2.3%	6	2.2%	6	1.8%	9	2.6%	3	0.8%
	60 - 74			2	0.7%					2	0.5%
	75 - 89							2	0.6%		
	105 - 120	2	0.7%	1	0.4%					2	0.5%
	> 120	2	0.7%								
AACC-Political Science	< 60	16	5.3%	7	2.6%	1	0.3%			2	0.5%
	60 - 74	1	0.3%	1	0.4%					1	0.3%
	75 - 89					2	0.6%				
	> 120					1	0.3%	1	0.3%		

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Thomas Aiello	HIST 1121, 1122	N/A	
James Awbrey	HUSV 2101, SOCI 1160	PhD-Sociology; MA- Sociology	
Bernard Anderson	MATH 1111, MATH 2501	B.A., Yale University Ph.D., University of California, Berkeley	
Richard Baskin	ENGL 2121	N/A	
Kris Beck	POLS 1101, POLS 2201, POLS 2401	PhD Political Science; MA Political Science	
Pamela Bell	EDUC 2130	N/A	
Randy Brookins	EDUC 2110, 2130	M.Ed UGA. BBA UGA	GA Teacher certification Health & PE P-12, SpEd Gen Curr P-12, SpEd ELA 4-8, SpEd Reading 4-8, SpEd Soc St 4-8, Orton-Gillingham reading
Darren Broome	SPAN 1001, SPAN 1002, SPAN 2001, FREN 1001, FREN 1002	PhD in Romance Languages, Literatures, and Linguistics. Univ of Alabama. 2002 MA in Romance Languages, Literatures, and Linguistics. FSU. 1996 BBA International Business. 1993	
Ric Calhoun	BUSA 2101	EdD; MBA	
Kelly Carter	PHED 1403, COLQ 2992, CSCI 1372. ENGR 1111	M.S.	
Candace Carroll	MATH 1001, MATH 1401	B.S., University of West Georgia M.A.T., Clayton State University	
Geoffrey Clement	MATH 0997, MATH 1001, MATH 1111, MATH 1401, MATH 3002	B.S., Emory University M.Ed., Ed.D., Georgia State University	
Doug Davis	ENGL 2122 ENGL 2132	PhD in Literary and Cultural Studies Carnegie Mellon. 2003 MA in English	
Lisa Ferguson	THEA 1100	MFA in Drama. UGA. 2001 BS in Theatre. Ball State University. 1991	

Christy Flatt	SOCI 1101, SOCI 2293	PhD Sociology; MA Sociology	
Allen Fuller	MATH 0999, MATH 1111, MATH 1401, MATH 1502	B.S., M.S., Ph.D., Emory University	
John George	MATH 1111, MATH 1113, MATH 1501	B.A, Texas Tech University M.S., Ph.D., University of Illinois/Urbana	
Karen Guffey	SPAN 1001, SPAN 1002, SPAN 2001, SPAN 2002	PhD in Spanish. University of Kentucky. 1994 MA in Spanish. UGA. 1988 BA in Spanish. Bob Jones University. 1982	
Anna Higgins-Harrell	ENGL 2131, EDUC 2110, 2130	PhD in English. University of Tennessee, Knoxville. 1995 MA in English Education Appalachian State University. 1990 BA in English. University of North Carolina, Greensboro.	Ga Teacher Certification English 6-12, Reading P-12
Jason Horn	ENGL 2131, ENGL 2132	PhD in English. University of Colorado. 1994	
David Janssen	ENGL 2112, ENGL 2121, ENGL 2122	PhD in English. UGA. 1999 MA in English. Portland State Univ. 1992 BA in English Portland State Univ. 1989	
Brent Johnson	EDUC 2120, EDUC 2130	PhD Ed Admin & Supervision, Miami U-Oxford MA Teaching-Elem Ed, Med Counseling Ed Xavier U. BBA Basic Skills Ed/Remedial Ed Howard U	
Joseph Jones	EDUC 2110, 2120, 2130	Ph.D Teaching, Curr, & Change. U of Rochester BS Secondary Education. UAB	
Prathibha Joshi	ECON 2105, ECON 2106	PhD Economics; MA Economics	
Barry Kicklighter	HUSV 2101, PSYC 1101, PSYC 2101	PhD Clinical, Counseling and Applied Psychology; MA Clinical Psychology	
Jeff Knighton	PSYC 1101	PhD Educational Psychology; MS Public Administration and Social Service	
Joe Mayo	PSYC 2103	EdD Educational Psychology; MA Educational Psychology	

