

COMPREHENSIVE PROGRAM REVIEW: 2025-2026

Project Team: PROF Caitlin Chapman, Dr. John George, Dr. Brenda Johnson, PROF Lloyd Newsome, Dr. Lynn Rumfelt, Dr. Drake-Scheuerman, Dr. Tammie Williams

Academic Program Name: Associate of Science Core Curriculum

CIP Code: 24.0101

College or School and Department: School of Nursing, Health & STEM (SNHS)

Date of Last Internal Review: AY 2018-19

Outcomes of Previous Program Review (brief narrative statement): The program and all its subsequent pathways were found to be “in excellent shape” by the AY 2018-19 Assessment Committee. Decreases in the number of students in the major were found to track decreases in overall enrollment. All indicators were found to meet the expectations of quality, viability, and productivity.

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:

The Associate of Science Core Curriculum Pathways have undergone several restructuring efforts during the five-year review period. The Committee is assured of the accuracy of the data, despite changes. It is also noted that the Committee reviews data from the most recent five years. The AS Core was last reviewed in AY 2018-19, and this review covers data from AY 2020-21 to AY 2024-25. This means data from AY 2019-20 is not included in this review.

Quality Summary:

The Associate of Science Core Curriculum (ASCC) demonstrates moderate to strong program quality, characterized by well-prepared students, consistent academic achievement, and strong instructional support from primarily full-time, terminally degreed faculty. Students typically exceed admission requirements and achieve graduating and major GPAs above 3.0, while flexible course delivery and high enrollment in foundational courses enhance accessibility. However, concerns related to course availability, scheduling, advising access, and inconsistent upper-level course offerings suggest barriers to progression and timely completion. These challenges are further reflected in declining enrollment across some pathways, uneven graduation rates, and limited advancement into advanced coursework, raising questions about program sustainability and visibility. Overall, while the ASCC maintains solid academic and instructional quality, improvements in course sequencing, enrollment management, advising, and pathway viability are needed to strengthen student success and long-term program effectiveness.

Viability Summary:

Program viability is a key measure of the sustainability and effectiveness of academic offerings. Overall, the ASCC program demonstrates moderate to strong viability, supported by consistent student demand and stable faculty resources. While most programs remain well-aligned with enrollment trends, some areas show signs of decline or lower participation. Continued attention to enrollment patterns and strategic program support will be important to maintain long-term sustainability.

Productivity Summary:

Program productivity reflects the efficiency and effectiveness of academic offerings, measured through key outcomes such as enrollment, retention, and completion. Overall, ASCC programs demonstrate moderate but uneven productivity, with strengths in student retention and persistence in several pathways. However, this performance is tempered by low and inconsistent graduation output and extended time-to-degree across some programs. While many students who remain enrolled do progress to completion, variations across pathways highlight opportunities to improve consistency. Strengthening student support, progression, and completion strategies will be important to enhance overall productivity and support long-term program success.

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

- Astronomy- Dr. Brenda Johnson & Dr. Jan Drake-Scheuermann
- Biology/Biological Sciences- Dr. Lynn Rumfelt
- Health & Physical Education- Prof. Caitlin Chapman
- Health Information Management- Prof. Caitlin Chapman
- Human Services- Dr. Brenda Johnson
- Mathematics- Dr. John George & Dr. Tammie Williams
- Nursing Interest- Prof. Caitlin Chapman & Dr. Tammie Williams
- Pharmacy Transfer- Prof. Lloyd Newsome & Dr. Brenda Johnson
- Physics- Dr. Jan Drake-Scheuermann

MISSION STATEMENT AND CURRICULUM

Program Mission Statement

The Associate of Science (A.S.) degree is typically a 2-year degree which provides a liberal arts foundation as well as foundational knowledge in STEM fields such as science, technology, engineering, and mathematics. By selecting one of Gordon State College's associate degrees with a major or the Associate of Science, Core Curriculum degree (with additional pathways), students build a foundation in specific fields of study.

(SOURCE: <https://www.gordonstate.edu/academics/majors-and-programs/associate-of-science/index.html>)

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

03.08.02.01 Transfer Degrees

Associate of Arts (A.A.) and Associate of Science (A.S.) degrees are primarily intended to be transfer degrees leading to the baccalaureate degree, although some provide students with a recognized two-year degree credential and employment opportunities upon graduation. All A.A. and A.S. degrees shall consist of 60 semester credit hours; 42 hours of the required core curriculum coursework as outlined in University System of Georgia (USG) Policy, 18 hours of lower division requirements related to preparatory or prerequisite work for a bachelor's degree field of study, and do not include institutional requirements in physical education, activity, basic health, or orientation. Associate degrees beyond 60 credit hours require the approval of the USG chief academic officer.

Associate degrees with a major field of study are subject to USG policies on comprehensive program review and all applicable accreditation standards for a distinct program of study. Distinct transfer associate-level degree programs of study must have appropriate student learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution. (*Board of Regents Policy Manual*, § 03.08.02.01)

Curriculum -- Field of Study Guidelines from USG Academic Affairs Division (https://www.usg.edu/curriculum/field_of_study_guidelines)

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.

Astronomy & Physics Pathways ([Area F Guidelines](#) [Physics](#))

Field of Study for Physics or Astronomy majors consists of 18 hours of lower-division (1000- and 2000- level) courses related to the Physics or Astronomy major and/or prerequisite to courses required in the major:

Calculus-based Physics I, II 8 hours

Calculus I (excess from Mathematics or STEM) * 0-1 hour

Calculus II (excess from STEM) 1-4 hours

Calculus III 3-4 hours

Additional hour(s) in physics, astronomy, mathematics, computer science or chemistry (for science majors)** 1-4 hours

Total 18 hours

* If Calculus I is not taken in the Mathematics or STEM area of the IMPACTS Core, it must be taken in the Field of Study, in which case up to two hours of Calculus III must be included in the 60 hours in the Physics or Astronomy major program and no additional hours would be required in the Field of Study.

** Excess hours from courses must be included in the 60 hours in the Physics or Astronomy major program.

Biological Sciences ([Area F Guidelines](#) [Biological Sciences](#))

Field of Study Learning Outcomes

1. Biology majors will demonstrate knowledge and application of the introductory principles of cellular biology, genetics, ecology, organismal biology, and evolution.
2. Biology majors will demonstrate competence in scientific reasoning by using quantitative and qualitative skills to critically analyze data and evaluate biological phenomena.

Field of Study Guidelines

Eighteen (18) hours of lower-division (1000- or 2000-level) courses. The courses include those which are prerequisite to higher level major courses and those related to the disciplines within the biological sciences. Science courses which do not serve as prerequisites for subsequent courses may be taken in part or in total in STEM Core IMPACTS

Field of Study for Biological Sciences majors may be configured as follows:

Required:

Principles of Biology I and II (with lab) 0-8 hours

Principles of Chemistry I and II (with lab) 0-8 hours

Additional Course Work:

Lower division science courses for majors chosen from biology, organic chemistry, general physics, and geology; mathematics not taken as part of Mathematics Core IMPACTS or STEM Core IMPACTS, computer science, foreign language. 2-18 hours

Total 18 hours

Health & Physical Education (not specified in USG Curriculum Guidelines; however here is info for Educator Preparation: P-12 Health and Physical Education) ([Area F Guidelines](#) [P-12 Health and Physical Ed](#))

CONTENT SPECIALIZATION COURSES 9 - 12 semester hours

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

Anatomy & Physiology I & II 6 - 8 semester hours

Approved Elective(s) related to Health & Physical Education 1 - 4 semester hours

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.

Health Information Management ([Area F Guidelines](#) [Health Information Management](#))

Area F for majors within the Allied Health Professions consist of 18 hours of lower-division (1000- and 2000-level) courses related to the specific health professional program of study or be prerequisite to courses required in the major.

- Anatomy and Physiology (Two course sequence) 8 hours
- Accounting 3 hours
- Management Information Systems/Computer Application (with lab; including word processing and spreadsheets) 3-4 hours
- Guided Electives chosen from basic computer science, accounting, management, biological or social sciences 3-4 hours

Total 18 hours

Courses may be satisfied in institutional Areas A through E; in these cases, Guided Approved Electives (approved by the student's advisor) may be substituted into Area F.

Human Services (not specified in USG Curriculum Guidelines)

Mathematics Pathways (*Curriculum* from Academic Affairs Division (https://www.usg.edu/curriculum/mathematics_pathways) ([Area F Guidelines](#) [Mathematical Subjects](#)))

There are 7 entry-level mathematics courses to choose from:

- MATH 1001 Quantitative Reasoning
- MATH 1101 Introduction to Mathematical Modeling
- MATH 1401 Elementary Statistics (at some institutions)
- MATH 1111 College Algebra
- MATH 1112 College Trigonometry
- MATH 1113 Precalculus
- Calculus (no common number for this one)

Nursing Transfer ([Area F Guidelines](#) [Nursing](#))

Area F for majors within the Nursing consist of 18 hours of lower-division (1000- and 2000-level) courses

related to the Nursing program of study or be prerequisite to courses required in the major.

REQUIRED:

Anatomy & Physiology 8 hours

Microbiology 4 hours

Applied Statistics 3 hours*

Guided Electives (3 hours)

Sociology

Psychology

Human Growth and Development

Total 18 hours

*If taken in another area of the Core, hours would be applied to Guided Electives.

Pharmacy Transfer (not specified in USG Curriculum Guidelines)

Physics ([Area F Guidelines](#) [Physics](#))

(See Astronomy Guidelines above)

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

Astronomy Associate of Science in Astronomy pathway (<https://www.gordonstate.edu/documents/advising/advising-sheet-as-astronomy-pathway -impacts-and-program-map-layout.pdf>)

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501

Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;
HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3

Group 2 (Choose one course)

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3

ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

CHEM 1211K Principles of Chemistry I 4

CHEM 1212K Principles of Chemistry II 4

MATH 1501 Calculus I, or higher math 4

Social Sciences

Choose two courses:

ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101

SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity course

Field of Study required courses 12 –16 credit hours

PHYS 2211K Principles of Physics I 4 credit hours

PHYS 2212K Principles of Physics II 4 credit hours

MATH 1502 Calculus II 4 credit hours

MATH 2501 Calculus III 4 credit hours

Additional electives to total 18 credits for Major Foundations category (0-4 credit hours):

ASTR 1010K (4 credits)

ASTR 1020K (4 credits)

CSCI 1301 (3 credits)

CSCI 1302 (3 credits)

GEOL 1121K (4 credits)

GEOL 1122K (4 credits)

Any CHEM course

Any PHYS course

Excess from Mathematics and Quantitative Skills and STEM areas (2 credits)

ANALYSIS: The AS CC Astronomy Pathway meets the IMPACTS Core requirements of USG. The Gordon State Astronomy Pathway requires Principles of Physics I and Principles of Physics II (8 hours), MATH 1502 Calculus II (4 hours) and MATH 2501 Calculus III (3-4 hours). However, the *Academic Catalog* nor

the department's "Pathway Advising Sheet" ([linked here](#)) include MATH 1501 Calculus I. MATH 1501 is included in the Board of Regents' Field of Study requirements:

- Calculus-based Physics I, II 8 hours
- Calculus I (excess from Mathematics or STEM) * 0-1 hour
- Calculus II (excess from STEM) 1-4 hours
- Calculus III 3-4 hours

The Astronomy Pathway Advising Sheet includes MATH 1501 in the STEM area of IMPACTS core. And of course, it is assumed that students have completed MATH 1501 Calculus I, before attempting subsequent MATH requirements. It is noted that the *2025-26 Academic Catalog* (page 201) includes MATH 2501 as a required course, but the Astronomy Pathway Advising Sheet does not include MATH 2501.

RECOMMENDATIONS:

1. Continue to monitor Board of Regent requirements and alignment with GSC Academic Catalog and website
2. Include MATH 1501 Calculus I in the Astronomy Field of Study in the Academic Catalog and the online Astronomy Advising Sheet (<https://www.gordonstate.edu/documents/advising/advising-sheet-as-astronomy-pathway-impacts-and-program-map-layout.pdf>)
3. Align the department's online Advising Sheet to match the *Academic Catalog* and USG requirements by including MATH 2501 in the Astronomy Pathway "Major Foundations" section.

Biological Sciences and Biology

IMPACTS Core Curriculum Credit (Fall 2025 *Academic Catalog*, p. 104; information incorrect on website

(<https://www.gordonstate.edu/academics/academic-affairs/learning-goals-for-the-core/index.html>). Note: copied from USG policy 02.04.01 Core

IMPACTS Domains – Credit Hours <https://usg.policystat.com/policy/19293722/latest/#autoid-323dp> and is not incorrect. Lynn

Institutional Priority 4 credit hours

FIRE 1000 Freshman Introduction to Reasoning Essentials 2 credit hours

COLQ 29XX Colloquium 2 credit hours

Mathematics and Quantitative Skills 3-4 credit hours

MATH 1113 Pre-calculus (must complete with C or better grade) 4 credit hours

MATH 1501 Calculus I or higher MATH 4 credit hours

Political Science & US History 6 credit hours

POLS 1101 American Government 3 credit hours (required)

HIST 2111, 2111H American History I, or Honors American History I, or HIST 2112 American History II 3 credit hours

Arts, Humanities & Ethics 6 credit hours

Group 1 (Choose one course) 3 credit hours

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002

HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100

Group 2 (Choose one course) 3 credit hours

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020

Communication in Writing 6 credit hours (required)

ENGL 1101 Composition I 3 credit hours – must pass C or better grade
ENGL 1102 Composition II 3 credit hours
Technology, Math, & Sciences (STEM) 11 credit hours
CHEM 1211K Principles of Chemistry I 4 credit hours
CHEM 1212K Principles of Chemistry II 4 credit hours
MATH 1501 Calculus I, or higher math - 4 credit hours or may substitute MATH 1401 Elementary Statistics 3 credit hours
Social Sciences 6 credit hours
Choose two courses:
ANTH 1102; ECON 2105, ECON 2106, any HIST not taken above; PSYC 1101, SOCI 1101, POLS 2201, 2301, 2401
Institutional Requirements 4 credit hours
PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3 credit hours
Choose one course:
PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity course
Field of Study Required Courses 16 credit hours:
BIOL 1107K Principles of Biology I (3-2-4) †
BIOL 1108K Principles of Biology II (3-2-4) †
CHEM 1211K Principles of Chemistry I (3-3-4) † (C or better grade)
CHEM 1212K Principles of Chemistry II (3-3-4) †
Choose from the following courses: 0 - 9 hours
CHEM 2401K Organic Chemistry I (3-3-4)
CHEM 2402K Organic Chemistry II (3-3-4)
Any 2000-level BIOL Course(s)
Any GEOL Course(s)
Any PHYS Course(s)
Any MATH Course(s)
Any CSCI Course(s)
**Any foreign language course(s)
Math Area or STEM Area excess: 0 - 2 hours
Hours Applied to Field of Study 18 HOURS
Note: MATH 1001, MATH 1111, BIOL 1050, BIOL 1111K, BIOL 1112K, and BIOL 1011 may not be used in the pathway.
If MATH 1401 is taken in lieu of MATH 1501 for STEM Area, at least three elective courses must be taken in the Major Specific Requirements Area for a total of 9 credit hours or more. Many institutions require MATH 1501; consult with the intended transfer institution.

† Unless taken as part of the STEM Area.

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

Courses may not be used to satisfy requirements in more than one Area

Total semester hours 64

ANALYSIS: The AS Core Curriculum Biological Sciences and Biology Pathway meet USG Core IMPACTS requirements. French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025. Advise to remove these courses from academic catalogs Spring 2026 and thereafter. Advising sheet Associate of Science in Biological Science is aligned with Academic Catalog.

Recommendations:

1. Continue to monitor Board of Regent requirements and ensure alignment of the GSC Academic Catalog and online Biology advising sheet are in line with BOR requirements.
2. Consider removing FREN courses from Academic Catalog and Advising Sheet

Health Information Management (Fall 2025 Academic Catalog, p. 197; not on website)

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501

Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;

HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3

Group 2 (Choose one course)

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3

ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

CHEM 1211K Principles of Chemistry I 4

CHEM 1212K Principles of Chemistry II 4

MATH 1501 Calculus I, or higher math 4

Social Sciences

Choose two courses:

ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101

SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training;

Required Courses: 14 hours

ACCT 2101 (3-0-3)

BIOL 2210K (3-2-4)

BIOL 2211K (3-2-4)

HIMA 2000 (3-0-3)

Choose from the following courses: 3 hours

BUSA 2101 (3-0-3)

CSCI 1101 (3-0-3)

One additional semester hour approved by advisor 1 hour

Hours Applied to Field of Study 18 HOURS

Courses may not be used to satisfy requirements in more than one Area

ANALYSIS: The AS CC Health Information Management Pathway meets the IMPACTS Core requirements of USG and the USG requirements in the Field of Study (AREA F). French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025. Advise to remove these courses from academic catalogs Spring 2026 and thereafter.

RECOMMENDATIONS:

1. Update the GSC Website to include Health Information Management Pathway requirements.
2. Continue to monitor Board of Regents requirements and alignment of GSC Academic Catalog and website.

Health & Physical Education (GSC Fall 2025 Academic Catalog, p. 196; not on website)

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501

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Commented [CC1]: Need to look at advisement worksheet

Calculus I or higher MATH 3

Political Science & US History
POLS 1101 American Government 3
HIST 2111, 2111H American History I or HIST 2112
American History II 3

Arts, Humanities & Ethics
Group 1 (Choose one course)
ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;
HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3
Group 2 (Choose one course)
ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing
ENGL 1101 Composition I 3
ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)
CHEM 1211K Principles of Chemistry I 4
CHEM 1212K Principles of Chemistry II 4
MATH 1501 Calculus I, or higher math 4

Social Sciences
Choose two courses:
ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101
SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements
PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:
PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity
course

Required Courses: 17 hours
BIOL 2251K (3-2-4)
BIOL 2252K (3-2-4)
EDUC 2110 (3-0-3)
EDUC 2120 (3-0-3)
EDUC 2130 (3-0-3)

Approved Elective(s) related to Health & Physical Education 1 - 3 hours
Recommended elective
PHED 1040 (3-0-3)

Hours Applied to Field of Study 18 HOURS

ANALYSIS: The AS CC Health & Physical Education Pathway meets the IMPACTS Core requirements and Field of Study (Area F) requirements of the USG. French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025. Advise to remove these courses from academic catalogs Spring 2026 and thereafter. This degree provides a “pathway to a baccalaureate degree in Health and Physical Education primarily prepares you for a career in Physical Education.” ([Health and Physical Education | Gordon State College](#))

RECOMMENDATIONS:

1. Monitor Board of Regents Field of Study Guidelines for updates on Health & Physical Education Pathway requirements
2. Update GSC website to include Heath & Physical Education Pathway requirements

Human Services

IMPACTS Core Curriculum Credit (Fall 2025 *Academic Catalog*, p. 199; Not on website)

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501

Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;

HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3

Group 2 (Choose one course)

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3

ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

CHEM 1211K Principles of Chemistry I 4

CHEM 1212K Principles of Chemistry II 4

MATH 1501 Calculus I, or higher math 4

Social Sciences

Choose two courses:

ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101

SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit hour activity course

Required Courses: 3 - 12 hours

HUSV 2101 (3-0-3)

PSYC 1101 † (3-0-3)

PSYC 2103 (3-0-3)

SOCI 1101 or 1160 † (3-0-3)

Choose from the following courses: 6 - 13 hours

Choose 2 to 4 additional courses compatible with a career in human services. Choose from courses with the following prefix: ACCT, BIOL, BUSA, COMM, CRJU, ECON, EDUC, HUSV, PHIL, POLS, PSYC, SOCI, or SPAN. Courses with a different prefix must be approved by the department head.

Hours Applied to Field of Study courses 18 HOURS

† PSYC 1101 and SOCI 1101 or 1160 are required in Field of Study courses unless used to satisfy Social Sciences requirements.

Courses may not be used to satisfy more than one requirement.

ANALYSIS: The AS CC Human Services Pathway meets the Board of Regents IMPACTS Core requirements. No Field of Study is currently available from the Board of Regents. Therefore, the Human Services Pathway at Gordon State is designed to meet the requirements for the “Lower-Level Major Requirements” of the Bachelor of Science in Human Services (<https://www.gordonstate.edu/documents/departments/bps/bs-in-human-services-advising-worksheet.pdf>). On the Gordon State website, the Human Services Pathway is linked to the Bachelor of Science website rather than the Pathway requirements. French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025.

RECOMMENDATIONS:

1. Continue to monitor Board of Regents for Human Services Field of Study requirements
2. Update GSC website to include Human Services Pathway requirements. Currently, the link is to the Bachelor of Science requirements.
3. Advise removal of FREN courses from Academic Catalogs as FREN no longer offered at Gordon State.
4. Continue to monitor GSC *Academic Catalog* and website for accuracy

Mathematics

IMPACTS Core Curriculum Credit (Fall 2025 Academic Catalog, p. 200; Not on website)

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2 hrs.

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501
Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3
HIST 2111, 2111H American History I or HIST 2112
American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)
ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;
HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3
Group 2 (Choose one course)
ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3
ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

CHEM 1211K Principles of Chemistry I 4
CHEM 1212K Principles of Chemistry II 4
MATH 1501 Calculus I, or higher math 4

Social Sciences

Choose two courses:
ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101
SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity
course

Required Courses: 10 - 14 hours

MATH 1502 Calculus II † (4-0-4)
MATH 2201 Intro Linear Algebra (3-0-3)
MATH 2501 Calculus III (4-0-4)
CSC1 1301 Computer Science I (3-0-3)

Choose one to two of the following courses: 3 - 8 hours

CSCI 1302 Computer Science II (3-0-3)
CSCI 2102 Introduction to Programming: Visual Basic (3-0-3)
CSCI 2201 C++ Programming (3-0-3)
[CSCI 2410 Foundations of Database Design \(3-0-3\)](#) or [ITEC 2245 Foundations of Database Design \(3-0-3\)](#)

MATH 1401 Foundations of Database Design (3-0-3)

PHYS 2211K Principles of Physics I (3-3-4)

PHYS 2212K Principles of Physics II (3-3-4)

Mathematics or STEM excess 1 - 2 hours

Hours Applied to Field of Study courses 18 HOURS

NOTES: † MATH 1502 is required unless it is used to satisfy Mathematics or STEM requirements.

In order for MATH 1502 to transfer to Georgia Institute of Technology, MATH 2201 must also be taken at Gordon State College.

Courses may not be used to satisfy more than one requirement

ANALYSIS: The AS CC Mathematics Pathway meets the IMPACT Core requirements of USG and USG requirements for field of study. CSCI 2410 is equivalent to ITEC 2245 – same course title, credits, and description.

Recommendations:

1. Offer either CSCI 2401 or ITEC 2245 since they are the same course. Update the academic catalog to reflect this change.
2. Continue to monitor USG Field of Study for requirements for AS CC Mathematical Pathway
3. Continue to monitor GSC Academic Catalog for alignment of AS CC Mathematical Pathway

Nursing Transfer (Fall 2025 *Academic Catalog*, p. 201; not on AS CORE website)

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills (Choose one course)

MATH 1001, 1111, 1113 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;

HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3

Group 2 (Choose one course)

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3

ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

Choose one sequence: 8

BIOL 1111K and 1112K, BIOL 1107K and 1108, CHEM 1151K and 1152K, CHEM 1211K and 1212K, PHYS 1111K and 1112K, PHYS 2211K and 2212K

Choose one of the following courses: 3 – 4 hours ASTR 1010K, ASTR 1020K, BIOL 1011, BIOL 1050, BIOL 1107K, BIOL 1108K, BIOL 1111K, BIOL 1112K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, CSCI 1101, CSCI 2102, ENVS 2202, ISCI 1121K, MATH 1113 ***MATH 1401**, MATH 1501, MATH 1502, PHSC 1011, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K

* Math 1401 must be taken but if a student takes an additional science, Math 1401 can be counted in the Field of Study.

Social Sciences

Choose two courses:

ANTH 1102; any ECON; HIST 1121 or 1122 or any HIST not taken above; PSYC 1101; SOCI 1101; or, 2201, 2301, 2401 [PSYC 1101 & SOCI 1101 recommended]

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity course

Nursing Interest Pathway

Required Courses: 12 - 15 hours

BIOL 2251K (3-2-4)

BIOL 2252K (3-2-4)

BIOL 2260K (3-3-4)

MATH 1401 † (3-0-3)

Choose one or two of the following courses: 3 - 6 hours

PSYC 2101 (3-0-3)

PSYC 2103 ‡ (3-0-3)

SOCI 1160 (3-0-3)

SOCI 2293 (3-0-3)

Hours Applied to Field of Study..... 18 HOURS

† MATH 1401 is required unless it is used to satisfy STEM requirements.

‡ PSYC 2103 is preferred for students planning to complete the Gordon State College RN to BSN Program.

* This curriculum is designed to be transferred to a four-year BSN program. This degree does not satisfy the requirements for Gordon State College's Associate of Science Nursing Program.

Courses may not be used to satisfy more than one requirement.

ANALYSIS: The AS CC Nursing Transfer Pathway meets the IMPACTS Core requirements of USG and the USG requirements in the Field of Study (AREA F). French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025. Advise to remove these courses from academic catalogs Spring 2026 and thereafter.

RECOMMENDATIONS:

1. Continue to monitor USG Field of Study requirements for AS CC Nursing Pathway
2. Continue to monitor GSC *Academic Catalog* and website for alignment of AS CC Nursing Pathway requirements

Pharmacy (Transfer)

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501

Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002;

HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 3

Group 2 (Choose one course)

ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 3

Communication in Writing

ENGL 1101 Composition I 3

ENGL 1102 Composition II 3

Technology, Math, & Sciences (STEM)

CHEM 1211K Principles of Chemistry I 4

CHEM 1212K Principles of Chemistry II 4

MATH 1501 Calculus I, or higher math 4

Social Sciences

Choose two courses:

ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101

SOCI 1101; or POLS 2201, 2301, 2401

Institutional Requirements

PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3

Choose one course:

PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity course

Major Foundation

BIOL 1107K Principles of Biology I (must complete with C or better grade) 4

BIOL 1108K Principles of Biology II (must complete with C or better grade) 4

CHEM 2401K Organic Chemistry I 4

CHEM 2402K Organic Chemistry II 4

MATH 1401 Elementary Statistics or PHYS 1111K (3-4)

ANALYSIS: The AS CC Pharmacy Transfer program meets the Board of Regents' IMPACTS requirements. Since no Major Foundation requirements are specified by the Board of Regents, program developers identified course requirements for Bachelor of Science in Pharmacology. The UGA Bachelor of Science requirements include BIOL 1107, 1108, CHEM 2401, 2402, and STAT 2000 (MATH 1401) <https://rx.uga.edu/wp-content/uploads/2025/07/Pharmaceutical-and-Biomedical-Sciences-B.S.-Program-of-Study.pdf>. UGA also requires PMCY 2020 Pills, Potions & Drugs in Modern Medicine, which is not offered at Gordon State. Based on the comparison with UGA BS Pharmacology requirements, the Gordon State AS Core Pharmacy Transfer pathway meets requirements necessary for students to transfer into a Bachelor program.

RECOMMENDATIONS:

1. Continue to monitor USG IMPACTS requirements and UGA Bachelor of Science in Pharmacology requirements
2. Continue to monitor AS CC Pharmacy Transfer requirements on Gordon State website

Physics

IMPACTS Core Curriculum Credit

Institutional Priority

FIRE 1000 Freshman Introduction to Reasoning Essentials 2

COLQ 29XX Colloquium 2

Mathematics and Quantitative Skills

MATH 1113 Pre-calculus (must complete with C or better grade), or MATH 1501 Calculus I or higher MATH 3

Political Science & US History

POLS 1101 American Government 3

HIST 2111, 2111H American History I or HIST 2112

American History II 3

Arts, Humanities & Ethics

Group 1 (Choose one course, bolded preferred)

ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002; HUMN 1500; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 (3)

- Group 2 (Choose one course, bolded preferred)
ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142 or PHIL 2010 or 2020 (3)
- Communication in Writing
 - ENGL 1101 Composition I 3
 - ENGL 1102 Composition II 3
- Technology, Math, & Sciences (STEM)
 - CHEM 1211K Principles of Chemistry I 4
 - CHEM 1212K Principles of Chemistry II 4
 - MATH 1501 Calculus I, or higher math 4
- Social Sciences
 - Choose two courses:
ANTH 1102; any ECON (preferred); any HIST not taken above; PSYC 1101; SOCI 1101; or POLS 2201, 2301, 2401
- Institutional Requirements
 - PHED 1001 Health and Wellness for Living; or PHED 1010 Physical Fitness for Life 3
 - Choose one course: PHED 1109 Pace walking; PHED 1015 First Aid/CPR; PHED 1101 Jogging; PHED 1103 Weight training; or any PHED 1 credit activity course
- Major Foundations
 - PHYS 2211K Principles of Physics I 4
 - PHYS 2212K Principles of Physics II 4
 - MATH 1502 Calculus II 4
 - MATH 2501 Calculus III 4
- Additional electives to total 18 credits for Major Foundations category:
 - ASTR 1010K (4 credits)
 - ASTR 1020K (4 credits)
 - CSCI 1301 (3 credits) (preferred)
 - CSCI 1302 (3 credits) (preferred)
 - GEOL 1121K (4 credits)
 - GEOL 1122K (4 credits)
 - MATH 1401 (3 credits)
 - MATH 2201 Introduction to Linear Algebra (3 credits) (preferred)
- Excess from Mathematics and Quantitative Skills and STEM areas (2 credits)

ANALYSIS: The AS CC Physics Pathway meets the IMPACTS Core requirements of USG and the USG requirements in the Field of Study (AREA F). French courses FREN 1001 and FREN 1002 are no longer offered in course schedule and removed in course listings Fall 2025. Advise to remove these courses from academic catalogs Spring 2026 and thereafter.

RECOMMENDATIONS:

1. Continue to monitor Board of Regents Field of Study requirements for Physics Pathway

2. Continue to monitor *GSC Academic Catalog* and website for alignment with Board of Regents Field of Study requirements

Mission Statement and Curriculum Narrative: <https://www.gordonstate.edu/academics/majors-and-programs/index.html>

The AS Core remains a substantial component of undergraduate Science degree programs and ensures a foundational breadth of knowledge (SACSCOC, *Principles of Accreditation*, 9.3). The AS CC **Mission Statement** is included on the College's website and easily accessible to inquirers. The designation of the Pathways as providing "a liberal arts foundation" in the Mission Statement does not fit the traditional understanding of a liberal arts education. Granted, Astronomy and Mathematics fit in the classical quadrivium (study of mathematical arts). However, Pharmacy, Nursing, Human Services, etc. do not fit the definition of liberal arts. Additionally, the Mission Statement reads more like a marketing statement ("By selecting one of Gordon State College's associate degrees students build a foundation in specific fields of study") than a compelling and defining mission statement.

Mission Statement RECOMMENDATIONS:

1. Update the AS CC Mission Statement to clarify program intent, purpose, and function, along with key benefits to stakeholders.
2. Remove reference to "liberal arts foundation." Describe why the AS CC program exists and the purpose it serves, using action verbs, and in short, concise and memorable statement.
3. Omit the word "typically" as the AA CC program is a two-year program.
4. Continue to monitor Mission Statement and update regularly.
5. Continue to monitor GSC website to ensure Mission Statement is available to stakeholders.
6. Establish procedure for Academic Unit Head to review Pathway requirements in the *GSC Academic Catalog* and website, reporting findings to Academic Affairs by an established date.

The AS CC **Curriculum** conforms to the requirements of the Board of Regents of the University System of Georgia, as specified in the *Academic and Student Affairs Handbook*, 2.4. The USG Core IMPACTS are designed to ensure that students acquire essential knowledge in foundational academic areas and develop career-ready competencies. AS CC Pathways' Major Foundations listed in the *GSC Academic Catalog* were found to comply with Board of Regents' standards. AS CC Pathways that did not have a USG defined Major Foundations were compared with Bachelor programs to ensure relevant requirements. For instance, AS CC Pharmacy was reviewed against the University of Georgia Bachelor of Science program.

It was noted that some "Academics" pages on the Gordon State website have many discrepancies. Several AS CC Pathway requirements were not available on the Gordon State website (<https://www.gordonstate.edu/academics/majors-and-programs/associate-of-science/index.html>) or linked incorrectly. For instance, the Human Services Pathway is linked to the Bachelor of Science website rather than the Pathway requirements.

Sociology Pathway is listed under AS Core, yet is linked to the AA Core website. AS Core Engineering pathway “advisement sheet” is linked to the Engineering Program Map. The AS Core Health & Physical Education pathway “Advisement Worksheet” is also linked to the Program Map. The AS Core Health Information Management pathway “Advisement Worksheet” is also linked to the Bachelor of Science requirements. The AS Core Mathematics Pathway and Political Science pathway are not linked at all. AS Core Chemistry pathway links to a list of “Area F Requirements” but does not link to an Advisement Worksheet.

Curriculum RECOMMENDATIONS:

- 1. Continue to monitor Major Foundations for AA CC Pathways to ensure alignment with USG requirements
- 2. Update AS CC Astronomy Pathway to include MATH 2501 in Program Advising Sheet; the catalog description is correct
- 3. Clean up the Academics pages on the website and ensure AS Core Pathways are accurately linked to correct webpages.
- 4. Create Advisement Worksheets for Health & Physical Education and Engineering Pathways
- 5. Develop process and delegate responsibility for monitoring program information and accuracy on Gordon State website

PROGRAM QUALITY

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
ASCC-Astronomy	MATH 1502	3	2	3	3	2
	MATH 2501	3	1	1		1
	PHYS 2211K	1	1			1
	PHYS 2212K	1				1

Number of sections of required courses and electives offered

It appears an adequate number of course sections occur each year for MATH 1502. No sections of MATH 2501 were offered in AY 2023-24. However, with PHYS 2211 and 2212 serving as required courses in the Major Foundations, the courses should be offered more than two to three times in a five-year period. Data for MATH 1501 should also be included in the table, as it is a Major Foundation course.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Biological Sciences/Biology	BIOL 1107K	9	9	6	5	5
	BIOL 1108K	4	5	4	3	3
	CHEM 1211K	6	6	4	4	5
	CHEM 1212K	5	3	3	3	3

Number of sections of required courses and electives offered

The number of BIOL and CHEM sections offered is based on enrollment demand. Enrollment numbers have decreased over this 5-year period, reducing the demand.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Health Information Management	ACCT 2101	8	6	4	5	3
	BIOL 2210K	11	10	6		
	BIOL 2211K	8	8	5		
	BIOL 2251K			4	10	10
	BIOL 2252K			2	8	8
	BUSA 2101	6	8	8	8	5
	CSCI 1101	8	8	8	8	9
	HSIA/HIMA 2000	2	3	3	3	4

Number of sections of required courses and electives offered

The number of course offerings remained largely consistent throughout the review period. In AY 2023–2024, BIOL 2210K and BIOL 2211K were renumbered as BIOL 2251K and BIOL 2252K; this change reflected a numbering update only, with no modifications to course content. ACCT 2101 experienced a 37.5% reduction in course offerings during the review period, while offerings for all other courses remained stable.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Health/Physical Education	BIOL 2210K	11	10	6		
	BIOL 2211K	8	8	5		
	BIOL 2251K			4	10	10
	BIOL 2252K			2	8	8
	EDUC 2110	6	7	9	11	9
	EDUC 2120	7	6	9	7	7
	EDUC 2130	6	4	5	6	6

Number of sections of required courses and electives offered

The number of course offerings remained largely consistent throughout the review period. In AY 2023–2024, BIOL 2210K and BIOL 2211K were renumbered as BIOL 2251K and BIOL 2252K; this change reflected a numbering update only, with no modifications to course content.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Human Services	HUSV 2101	4	5	5	4	3
	PSYC 1101	24	21	26	25	23
	PSYC 2103	11	12	14	12	9
	SOCI 1101	11	12	12	11	7
	SOCI 1160	3	3	3	2	1

Number of sections of required courses and electives offered

The data indicate that while core courses—particularly PSYC 1101—maintained consistent offerings for much of the review period, several courses experienced reduced sections in the final year. These declines may reflect enrollment shifts, changes in student demand, scheduling efficiencies, or broader institutional enrollment trends. Despite recent reductions, the program demonstrated overall stability in course availability for the majority of the review cycle.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Mathematics	CSCI 1301	2	2	1		
	CSCI 1302	1	1	2		
	CSCI 2201	1	1	1	1	1
	ITEC 2245				1	1
	MATH 1401	14	15	12	13	13
	MATH 1502	3	2	3	3	2
	MATH 2201	1		1		1
	MATH 2501	3	1	1		1
	PHYS 2211K	1	1			1
	PHYS 2212K	1				1

Number of sections of required courses and electives offered

The ASCC Mathematics pathway shows consistent but uneven course offerings during the 5-year review period. MATH 1401 dominates scheduling (12–15 sections annually), indicating strong demand at the entry level, while MATH 1502 remains steady with fewer sections occurring each year. In contrast, upper-level courses (MATH 2201, MATH 2501) and science requirements (PHYS 2211K, 2212K) are typically limited to one section per year, suggesting low progression or enrollment. Computer science courses are offered inconsistently and at low volume, with slight growth in CSCI 1302 during AY 2020-2023. Beginning in AY 2023/24 CSCI 1301 and 1302 had no offerings. Overall, the pathway is heavily concentrated in foundational coursework, with limited offerings at advanced levels, which may indicate a progression bottleneck.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Nursing Interest	BIOL 2210K	11	10	6		
	BIOL 2211K	8	8	5		
	BIOL 2250K	8	8	4		
	BIOL 2251K			4	10	10
	BIOL 2252K			2	8	8
	BIOL 2260K			3	7	7
	MATH 1401	14	15	12	13	13
	PSYC 2101	2	3	2	3	2
	PSYC 2103	11	12	14	12	9
	SOCI 1160	3	3	3	2	1
	SOCI 2293	1	1	1	1	

Number of sections of required courses and electives offered

The number of course offerings remained largely consistent throughout the review period. In AY 2023–2024, BIOL 2210K and BIOL 2211K were renumbered as BIOL 2251K and BIOL 2252K; this change reflected a numbering update only, with no modifications to course content. PSYC 2101, SOCI 1160, and SOCI 2293 fulfill Area F requirements; therefore, the lower number of course offerings is appropriate to meet program demand. PSYC 2103 also fulfills an Area F requirement but is additionally required for students interested in the nursing program, resulting in a higher number of course offerings to accommodate increased enrollment needs.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Pharmacy Transfer	BIOL 1107K	9	9	6	5	5
	BIOL 1108K	4	5	4	3	3
	CHEM 2401K	2	2	1	1	1
	CHEM 2402K	2	1	1	1	1
	MATH 1401	14	15	12	13	13

Number of sections of required courses and electives offered

During the review period, the ASCC–Pharmacy Transfer pathway shows a gradual reduction in sections offered across most required science courses, particularly BIOL 1107K, BIOL 1108K, and the CHEM 2401K/2402K sequence. Biology sections declined steadily after 2022, while chemistry courses were reduced to one section

each by 2023 and remained stable thereafter. In contrast, MATH 1401 maintained consistently high section offerings with only minor fluctuations, reflecting broader institutional demand.

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2021	2022	2023	2024	2025
ASCC-Physics	ASTR 1010K	3	2	1	1	1
	ASTR 1020K	1	1	1	1	1
	CSCI 1301	2	2	1		
	CSCI 1302	1	1	2		
	GEOL 1121K	4	3	3	4	3
	GEOL 1122K		1	1	1	1
	MATH 1401	14	15	12	13	13
	MATH 1502	3	2	3	3	2
	MATH 2201	1		1		1
	MATH 2501	3	1	1		1
	PHYS 2211K	1	1			1
	PHYS 2212K	1				1

Number of sections of required courses and electives offered

It is noted that no sections of CSCI 1301 and 1302 were offered in AY 2024-25 and in AY 2025-26. It is recommended that these courses be offered at least once every year to accommodate the students in this program. Additionally, no sections of MATH 2501 were offered in AY 2024-25. PHYS 2211K and 2212K serve as required courses and were not offered regularly until recently. A full-time Physics faculty member was hired in AY 2024-25 to teach these courses so that at least one section of each will be offered each fiscal year from here on out.

Recommendations (for all pathways):

- 1. Ensure consistent offerings of major foundation courses.
- 2. Align course offerings with enrollment trends.
- 3. Improve data reporting.
- 4. Conduct a pathway progression analysis to identify and mitigate barriers preventing students from advancing into upper-level courses.
- 5. Ensure clear communication and data continuity when curricular changes are made.

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 ..	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online ..	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online ..	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online ..	Day Classes	Evening Classes	Fully Online Class	Hybrid/ Partially Online ..
ASCC-Astronomy	3		4	1	3		1		3		1		2		1		5			
ASCC-Biological Sciences/Biology	13		4	7	15		7	1	17				15				15		1	
ASCC-Health Information Management	2	2	37	2	11	1	29	2	8	2	25	5	11	1	27	3	9	2	28	
ASCC-Health/Physical Education	5		31	2	10		23	2	11		25	4	9		31	2	11		29	
ASCC-Human Services	11	1	40	1	14		32	7	21		33	6	20		26	8	14		23	6
ASCC-Mathematics	15		11	1	12		11		11		10		12		6		12		9	
ASCC-Nursing Interest	17		37	4	24		31	4	22		26	8	24		26	6	20		27	3
ASCC-Pharmacy Transfer	15		9	7	16		15	1	18		6		19		4		15		8	
ASCC-Physics	22	1	10	1	18	1	10		13	1	10	2	14	1	7	1	15	1	8	1

Number of Day, Evening, and Online sections offered
Day Classes - Non Online classes with meeting start times prior to 6pm
Evening Classes - Non Online classes with meeting time on or after 6pm
Fully Online Classes - Online classes with instructional method of Fully or Entirely Online
Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Across AY 2021–2025, ASCC programs maintained a consistent mix of day, evening, and online course offerings, with fully online sections comprising the largest share across all years. Day and evening sections remained relatively stable with modest year-to-year fluctuations, supporting access for both traditional and working students. Hybrid/partially online sections 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.

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2021				2022				2023				2024					2025				
	Barnesville/ Main Campus	Gordon State at McDonough	Online Class	St. George's Episcopal School	Barnesville/ Main Campus	Gordon State at McDonough	Online Class	St. George's Episcopal School	Barnesville/ Main Campus	Gatewood Schools	Gordon State at McDonough	Online Class	Barnesville/ Main Campus	Gordon State at McDonough	Griffin Region CCA	Online Class	St. George's Episcopal School	Barnesville/ Main Campus	Gordon State at McDonough	Griffin Region CCA	Online Class	St. George's Episcopal School
ASCC-Astronomy	3		5		3		1		3			1	2			1		5				
ASCC-Biological Sciences/Biology	13		11		15		8		15	2			15					15			1	
ASCC-Health Information Management	3	1	39		11	1	31		10			30	12			30		11			28	
ASCC-Health/Physical Education	5		33		9	1	25		11			29	9			33		11			29	
ASCC-Human Services	9	3	41		12	2	39		18		3	39	16	3	1	34		8	5	1	29	
ASCC-Mathematics	14		12	1	11		11	1	10		1	10	10	1		6	1	9	2		9	1
ASCC-Nursing Interest	15	1	41	1	22	1	35	1	20		2	34	21	2		32	1	15	4		30	1
ASCC-Pharmacy Transfer	14		16	1	15		16	1	15	2	1	6	17	1		4	1	12	2		8	1
ASCC-Physics	22		11	1	18		10	1	13		1	12	13	1		8	1	13	2		9	1

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

Most classes in the AS CC degree pathways are offered online or on the main GSC campus. Few courses (62) 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, and Griffin Region CCA.