Jane-Marie McKinney	PSYC 1101, PSYC 2101, PSYC 2103	PhD Applied Psychology; MS Psychology, General	
Erik McCarthy	ENGL 2000, ENGL 2121	PhD in English. University of Kansas. 2007 MA in English. University of Missouri-Kansas City. 1998 BA in English. University of Missouri, Kansas City. 1994	
Cortney McLeod	ENGL 2131, ENGL 2132	PhD in English University of Florida. 2010 MFA in English. University of Florida. 2004 BA in English. University of Central Florida. 2002	
Rachel Mittelman	HIST1121, 1122, 2111	Ph.D. History- U of Memphis MA History- Penn State BS Archeology- Tufts BS Geological and Earth Sciences Tufts	
Anthony Pearson	THEA 1100	MFA in Drama. UGA. 2001 BA in Drama and Theatre Concentration. Mercer Univ.1998	
Caesar Perkowski	ENGL 2111, ENGL 2112	PhD in English. University of Gdanski. 2004 MEd in Educational Tech. Ga College and State Univ. 2011 MA in English Philology with Teaching Specialty. University of Gdanski. 2001 BA in English Brigham Young University—Idaho. 1997	
Beth Pollock	EDUC 2130	N/A	
Stephen Powers	ENGL 2111, ENGL 2132	PhD in English. University of Wisconsin-Milwaukee. 2006. MA in English. University of Wisconsin-Milwaukee. 2000 BA in English. University of Wisconsin-Oshkosh. 1998	
Steve Raynie	ENGL 2121	PhD in English. Louisiana State University. 2000 MA in Ga College and State University. 2009 MA in English. University of Missouri—Kansas City. 1996 BA in English. Univ.Of Illinois at Urbana-Champaign. 1984	

Jeremy Richards	HIST1121,1122, 2111, 2112	Ph.D. in History—University of South Carolina (2005) * Major concentration in U.S. since 1789 * Minor concentration in U.S. South * Minor concentration in Modern Europe M.A. in History--State University of West Georgia, Carrollton, GA (1998) * Major concentration in U.S. History * Minor concentration in EUROPEAN History * Minor concentration in THIRD WORLD History * Minor concentration in POLITICAL SCIENCE * 3.60 G.P.A. B.A. in History Ed.--North Georgia College, Dahlonega, GA (1995) * Cum Laude * Certification to teach History in grades 7-12	
Jeffery Rogers	HIST 1121, 1122, 2111, 2112	The University of South Carolina December 2004 Doctor of Philosophy in History The University of South Carolina December 1998 Master of Arts in History The University of Georgia June 1995 Bachelor of Arts in History	
Derrick Ross	ACCT 2101, BUSA 2101	PhD Business	
Laronda Sanders-Senu	ENGL 2132	PhD in English. University of Tennessee. 2011 MA in English. North Carolina State University at Raleigh. 2006 BA in English. Winthrop University. 2004	
Scott Shubitz	HIST 2111, 2112	Ph.D. History, Florida State University M.A. History, Florida State University B.A. History, University of Central Florida	
Jenna Thrasher-Sneathen	PHIL 2010, PHIL 2020	MA in Philosophy. West Chester Univ. Of Pennsylvania. 2006 BA in Philosophy. Frostburg State University. 2004	
Jessica Traylor	PSYC 1101, PSYC 2101, PSYC 2103	MEd School Psychology	

Ryran Traylor	BUSA 2101	MBA	
Wesley Venus	ENGI 2122, ENGL 2131, ENGL 2132	PhD in English. UGA. 2008. MA in English. Mississippi State. 2002 BA in English. Mississippi State. 1999	
Katherine Wester-Neal	EDUC 2110	N/A	
Jalen Williams	MATH 0997LS1 MATH 0997LS2 MATH 0997LS3 MATH 1001LS1 MATH 1001LS2 MATH 1001LS3	N/A	
Ed Whitelock	ENGL 2132	PhD in English. Indiana Univ of Pennsylvania—Main Campus. 1997 MA in English. Millersville University of Pennsylvania. 1990 BA in English. Millersville University of Pennsylvania. 1988	
Frank Winters	HIST1121, 1122, 2111, 2112, 2000	PhD History Texas A&M. MA History Texas A&M BA Basic Skills & Developmental/Remedial Education. U at Buffalo SUNY	
Marwin Zabdawi	MATH 0999, MATH 1111, MATH 1401, MATH 1113	B.S., M.S., Michigan State University. M.S., Ph.D., University of Toledo	

Appendix D: Library Resources Complete for Education, English, History and Political Science

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 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 Librarians for the AA CC are Beth Pye, Carla Fredd, and David Grau.

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 provides 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.

AA CC Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books		
Electronic Books		
Print/Microfilm Journals		This counts only unique titles.
Electronic Journals		Total count includes some duplicates

AA CC 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
ProQuest Central
Research Library (ProQuest)
Science & Technology Collection
Science Journals (ProQuest)

AA CC Journals available through GALILEO

Title

Appendix E: Student Satisfaction with Program Survey Results

Associate of Arts Core Curriculum Student Satisfaction Survey Fall 2025