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

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
ASCC-Astronomy	MATH 1502	15	25	14	30	12	30	13	28	10	26
	MATH 2501	2	25	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Mean class size for section enrollments

The enrollment data for the ASCC Astronomy pathway courses show a variation in mean class sizes, with many courses enrolling at a fraction of the capacity in the period under review. As noted above under the ASCC Physics pathway, a full-time Physics Instructor hired to teach PHYS 2211K and 2212K on a regular basis. Up to this point, most students took these courses through e-Core, whose numbers are not indicated in the table above. It is estimated that with students now aware of a face-to-face option for the course, more students will choose to enroll in this course at Gordon College rather than through e-Core.

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
ASCC-Biological Sciences/Biology	BIOL 1107K	25	31	21	32	25	27	25	32	20	32
	BIOL 1108K	28	30	23	32	19	24	23	32	19	32
	CHEM 1211K	16	18	16	24	21	24	19	24	14	18
	CHEM 1212K	14	16	21	24	19	24	17	24	18	24

Mean class size for section enrollments

The capacity for BIOL 1107K/BIOL 1108K sections is 32 students per section based on lab class size capacity. The capacity for CHEM 1211K/CHEM 1212K sections is

24 students per section. The above table needs to correct capacity for students in BIOL 1107K and BIOL 1108K to 32 starting Fall 22-Spring 23 (2023) and Fall 24-Spring 25 (2025).

Enrollment has been consistent with greater than 20 students per class per academic year. Since this mean class size is below the capacity (approximately 70% BIOL 1107K, 65% BIOL 1108K, 73% CHEM 1211K, 78% CHEM 1212K) possible in these courses it is **recommended** that additional resources be provided to increase enrollment and retention in these courses which includes providing more tutoring resources, providing more feedback to students in timely basis by faculty and through Always Alert coaching. Additionally, more opportunities should be provided to show how this degree program fits as a career path.

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
ASCC-Health Information Management	ACCT 2101	25	33	27	35	33	35	28	35	38	38
	BIOL 2210K	29	32	23	32	23	32				
	BIOL 2211K	29	32	25	32	20	31				
	BIOL 2251K					25	32	27	32	26	32
	BIOL 2252K					29	32	24	32	27	32
	BUSA 2101	30	33	30	35	26	35	27	35	28	37
	CSCI 1101	16	23	22	30	24	33	30	34	27	30
	HSIA/HIMA 2000	10	20	21	23	17	23	10	25	14	25

Mean class size for section enrollments

The enrollment data for the ASCC Health Information Management pathway courses show generally strong and sustainable mean class sizes, with many courses enrolling near capacity during the review period. Core and frequently offered courses consistently demonstrate steady demand while some variability appears in smaller or specialized courses, such as HSIA/HIMA 2000 which enrolled 50% or less of capacity during AY 2020/21 and AY 2023/24. Despite the lower enrollment numbers in HSIA/HIMA 2000 the capacity for the course increased yearly during the review period.

Recommendation: Determine reasons for decreased enrollment in HSIA/HIMA 2000 and implement measures to increase course enrollment at or near capacity.

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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
ASCC-Health/ Physical Education	BIOL 2210K	29	32	23	32	23	32				
	BIOL 2211K	29	32	25	32	20	31				
	BIOL 2251K					25	32	27	32	26	32
	BIOL 2252K					29	32	24	32	27	32
	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

Mean class size for section enrollments

The enrollment data for the ASCC Health/Physical Education pathway courses show generally strong and sustainable mean class sizes, with many courses enrolling near capacity during the review period.

Recommendation: Continue to monitor enrollment data.

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
ASCC-Human Services	HUSV 2101	24	36	25	34	27	35	24	36	27	40
	PSYC 1101	29	33	27	33	31	36	29	35	32	37
	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

Mean class size for section enrollments

Enrollment data for the ASCC Human Services pathway indicate consistently strong and sustainable mean class sizes throughout the review period, with many sections enrolling at or near capacity. Although enrollment experienced a slight decline of approximately 10% in 2022, it rebounded in 2023. Notably, in each year following 2022, course capacity was increased and enrollment levels rose accordingly, suggesting sustained student demand and continued program viability.

Recommendation: Continue to monitor enrollment data.

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
ASCC-Mathematics	CSCI 1301	20	30	12	30	19	35				
	CSCI 1302	9	30	11	30	12	33				
	CSCI 2201	11	30	13	30	16	30	4	30	13	30
	ITEC 2245							12	30	14	30
	MATH 1401	24	25	25	24	24	33	21	26	21	28
	MATH 1502	15	25	14	30	12	30	13	28	10	26
	MATH 2201	4	30			6	30			7	20
	MATH 2501	2	25	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Mean class size for section enrollments

The ASCC Mathematics enrollment data over the five-year review period indicates strong utilization in entry-level courses and weaker fill rates in advanced coursework. MATH 1401 averages approximately 86% capacity, while MATH 1502 ranges between 45–60%. In comparison, MATH 2201 and MATH 2501 are under-enrolled, averaging about 46% capacity. Computer science courses show variable fill rates (30–65%) and become inconsistent in later years, while PHYS 2211K and 2212K average roughly 37% capacity. Notably, in AY 2023–2024, only 40% of courses in the pathway had enrolled students, with MATH 1401 as the only course nearing capacity. Overall, the data reflects strong demand at the introductory level with a significant decline in enrollment in upper-level courses.

Recommendations:

1. Increase sections of high-demand courses and consider reducing or consolidating under-enrolled upper-level courses to improve overall efficiency.
2. Align capacity with demand.
3. Investigate the significant enrollment drop in AY 2023/24.
4. Address inconsistencies in CSCI course scheduling by ensuring at least one annual offering of required courses to support student completion.

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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
ASCC-Nursing Interest	BIOL 2210K	29	32	23	32	23	32				
	BIOL 2211K	29	32	25	32	20	31				
	BIOL 2250K	22	24	21	24	20	24				
	BIOL 2251K					25	32	27	32	26	32
	BIOL 2252K					29	32	24	32	27	32
	BIOL 2260K					22	24	19	24	22	24
	MATH 1401	24	25	25	24	24	33	21	26	21	28
	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 1160	34	37	22	35	31	35	39	40	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		

Mean class size for section enrollments

The enrollment data for the ASCC Nursing Interest pathway courses show generally strong and sustainable mean class sizes, with many courses enrolling near capacity during the review period. Core and frequently offered courses consistently demonstrate steady demand while some variability appears in smaller or specialized courses. SOCI 2293 showed the most inconsistency in enrollment during the review period, with no documented course offering in 2025.

Recommendation:

1. Investigate cause of inconsistent enrollment in SOCI 2293.
2. Continue to monitor enrollment data.

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
ASCC-Pharmacy Transfer	BIOL 1107K	25	31	21	32	25	27	25	32	20	32
	BIOL 1108K	28	30	23	32	19	24	23	32	19	32
	CHEM 2401K	16	22	20	24	22	24	24	24	24	24
	CHEM 2402K	11	22	11	24	9	24	12	24	9	24
	MATH 1401	24	25	25	24	24	33	21	26	21	28

Mean class size for section enrollments

Enrollment data for the ASCC Pharmacy Transfer pathway reflect generally moderate and sustainable mean class sizes across the review period, with most courses enrolling near capacity. Overall enrollment declined modestly by approximately 6% in 2022, rebounded in 2023, and then experienced an additional decrease of

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about 10% in 2025. Core and high-frequency offerings continue to demonstrate consistent student demand, while smaller or specialized courses show greater variability in enrollment patterns. Notably, CHEM 2402K recorded the lowest enrollment levels during the review period, with enrollment not exceeding 50% capacity. BIOL 1108K also demonstrated comparatively lower enrollment trends.

Recommendations: Review scheduling and rotation of CHEM 2402K and BIOL 1108K and consider changing the frequency of course offerings.

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
ASCC-Physics	ASTR 1010K	19	24	26	32	25	32	23	32	23	32
	ASTR 1020K	10	28	15	32	24	35	18	32	32	32
	CSCI 1301	20	30	12	30	19	35				
	CSCI 1302	9	30	11	30	12	33				
	GEOL 1121K	15	18	15	29	29	30	27	28	27	28
	GEOL 1122K			3	28	9	28	9	28	10	28
	MATH 1401	24	25	25	24	24	33	21	26	21	28
	MATH 1502	15	25	14	30	12	30	13	28	10	26
	MATH 2201	4	30			6	30			7	20
	MATH 2501	2	25	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Mean class size for section enrollments

The enrollment data for the ASCC Physics pathway courses show a variation in mean class sizes, with many courses enrolling half capacity in the period under review. Core and frequently offered courses consistently demonstrate steady demand, such as Math 1401, ASTR 1010K, 1020K, and GEOL 1121K. As noted previously, only recently was a full-time Physics Instructor hired to teach PHYS 2211K and 2212 K on a regular basis. Up to this point, most students took these courses through e-Core, whose numbers are not indicated in the table above.

Recommendation: Continue to monitor enrollment data.

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
ASCC-Astronomy	MATH 1502	44	74	28	60	35	90	38	85	20	52
	MATH 2501	7	74	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Total enrollments for sections

Enrollment trends for the ASCC–Astronomy program during the review period show lower enrollments in most of the courses reviewed. Students were not able to take the courses in PHYS 2211K or 2212K during the 2023 and 2024 FY cycle as they were only offered online. However, the need for all courses is present based on continued enrollment in FY 2025.

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
ASCC-Biological Sciences/Biology	BIOL 1107K	223	280	192	288	152	160	125	160	102	160
	BIOL 1108K	111	118	114	160	77	96	69	96	56	96
	CHEM 1211K	96	106	96	144	85	96	74	96	70	88
	CHEM 1212K	68	78	64	72	58	72	51	72	55	72

Total enrollments for sections

Enrollment trends for ASCC Biological Sciences pathway show this degree program is decreasing each year over this 5-year period in the number of students we are attracting. This suggests that students do not see the value of this degree program as a possible career path.

Recommendations:

1. Increase marketing of the degree to GSC students and to potential students
2. Demonstrate how this degree allows a student to start a career path once they graduate.
3. Work with Career Services to increase visibility of this degree.
4. Assessment annually to determine if increased marketing is impacting enrollment and demand.

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
ASCC-Health Information Management	ACCT 2101	202	267	160	210	131	140	141	175	113	115
	BIOL 2210K	324	348	229	320	135	192				
	BIOL 2211K	235	256	202	252	102	157				
	BIOL 2251K					100	128	268	320	256	320
	BIOL 2252K					58	64	189	256	212	256
	BUSA 2101	181	195	243	280	205	278	219	278	139	185
	CSCI 1101	126	180	179	240	193	260	241	275	239	270
	HSIA/HIMA 2000	20	40	62	70	51	69	31	75	57	100

Total enrollments for sections

Enrollment trends for the ASCC–Health Information Management program during the review period show overall alignment between course offerings and student demand. Core courses such as ACCT 2101, BUSA 2101, and CSCI 1101 maintain enrollments near capacity despite modest declines over time, indicating appropriate scheduling. Biology enrollments reflect a planned transition from BIOL 2210K/2211K to BIOL 2251K/2252K beginning in 2023–2024, with strong and sustained enrollment in the new course sequence demonstrating successful implementation. HSIA/HIMA 2000 maintains lower but consistent enrollment, appropriate for a specialized program course.

Recommendation: Continue to monitor course enrollment.

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
ASCC-Health/Physical Education	BIOL 2210K	324	348	229	320	135	192				
	BIOL 2211K	235	256	202	252	102	157				
	BIOL 2251K					100	128	268	320	256	320
	BIOL 2252K					58	64	189	256	212	256
	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

Total enrollments for sections

Enrollment trends for the ASCC–Health/Physical Education program during the review period indicate stable demand with appropriate course scheduling. Biology enrollments decline through 2023 in BIOL 2210K and BIOL 2211K, corresponding with their replacement by BIOL 2251K and BIOL 2252K beginning in 2023–2024; the new biology sequence shows strong and sustained enrollment in 2024 and 2025, reflecting a successful curricular transition. EDUC courses (2110, 2120, and 2130) demonstrate consistent enrollment with periodic fluctuations, generally remaining within capacity limits and indicating steady student interest.

Recommendation: Continue to monitor course enrollment.

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
ASCC-Human Services	HUSV 2101	95	142	123	170	134	175	94	145	81	120
	PSYC 1101	701	790	561	701	793	928	725	878	729	849
	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

Total enrollments for sections

Enrollment trends for ASCC--Human Services courses during the review period show overall growth through 2023, followed by a decline in 2024 and 2025. The strongest performance occurred in 2023, when most courses experienced peak enrollment, while 2025 reflects decreases across several areas, particularly in PSYC 2103, SOCI 1101, and SOCI 1160. PSYC 1101 remains the highest-enrolled and most consistently filled course throughout the review period, operating near maximum capacity each year.

Recommendations:

- 1. Align course capacity with demonstrated demand.
- 2. Evaluate overall pathway recruitment.
- 3. Monitor future enrollment, as continued decline may require pathway termination.

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
ASCC-Mathematics	CSCI 1301	39	60	24	60	19	35				
	CSCI 1302	9	30	11	30	24	65				
	CSCI 2201	11	30	13	30	16	30	4	30	13	30
	ITEC 2245							12	30	14	30
	MATH 1401	329	353	380	361	288	395	269	336	277	358
	MATH 1502	44	74	28	60	35	90	38	85	20	52
	MATH 2201	4	30			6	30			7	20
	MATH 2501	7	74	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Total enrollments for sections

Enrollment analysis for ASCC Mathematics pathway from 2021–2025 reveals a general trend of underutilization, with a few notable exceptions of growth and strategic stabilization. Computer Science trends are divided. CSCI 1301 is seeing a steady decline (39 down to 19 students), while CSCI 1302 has shown a strong recovery, doubling its enrollment in 2023. Higher-level courses like CSCI 2201 suffer from extreme volatility and prerequisite bottlenecks. Mathematics general decline in foundational courses (1401 and 1502), with utilization dropping as low as 38%. However, upper-level courses (2201) are beginning a "right-sizing" phase, reducing seat capacities to better reflect actual demand. For physics and ITEC these areas face the most significant challenges, characterized by large data gaps (2022–2024) and critically low fill rates (20% for PHYS 2212K).

Recommendations:

- 1. Investigate causes of declining enrollment.
- 2. Adjust seat capacity in under-enrolled courses to better match demand.
- 3. Resolve computer science progression gaps.

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
ASCC-Nursing Interest	BIOL 2210K	324	348	229	320	135	192				
	BIOL 2211K	235	256	202	252	102	157				
	BIOL 2250K	175	188	171	190	79	96				
	BIOL 2251K					100	128	268	320	256	320
	BIOL 2252K					58	64	189	256	212	256
	BIOL 2260K					66	72	133	168	152	168
	MATH 1401	329	353	380	361	288	395	269	336	277	358
	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 1160	103	110	66	105	93	105	78	80	40	40
	SOCI 2293	34	35	12	35	19	35	21	35		

Total enrollments for sections

Enrollment trends for the ASCC–Nursing Interest pathway from 2021–2025 reflect strong and sustained demand for key prerequisite courses. Biology enrollments decline through 2023 in BIOL 2210K, 2211K, and 2250K, corresponding with the transition to BIOL 2251K, 2252K, and 2260K beginning in 2023–2024; the revised biology sequence demonstrates strong enrollment in 2024 and 2025, indicating successful curricular alignment with nursing prerequisites. MATH 1401 and PSYC 2103 consistently enroll at or near capacity, reflecting their critical role for nursing applicants, while PSYC 2101, SOCI 1160, and SOCI 2293 maintain lower but steady enrollments consistent with Area F requirements. Overall, course offerings appropriately reflect student demand and support the sustainability of the Nursing Interest pathway.

Recommendations:

1. Enhance academic advising and degree mapping to ensure students take prerequisite courses in the correct sequence, supporting timely application to the nursing program.
2. Regularly coordinate with the nursing program to ensure course availability matches admission capacity and demand, minimizing excess enrollment in prerequisite courses without progression opportunities.
3. Provide targeted academic support (e.g., tutoring, supplemental instruction) in high-demand courses like biology and math to improve success rates and readiness for nursing program entry.

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
ASCC-Pharmacy Transfer	BIOL 1107K	223	280	192	288	152	160	125	160	102	160
	BIOL 1108K	111	118	114	160	77	96	69	96	56	96
	CHEM 2401K	31	44	40	48	22	24	24	24	24	24
	CHEM 2402K	22	44	11	24	9	24	12	24	9	24
	MATH 1401	329	353	380	361	288	395	269	336	277	358

Total enrollments for sections

Enrollment data for the ASCC–Pharmacy Transfer pathway indicate overall variability across the five-year review period, with stronger and more consistent enrollment in foundational courses and continued under-enrollment in select upper-level science courses. Core courses such as BIOL 1107K and MATH 1401 consistently generated the highest enrollment totals across all years. BIOL 1108K showed a marked and consistent decline (approximately 50%) during the review period. CHEM 2402K consistently demonstrated the lowest enrollment, with totals ranging from 9–22 students and never approaching maximum capacity.

Recommendations:

4. Review CHEM 2402K scheduling and offering. Consider offering this course once a year or adjusting section caps to better reflect actual enrollment may improve instructional efficiency and faculty workload distribution.
5. Strengthen progression from BIOL 1107K to BIOL 1108K.
6. Align course capacity with demonstrated demand.
7. Evaluate overall pathway recruitment

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
ASCC-Physics	ASTR 1010K	56	72	52	64	25	32	23	32	23	32
	ASTR 1020K	10	28	15	32	24	35	18	32	32	32
	CSCI 1301	39	60	24	60	19	35				
	CSCI 1302	9	30	11	30	24	65				
	GEOL 1121K	60	72	46	88	88	89	108	112	82	84
	GEOL 1122K			3	28	9	28	9	28	10	28
	MATH 1401	329	353	380	361	288	395	269	336	277	358
	MATH 1502	44	74	28	60	35	90	38	85	20	52
	MATH 2201	4	30			6	30			7	20
	MATH 2501	7	74	5	30	4	30			6	30
	PHYS 2211K	12	24	12	24					10	24
	PHYS 2212K	4	20							5	24

Total enrollments for sections

Enrollment trends for the ASCC–Physics program during the review period show overall alignment between course offerings and student demand, except for in the cases where the courses could not be taught except through e-Core. The courses, PHYS 2211K, PHYS 2212K, CSCI 1301 and CSCI 1302 are now being taught by full-time faculty at the Barnesville campus of Gordon State College. New faculty have been hired to teach these courses on a regular basis from here on out so as not to leave additional gaps in the future by Gordon State in this pathway.

Recommendation: Continue to monitor course enrollment.

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	%
ASCC-Astronomy				2,294	1	0.0%	2,336	2	0.1%	2,311	2	0.1%	2,190	2	0.1%
ASCC-Biological Sciences/Biology	2,485	122	4.9%	2,294	93	4.1%	2,336	72	3.1%	2,311	68	2.9%	2,190	69	3.2%
ASCC-Health Information Management	2,485	37	1.5%	2,294	29	1.3%	2,336	16	0.7%	2,311	9	0.4%	2,190	7	0.3%
ASCC-Health/Physical Education	2,485	44	1.8%	2,294	50	2.2%	2,336	44	1.9%	2,311	53	2.3%	2,190	37	1.7%
ASCC-Human Services	2,485	36	1.4%	2,294	25	1.1%	2,336	27	1.2%	2,311	28	1.2%	2,190	30	1.4%
ASCC-Mathematics	2,485	12	0.5%	2,294	10	0.4%	2,336	12	0.5%	2,311	15	0.6%	2,190	10	0.5%
ASCC-Nursing Interest	2,485	740	29.8%	2,294	654	28.5%	2,336	636	27.2%	2,311	640	27.7%	2,190	640	29.2%
ASCC-Pharmacy Transfer	2,485	17	0.7%	2,294	17	0.7%	2,336	17	0.7%	2,311	13	0.6%	2,190	7	0.3%
ASCC-Physics	2,485	3	0.1%	2,294	3	0.1%	2,336	3	0.1%	2,311	4	0.2%	2,190	2	0.1%

Program Level - Associates

Over the five-year review period, the total number of program-level students in the AS CC experienced a modest decrease of approximately 14%. The ASCC–Nursing Interest pathway consistently enrolled the highest proportion of students, representing 28% of the program, while ASCC–Physics and AACC–Astronomy had the lowest enrollment, each accounting for less than 1%. The ASCC–Health Information Management pathway experienced the most significant decline, dropping from 37 students in AY 2020/21 to 7 students in AY 2024/25, an 81% decrease. In contrast, ASCC–Health/Physical Education, ASCC–Human Services, ASCC–Mathematics, and ASCC–Physics demonstrated the greatest stability in student enrollment throughout the review period.

Recommendations:

- 1. Investigate the cause of decline in overall enrollment for the AA CC degree
- 2. Strengthen and support stable pathways (ASCC–Health/Physical Education, ASCC–Human Services, ASCC–Mathematics, and ASCC–Physics)
- 3. Review the need for very low enrollment-pathways (ASCC-Astronomy)
- 4. Consider aligning pathways with workforce and transfer trends

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	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
ASCC-Astronomy				1			2			2		1,120	2		
ASCC-Biological Sciences/Biology	122	19	933	93	19	898	72	18	862	68	17	834	69	17	819
ASCC-Health Information Management	37	18	860	29	20	864	16	18	860	9		790	7	13	
ASCC-Health/Physical Education	44	16	819	50	15	832	44	17	848	53	16	794	37	16	835
ASCC-Human Services	36	16	844	25	18	876	27	18	869	28	19	848	30	18	853
ASCC-Mathematics	12	22	1,058	10	15	993	12	26	995	15	25	950	10	20	943
ASCC-Nursing Interest	740	17	870	654	18	849	636	17	846	640	18	875	640	18	857
ASCC-Pharmacy Transfer	17	18	947	17	20	890	17	22	893	13	24		7		
ASCC-Physics	3		980	3			3			4			2		

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

The SAT/ACT test is 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. GSC does 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 ASCC 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
ASCC-Astronomy			1	2.470	2	2.615	2	2.510	2	2.895
ASCC-Biological Sciences/Biology	122	3.353	93	3.389	72	3.406	68	3.341	69	3.299
ASCC-Health Information Management	37	2.924	29	3.037	16	3.108	9	2.983	7	2.870
ASCC-Health/Physical Education	44	2.656	50	2.721	44	2.730	53	2.727	37	2.790
ASCC-Human Services	36	2.903	25	2.947	27	2.951	28	2.967	30	3.044
ASCC-Mathematics	12	3.352	10	2.890	12	3.175	15	3.449	10	3.485
ASCC-Nursing Interest	740	3.120	654	3.106	636	3.144	640	3.196	640	3.211
ASCC-Pharmacy Transfer	17	2.982	17	3.199	17	3.396	13	3.516	7	3.542
ASCC-Physics	3	2.543	3	2.415	3	2.845	4	2.923	2	3.405

Average High School GPA of Students in the Program
NOTE: Not all students will have HS GPA

Gordon State College grants final admission to applicants with a minimum 2.0 high school GPA in the Required High School Curriculum (RHSC) and fewer than three deficiencies. During the review period, average incoming GPAs for all ASCC programs exceeded the institutional minimum. Students entering the ASCC–Biological

Sciences/Biology, ASCC–Mathematics, ASCC–Nursing Interest, and ASCC–Pharmacy Transfer pathways consistently demonstrated the highest average incoming GPAs.

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
ASCC-Astronomy			1		2		2	2,295	2	
ASCC-Biological Sciences/Biology	122	2,504	93	2,431	72	2,368	68	2,367	69	2,354
ASCC-Health Information Management	37	2,309	29	2,271	16	2,214	9	2,183	7	2,116
ASCC-Health/Physical Education	44	2,078	50	2,195	44	2,082	53	2,193	37	2,288
ASCC-Human Services	36	2,245	25	2,365	27	2,354	28	2,402	30	2,269
ASCC-Mathematics	12	2,591	10	2,395	12	2,487	15	2,715	10	2,748
ASCC-Nursing Interest	740	2,389	654	2,342	636	2,269	640	2,281	640	2,235
ASCC-Pharmacy Transfer	17	2,469	17	2,458	17	2,544	13		7	
ASCC-Physics	3		3		3		4		2	

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 ASCC 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
ASCC-Astronomy				1		1	2		2	1	1	2	2	1	2
ASCC-Biological Sciences/Biology	18	106	122	26	79	93	7	65	72	5	64	68	15	56	69
ASCC-Health Information Management	6	31	37	8	25	29	3	14	16	2	7	9	4	4	7
ASCC-Health/Physical Education	15	31	44	24	30	50	17	31	44	20	36	53	13	26	37
ASCC-Human Services	6	30	36	7	19	25	2	26	27	8	20	28	5	26	30
ASCC-Mathematics	3	9	12	4	7	10	2	10	12	1	14	15	2	8	10
ASCC-Nursing Interest	168	594	740	228	515	654	127	533	636	126	539	640	201	481	640
ASCC-Pharmacy Transfer	3	15	17	3	15	17	1	16	17	2	11	13	4	3	7
ASCC-Physics	2	1	3	1	2	3	1	2	3	1	4	4		2	2

During the review period, an average of 30.3% of students entering the AS Core Curriculum required Learning Support (LS). The ASCC—Astronomy pathway reflected the highest proportion of students with LS requirements at 65%; however, this percentage may be influenced by the comparatively small number of students in the pathway. In contrast, the ASCC—Biological Sciences and ASCC—Mathematics pathways had the lowest percentages of students entering with LS requirements at 16.7% and 19.2%, respectively, suggesting a higher level of academic preparedness among students selecting these pathways. AY 2021/2022 reflected the highest percentage of students requiring LS (34.2%), a trend that may be associated with the ongoing impacts of the COVID-19 pandemic on student preparation and academic readiness.

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 ASCC—Biology and ASCC—Math 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
AS 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 Majr	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
ASCC-Biological Sciences/Biology	12	3.257	12	2.971	2	3.000	7	2.833	3	3.167
ASCC-Health Information Management	3	2.875	5	3.294	3	3.200	1	3.167		
ASCC-Health/Physical Education	7	3.088	2	3.500	3	3.286	1	2.800	1	4.000
ASCC-Human Services	5	2.778	3	2.667	3	3.000	2	3.750	4	3.000
ASCC-Mathematics					1	2.500				
ASCC-Nursing Interest	20	3.318	13	3.246	18	3.054	8	3.026	7	3.333
ASCC-Pharmacy Transfer	2	2.857	1	4.000	1	3.000				

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

ASCC- Biological Sciences/Biology- The average graduating major GPA for the assessment period was 3.05, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

ASCC- Health Information Management- The average graduating major GPA for the assessment period was 3.13, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. There were no graduating students for this pathway in AY 2024/25.

ASCC- Health/Physical Education- The average graduating major GPA for the assessment period was 3.33, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

ASCC- Human Services- The average graduating major GPA for the assessment period was 3.04, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

ASCC- Mathematics- There is little data for the average graduating major GPA. There was only one student who graduated from this pathway in AY 2022/23 with a major GPA of 2.50, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

ASCC- Nursing Interest- The average graduating major GPA for the assessment period was 3.20, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC.

ASCC- Pharmacy Transfer- The average graduating major GPA for the assessment period was 3.29, exceeding the ≥ 2.0 GPA requirement to be awarded a degree at GSC. There were no graduating students for this pathway in AY 2023-2025.

Recommendations:

1. Investigate factors contributing to high graduation GPAs.
2. Review retention efforts for pathways with low graduation rates.
3. Monitor pathways with low graduation rates for stability and viability.
4. Strengthen pathways with low or no recent graduates by reviewing curriculum maps, ensuring students know the importance of degree completion, and assessing whether the essential courses are available for degree completion.

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
ASCC-Biological Sciences/Biology	60	2.986	38	2.867	26	3.094	25	3.033	27	2.838
ASCC-Health Information Management	22	3.174	15	3.382	7	3.000	3	3.500	2	3.333
ASCC-Health/Physical Education	25	2.875	21	3.000	13	3.000	25	2.913	15	3.333
ASCC-Human Services	16	2.842	13	2.867	14	3.000	9	3.308	12	3.267
ASCC-Mathematics	2	3.000	5	3.500	2	3.333	2	2.000	2	3.800
ASCC-Nursing Interest	460	3.255	436	3.204	392	3.264	432	3.197	423	3.367
ASCC-Pharmacy Transfer	7	2.818	6	2.500	9	2.833	6	3.250	3	3.000
ASCC-Physics			2	2.000	1	3.000				

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.

ASCC- Biological Sciences/Biology -The average major GPA was between 2.867 - 3.094 within this five-year period with an overall average of 2.964 for this review period. This is good considering the academic rigor of the degree program and suggest the students have achieved learning and mastery.

ASCC- Health Information Management- The average major GPA remained consistently above 3.0 throughout the review period, with a five-year average major GPA of 3.28. This sustained level of academic performance occurred despite a steady decline in student enrollment within the program pathway, suggesting that academic rigor and student achievement have been maintained even as cohort size decreased.

ASCC- Health/Physical Education- The average major GPA across the review period was 3.02, indicating consistent academic performance among program students. Notably, the highest average major GPA (3.333) was achieved in AY 2024/25, despite a lower overall number of enrolled program students. This increase may suggest improved academic outcomes associated with smaller cohort sizes, enhanced student support, or more targeted instruction during that academic year.

ASCC- Human Services- The average major GPA across the review period was 3.06, indicating consistent academic performance among program students. The ASCC—Human Services pathway showed a consistent increase in average GPA each academic year, despite a decline in student enrollment. This trend suggests that academic rigor and student achievement have been maintained even as cohort size decreased.

ASCC- Mathematics- There were 13 students over the course of the five-year period under review. The mean GPA of 3.21 considerably exceeds the minimum 2.0 to be awarded a degree, although some students (AY 2023–2024) were at the minimum. With the exception of that year, however, the averages were all 3.000 or above, indicating that for the most part there was good quality among the few students.

ASCC- Nursing Interest- The average major GPA remained consistently above 3.0 throughout the review period, with a five-year average major GPA of 3.26. Academic performance among students enrolled in the program remained stable across the review period, including in AY 2022/23, when enrollment reached its lowest point (392 students). Despite the reduced enrollment that year, the average major GPA was the second highest of the five-year period at 3.264, indicating sustained student achievement and consistent academic outcomes regardless of cohort size.

ASCC- Pharmacy Transfer- Over the five-year review period, the program experienced low overall enrollment, with a total of 21 students, indicating limited cohort size and modest program demand. Additionally, the five-year average graduating GPA of 2.88 suggests that while students are completing the program, overall academic performance is slightly below the institutional benchmark for strong academic distinction.

ASCC- Physics- The average major GPA is about 2.5 across the review period. However, with only three students enrolled, it is difficult to make any recommendations for the program.

Recommendations:

- 1. Maintain academic rigor across all pathways.
- 2. Enhance academic support in programs with lower average GPAs.
- 3. Continue to monitor the correlation between enrollment and academic performance.

Employment Rates

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

The Associate of Science 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 coursework in mathematics, sciences, and general education that supports readiness for upper-division study but does not include the advanced disciplinary specialization or research training typically required for graduate-level programs; therefore, Entry into Graduate Programs and Employment Rates are not monitored.

Student Satisfaction (Data Source A)

Satisfaction Survey -- See Appendix E

In Fall 2025, 271 students with declared major of Associate of Science Core received the *Student Satisfaction Survey*. A total of 15 students responded to the survey, or a 5.5 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.

Students report general satisfaction with the Associate of Science Core Curriculum in the various Pathways. Average responses for all variables was 4.35 out of 6.0, or a grade of 72. The item with the highest average score was 4.73 on “I am satisfied with the quality of Professors in my major” and 4.6 average on “Classes at Gordon State have prepared me well for graduate school.” The lowest scoring item was “Day and time of my major courses are convenient for me” (4.07), “I am satisfied with the availability of courses in my major” (4.13) and “My advisor makes it easy to get in touch and set up an advisement time” (4.13). It appears the lowest satisfaction level is with schedule and availability of courses and availability of advisor assistance. Of interest is the high standard deviation (SD) on all variables, suggesting wide disparity between respondent answers. SD ranges from 1.33 to 1.92, with an average SD of 1.67. Suggests some students report high satisfaction while others report low satisfaction on all variables. The item “My advisor makes it easy to get in touch and set up an advisement time” had an SD of 1.92, suggesting a wide range of responses and far from the mean.

Forty percent (40) of respondents reported attending an educational event outside of class and attended an on-campus cultural/social event. While not the majority of respondents, it is noted that the early review years were pandemic years when gatherings could be unsafe. Students have displayed reserve and reticence in returning to campus and engaging in events.

RECOMMENDATIONS:

1. Continue to monitor student satisfaction with the AS 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 AS Core students
4. Core students might not be aware of Faculty office hours. Review communication with AS 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 AS 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 AS 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 (Engineering Club, Earth, Wind, Fire 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
ASCC-Astronomy	Applied Sciences	2									
	STEM	1	2	2	1	3		2		3	
ASCC-Biological Sciences/Biology	Natural Sciences	1		1		1	1				
	Nursing, Health & STEM		1				1				1
	STEM	5	2	6	2	5	1	4	1	5	
ASCC-Health Information Management	--Health Info Mgt & Allied H.	1									
	Applied Sciences	1	1	1	1	1					
	Business	2	3	2	3	2	2	2	2	2	2
	Business & Public Service		2		1	1	1	1	1		
	Nursing	1		1	1	1		1		1	
	STEM	4		4		4		4	1	5	1
ASCC-Health/Physical Education	Education	2	3	1	3	2	1	2	4	2	4
	Education, Math & Applied Sci	1	2	2	2	1	2				
	STEM	3		3		3		3		3	
ASCC-Human Services	Business		1		1		2		2		1
	Business & Public Service	1	4	1	4	1	5	1	3		
	Professional Studies	2	6	2	6	2	6	4	5	3	6
	School Bus & Professio Studies						1		1		1
ASCC-Mathematics	--Undeclared Department						1				
	Applied Sciences	3	1	1	1	1	1				
	STEM	4	4	5	4	7	1	5	2	8	2
ASCC-Nursing Interest	--Undeclared Department						1				
	Applied Sciences		1		1		1				
	Business								1		1
	Business & Public Service	1	2	1	3	1	3	1	2		
	Professional Studies	2	2	2	1	2	2	3	2	2	3
	STEM	8	3	9	4	9	1	8	2	8	2
ASCC-Pharmacy Transfer	--Undeclared Department						1				
	Applied Sciences		1		1		1				
	Natural Sciences						1				
	STEM	9	4	11	5	10	1	7	2	8	1
ASCC-Physics	--Undeclared Department						1				
	Applied Sciences	3	1	1	1	1	1				
	STEM	6	4	7	4	9		6	1	9	1
Overall Program		30	31	28	30	30	27	25	23	27	19

Faculty supporting program through assignment to required courses.

ASCC- Astronomy- During the five-years under review, the ASCC Astronomy pathway averaged 85.4% full-time faculty and 14.6% part-time faculty. Although a small number, the average number of faculty has been consistent over the review period with two to three faculty each fiscal year. Part-time faculty have not instructed astronomy pathway courses AY2022-23 through AY 2024-25.

ASCC- Biological Sciences/Biology- During the five-year review period, the ratio of full time to part time faculty has increased from 70% full-time to 30% part-time in years 2020/2021 - 2022/2023 to 81.7% full time to 18.3% part-time in years 2023/2024 - 2024/2025. This trend shows that more full-time faculty are teaching our students than part-time faculty. The overall average for this period is 74.9% full-time faculty and 25.1% part-time faculty, which shows that three out of four faculty teaching our students in this degree program are full-time faculty.

ASCC- Health Information Management- During the five-year review period, the ASCC Health Information Management pathway consistently employed a greater proportion of full-time faculty than part-time faculty. Although the total number of faculty declined by 27% during this time, the proportion of full-time faculty increased from 60% in AY 2020/21 to 73% in AY 2024/25. Conversely, the proportion of part-time faculty decreased from 40% in AY 2020/21 to 27% in AY 2024/25. This trend could suggest increased program stability and continuity or may be related to fewer overall instructors, but a larger share of them being full-time.

ASCC- Health/Physical Education- During the five-year review period, the ASCC Health/Physical Education pathway maintained the most consistent faculty staffing levels among the pathways reviewed, with minimal fluctuation in the total number of instructors. Both full-time and part-time faculty were consistently utilized to support program instruction. On average, full-time faculty accounted for approximately 55% of the instructional staff, while part-time faculty represented about 45%. This relatively balanced distribution indicates that the pathway relied on a stable mix of full-time and adjunct instructors to maintain course offerings and instructional continuity throughout the review period.

ASCC- Human Services- Human Services Pathway shows heavy reliance on Part-time. Over the review years, 46 to 82 percent of courses were taught by Part-Time Instructors. In four of the five review years, 70% or more of the total courses were taught by Part-time Instructors. In AY 2022-23 there were three (3) Professional Faculty and 14 Part-time Faculty. Studies of impact of part-time instruction on student academic outcomes show part-time faculty have “negative effects on student subsequent enrollments” as well as “current and subsequent course outcomes in developmental and gateway courses.” Further, part-time faculty show “less institutional knowledge regarding both academic and nonacademic services” (<https://files.eric.ed.gov/fulltext/EJ1248493.pdf>). Over reliance on part-time instructors dilutes program quality, student outcomes and enrollments.

ASCC- Mathematics- Throughout the five-year review period, full-time faculty consistently represented a larger proportion of the instructional staff within the pathway compared to part-time faculty. On average, full-time faculty accounted for approximately 67.4% of the total faculty, while part-time faculty comprised about 32.7%. Despite this stable distribution, the pathway experienced a decline in the overall number of faculty between AY 2020/21 and AY 2023/24. However, faculty numbers rebounded in AY 2024/25, indicating a partial recovery in staffing levels while maintaining a strong reliance on full-time faculty for program instruction and continuity.

ASCC- Nursing Interest- During the five-year review period, the ASCC Nursing Interest pathway maintained a higher ratio of full-time faculty to part-time faculty. The pathway saw a small, but consistent increase in full-time faculty, 58% in AY 2020/21 to 62.5% in AY 2024/25 with a slight decrease in part-time faculty, 42% in AY 2020/21 to 37.5% in AY 2024/25. Despite a decrease in total faculty representation (16%), the total number of full-time faculty remained stable and greater than that of part-time faculty.

ASCC- Pharmacy Transfer- The dip observed in the chart reflects a measurable decline in ASCC-Pharmacy Transfer outcomes and corresponds directly with the decreasing number of faculty during the affected years. After an initial rise from 14 faculty in 2021 to 17 in 2022, the total returned to 14 in 2023, followed by a more pronounced decrease to 9 in both 2024 and 2025. This downward shift suggests a temporary disruption or weakening in the transfer pipeline during this period. Such fluctuations may result from a range of institutional or external factors, including modifications to pharmacy program admissions requirements, changes in prerequisite sequencing, variations in student enrollment or academic preparedness, or shifts in advising capacity and institutional support mechanisms. The slope of the line in the chart illustrates these transitions, with early upward momentum giving way to a declining trajectory as annual transfer totals decreased. Collectively, the dip and the change in slope demonstrate that the trend was shaped by a combination of structural, curricular, and environmental influences that affected faculty progression through the ASCC-Pharmacy transfer pathway.

ASCC- Physics- During the five-year review period, the ASCC Physics pathway experienced a notable decline in total faculty representation, decreasing from 14 faculty members in AY 2020/21 to 7 in AY 2023/24, before increasing to 10 faculty in AY 2024/25. Throughout this period, the number of part-time faculty steadily declined, while the number of full-time faculty fluctuated from year to year. By AY 2024/25, full-time faculty were responsible for teaching approximately 90% of the pathway's total course offerings. The overall reduction in faculty over time was influenced in part by several courses being offered through eCore rather than locally. In AY 2024/25, the hiring of new faculty to support courses within the pathway curriculum contributed to an increase in the number of full-time instructors.

ANALYSIS: Across the review period, the ASCC was supported by 30 full-time and 31 part-time faculty in 2021, decreasing modestly to 28 full-time and 30 part-time faculty in 2022 and 2023, followed by a more noticeable decline in 2024 (25 full-time, 23 part-time) and 2025 (27 full-time, 19 part-time). This downward trend is most evident in part-time faculty numbers, while full-time faculty counts remained comparatively stable, indicating sustained institutional commitment to maintaining core instructional capacity.

At the program level, high-enrollment pathways such as ASCC–Nursing Interest, ASCC–Biology, ASCC–Physics, and ASCC–Human Services consistently demonstrated strong faculty representation, particularly within STEM and Applied Sciences departments, which are central to the ASCC curriculum. The ASCC–Nursing Interest pathway showed the highest concentration of faculty support, especially within STEM, reflecting its role as a primary transfer and pre-professional pathway.

Smaller or lower-enrollment pathways (e.g., Astronomy, Pharmacy Transfer) showed more variability in faculty assignments, often relying on a limited number of faculty across select departments. This pattern is consistent with enrollment demand and course offering needs and does not appear to negatively impact curriculum coverage.

Overall, the data indicate that the AS CC has maintained adequate and appropriately distributed faculty resources to support required coursework throughout the review period. While reductions in part-time faculty assignments are noted in the later years, core instructional needs continue to be met through stable full-time faculty engagement, supporting program sustainability, instructional continuity, and student success.

RECOMMENDATIONS:

1. Continue to monitor percentage of AS Core Pathway courses instructed by part-time instructors
2. Recruit full-time professional Faculty to lead programs and instruction.

3. Align faculty resources with enrollment trends.
4. Consider cross-training or shared appointments within STEM and Applied Sciences to maintain curriculum coverage and reduce overreliance on part-time faculty.

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

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
ASCC-Astronomy	Applied Sciences	2														
	STEM	1	2		2	1		3			2			3		
ASCC-Biological Sciences/Biology	Natural Sciences	1			1			1		1						
	Nursing, Health & STEM	1						1						1		
	STEM	7			8			6			5			5		
ASCC-Health Information Management	--Health Info Mgt & Allied H.			1												
	Applied Sciences	1	1		1	1		1								
	Business	2	2	1	2	2	1	1	2	1	1	2	1	1	2	1
	Business & Public Service	1		1	1					2			2			
	Nursing			1			2			1			1			1
	STEM	3	1		3	1		3	1		3	2		3	3	
ASCC-Health/Physical Education	Education	3	1	1	2	2		3			3	3		3	3	
	Education, Math & Applied Sci	2	1		3	1		2	1							
	STEM	3			3			3			3			3		
ASCC-Human Services	Business		1			1			2			2			1	
	Business & Public Service	2	2	1	2	2	1	2	2	2	2	2				
	Professional Studies	3	4	1	3	4	1	3	4	1	5	3	1	4	4	1
	School Bus & Professio Studies							1			1			1		
ASCC-Mathematics	--Undeclared Department									1						
	Applied Sciences	3	1		1	1		1		1						
	STEM	3	5		5	4		4	4		3	4		5	5	
ASCC-Nursing Interest	--Undeclared Department									1						
	Applied Sciences		1			1				1						
	Business											1			1	
	Business & Public Service	2	1		2	1	1	2	1	1	2	1				
	Professional Studies	2	1	1	2		1	2	1	1	3	1	1	2	2	1
	STEM	8	3		10	3		8	2		8	2		7	3	
ASCC-Pharmacy Transfer	--Undeclared Department									1						
	Applied Sciences		1			1				1						
	Natural Sciences									1						
	STEM	10	3		13	3		9	2		7	2		6	3	
ASCC-Physics	--Undeclared Department									1						
	Applied Sciences	3	1		1	1		1		1						
	STEM	5	5		7	4		6	3		5	2		7	3	
Overall Program		35	19	7	34	19	5	32	15	10	26	17	5	26	17	3

ASCC- Astronomy- During the five-year review period, approximately 81.3% of faculty supporting the program held a terminal degree, while 18.8% held a nonterminal degree.

ASCC- Biological Sciences/Biology- During the five-year review period 97.78% of faculty supporting the program held terminal degree while 2.2% held a non-terminal degree.

ASCC- Health Information Management- During the five-year review period, approximately 42.2% of faculty supporting the program held a terminal degree, while 31.25% held a nonterminal degree. Of concern is that the degree status of 26.5% of faculty was unknown.

ASCC- Health/Physical Education- During the five-year review period, approximately 73.5% of faculty supporting the program held a terminal degree, while 24.5% held a nonterminal degree.

ASCC- Human Services- During the five-year review period, approximately 40.3% of faculty supporting the program held a terminal degree, while 47.2% held a nonterminal degree. The degree status of 12.5% of faculty was unknown.

ASCC- Mathematics-During the five-year period under review, approximately half of faculty supporting the program held a terminal degree. However, the proportion of faculty with a terminal degree was on average 69%

ASCC- Nursing Interest- During the five-year review period, approximately 62.5% of faculty supporting the program held a terminal degree, while 27.4% held a nonterminal degree. The degree status of 10% of faculty was unknown.

ASCC- Pharmacy Transfer- During the five-year review period, approximately 62.5% of faculty supporting the program held a terminal degree, while 27.4% held a nonterminal degree. In 2023, the degree status of 27% of faculty teaching that year was unknown.

ASCC- Physics- During the five-year review period, approximately 64.8% of faculty supporting the program held a terminal degree, while 35.2% held a nonterminal degree.

Analysis: Across the five-year review period, the ASCC was supported primarily by terminally degreed faculty, demonstrating strong compliance with credentialing expectations and institutional standards for faculty qualifications. Overall program totals indicate that terminally degreed faculty consistently outnumbered non-terminally degreed faculty in each year of the review period, with terminal degree counts ranging from 35 to 26.

While a gradual decline in the total number of faculty supporting the program is evident over the review period, this decrease occurred across both terminally and non-terminally degreed faculty and aligns with previously noted reductions in faculty assignments and part-time staffing. Importantly, the proportion of terminally degreed faculty remained strong, particularly within STEM, Applied Sciences, and Natural Sciences departments, which deliver the majority of ASCC coursework.

High-enrollment pathways such as ASCC–Nursing Interest, ASCC–Biology, and ASCC–Physics consistently demonstrated substantial terminally degreed faculty representation, especially within STEM disciplines. These pathways showed stable credentialing patterns year over year, supporting academic rigor and transfer readiness. Smaller or more specialized pathways (e.g., Astronomy, Pharmacy Transfer) exhibited some variability in credentialing totals; however, faculty assignments remained appropriate relative to enrollment demand and course offerings.

Non-terminally degreed faculty continued to play a supportive instructional role throughout the review period, particularly in professional and interdisciplinary areas, while remaining within acceptable credentialing guidelines. The presence of a small number of faculty with unknown credential status (11%) declined in later years, reflecting improved tracking and documentation of faculty qualifications.

Overall, the data indicate that the ASCC has maintained a well-qualified faculty profile throughout the review period, with terminally degreed faculty providing the primary instructional support for required coursework. This sustained emphasis on faculty credentials supports program quality, accreditation expectations, and student learning outcomes.

Recommendations:

1. Prioritize recruitment and retention of terminally degreed faculty.
2. Improve documentation and credential tracking for all faculty.
3. Regularly review credential compliance by discipline.
4. Conduct a workload and enrollment analysis to determine the long-term impact of reduced faculty assignments and part-time staffing.
5. Ensure non-terminally degreed faculty are teaching in appropriate professional and interdisciplinary areas while maintaining compliance with institutional guidelines.
6. Provide professional development pathways toward terminal degree attainment when feasible.

Amount of Sponsored Research Funding

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AS CC	\$500	\$0	\$0	\$0	\$0
Overall Program	\$500				

Amount of Other External Funds

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AS CC	\$0	\$0	\$25,000	\$25,000	\$0
Overall Program	\$50,000				

Number of Peer-Reviewed Publications

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AS CC	6	5	1	15	0
Overall Program	27				

Number of Faculty Research Fellowships

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AS CC	0	0	0	0	0

Overall Program	0				
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Number of Academic Conference Presentations

	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
AS CC	28	26	23	24	1
Overall Program	102				

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

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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
Randy Brookins	0	0	1 (book chapter)	1	0	0	0
Alan Burstein	5	0	0	10	0	7	0
Amanda Duffus	18	18	15	16	0	13	4
Christy Flatt	1	1	0	9	15	60	0
Anna Higgins-Harrell	4	0	0	0	0	0	2
Barry Kicklighter	0	0	0	0	0	29	0
Jeff Knighton	2	1	0	6	0	18	0
Cathy Lee	4	4	4	10	0	28	0
Linda Hyde	0	0	0	0	0	28	0
Inez Jones	2	1	1	2	0	25	3
Joseph Jones	1	0	5	0	2	0	0
Joe Mayo	0	0	9	4	0	0	0
Jane-Marie McKinney	0	0	0	0	0	11	7
Cori Newton	2	2	1	9	0	3	0
Lynn Rumpfelt	0	0	0	0	0	5	0
Anne Sanders	1	1	1	0	0	13	0
Richard Schmude	2	2	21	48	0	22	2
Theresa Stanley	0	0	0	5	0	2	0

Jessica Traylor	0	0	0	5	0	0	0
Ryran Traylor	0	0	0	10	0	26	0

Program Quality Narrative:

The Associate of Science Core Curriculum (ASCC) demonstrates overall moderate to strong program quality, supported by well-prepared students and consistent academic achievement. Incoming students across pathways exceed minimum admission requirements for GPA and standardized metrics, and a relatively low proportion require Learning Support, indicating solid academic readiness. Student outcomes further reinforce program quality, with average graduating and major GPAs consistently above 3.0 across most pathways. Student satisfaction data also reflect positive perceptions of instructional quality, particularly faculty effectiveness, though concerns related to course availability, scheduling, and advising access suggest areas impacting the overall student experience.

Instructionally, the program maintains stable course offerings and a strong reliance on full-time, terminally degreed faculty, which supports academic rigor and continuity. Foundational courses consistently demonstrate strong enrollment and near-capacity utilization, while flexible delivery methods—particularly online offerings—enhance accessibility. However, the program exhibits an imbalance in course distribution, with upper-level and required courses offered inconsistently or at low enrollment levels. This pattern, coupled with under-enrollment in advanced coursework, suggests progression challenges that may hinder timely degree completion. Faculty resources remain a strength overall, though overreliance on part-time faculty in certain pathways and a decline in total faculty numbers may contribute to scheduling limitations.

Despite strong academic outcomes, the program faces challenges related to declining enrollment in several pathways, uneven graduation rates, and limited progression into advanced coursework. Some programs report years with no graduates, highlighting potential structural or advising barriers. Additionally, enrollment declines in pathways such as Health Information Management and Biological Sciences raise concerns about program demand and visibility. Overall, the ASCC program reflects solid academic quality and instructional strength, but improvements in course sequencing, enrollment management, advising access, and pathway sustainability are needed to enhance program effectiveness and support long-term student success.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

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Student Numbers - Overall Credit Hours at Program Declaration

Program Title Majr	Overall hours	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
ASCC-Astronomy	0 Hours		1	2	1	2
	31-60 Hours				1	
ASCC-Biological Sciences/Biology	0 Hours	54	38	34	30	27
	1-30 Hours	42	32	22	23	19
	31-60 Hours	12	8	7	8	18
	61-90 Hours	10	12	9	7	4
	91-120 Hours	2	2			1
	121 or More Hours	2	1			
ASCC-Health Information Management	0 Hours	7	5	4	3	2
	1-30 Hours	13	11	6	3	4
	31-60 Hours	7	8	2	2	1
	61-90 Hours	8	3	2		
	91-120 Hours	1	1	1	1	
	121 or More Hours	1	1	1		
ASCC-Health/Physical Education	0 Hours	26	28	22	27	15
	1-30 Hours	17	17	18	20	15
	31-60 Hours	1	3	3	2	4
	61-90 Hours		2	1	4	3
ASCC-Human Services	0 Hours	7	6	4	3	6
	1-30 Hours	9	10	7	10	7
	31-60 Hours	11	4	8	8	8
	61-90 Hours	7	3	5	6	7
	91-120 Hours	1	2	1		2
	121 or More Hours	1		2	1	
ASCC-Mathematics	0 Hours	7	5	7	9	3
	1-30 Hours	4	1	1	4	5
	31-60 Hours	1	4	4	1	1
	61-90 Hours				1	1
ASCC-Nursing Interest	0 Hours	379	335	330	329	317
	1-30 Hours	184	162	162	171	193
	31-60 Hours	104	79	72	85	82
	61-90 Hours	44	43	36	33	22
	91-120 Hours	12	17	22	11	12
	121 or More Hours	17	18	14	11	14
ASCC-Pharmacy Transfer	0 Hours	6	4	5	5	5
	1-30 Hours	9	8	7	6	1
	31-60 Hours	1	3	2	1	1
	61-90 Hours		1	2	1	
	91-120 Hours		1	1		
	121 or More Hours	1				
ASCC-Physics	0 Hours	2	2	3	3	1
	1-30 Hours	1			1	1
	31-60 Hours		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.

ASCC- Astronomy- During the period under review, the ASCC-Astronomy pathway showed very little interest from students with only 7 students declaring the major. Given the small number of students, it is hard to determine any definite trend in the data.

ASCC- Biological Sciences/Biology- During the period of review the greatest majority of students declared the major as first time freshman. An additional majority of students either switched their major to ASCC Biological pathways or transferred to the degree program. The number of students who have declared this degree program has declined 50% for freshman and about the same for students who have switched or transferred. This reduction is significant and needs to be addressed.

ASCC- Health Information Management- Over the review period, ASCC–Health Information Management demonstrates a gradual decline in student enrollment across most credit-hour categories, particularly at the entry and mid-program levels. While upper-division enrollment remains stable, the decreasing pipeline of early-stage students may affect long-term program sustainability. It is important to note that this pathway is currently in a teach-out phase and is no longer accepting new students. As a result, the observed enrollment declines are expected and align with the program’s planned phase-out. The remaining enrollment distribution reflects students at various stages completing degree requirements rather than new student pipeline development.

ASCC- Health/Physical Education- Over the review period, ASCC–Health/Physical Education shows moderate fluctuations in enrollment across credit-hour categories, with a noticeable decline in the most recent year.

ASCC- Human Services- The distribution of credit hours within ASCC--Human Services from review period indicates that the largest concentration of students consistently falls within the 1–30 and 31–60 credit hour ranges, suggesting steady enrollment among early- to mid-program students. The 0-hour category fluctuates modestly, likely reflecting newly admitted or inactive students. Enrollment in the 61–90 hour range remains moderate but variable across the review period, while the 91–120 and 121+ hour categories consistently show the lowest numbers, indicating fewer students progressing into upper-division or completion-level status.

ASCC- Mathematics- The majority of students (62%) declare their major at the very start of their studies (0 credit hours). While this peaked in AY 2023/24 with 9 students, there was a notable decline to 3 students in the most recent AY 2024/25 cycle. Declarations in the 1–30 hour range have remained steady, showing a recent uptick to a five-year high of 5 students in AY 2024/25. Declarations in the 31–60-hour range peaked significantly between 2021 and 2023 but have since stabilized at a lower rate (1 per year). Historically, students did not declare this major late in their degree progress. However, AY 2023/24 and AY 2024/25 cycles saw the first instances of students declaring after surpassing 60 credit hours, suggesting an increase in internal transfers or returning students. The program is successfully capturing "true" freshmen (0 hours), but the AY 2024/25 data suggest a shift. For the first time, declarations from students with existing credits (1–90 hours) outnumbered those with zero credits, indicating the program is increasingly drawing from the existing student body rather than just new enrollments.

ASCC- Nursing Interest- ASCC–Nursing Interest remains one of the highest-enrolled pathways over the review period, with strong representation across all credit-hour categories. Enrollment among students with 0 credit hours shows a gradual decline (16.4%), indicating a modest reduction in new student entry over time. It is important to note that all incoming students who express interest in nursing are placed into the Nursing Interest pathway until they are formally admitted into the Nursing program. This includes first-time students as well as transfer students bringing in previously earned credit hours; this explains the high number of students who declare the major at higher credit hours. As a result, enrollment in this pathway reflects the full pre-admission nursing population rather than students progressing through a traditional stand-alone degree sequence.

ASCC- Pharmacy Transfer- The data presented in the chart shows a developing academic pathway characterized by early growth, a mid-period decline, and eventual stabilization. The document charts the eb and flow of the program from 2021 to 2025. The visual trend clearly shows a rise in transfer performance in the initial period, corresponding to an increase from 14 students in 2021 to 17 in 2022. This early upward trajectory is followed by a decline to 14 students in 2023, then a more substantial reduction to 9 students in both 2024 and 2025, a pattern consistent with the pronounced dip in the graph. Such a decrease likely reflects temporary disruptions within the transfer pipeline, potentially linked to changes in admissions requirements, prerequisite sequencing, student preparedness, curriculum structure, advising capacity, or broader external factors affecting academic progression. Despite this decline, the overall trend suggests normal variability commonly observed in specialized transfer pathways, especially those with relatively small annual cohorts that are more sensitive to even modest fluctuations in enrollment or institutional processes.

ASCC- Physics- During the period under review, the ASCC-Physics pathway showed very little interest from students with only 15 students declaring the major. Given the small number of students, it is hard to determine any definite trend in the data except that it consistently draws about three majors per fiscal year with most declaring the major at 0 credit hours.

Recommendations:

1. Strengthen early-stage recruitment and retention.
2. Develop structured mid-program advising checkpoints and academic support resources to ensure students maintain progress toward degree completion and prevent mid-program attrition.
3. Conduct program-level reviews of declining or small pathways to assess viability and sustainability.
4. Monitor transfer and returning student trends.
5. Use enrollment trend data to inform faculty allocation, course scheduling, and resource prioritization.

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
ASCC-Astronomy	268	180	156	152	164
ASCC-Biological Sciences/Biology	1,992	1,864	1,488	1,276	1,132
ASCC-Health Information Management	3,823	3,656	3,320	3,724	3,516
ASCC-Health/Physical Education	3,436	2,771	3,191	3,274	3,321
ASCC-Human Services	4,710	4,284	5,244	4,644	3,996
ASCC-Mathematics	1,444	1,464	1,215	1,007	1,097
ASCC-Nursing Interest	5,552	5,159	4,725	4,748	4,445
ASCC-Pharmacy Transfer	2,535	2,568	1,904	1,727	1,595
ASCC-Physics	1,915	1,889	1,751	1,591	1,604

Faculty workload, as measured by the number of credit hours taught across ASCC pathways, reflects overall enrollment demand and student interest trends during the review period. The ASCC-Nursing Interest pathway consistently accounted for the highest instructional workload each year, indicating sustained student demand despite a gradual decline from 5,552 credit hours in 2021 to 4,445 in 2025. Similarly, ASCC-Human Services, ASCC-Health/Physical Education, and ASCC-Health Information Management maintained high and relatively stable credit hour production across the review period, demonstrating consistent enrollment and instructional need.

Several pathways experienced moderate declines in credit hours taught, including ASCC-Biological Sciences/Biology (43.2%), ASCC-Mathematics (24%), and ASCC-Pharmacy Transfer (37%). These decreases align with broader enrollment fluctuations and shifting student pathway selections rather than abrupt changes in

instructional capacity. Notably, ASCC-Biological Sciences/Biology showed a steady reduction in credit hours (43.2%) over the period, while ASCC-Mathematics and ASCC-Physics remained comparatively stable with only modest variation.

Smaller pathways, such as ASCC-Astronomy, exhibited lower overall credit hour production with some year-to-year variability, which is expected given limited cohort sizes. Overall, faculty workload across the ASCC demonstrates appropriate alignment with student demand, with instructional resources effectively concentrated in high-enrollment pathways while maintaining coverage across lower-enrollment disciplines. The data suggest that faculty workload has been managed strategically to support program sustainability and instructional effectiveness throughout the review period.

Recommendations:

1. Sustain support for high-demand pathways.
2. Evaluate causes of decline in Biological Sciences/Biology, Mathematics, and Pharmacy Transfer Pathways.
3. Adjust course scheduling, such as reducing low-enrollment sections, to promote efficient faculty workload distribution.
4. Maintain adequate full-time faculty presence to ensure continuity, advising support, and program leadership.
5. Explore cross-listing opportunities, shared general education offerings, or integration into broader STEM initiatives to stabilize enrollment and optimize faculty workload without reducing academic offerings (Astronomy & Physics pathways).
6. Monitor the Nursing Interest pathway trends carefully.

Standard Faculty Workload for Degree Program

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AS CC	AY2020-21	AY2021-22	AY2022-23	AY 2023-24	AY 2024-25
Bernard Anderson	29	29	30	23	25
James Awbrey	39	36	30	18	N/A
Pamela Bell	30	30	9	N/A	N/A
Mark Brinkman	24	24	24	28	N/A
Randy Brookins	N/A	15	24	27	36
Alan Burstein	24	24	24	30	30
Kelly Carter	33	33	33	36	24
Candace Carroll	35	30	41	38	32
Geoffrey Clement	15	33	27	34	29
Jan Drake-Scheuerman	N/A	N/A	N/A	N/A	30
Amanda Duffus	24	18	27	26	12
Cristina Fermin-Ennis	28	27	N/A	N/A	N/A
Christy Flatt	24	30	30	30	30
Allen Fuller	30	25	34	30	29
John George	27	24	31	30	30
Jason Gilmore	35	N/A	N/A	N/A	N/A
Anna Higgins-Harrell	6	6	12	9	21
Linda Hyde	24	27	28	30	19.5
Brent Johnson	27	21	21	18	6
Inez Jones	30	24	24	31.5	42
Joseph Jones	6	26	18	19	24
Barry Kicklighter	6	3	6	30	36
Jeff Knighton	N/A	N/A	24	30	18
Cathy Lee	36	24	28	40	48
Orville Lindstrom	30	32	24	33	29
Joe Mayo	24	18	12	6	N/A
Jane-Marie McKinney	27	27	24	30	36
Cori Newton	25	24	25	34.5	28
Andy Osborne	28	27	N/A	29.5	31
Beth Pollock	27	N/A	N/A	N/A	N/A
Sanjay Prabhakar	24	N/A	N/A	N/A	N/A
Derrick Ross	N/A	12	24	30	N/A

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Lynn Rumfelt	9	12	12	12.5	32
Anne Sanders	20	20	24	36	37
Autumn Schaffer	24	21	15	N/A	N/A
Richard Schmude	24	27	20	30	31
Claudia Sliwinski	28	27	28	24.5	30
Theresa Stanley	24	24	24	36	31.5
Jessica Traylor	30	27	27	30	N/A
Ryran Traylor	15	18	24	36	36
Trisha Walker	28	N/A	N/A	N/A	N/A
Katherine Webster-Neal	27	N/A	N/A	N/A	N/A
Jalen Williams	N/A	N/A	N/A	N/A	15
Marwin Zabdawi	13	32	29	34	30
Overall Program	959	857	837	959.5	870

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 Core Curriculum 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. AY 2020/21 and AY 2023/24 reflected the highest total instructional workload during the review period at 959 credit hours. Notably, total workload in subsequent years decreased by less than 10%, indicating relative stability in faculty teaching demands following these peak periods.

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 Majr	2021	2022	2023	2024	2025
within Program	ASCC-Astronomy	5	3	3	2	3
	ASCC-Biological Science..	9	9	9	5	6
	ASCC-Health Information..	10	9	8	8	7
	ASCC-Health/Physical E..	3	3	3	3	3
	ASCC-Human Services	13	13	15	14	10
	ASCC-Mathematics	12	11	10	7	10
	ASCC-Nursing Interest	19	21	19	18	15
	ASCC-Pharmacy Transfer	14	17	13	9	9
	ASCC-Physics	14	13	11	7	10
	Total	47	44	44	36	35
outside of Program	ASCC-Health Information..	5	5	4	4	4
	ASCC-Health/Physical E..	8	8	6	6	6
	ASCC-Human Services	1	1	2	2	1
	ASCC-Mathematics			1		
	ASCC-Nursing Interest			1	1	1
	ASCC-Pharmacy Transfer			1		
	ASCC-Physics			1		
	Total	14	14	13	12	11

ASCC- Astronomy- During the period under review, the number of faculty supporting the ASCC-Astronomy program has been consistent across all fiscal years and all faculty have come from within the academic unit.

ASCC- Biological Sciences/Biology- During the period under review, the number of faculty was consistent for years 2020-2021, 2021-2022, and 2022-2023 then decreased by approximately 45% in academic year 23-24 and 33.3% in academic year 24-25. Reduction of faculty was due to retirement. Due to reduced enrolled students, new faculty were not hired to replace those who had retired.

ASCC- Health Information Management- During the five-year review period, the ASCC Health Information Management program experienced a consistent decline in the number of supporting faculty contributing to the program's curriculum, both within the program and from related disciplines that support required coursework. This decline corresponds with the program's deactivation and transition into a teach-out phase, during which course offerings and faculty involvement were gradually reduced as the program moved toward completion. As a result, fewer faculty were needed to support the remaining courses required for currently enrolled students to finish the program.

ASCC- Health/Physical Education- During the five-year review period, the ASCC Health/Physical Education program relied heavily on instructional support from faculty outside of the program's primary department. The number of supporting faculty from other academic areas consistently exceeded the number of faculty housed within the program itself. Overall, approximately 69% of the faculty contributing to courses within the pathway were from outside the department, reflecting the interdisciplinary nature of the curriculum and the program's dependence on coursework offered by multiple academic units.

ASCC- Human Services- During the five-year review period, the ASCC Human Services program was supported primarily by faculty within the program's home department. The number of supporting faculty housed within the program consistently exceeded those from outside academic areas. Overall, approximately 90% of the faculty contributing to courses within the pathway were departmental faculty, indicating that the program's curriculum and instructional needs were largely sustained internally, with minimal reliance on faculty from other disciplines.

ASCC- Mathematics- During the five-year review period, faculty supporting the ASCC-Mathematics degree program were analyzed both within the department and from contributors outside the academic unit. The data reflects a stable core faculty base, with only minor fluctuations observed in 2024, indicating consistent instructional capacity and program continuity.

ASCC- Nursing Interest- During the period under review, the number of faculty supporting the ASCC-Nursing Interest program has been consistent across all fiscal years, and the majority of faculty (96.8%) have come from within the academic unit. This data indicates that the program's curriculum and instructional needs were largely sustained internally, with minimal reliance on faculty from other disciplines.

ASCC- Pharmacy Transfer- During the five-year review period, the ASCC Pharmacy Transfer program experienced an overall decline in the number of faculty supporting the program, including both faculty within the program's department and those from other academic areas. The program was supported by 14 faculty members in AY 2020/21, which increased to 17 in AY 2021/22 before declining steadily to a total of 9 faculty by AY 2024/25. Despite this overall decrease, the majority of supporting faculty throughout the review period were housed within the program's department. In AY 2022/23, for example, only one faculty member supporting the program was from outside the department, indicating that instructional responsibility was largely maintained internally.

ASCC- Physics- During the period under review, the number of faculty supporting the ASCC-Physics pathway has varied significantly. This is due to a lack of key faculty to teach specific courses within the program that has been resolved. It is important to note that almost all faculty (98.2%) came from inside the program during the period under review.

Recommendations:

1. Maintain core internal faculty strength.
2. Monitor and respond to faculty reductions.
3. Consider strategic scheduling or faculty sharing across pathways to optimize course coverage without overburdening individual instructors.

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	%
ASCC-Astronomy	4	50.0%	4	50.0%	3	75.0%	1	25.0%	4	100.0%			3	100.0%			5	100.0%		
ASCC-Biological Sciences/Biology	21	87.5%	3	12.5%	19	82.6%	4	17.4%	11	64.7%	6	35.3%	13	86.7%	2	13.3%	14	87.5%	2	12.5%
ASCC-Health Information Management	31	72.1%	12	27.9%	33	76.7%	11	25.6%	33	82.5%	7	17.5%	33	78.6%	9	21.4%	30	76.9%	9	23.1%
ASCC-Health/Physical Education	22	59.5%	15	40.5%	22	62.9%	13	37.1%	29	72.5%	11	27.5%	32	76.2%	10	23.8%	33	82.5%	7	17.5%
ASCC-Human Services	16	30.2%	37	69.8%	15	28.3%	38	71.7%	11	18.3%	49	81.7%	24	44.4%	30	55.6%	24	55.8%	19	44.2%
ASCC-Mathematics	19	70.4%	8	29.6%	17	73.9%	6	26.1%	18	85.7%	3	14.3%	16	88.9%	2	11.1%	19	90.5%	2	9.5%
ASCC-Nursing Interest	41	70.7%	17	29.3%	39	66.1%	20	33.9%	38	67.9%	18	32.1%	46	82.1%	10	17.9%	42	84.0%	8	16.0%
ASCC-Pharmacy Transfer	25	80.6%	6	19.4%	23	71.9%	9	28.1%	19	79.2%	5	20.8%	20	87.0%	3	13.0%	22	95.7%	1	4.3%
ASCC-Physics	26	76.5%	8	23.5%	23	79.3%	6	20.7%	24	92.3%	2	7.7%	22	95.7%	1	4.3%	24	96.0%	1	4.0%

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

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

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

ASCC- Astronomy- Over the period under review, courses were taught by a variety of types of faculty that have changed significantly. In FY 21, only 50% of the faculty teaching in the program were full-time faculty. By FY 25, 100% of the faculty teaching in the program are now full-time faculty. Although the number of faculty overall declined during the period from 8 to 5, all courses are now taught by full-time faculty only.

ASCC- Biological Sciences/Biology- Over this review period, in each academic year except 2022-2023 the percentage of teaching of classes by full-time faculty was greater than 82% and percentage of classes taught by part-time faculty was 12-17%. The exceptional year of 2022-2023 did have a decrease in full time faculty teaching class to 64.7% and an increase in part-time faculty teaching class to 35%. This change returned to the numbers of full time and part time faculty percentages in the two academic years that followed. It has been maintained that a high percentage of our classes are taught by full-time and fully committed faculty dedicated to their profession.

ASCC- Health Information Management- Over the review period, instructional delivery was primarily supported by full-time faculty, who taught an average of 77% of course sections, indicating strong instructional continuity. The proportion of courses taught by full-time faculty increased steadily from 2021 through 2023,

peaking at 82.5%, which reflects enhanced program stability during that period. Although the percentage of full-time faculty declined modestly in 2024 and 2025, full-time faculty continued to teach the clear majority of courses, maintaining consistent instructional support.

ASCC- Health/Physical Education- Over the review period, instructional delivery was predominantly supported by full-time faculty, who taught an average of 71% of course sections, reflecting a stable and consistent instructional model. The proportion of courses taught by full-time faculty increased steadily throughout the period, culminating in a high of 82.5% in 2025. This upward trend demonstrates strengthened faculty capacity and enhanced instructional continuity, supporting program quality and long-term sustainability.

ASCC- Human Services- Over the review period, instructional delivery within the program was largely supported by part-time faculty, who taught an average of 64.5% of all course sections. This reliance on part-time instructors reflects the program's need for scheduling flexibility and subject-matter expertise across offerings. Notably, staffing patterns began to shift in 2024, when the distribution between full-time and part-time faculty narrowed to an 11.2% difference, indicating movement toward a more balanced instructional model. By 2025, this trend continued, with full-time faculty teaching a greater proportion of course sections than part-time faculty. This shift suggests increased program stability, enhanced continuity for students, and strengthened capacity for sustained curriculum development, assessment, and student support.

ASCC- Mathematics- Over the review period, the instructional delivery revealed a shift in course distribution between full-time (FT) and part-time (PT) faculty within the program over the last five academic years. The data shows a decisive trend toward a full-time-led instructional model. Since 2021, the percentage of classes taught by full-time faculty has increased by over 20%, reaching a peak of 90.5% in 2025. The department has significantly scaled back its part-time workforce, dropping from 8 instructors in 2021 to just 2 in 2025. While the total number of full-time faculty has fluctuated slightly (low of 16, high of 19), they are covering a much larger share of the total course load.

ASCC- Nursing Interest- Over the review period, the majority of course sections were taught by full-time faculty (74%), indicating strong instructional continuity relative to part-time faculty (26%). Although the proportion of full-time faculty experienced a modest decline of less than 5% between 2021 and 2023, this decrease was temporary. A substantial rebound of 16% in 2024, sustained again in 2025, reflects improved faculty stability and strengthened instructional capacity, supporting the program's ability to maintain quality and consistency in course delivery.

ASCC- Pharmacy Transfer- Over the review period, instructional delivery was predominantly supported by full-time faculty, who taught an average of 83% of course sections, reflecting a stable and consistent instructional model. The percentage of courses taught by part-time faculty had a slight increase in 2022, before consistently decreasing each subsequent year. In 2025, only 4.3% of courses were taught by part-time faculty.

ASCC- Physics- During the period under review, the number of faculty teaching courses in the ASCC-Physics pathway has declined from 34 to 25. However, the number of courses taught by full-time faculty consistently increased from 76.5% to 96%. This upward trend indicates an increase in instructional stability and support for all courses within the curriculum.

Recommendations:

1. Prioritize full-time faculty for core courses while strategically using part-time faculty for specialized or elective courses.

- 2. Monitor and manage utilization of part-time faculty. While part-time faculty provide flexibility and specialized knowledge, excessive reliance can undermine consistency in curriculum delivery.
- 3. Ensure part-time instructors complement rather than substitute core instructional staff.
- 4. Annually review faculty distribution to ensure that instructional capacity aligns with enrollment trends and program goals.
- 5. Leverage full-time faculty to strengthen student outcomes.

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

			2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025		
Program Title	Majr	Department	Advisor	Students in Program	%	Students in Program	%	Students in Program	%	Students in Program	%
ASCC-Astronomy	Null		Jones, Sarah							1	50.0%
			Wilcox, Charles R			1	50.0%	1	50.0%		
	STEM Student Success Center		Rumfelt, Lynn L				1	50.0%			
			Dennis, Sanford D	1	100.0%	1	50.0%				
			Gibson, Joanna S							1	50.0%
Grand Total				1	100.0%	2	100.0%	2	100.0%	2	100.0%

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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	%	
ASCC- Biological Sciences/ Biology	Null	Estrella, Kandice							6	8.8%			
		Gates, Natasha					1	1.4%	3	4.4%			
		Jacobs, Cynthia	31	25.4%	20	21.5%	16	22.2%	8	11.8%	5	7.2%	
		Jones, Sarah									26	37.7%	
		Oliver, Jerry			2	2.2%							
		Schutz, Chandler									3	4.3%	
		Wilcox, Charles R					4	5.6%	10	14.7%	3	4.3%	
	--Undeclared Department	Ellington, Sarah M	1	0.8%									
	Applied Sciences	Karmakar, Satyajit	1	0.8%									
	Arts & Humanities	Venus, Wesley C					1	1.4%					
		Whitelock, Edward J	1	0.8%	1	1.1%							
	Business	Johnson, Brenda E									1	1.4%	
	Business & Public Service	Webb, Brian M	1	0.8%	1	1.1%							
	Education	Calhoun, Valerie J	1	0.8%	1	1.1%							
	Education, Arts & Humanities	Raynie, Stephen A	3	2.5%									
	Nursing	Bishop, Samantha H						1	1.4%	1	1.5%		
		Brooker, Heather E			1	1.1%							
		Chang, Winsome R			1	1.1%							
		Chapman, Caitlin							1	1.5%	1	1.4%	
		Jackson, Annette J	1	0.8%					1	1.5%			
		Nwabuebo, Elizabeth			1	1.1%	2	2.8%	1	1.5%			
		Skinner, Christy B			1	1.1%							
		Walraven, Nancy									1	1.4%	
		White, Jeff	1	0.8%									
		Professional Studies	Flatt, Christy H							1	1.5%	1	1.4%
	Kicklighter, Barry L								1	1.5%			
	STEM	Brinkman, Mark A	5	4.1%	3	3.2%	3	4.2%	6	8.8%	1	1.4%	
		Carter, Kelly D							1	1.5%			
		Duffus, Amanda L	7	5.7%	4	4.3%	1	1.4%	2	2.9%	4	5.8%	
		Hyde, Linda L	5	4.1%	5	5.4%			1	1.5%	2	2.9%	
		Jones, Inez S	4	3.3%	2	2.2%	1	1.4%	3	4.4%	3	4.3%	
		Lee, Cathy	5	4.1%	8	8.6%	3	4.2%	4	5.9%	1	1.4%	
		Lindstrom, Orville	4	3.3%	5	5.4%							
		Newton, Cori N	8	6.6%	2	2.2%	1	1.4%	1	1.5%	2	2.9%	
		Osborne, Andrew S	3	2.5%	2	2.2%	1	1.4%	1	1.5%			
		Prabhakar, Sanjay	2	1.6%									
		Rumfelt, Lynn L	7	5.7%	9	9.7%	11	15.3%	7	10.3%	3	4.3%	
		Sanders, Anne	7	5.7%	5	5.4%	1	1.4%	1	1.5%	1	1.4%	
		Schmude, Richard W	9	7.4%	5	5.4%	4	5.6%	1	1.5%			
		Sliwinski, Claudia	2	1.6%	2	2.2%	2	2.8%	2	2.9%	2	2.9%	
Stanley, Theresa L		6	4.9%	3	3.2%	4	5.6%	3	4.4%	5	7.2%		
Walker, Trisha J		1	0.8%										
Student Success Center		Dennis, Sanford D	2	1.6%	14	15.1%							
		Gibson, Joanna S							2	2.9%	4	5.8%	
		Jones, Kaitlin					10	13.9%					
		Stuckey, Wanda M	2	1.6%									
	Sylvestre, Katherine E	6	4.9%										
	Whitelock, Katharine					6	8.3%	4	5.9%				
VP Academic & Student Affairs	Woodruff, James P	5	4.1%	2	2.2%								
	Duke, Joba									3	4.3%		
Grand Total			122	100.0%	93	100.0%	72	100.0%	68	100.0%	69	100.0%	

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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	%
ASCC-Health Information Management	Null	Jacobs, Cynthia	2	5.4%	4	13.8%	3	18.8%	1	11.1%	1	14.3%
		Jones, Sarah									1	14.3%
		Wilcox, Charles R							1	11.1%		
	--Health Info Mgt & Allied H.	Crooms, Melanie C	5	13.5%	2	6.9%						
	Business	Burstein, Alan	2	5.4%	2	6.9%	2	12.5%				
		Joshi-Beck, Prathibha V			1	3.4%						
	Business & Public Service	Awbrey, James L							1	11.1%		
	Education	Calhoun, Valerie J			3	10.3%						
	Education, Arts & Humanities	Raynie, Stephen A	1	2.7%								
	Nursing	Mills, Victoria L	25	67.6%	15	51.7%	8	50.0%	4	44.4%	2	28.6%
		Tucker, Cindy B									1	14.3%
	Professional Studies	Flatt, Christy H					1	6.3%				
		McKinney, Jane-Marie			1	3.4%						
	STEM	Stanley, Theresa L			1	3.4%						
	Student Success Center	Dennis, Sanford D	1	2.7%	2	6.9%						
Gibson, Joanna S										2	28.6%	
Jones, Kaitlin						1	6.3%					
Stuckey, Wanda M		2	5.4%									
Whitelock, Katharine						2	12.5%	2	22.2%			
	Woodruff, James P	2	5.4%									
Grand Total			37	100.0%	29	100.0%	16	100.0%	9	100.0%	7	100.0%

Comprehensive Program Review: Associate of Science Core Curriculum, AY 2021-22 to 2025-26

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	%
ASCC- Health/ Physical Education	Null	Estrella, Kandice							3	5.7%	1	2.7%
		Gates, Natasha					1	2.3%	14	26.4%	1	2.7%
		Jacobs, Cynthia	2	4.5%	1	2.0%			1	1.9%	1	2.7%
		Jones, Sarah									3	8.1%
		Oliver, Jerry			7	14.0%	1	2.3%				
		Schutz, Chandler									15	40.5%
		Wilcox, Charles R					2	4.5%	5	9.4%	2	5.4%
	--Business and Social Sciences	Howard, Anissa K			1	2.0%						
	Arts & Humanities	Perry-Stewart, Michele D	1	2.3%			1	2.3%	1	1.9%		
	Business	Traylor, Rylan R					1	2.3%	1	1.9%		
	Education	Calhoun, Valerie J	4	9.1%	6	12.0%			1	1.9%		
		Johnson, Brent E							1	1.9%	1	2.7%
		Jones, Joseph R	3	6.8%							1	2.7%
		Richards, Jeremy M			1	2.0%						
		Rogers, Jeffery J							1	1.9%		
	Education, Arts & Humanities	Raynie, Stephen A	2	4.5%								
	Education, Math & Applied Sci	Pollock, Elizabeth A	1	2.3%								
	Nursing	Capers, Bruce	8	18.2%	10	20.0%	4	9.1%	4	7.5%	2	5.4%
		Hattermann, Ally M	3	6.8%	5	10.0%	2	4.5%	6	11.3%	1	2.7%
		White, Jeff	9	20.5%	8	16.0%	8	18.2%	4	7.5%	2	5.4%
		Williams, Mary B									1	2.7%
	Professional Studies	Kicklighter, Barry L							1	1.9%		
	STEM	Lindstrom, Orville							1	1.9%		
		Osborne, Andrew S			1	2.0%						
		Zabdawi, Marwan							1	1.9%		
	Student Success Center	Dennis, Sanford D	6	13.6%	6	12.0%	1	2.3%				
		Gibson, Joanna S					1	2.3%	5	9.4%	3	8.1%
		Jones, Kaitlin					8	18.2%				
		Stuckey, Wanda M	2	4.5%								
		Whitelock, Katharine					15	34.1%	11	20.8%	9	24.3%
		Woodruff, James P	4	9.1%	12	24.0%						
Grand Total			44	100.0%	50	100.0%	44	100.0%	53	100.0%	37	100.0%

Comprehensive Program Review: Associate of Science Core Curriculum, AY 2021-22 to 2025-26

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	%
ASCC- Human Services	Null	Null			1	4.0%					2	6.7%
		Jacobs, Cynthia										
		Wilcox, Charles R							3	10.7%	5	16.7%
	Arts & Humanities	Nourizadeh, Masoud					1	3.7%				
		Perkowski, Caesar	1	2.8%								
	Business	Johnson, Brenda E	1	2.8%					2	7.1%	1	3.3%
		Joshi-Beck, Prathibha V									1	3.3%
		Traylor, Rylan R					1	3.7%				
	Business & Public Service	Awbrey, James L	10	27.8%	6	24.0%	6	22.2%	2	7.1%		
		Mayo, Joseph A	3	8.3%	1	4.0%						
		Traylor, Jessica S	2	5.6%	2	8.0%			3	10.7%		
		Webb, Brian M					1	3.7%				
	Education	Calhoun, Valerie J	3	8.3%	3	12.0%						
		Rogers, Jeffery J	2	5.6%								
		Shubitz, Scott M	2	5.6%	3	12.0%						
	Education, Math & Applied Sci	Mittelman, Rachel J	1	2.8%	2	8.0%						
		Schaffer, Autumn	1	2.8%								
	Nursing	Harrison, Melissa A							1	3.6%	1	3.3%
		Hattermann, Ally M							1	3.6%	1	3.3%
		Jackson, Annette J	1	2.8%	1	4.0%						
		Mills, Victoria L	1	2.8%								
		White, Jeff	1	2.8%	1	4.0%	1	3.7%			1	3.3%
	Professional Studies	Flatt, Christy H	2	5.6%	3	12.0%	3	11.1%	2	7.1%	5	16.7%
		Kicklighter, Barry L	1	2.8%							2	6.7%
		McKinney, Jane-Marie	4	11.1%	2	8.0%	8	29.6%	9	32.1%	10	33.3%
	School Bus & Professio Studies	Knighton, Jeffery					1	3.7%	3	10.7%	3	10.0%
		Carter, Kelly D					1	3.7%	1	3.6%		
		Stanley, Theresa L					1	3.7%				
	Student Success Center	Dennis, Sanford D	2	5.6%	1	4.0%						
		Gibson, Joanna S							1	3.6%		
		Jones, Kaitlin					1	3.7%				
		Whitelock, Katharine					2	7.4%	2	7.1%	1	3.3%
		Woodruff, James P	1	2.8%	1	4.0%						
Grand Total			36	100.0%	25	100.0%	27	100.0%	28	100.0%	30	100.0%

Comprehensive Program Review: Associate of Science Core Curriculum, AY 2021-22 to 2025-26

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	%
ASCC-Mathematics	Null	Estrella, Kandice							1	6.7%		
		Gates, Natashaia					5	41.7%	5	33.3%		
		Jacobs, Cynthia	3	25.0%			1	8.3%	4	26.7%	1	10.0%
		Jones, Sarah									4	40.0%
		Oliver, Jerry			1	10.0%						
	--Business and Social Sciences Arts & Humanities Business Education Education, Math & Applied Sci Nursing STEM Student Success Center	Schutz, Chandler									1	10.0%
		Howard, Anissa K					1	8.3%				
		Guffey, Karen A			1	10.0%						
		Joshi-Beck, Prathibha V							1	6.7%	1	10.0%
		Calhoun, Valerie J			1	10.0%						
		Henley, Mingo									2	20.0%
		Pollock, Elizabeth A	1	8.3%								
		Bishop, Samantha H					1	8.3%	1	6.7%	1	10.0%
		Anderson, Bernard A			2	20.0%	1	8.3%	2	13.3%		
		Carter, Kelly D	1	8.3%	1	10.0%						
		Fuller, Allen G	3	25.0%	3	30.0%	3	25.0%	1	6.7%		
		George, John C	1	8.3%								
		Zabdawi, Marwan	1	8.3%								
		Dennis, Sanford D	1	8.3%	1	10.0%						
		Gibson, Joanna S									1	10.0%
		Whitelock, Katharine							1	6.7%		
		Woodruff, James P	1	8.3%	1	10.0%						
Grand Total			12	100.0%	10	100.0%	12	100.0%	15	100.0%	10	100.0%

Comprehensive Program Review: Associate of Science Core Curriculum, AY 2021-22 to 2025-26

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	%
ASCC- Nursing Interest	Null	Null	7	0.9%	4	0.6%	4	0.6%	1	0.2%	7	1.1%
		Estrella, Kandice							31	4.8%	11	1.7%
		Gates, Natasha					1	0.2%	2	0.3%	1	0.2%
		Jacobs, Cynthia	46	6.2%	42	6.4%	44	6.9%	53	8.3%	54	8.4%
		Jones, Sarah									4	0.6%
		Oliver, Jerry			1	0.2%						
		Schutz, Chandler									4	0.6%
		Wilcox, Charles R					27	4.2%	126	19.7%	20	3.1%
	--History & Political Sci	Thomas, Marvin			1	0.2%						
	--Humanities	Rogan, Alcona M			1	0.2%						
	--Undeclared Department	Ellington, Sarah M									1	0.2%
	Arts & Humanities	Davis, Doug	1	0.1%								
		Guffey, Karen A	1	0.1%							1	0.2%
		McLeod, Courtney M			1	0.2%						
		Perry-Stewart, Michele D	1	0.1%	1	0.2%			1	0.2%		
	Business	Johnson, Brenda E									1	0.2%
		Traylor, Ryan R			1	0.2%					1	0.2%
	Business & Public Service	Awbrey, James L					2	0.3%				
		Mayo, Joseph A	1	0.1%	1	0.2%						
		Traylor, Jessica S	3	0.4%	1	0.2%						
		Webb, Brian M			1	0.2%	1	0.2%	1	0.2%	2	0.3%
	Education	Calhoun, Valerie J	25	3.4%	105	16.1%	31	4.9%	1	0.2%		
		Johnson, Brent E	1	0.1%	1	0.2%						
		Jones, Joseph R							1	0.2%		
		Little, Julie A									2	0.3%
		Shubitz, Scott M	1	0.1%								
	Education, Arts & Humanities	Raynie, Stephen A	2	0.3%	1	0.2%	1	0.2%			1	0.2%
	Education, Math & Applied Sci	Mahan, Michael P	1	0.1%								
		Robison, Matthew	3	0.4%								
	Humanities & Fine & Perf Arts	Sanders-Senu, LaRonda M	1	0.1%								
	Nursing	Bishop, Samantha H	29	3.9%	22	3.4%	17	2.7%	7	1.1%	7	1.1%
		Brooker, Heather E	36	4.9%	27	4.1%	2	0.3%				
		Chang, Winsome R	41	5.5%	31	4.7%			2	0.3%		
	Chapman, Caitlin							23	3.6%	30	4.7%	
	Fuller, Ashlee R							29	4.5%	31	4.8%	
	Gordon, Melissa G	38	5.1%	42	6.4%	42	6.6%	25	3.9%			
	Harrison, Melissa A	45	6.1%	38	5.8%	38	6.0%	33	5.2%	33	5.2%	
	Hattermann, Ally M							1	0.2%	2	0.3%	
	Jackson, Annette J	42	5.7%	35	5.4%	39	6.1%	37	5.8%	25	3.9%	
	Johnson, Amie					1	0.2%	31	4.8%	4	0.6%	
	Key, Jacquelyn A	46	6.2%	34	5.2%	37	5.8%	37	5.8%	24	3.8%	
	Martin, Wendy L	34	4.6%	31	4.7%	34	5.3%	35	5.5%	25	3.9%	
	Mertz, Melanie L	43	5.8%	37	5.7%	43	6.8%	36	5.6%	26	4.1%	
	Mills, Victoria L	3	0.4%	2	0.3%	1	0.2%					
	Murray-Nobles, JoAnne	38	5.1%	29	4.4%	3	0.5%					
	Nwabuebo, Elizabeth	41	5.5%	32	4.9%	28	4.4%	22	3.4%	2	0.3%	
	Pugh, Charlene S									26	4.1%	
	Skinner, Christy B	41	5.5%	30	4.6%	33	5.2%	34	5.3%			
	Stevenson, Derrica L	36	4.9%	14	2.1%							
	Tucker, Cindy B									34	5.3%	
	Walraven, Nancy							31	4.8%	21	3.3%	
	White, Jeff			1	0.2%	1	0.2%	1	0.2%			
	Williams, Mary B	44	5.9%	37	5.7%	27	4.2%	31	4.8%	24	3.8%	
	Wilson, Kelly M	52	7.0%	41	6.3%	34	5.3%	34	5.3%	20	3.1%	
	Yarbrough, Amy E			1	0.2%							
Nursing, Health & STEM	Vlchiz, Victor H											
Professional Studies	Flatt, Christy H	1	0.1%	2	0.3%	1	0.2%			1	0.2%	
	McKinney, Jane-Marie	1	0.1%							1	0.2%	
STEM	Brinkman, Mark A			1	0.2%	2	0.3%			1	0.2%	
	Carter, Kelly D									1	0.2%	
	Duffus, Amanda L			1	0.2%					2	0.3%	
	Hyde, Linda L									1	0.2%	
	Jones, Inez S					2	0.3%	1	0.2%			
	Lee, Cathy									1	0.2%	
	Lindstrom, Orville	1	0.1%	1	0.2%	1	0.2%					
	Osborne, Andrew S			1	0.2%							
	Rumfelt, Lynn L							1	0.2%	1	0.2%	
	Sanders, Anne	1	0.1%			1	0.2%					
	Stanley, Theresa L					2	0.3%	1	0.2%			
Student Success Center	Dennis, Sanford D	20	2.7%	25	3.8%	3	0.5%					
	Gibson, Joanna S					1	0.2%	10	1.6%	262	40.9%	
	Grubbs, Gay U					1	0.2%	1	0.2%			
	Jones, Kaitlin					92	14.5%	14	2.2%			
	Stuckey, Wanda M	51	6.9%	5	0.8%							
	Sylvestro, Katherine E	31	4.2%	7	1.1%							
	Whitelock, Katharine					105	16.5%	95	14.8%	31	4.8%	
	Woodruff, James P	48	6.5%	18	2.8%							
Grand Total			740	100.0%	654	100.0%	636	100.0%	640	100.0%	640	100.0%

Comprehensive Program Review: Associate of Science Core Curriculum, AY 2021-22 to 2025-26

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	%	
ASCC-Pharmacy Transfer	Null	Estrella, Kandice							1	7.7%			
		Gates, Natashaia							1	7.7%			
		Jacobs, Cynthia	1	5.9%			1	5.9%	1	7.7%			
		Jones, Sarah									5	71.4%	
		Oliver, Jerry			1	5.9%							
		Wilcox, Charles R					1	5.9%	2	15.4%			
	Business	Burstein, Alan			1	5.9%	1	5.9%					
	Education	Calhoun, Valerie J			1	5.9%							
	Education, Arts & Humanities	Raynie, Stephen A	2	11.8%	1	5.9%							
	Natural Sciences	Fermin-Ennis, Cristina	4	23.5%	3	17.6%	4	23.5%					
	Nursing	Chang, Winsome R	1	5.9%									
		Harrison, Melissa A							1	7.7%			
		Mertz, Melanie L	1	5.9%									
	STEM	Duffus, Amanda L						1	5.9%				
		Jones, Inez S			1	5.9%	1	5.9%	1	7.7%			
		Lee, Cathy	1	5.9%	1	5.9%							
		Osborne, Andrew S	4	23.5%	3	17.6%	1	5.9%					
		Rumfelt, Lynn L			1	5.9%	2	11.8%					
		Sanders, Anne					1	5.9%	1	7.7%			
		Schmude, Richard W							1	7.7%			
		Sliwinski, Claudia			2	11.8%	4	23.5%	3	23.1%	2	28.6%	
		Stanley, Theresa L	2	11.8%	1	5.9%							
	Student Success Center	Dennis, Sanford D	1	5.9%	1	5.9%					1	14.3%	
		Gibson, Joanna S											
		Jones, Kaitlin					1	5.9%					
		Whitelock, Katharine					2	11.8%	2	15.4%			
		Woodruff, James P	2	11.8%	1	5.9%							
Grand Total			17	100.0%	17	100.0%	17	100.0%	13	100.0%	7	100.0%	

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Major	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	%
ASCC-Physics	Null	Gates, Natashaia					1	33.3%	1	25.0%		
		Schutz, Chandler									1	50.0%
	Education	Calhoun, Valerie J	2	66.7%								
	STEM	Prabhakar, Sanjay	1	33.3%								
		Rumfelt, Lynn L			1	33.3%						
		Zabdawi, Marwan			1	33.3%	1	33.3%	1	25.0%		
	Student Success Center	Dennis, Sanford D			1	33.3%						
		Gibson, Joanna S							1	25.0%		
		Whitelock, Katharine					1	33.3%	1	25.0%	1	50.0%
		Woodruff, James P	1	33.3%								
Grand Total		3	100.0%	3	100.0%	3	100.0%	4	100.0%	2	100.0%	

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

Program Viability Narrative

The ASCC programs demonstrate overall moderate to strong viability, supported by high enrollment and sustained demand in key pathways such as Nursing Interest, Human Services, and Health/Physical Education, which also generate the greatest faculty workload and benefit from strong full-time, internally supported faculty. Faculty workload remains well-aligned with student demand, and the increasing reliance on full-time faculty across many programs enhances instructional stability and program quality. However, several pathways show signs of weakened viability, particularly Biological Sciences/Biology, Mathematics, and Pharmacy Transfer, which have experienced notable enrollment declines and corresponding reductions in faculty and credit hour production. Additionally, very small programs such as Astronomy and Physics have extremely low enrollment, limiting their sustainability as stand-alone pathways. While these challenges are partially offset by efficient resource management and stable core faculty in many areas, the uneven distribution of enrollment and declining student pipelines in select programs highlight the need for targeted recruitment, retention, and program restructuring efforts. Overall, the ASCC program portfolio remains viable, but its long-term sustainability will depend on strengthening lower-enrolled pathways while continuing to support high-demand programs.

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	ASCC-Biological Sciences/Biology	2	15.4%			2	15.4%	4	30.8%	2	15.4%			3	23.1%	5	38.5%	1	7.7%			3	23.1%	4	30.8%
	ASCC-Health Information Management									2	50.0%			1	25.0%	3	75.0%	1	25.0%					1	25.0%
	ASCC-Health/Physical Education			1	14.3%	1	14.3%	2	28.6%	2	28.6%	1	14.3%			3	42.9%	1	14.3%			1	14.3%	2	28.6%
	ASCC-Human Services	1	16.7%					1	16.7%	1	16.7%	1	16.7%	3	50.0%	5	83.3%								
	ASCC-Nursing Interest	3	13.0%			2	8.7%	5	21.7%	9	39.1%	2	8.7%	2	8.7%	13	56.5%	2	8.7%	1	4.3%	2	8.7%	5	21.7%
	ASCC-Pharmacy Transfer									1	50.0%					1	50.0%			1	50.0%			1	50.0%
	Total	6	11.1%	1	1.9%	5	9.3%	12	22.2%	17	31.5%	4	7.4%	8	14.8%	29	53.7%	5	9.3%	2	3.7%	6	11.1%	13	24.1%
2022	ASCC-Biological Sciences/Biology	1	6.3%	1	6.3%	1	6.3%	3	18.8%	3	18.8%			4	25.0%	7	43.8%	3	18.8%	3	18.8%			6	37.5%
	ASCC-Health Information Management	1	20.0%					1	20.0%							2	100.0%			2	40.0%	2	40.0%	4	80.0%
	ASCC-Health/Physical Education									2	100.0%					2	100.0%								
	ASCC-Human Services					1	20.0%	1	20.0%			1	20.0%			1	20.0%	2	40.0%	1	20.0%			3	60.0%
	ASCC-Nursing Interest	2	14.3%			1	7.1%	3	21.4%	8	57.1%			1	7.1%	9	64.3%			1	7.1%	1	7.1%	2	14.3%
	ASCC-Pharmacy Transfer													1	100.0%	1	100.0%								
	Total	4	9.3%	1	2.3%	3	7.0%	8	18.6%	13	30.2%	1	2.3%	6	14.0%	20	46.5%	5	11.6%	7	16.3%	3	7.0%	15	34.9%
2023	ASCC-Biological Sciences/Biology									2	50.0%					2	50.0%	1	25.0%			1	25.0%	2	50.0%
	ASCC-Health Information Management									2	66.7%					2	66.7%			1	33.3%			1	33.3%
	ASCC-Health/Physical Education														3	100.0%									
	ASCC-Human Services			1	20.0%			1	20.0%	1	20.0%			1	20.0%	2	40.0%	2	40.0%					2	40.0%
	ASCC-Mathematics									1	50.0%					1	50.0%	1	50.0%					1	50.0%
	ASCC-Nursing Interest	2	11.1%	4	22.2%	1	5.6%	7	38.9%	6	33.3%			2	11.1%	8	44.4%	2	11.1%			1	5.6%	3	16.7%
	ASCC-Pharmacy Transfer													1	100.0%	1	100.0%								
	Total	2	5.6%	5	13.9%	1	2.8%	8	22.2%	15	41.7%			4	11.1%	19	52.8%	6	16.7%	1	2.8%	2	5.6%	9	25.0%
2024	ASCC-Biological Sciences/Biology	2	25.0%					2	25.0%	3	37.5%			1	12.5%	4	50.0%			1	12.5%	1	12.5%	2	25.0%
	ASCC-Health Information Management											1	100.0%			1	100.0%							1	100.0%
	ASCC-Health/Physical Education																	1	100.0%					1	100.0%
	ASCC-Human Services													1	50.0%	1	50.0%	1	50.0%					1	50.0%
	ASCC-Nursing Interest					1	12.5%	1	12.5%	3	37.5%					3	37.5%	3	37.5%			1	12.5%	4	50.0%
	Total	2	10.0%			1	5.0%	3	15.0%	6	30.0%	1	5.0%	2	10.0%	9	45.0%	5	25.0%	1	5.0%	2	10.0%	8	40.0%
2025	ASCC-Biological Sciences/Biology	2	40.0%	1	20.0%			3	60.0%	2	40.0%					2	40.0%								
	ASCC-Health/Physical Education													1	100.0%	1	100.0%								
	ASCC-Human Services			1	12.5%	1	12.5%	2	25.0%	2	25.0%					2	25.0%	2	25.0%	1	12.5%	1	12.5%	4	50.0%
	ASCC-Nursing Interest	4	50.0%					4	50.0%	2	25.0%			1	12.5%	3	37.5%	1	12.5%					1	12.5%
	Total	6	27.3%	2	9.1%	1	4.5%	9	40.9%	6	27.3%			2	9.1%	8	36.4%	3	13.6%	1	4.5%	1	4.5%	5	22.7%

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)

ASCC- Biological Sciences/Biology- Time-to-degree data for the ASCC-Biology pathway demonstrates variability throughout the review period; a pattern largely influenced by relatively small graduating cohorts. The highest number of graduates occurred in AY 2021/22, with 16 students completing the program. Of these, 43.8% completed the degree within 3-4 years, 18.8% finished in less than two years, and 37.5% required more than four years to graduate. Following this peak, the number of graduates declined to four in AY 2022/23, increased to eight in AY 2023/24, and then decreased again to five

in AY 2024/25. In both AY 2022/23 and 2023/24, 50% of students completed the degree within 3–4 years, while in AY 2024/25, 60% of students completed the program in two years or less. These fluctuations highlight the influence of cohort size on time-to-degree trends and suggest that small annual cohorts can significantly impact program outcome metrics.

ASCC- Health Information Management- Time-to-degree data for the ASCC-Health Information Management pathway demonstrates variability across the review period, largely influenced by small graduating cohorts and the transfer-oriented nature of the degree. In 2021, most program completers (75%) graduated within 3–4 years, while 25% required more than four years, reflecting extended enrollment patterns that are common among students who change pathways or attend part-time. In 2022, completion timelines shifted, with 20% of graduates completing within two years or less and 80% taking more than four years, indicating increased variability in student progression. In 2023, outcomes improved, as 66.7% of graduates completed the degree within 3–4 years and 33.3% exceeded four years. In 2024, the sole program graduate completed the degree within the expected 3–4-year timeframe. No graduates were recorded in 2025.

ASCC- Health/Physical Education- Time-to-degree data for the ASCC-Health/Physical Education pathway indicates generally timely completion, with some year-to-year variability attributable to small cohort sizes. In 2021, student completion timelines were distributed across categories, with 28.6% (2 students) graduating in two years or less, 42.9% (3 students) completing the program within 3–4 years, and 28.6% (2 students) requiring more than four years, reflecting the flexible enrollment patterns common among pathway students. In 2022, 2023, and 2025, all program graduates (100%) completed the pathway within 3–4 years, demonstrating consistent and timely progression. In 2024, the sole graduate completed the pathway in four years or more.

ASCC- Human Services- Time-to-degree data for the ASCC–Human Services pathway indicate that, across the review period, most graduates required more than two years to complete the program. In 2021, 83.3% of graduates (5 students) completed the program in three to four years, and one student graduated in two years or less; no students exceeded four years that year. However, in each subsequent year, the majority of graduates required four or more years to complete the pathway. The highest proportion occurred in 2022, when 60% of graduates (3 students) took four or more years. The maximum number of graduates in any single year during the review period was six, reflecting a small cohort size overall. Notably, in 2024 no students completed the program in two years or less. Given that this is an associate-level pathway designed for completion within two years, the continued trend toward extended time-to-degree is an area of concern and warrants further analysis to identify potential barriers to timely completion.

ASCC- Mathematics- Data for this pathway is extremely limited, with only two graduates recorded in AY 2022/23. Of these graduates, one completed the degree within 3–4 years, while the other required more than four years to fulfill degree requirements. The small cohort size limits the ability to draw meaningful conclusions regarding time-to-degree trends or overall program outcomes.

ASCC- Nursing Interest- It is important to clarify that students who earn the ASCC Nursing Interest degree are not receiving an ASN or BSN and therefore are not eligible to sit for the nursing licensing exam. Students initially enroll in the Nursing Interest pathway and apply to the ASN or BSN program once they meet all admission requirements. Approximately 50% of students completing the AACC Nursing Interest pathway during the review period did so within 3–4 years. Notably, the number of students graduating from the Nursing Interest pathway decreased by 65% over the review period; a decline likely reflecting an increase in students successfully transitioning into the ASN or BSN programs.

ASCC- Pharmacy Transfer- Time-to-degree data for the ASCC–Pharmacy Transfer pathway is limited, with only four students graduating during the five-year review period. Of those graduates, 75% completed the pathway within three to four years. No students graduated from the program in 2024 or 2025. The

small number of completers and the absence of recent graduates limit trend analysis but suggest a need to further examine enrollment patterns, student progression, and program viability.

Recommendations:

1. Continue to collect and monitor time-to-degree data.
2. Analyze underlying factors contributing to extended time-to-degree, including part-time enrollment, transfer student needs, and course availability.
3. Implement proactive advising, milestone tracking, and early intervention strategies to support students in completing within expected timelines.

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
ASCC-Biological Sciences/Biology	13	3.9	16	4.0	4	4.3	8	3.2	5	2.1
ASCC-Health Information Management	4	4.2	5	7.7	3	4.4	1	3.0		
ASCC-Health/Physical Education	7	3.1	2	2.5	3	3.2	1	6.3	1	2.3
ASCC-Human Services	6	2.8	5	4.7	5	3.4	2	3.5	8	4.0
ASCC-Mathematics					2	5.3				
ASCC-Nursing Interest	23	3.0	14	3.2	18	2.8	8	3.8	8	2.9
ASCC-Pharmacy Transfer	2	4.0	1	3.0	1	3.3				
Total	54	3.3	43	4.2	36	3.4	20	3.6	22	3.1

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

Although the AS CC is designed for completion in two years of full-time study, the average time to graduation over the five-year review period was 3.5 years. This suggests that many students may be attending part-time, experiencing stop-out periods, changing pathways, or facing other factors that extend time-to-degree beyond the traditional two-year timeline.

ASCC- Biological Sciences/Biology- The average time to graduation over the five-year review period was 3.5 years. In AY 2024/25 the average time to graduation was 2.1 years, very close to the recommended graduation time of students in the AA CC program.

ASCC- Health Information Management- The average time to graduation over the five-year review period was 4.8 years. Of note is AY 2021/2022, in which the average time to graduation increased to 7.7 years; however, this figure is based on only five graduates and may be disproportionately influenced by the small cohort size rather than reflecting a systemic issue.

ASCC- Health/Physical Education- The average time to graduation over the five-year review period was 3.5 years. In AY 2023/2024, one student required 6.3 years to graduate; however, this reflects an individual circumstance rather than a programmatic pattern.

ASCC- Human Services- The average time to graduation over the five-year review period was 3.7 years.

ASCC- Mathematics- The data for average years to graduation is scarce. Only two students graduate from this pathway in AY 2022/2023 and the average years to graduate was 5.3.

ASCC- Nursing Interest- The AACC—Nursing Interest pathway showed the most consistent average years to graduation during the five-year review period at 3.1 years.

ASCC- Pharmacy Transfer- The average time to graduation over the five-year review period was 3.4 years, with only four total students graduating.

Recommendations:

1. Strengthen academic pathways and advising.
2. Implement structured degree audits to ensure students are on track for graduation.
3. Review and determine the need for programs with small graduating cohorts (Mathematics, Pharmacy Transfer, and Health Information Management).
4. Review course scheduling patterns to ensure required courses are offered with sufficient frequency to prevent delays in progression.
5. Gather student feedback to determine potential barriers to degree progression and completion.
6. Establish annual monitoring of time-to-degree metrics by pathway to identify emerging trends early and assess the effectiveness of implemented interventions.

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	%
ASCC-Astronomy									1	1		100.0%	2	1		50.0%	1			0.0%
ASCC-Biological Sciences/Biology	39	19	2	51.3%	35	21	2	62.9%	33	21		63.6%	28	14	1	53.6%	37	20	4	59.5%
ASCC-Health Information Management	20	8	2	45.0%	17	10		58.8%	5	1		20.0%	2	1		50.0%	4	3		75.0%
ASCC-Health/Physical Education	20	10		50.0%	27	8	1	29.6%	26	9		34.6%	35	12		34.3%	16	6	2	50.0%
ASCC-Human Services	17	11	5	76.5%	10	4	2	60.0%	12	7	3	66.7%	11	7	1	63.6%	12	9	3	83.3%
ASCC-Mathematics	7	2		28.6%	6	1		16.7%	6	3		50.0%	9	6		66.7%	5	4		80.0%
ASCC-Nursing Interest	272	160	3	59.6%	236	135	1	57.2%	293	172	1	58.7%	289	164	1	57.1%	271	174		64.2%
ASCC-Pharmacy Transfer	8	6		75.0%	10	8		80.0%	6	5		83.3%	6	3		50.0%	5	1		20.0%
ASCC-Physics	3	2		66.7%	2			0.0%	2	1		50.0%	3	1		33.3%	1			0.0%

* 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

ASCC- Astronomy- Average retention rate over the five-year review period was 50%.

ASCC- Biological Sciences/Biology- Average retention rate over the five-year review period was 58.2%.

ASCC- Health Information Management- Average retention rate over the five-year review period was 49.8%.

ASCC- Health/Physical Education- Average retention rate over the five-year review period was 39.7%.

ASCC- Human Services- Average retention rate over the five-year review period was 70%.

ASCC- Mathematics- Average retention rate over the five-year review period was 48.4%.

ASCC- Nursing Interest- Average retention rate over the five-year review period was 59.4%.

ASCC- Pharmacy Transfer- Average retention rate over the five-year review period was 61.7%.

ASCC- Physics- Average retention rate over the five-year review period was 30%.

Recommendations:

1. Implement targeted early alert systems and intrusive advising for students enrolled in the ASCC.
2. Conduct course level analyses in low retention programs (Health/Physical Education, Mathematics, and Physics).
3. Replicate effective practices from high-retention pathways.
4. Expand academic support services.

Program Productivity Narrative

The productivity of the ASCC programs reflects a moderate but uneven performance, supported by solid retention in several pathways but constrained by low graduation output and extended time-to-degree. Across the review period, the average time to graduation was 3.5 years, exceeding the expected two-year timeframe and indicating that many students attend part-time or experience delays in progression. Some programs demonstrate stronger productivity, particularly Nursing Interest, which maintained a consistent average completion time of 3.1 years and steady retention (59.4%), and Biological Sciences/Biology, which improved significantly in the most recent year with an average graduation time of 2.1 years. Additionally, when students persist, many complete within a 3–4 year window, suggesting that progression is generally effective for those who remain enrolled.

Retention data further highlights areas of strength. The Human Services program stands out as a benchmark for stability with a 70% retention rate, while Pharmacy Transfer (61.7%), Nursing Interest (59.4%), and Biological Sciences (58.2%) also demonstrate strong student persistence. These health-adjacent and career-oriented pathways likely benefit from clear professional outcomes and high student motivation, reinforcing the connection between career alignment and program productivity. Mid-range programs such as Astronomy (50%), Health Information Management (49.8%), and Mathematics (48.4%) maintain a stable core but remain at a critical threshold where targeted interventions—such as enhanced advising and early-alert systems—could significantly improve outcomes.

Despite these strengths, several indicators reveal limitations in overall productivity. Graduation numbers remain low and inconsistent across multiple pathways, particularly in Mathematics (2 graduates), Pharmacy Transfer (4 total graduates), and Health Information Management (no graduates in 2025), limiting measurable program output. Time-to-degree is also a concern in programs like Human Services, where many students take more than four years to complete, and Health Information Management, which averaged 4.8 years. Additionally, Health/Physical Education (39.7%) and especially Physics (30%) face significant retention challenges, suggesting issues related to course rigor, engagement, or program structure. These lower-performing areas may require comprehensive review of curriculum delivery, student support, and program integration to improve outcomes.

Overall, ASCC demonstrates its strongest productivity in career-technical and health-related fields, where retention and progression are more consistent. However, the program's overall productivity is tempered by small cohort sizes, inconsistent graduate output, and extended completion timelines in several pathways. While high-performing programs such as Human Services provide a model for success, broader institutional productivity would benefit from replicating these high-touch engagement and support strategies across lower-performing disciplines, particularly in STEM and physical education.

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 AS CC program by self-reported Gender, Age, and Ethnicity and percentage of all bachelor's 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	%
ASCC-Astronomy	<= 23			1	0.1%	2	0.2%	1	0.1%	2	0.3%
	> 23							1	0.1%		
ASCC-Biological Sciences/Biology	<= 23	109	11.0%	79	9.1%	65	7.9%	58	7.0%	58	7.3%
	> 23	14	1.4%	14	1.6%	8	1.0%	10	1.2%	12	1.5%
ASCC-Health Information Management	<= 23	24	2.4%	18	2.1%	9	1.1%	5	0.6%	5	0.6%
	> 23	13	1.3%	11	1.3%	7	0.9%	4	0.5%	2	0.3%
ASCC-Health/Physical Education	<= 23	41	4.1%	46	5.3%	41	5.0%	44	5.3%	27	3.4%
	> 23	4	0.4%	5	0.6%	3	0.4%	9	1.1%	10	1.3%
ASCC-Human Services	<= 23	23	2.3%	13	1.5%	19	2.3%	18	2.2%	19	2.4%
	> 23	14	1.4%	12	1.4%	9	1.1%	10	1.2%	12	1.5%
ASCC-Mathematics	<= 23	12	1.2%	6	0.7%	8	1.0%	12	1.5%	7	0.9%
	> 23			4	0.5%	4	0.5%	3	0.4%	3	0.4%
ASCC-Nursing Interest	<= 23	561	56.4%	467	53.9%	462	56.1%	483	58.6%	484	61.0%
	> 23	184	18.5%	192	22.2%	177	21.5%	159	19.3%	156	19.7%
ASCC-Pharmacy Transfer	<= 23	12	1.2%	14	1.6%	14	1.7%	11	1.3%	5	0.6%
	> 23	5	0.5%	3	0.3%	3	0.4%	2	0.2%	2	0.3%
ASCC-Physics	<= 23	3	0.3%	3	0.3%	2	0.2%	4	0.5%	2	0.3%
	> 23					1	0.1%				

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	%
ASCC-Astronomy	Female					1	0.1%			1	0.1%
	Male			1	0.1%	1	0.1%	2	0.2%	1	0.1%
ASCC-Biological Sciences/Biology	Female	95	9.5%	73	8.4%	55	6.7%	55	6.7%	49	6.2%
	Male	27	2.7%	20	2.3%	17	2.1%	13	1.6%	20	2.5%
ASCC-Health Information Management	Female	28	2.8%	22	2.5%	13	1.6%	6	0.7%	6	0.8%
	Male	9	0.9%	7	0.8%	3	0.4%	3	0.4%	1	0.1%
ASCC-Health/Physical Education	Female	9	0.9%	8	0.9%	7	0.9%	11	1.3%	10	1.3%
	Male	35	3.5%	42	4.8%	37	4.5%	42	5.1%	27	3.4%
ASCC-Human Services	Female	27	2.7%	17	2.0%	16	1.9%	22	2.7%	27	3.4%
	Male	9	0.9%	8	0.9%	11	1.3%	6	0.7%	3	0.4%
ASCC-Mathematics	Female	4	0.4%	4	0.5%	3	0.4%	4	0.5%	4	0.5%
	Male	8	0.8%	6	0.7%	9	1.1%	11	1.3%	6	0.8%
ASCC-Nursing Interest	Female	673	67.6%	593	68.5%	560	68.0%	568	68.9%	558	70.4%
	Male	67	6.7%	61	7.0%	76	9.2%	72	8.7%	82	10.3%
ASCC-Pharmacy Transfer	Female	10	1.0%	13	1.5%	15	1.8%	13	1.6%	5	0.6%
	Male	7	0.7%	4	0.5%	2	0.2%			2	0.3%
ASCC-Physics	Female					1	0.1%			1	0.1%
	Male	3	0.3%	3	0.3%	2	0.2%	4	0.5%	1	0.1%

Self-Reported Ethnicity

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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	%
ASCC-Astronomy	Black or African American					1	0.1%	1	0.1%	2	0.3%
	White			1	0.1%	1	0.1%	1	0.1%		
ASCC-Biological Sciences/Biology	Hispanic or Latino	8	0.8%	6	0.7%	1	0.1%			1	0.1%
	Asian	2	0.2%	1	0.1%					2	0.3%
	Black or African American	38	3.8%	31	3.6%	22	2.7%	24	2.9%	22	2.8%
	White	67	6.7%	51	5.9%	42	5.1%	37	4.5%	41	5.2%
	Two or more races	6	0.6%	4	0.5%	6	0.7%	5	0.6%	3	0.4%
	Unknown	1	0.1%			1	0.1%	1	0.1%		
	Native Hawaiian or Other Pacific Islander							1	0.1%		
ASCC-Health Information Management	Hispanic or Latino	2	0.2%							1	0.1%
	Black or African American	21	2.1%	18	2.1%	10	1.2%	5	0.6%	5	0.6%
	White	12	1.2%	9	1.0%	5	0.6%	4	0.5%	1	0.1%
	Two or more races	2	0.2%	2	0.2%	1	0.1%				
ASCC-Health/Physical Education	Hispanic or Latino	1	0.1%	3	0.3%	2	0.2%	3	0.4%	3	0.4%
	Black or African American	32	3.2%	33	3.8%	29	3.5%	36	4.4%	22	2.8%
	White	11	1.1%	13	1.5%	11	1.3%	11	1.3%	8	1.0%
	Two or more races			1	0.1%	2	0.2%	3	0.4%	3	0.4%
	Native Hawaiian or Other Pacific Islander									1	0.1%
ASCC-Human Services	Hispanic or Latino	1	0.1%	1	0.1%	1	0.1%	2	0.2%	1	0.1%
	Black or African American	22	2.2%	14	1.6%	14	1.7%	13	1.6%	16	2.0%
	White	12	1.2%	9	1.0%	10	1.2%	11	1.3%	11	1.4%
	Two or more races	1	0.1%	1	0.1%	2	0.2%	2	0.2%	2	0.3%
ASCC-Mathematics	Hispanic or Latino					1	0.1%	1	0.1%		
	Asian							1	0.1%		
	Black or African American	5	0.5%	4	0.5%	3	0.4%	4	0.5%	3	0.4%
	White	7	0.7%	5	0.6%	8	1.0%	8	1.0%	7	0.9%
	Two or more races			1	0.1%						
	Unknown							1	0.1%		
ASCC-Nursing Interest	Hispanic or Latino	48	4.8%	29	3.3%	30	3.6%	33	4.0%	40	5.0%
	American Indian or Alaska Native	1	0.1%								
	Asian	9	0.9%	4	0.5%	6	0.7%	8	1.0%	11	1.4%
	Black or African American	323	32.5%	291	33.6%	292	35.5%	284	34.5%	276	34.8%
	White	334	33.6%	307	35.5%	287	34.9%	285	34.6%	284	35.8%
	Two or more races	22	2.2%	22	2.5%	20	2.4%	29	3.5%	25	3.2%
	Unknown	3	0.3%	1	0.1%	1	0.1%	1	0.1%	4	0.5%
ASCC-Pharmacy Transfer	Hispanic or Latino			1	0.1%	3	0.4%	3	0.4%	1	0.1%
	Asian	1	0.1%	1	0.1%	1	0.1%	1	0.1%	2	0.3%
	Black or African American	9	0.9%	8	0.9%	4	0.5%	3	0.4%	1	0.1%
	White	6	0.6%	7	0.8%	9	1.1%	5	0.6%	2	0.3%
	Two or more races	1	0.1%							1	0.1%
	Unknown							1	0.1%		
ASCC-Physics	Black or African American	2	0.2%	1	0.1%	2	0.2%	2	0.2%	1	0.1%
	White	1	0.1%	1	0.1%	1	0.1%	2	0.2%	1	0.1%
	Two or more races			1	0.1%						

Students by Number of Hours Completed

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Student Demographics - Students by Number of Hours Completed

Program Title Majr	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	%
ASCC-Astronomy	< 60			1	0.1%	2	0.2%	2	0.2%	1	0.1%
ASCC-Biological Sciences/Biology	< 60	73	7.4%	49	5.7%	50	6.1%	42	5.1%	40	5.2%
	60 - 74	22	2.2%	13	1.5%	7	0.9%	9	1.1%	11	1.4%
	75 - 89	8	0.8%	10	1.2%	4	0.5%	6	0.7%	8	1.0%
	90 - 104	6	0.6%	8	0.9%	3	0.4%	2	0.2%	4	0.5%
	105 - 120	5	0.5%			3	0.4%	1	0.1%	3	0.4%
	> 120	7	0.7%	10	1.2%	5	0.6%	7	0.9%	3	0.4%
ASCC-Health Information Management	< 60	18	1.8%	17	2.0%	7	0.9%	6	0.7%	4	0.5%
	60 - 74	3	0.3%	3	0.3%	4	0.5%			1	0.1%
	75 - 89	7	0.7%	3	0.3%	1	0.1%	1	0.1%		
	90 - 104	1	0.1%	1	0.1%	1	0.1%	1	0.1%		
	105 - 120	1	0.1%	3	0.3%						
	> 120	6	0.6%	2	0.2%	3	0.4%	1	0.1%		
ASCC-Health/Physical Education	< 60	35	3.5%	41	4.8%	37	4.5%	44	5.4%	21	2.7%
	60 - 74	4	0.4%	3	0.3%	4	0.5%	4	0.5%	6	0.8%
	75 - 89	4	0.4%	1	0.1%			3	0.4%	1	0.1%
	90 - 104			3	0.3%	1	0.1%				
	105 - 120							1	0.1%	1	0.1%
	> 120			1	0.1%	2	0.2%			1	0.1%
ASCC-Human Services	< 60	14	1.4%	12	1.4%	8	1.0%	9	1.1%	10	1.3%
	60 - 74	3	0.3%	3	0.3%	4	0.5%	3	0.4%	1	0.1%
	75 - 89	4	0.4%	2	0.2%	4	0.5%	3	0.4%	4	0.5%
	90 - 104	3	0.3%	2	0.2%	1	0.1%	4	0.5%	6	0.8%
	105 - 120	2	0.2%	2	0.2%	4	0.5%	2	0.2%	2	0.3%
	> 120	10	1.0%	3	0.3%	6	0.7%	7	0.9%	7	0.9%
ASCC-Mathematics	< 60	10	1.0%	7	0.8%	8	1.0%	12	1.5%	7	0.9%
	60 - 74	2	0.2%	3	0.3%	4	0.5%			1	0.1%
	75 - 89							2	0.2%		
	90 - 104							1	0.1%	1	0.1%
	> 120									1	0.1%
ASCC-Nursing Interest	< 60	487	49.1%	417	48.6%	410	50.2%	437	53.3%	432	56.3%
	60 - 74	126	12.7%	118	13.8%	110	13.5%	101	12.3%	114	14.8%
	75 - 89	56	5.7%	41	4.8%	48	5.9%	44	5.4%	32	4.2%
	90 - 104	24	2.4%	22	2.6%	19	2.3%	23	2.8%	13	1.7%
	105 - 120	6	0.6%	12	1.4%	13	1.6%	8	1.0%	10	1.3%
	> 120	31	3.1%	32	3.7%	27	3.3%	21	2.6%	18	2.3%
ASCC-Pharmacy Transfer	< 60	10	1.0%	9	1.0%	10	1.2%	9	1.1%	5	0.7%
	60 - 74	1	0.1%	1	0.1%	2	0.2%	3	0.4%		
	75 - 89	1	0.1%	2	0.2%					1	0.1%
	90 - 104	1	0.1%	1	0.1%	3	0.4%				
	105 - 120	1	0.1%	1	0.1%						
	> 120	2	0.2%			1	0.1%				
ASCC-Physics	< 60	3	0.3%	3	0.3%	3	0.4%	2	0.2%		
	60 - 74							1	0.1%	1	0.1%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Bernard Anderson	MATH 1001, MATH 1111, MATH 2501	B.A., Yale University Ph.D., University of California, Berkeley	
James Awbrey	HUSV 2101, SOCI 1160	PhD-Sociology; MA- Sociology	
Pamela Bell	EDUC 2130	N/A	
Mark Brinkman	BIOL 1111K, BIOL 1112K, BIOL 1107K, BIOL 1108K	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
Alan Burstein	ACCT 2101	PhD Demography; MBA	
Candace Carroll	MATH 1001, MATH 1401	B.S., University of West Georgia M.A.T., Clayton State University	
Kelly Carter	PHED 1403, COLQ 2992, CSCI 1372, ENGR 1111	M.S. Mercer University	
Geoffrey Clement	MATH 1001, MATH 1111, MATH 1401	B.S., Emory University M.Ed., Ed.D., Georgia State University	
Dereth Drake-Scheuermann	PHYS 1111, PHYS 1112, PHYS 2211K, PHYS 2212	B.S., Longwood University M.S., Ph.D., Old Dominion University	
Amanda Duffus	BIOL 1112K, BIOL 1108K, BIOL 2295	B.Sc., Queen's University M.Sc., Trent University Ph.D., Queen Mary University of London	
Cristina Fermin-Ennis	CHEM 1211K, CHEM 1212K, CHEM 2295	PhD Wesleyan University BS from Ateneo de Manila University	
Christy Flatt	SOCI 1101, SOCI 2293	PhD Sociology; MA Sociology	

Allen Fuller	MATH 1001, MATH 1111, MATH 1113, MATH 1401, MATH 1501, MATH 1502, MATH 2501	B.S., M.S., Ph.D., Emory University	
John George	MATH 1001, MATH 1111, MATH 1113, MATH 1401, MATH 1501, MATH 1502, MATH 2201	B.A, Texas Tech University M.S., Ph.D., University of Illinois/Urbana	
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
Linda Hyde	BIOL 1107K, BIOL 1108K, BIOL 1111K	B.A., University of Delaware Ph.D., North Carolina State University	
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	
Inez Jones	BIOL 1112K, BIOL 2251K, BIOL 2252K	B.S., Albany State University MBA, Albany State University Ph.D., Clark Atlanta University	
Joseph Jones	EDUC 2110, 2120, 2130	Ph.D Teaching, Curr, & Change. U of Rochester BS Secondary Education. UAB	
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	
Cathy Lee	BIOL 1111K, BIOL 2251K, BIOL 2252K	B.S., Korea University M.S., Ph.D., University of Tennessee	
Orville Lindstrom	BIOL 1011, BIOL 1111K, BIOL 1112K	B.S., Bemidji State University M.S., Ph.D., University of Minnesota	
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	
Cori Newton	BIOL 1107K, BIOL 1111K	B.S., University of California-Davis M.A., Ph.D., University of California-Santa Barbara	
Andy Osborne	CHEM 1152, CHEM 1211, CHEM 2401K, CHEM 2402K, CHEM 2295	BS Chemistry, PhD, University of Georgia	
Beth Pollock	EDUC 2130	N/A	
Derrick Ross	ACCT 2101, BUSA 2101	PhD Business	
Lynn Rumfelt	BIOL 1111K, BIOL 1112K, BIOL 1107K	B.S., Florida International University Ph.D., University of Miami	
Anne Sanders	BIOL 1112K, BIOL 2251K, BIOL 2252K	B.S., University of Central Georgia Ph.D., Wake Forest School of Medicine	
Richard Schmude	ASTR 1020K, CHEM 1212K, CHEM 2295	B.A., M.S., Ph.D., Texas A&M University	
Claudia Sliwinski	GEOL 1121K, GEOL 1122K, PHSC 1011	B.S., M.S., Bucharest University Ph.D., University of Paris XI	
Theresa Stanley	BIOL 1111K, BIOL 2260K	B.S., University of California M.S., Ph.D., University of Illinois	
Jessica Traylor	PSYC 1101, PSYC 2101, PSYC 2103	MEd School Psychology	
Ryran Traylor	BUSA 2101	MBA	
Katherine Wester-Neal	EDUC 2110	N/A	
Jalen Williams	MATH 1001	N/A	

Marwin Zabdawi	MATH 1111, MATH 1401, MATH 1113	B.S., M.S., Michigan State University. M.S., Ph.D., University of Toledo	
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Appendix D: Library Resources Complete for English and History

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and Library is to support the teaching, learning, and research needs of the college community by providing 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 AS 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 provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students may access computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connect remotely using their personal devices or utilize technology at one of the partner libraries (HCPL or SCTC). However, after the renovation has been completed [2], the library will be a state of the art learning facility for the 21st century learner which will house approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building will house an increased number of (1) general student seating, (2) computers, (3) individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian

who also serves as the college’s Archivist. Library users may access materials in Guillebeau Monday through Friday from 8AM until 5PM upon scheduling an appointment with a librarian.

[AS 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

AS 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)

[AS CC Journals available through GALILEO](#)

Title

Appendix E: Student Satisfaction with Program Survey Results

Associate of Science Core Curriculum Student Satisfaction Survey Fall 2025

