

COMPREHENSIVE PROGRAM REVIEW: AY 2019-2020

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Academic Program Name: BACHELOR OF SCIENCE WITH MAJOR IN HUMAN SERVICES

CIP Code: 44.0000

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

Date of Last Internal Review: n/a

Outcomes of Previous Program Review (brief narrative statement): data could not be found in the n-drive

Current Date Program Reviewed at the Institution for this report: 2019-2020

Executive Summary and Memo:

The Human Services program is succeeding in its quality, viability, and productivity. The program showed good growth during this review and remains a strong Bachelor's program at Gordon with over 20% of total enrollment. In addition, most courses are taught by full time faculty with Doctorate degrees. The course offerings are available in online, hybrid, face-to-face, and evening class options with a large percentage of online courses. The variability and flexibility are attracting a broader scope of students. The student graduation numbers have also held steady during the period of review. Human Services graduates make up a sizeable amount of the overall Baccalaureate graduates. Although the retention rate is strong, the length of time it takes to graduate is about 4.5 to 5 years. Overall, the Human Services degree is thriving in most areas, but more attention can be paid to speed of graduation and student preparation for graduate school.

Quality Summary:

The program showed very good growth from AY2017 to AY2018 and has leveled off in AY 2019. This could be attributed to Gordon State College's decline in overall enrollment and that impact on specific degree programs. The Human Services degree remains one of the stronger bachelor programs on campus with 20.4% of total enrollment of students at its program level. The collected data indicates the BS in Human Services remains one of Gordon State College's stronger Bachelor offerings in terms of student popularity and high level of terminal degree faculty teaching in the program.

Viability Summary:

The Human Services baccalaureate program is viable. In spite of overall declining Gordon State College enrollment subsequent to fall 2017, the number of graduates has remained steady. Program enrollment has grown from 158 (12.1% of program-level students) in AY 2017 to 260 (20.4% of program-level students). The GPA of program students has remained steady. Most courses in the program are taught by full time faculty with terminal degrees. All required courses are offered at least once per academic year, and all courses are offered in online, hybrid, and face-to-face formats with some evening sections available. The percentage of fully online courses has increased from 14/56 (25%) in AY 2017 to 27/48 (56%) in AY 2019, which has positioned the program well given the increasing demand for flexible degree completion options. The Human Services Bachelor of Science degree at Gordon State College has continued to thrive during the period under review.

Productivity Summary:

The student graduation numbers held steady at around 50 students graduating each year from 2017-2019. The Human Services graduates make up a sizeable number of the overall graduates in general. Overall, the program's productivity is successful. There are a large number of Human Services majors and the retention rate is strong. Most students go on to graduate in about 4.5 years and about 20% of student's are transferring elsewhere. Emphasis should be placed on retention and speed of graduation in future years.

Mission Statement and Curriculum

Program Mission Statement

It is the mission of the Bachelor of Science in Human Services to prepare professionals to work with individuals and communities to improve functioning and delivery of services at the local, state, and regional levels. This interdisciplinary program incorporates both an administrative and direct service approach that focuses across the disciplines of psychology, sociology, government, and public policy. The primary purpose of the program is to prepare entry-level professionals to work in a variety of helping capacities for a diverse clientele while also preparing students for a wide range of graduate degree programs.

Program Requirements (Data Source D and E)

Because of the wide diversity of opportunities in the human services field, human services professionals are best prepared by an interdisciplinary faculty delivering an interdisciplinary curriculum. The BS in Human Services curriculum at Gordon State College includes required courses in psychology and sociology and recommended courses in business and communication. Thus this curriculum provides the breadth and depth of knowledge required to succeed in their future endeavors. While graduates of the program will receive excellent preparation for various masters and doctoral programs, the primary emphasis of the curriculum will be to provide practical, real-world training so that graduates can gain immediate employment. The Human Services E-Degree is a degree completion program for learners in a fully online format. The courses will be offered on a more limited rotation over the course of two years to earn a Bachelor of Science in Human Services. All core classes must be taken in addition to these online courses. Learners who prefer a different set of courses pursue the degree through the traditional, on-campus method, and work with their advisor. All tracks require 42 to 46 semester hours in Areas A-E and G, and 18 credit hours in Area F of the Core Curriculum.

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

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

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	AY2017	AY2018	AY2019
BS in Human Services	COMM 3950	2	2	2
	HUSV 3001	3	3	3
	HUSV 3060	1	1	1
	HUSV 4010	1	1	1
	HUSV 4030	3	4	3
	HUSV 4080	5	2	2
	HUSV 4081	2	1	3
	HUSV 4900	8	8	8
	HUSV 4901	3	3	5
	MGNT 3000	4	5	4
	MGNT 3100	2	3	2
	PSYC 3040	4	3	2
	PSYC 3050	5	3	2
	PSYC 3055	1	1	1
	PSYC 3060	3	2	2
	PSYC 3065	1	1	
	SOCI 3045	3	1	2
	SOCI 3055	1	1	1
	SOCI 3060	4	3	4
	SOCI 3090	1	1	1

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Acad Year	Class Format	BS in Human Services
AY2017	Day Classes	21
	Evening Classes	3
	Fully Online Class	14
	Hybrid/Partially Online Class	18
AY2018	Day Classes	17
	Evening Classes	2
	Fully Online Class	21
	Hybrid/Partially Online Class	9
AY2019	Day Classes	13
	Evening Classes	2
	Fully Online Class	27
	Hybrid/Partially Online Class	6

Number of Day, Evening, and Online sections offered

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

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

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

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

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Acad Year	Location	BS in Human Services
AY2017	Barnesville/Main Campus	24
	Online Class	30
AY2018	Barnesville/Main Campus	19
	Online Class	30
AY2019	Barnesville/Main Campus	15
	Online Class	33

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

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	AY2017		AY2018		AY2019	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BS in Human Services	COMM 3950	22	13	24	25	23	28
	HUSV 3001	14	14	19	28	22	30
	HUSV 3060	21	30	20	30	21	30
	HUSV 4010	19	25	16	30	28	30
	HUSV 4030	22	27	24	29	26	30
	HUSV 4080	12	16	15	15	21	28
	HUSV 4081	9	25	14	28	19	30
	HUSV 4900	7	1	7	0	7	0
	HUSV 4901	17	0	17	0	10	0
	MGNT 3000	20	15	25	29	24	29
	MGNT 3100	21	30	24	28	28	30
	PSYC 3040	25	26	31	30	30	30
	PSYC 3050	21	24	29	30	30	30
	PSYC 3055	17	15	13	15	15	15
	PSYC 3060	18	24	28	28	27	30
	PSYC 3065	29	30	29	30		
	SOCI 3045	20	20	31	30	24	33
	SOCI 3055	15	15	15	15	11	15
	SOCI 3060	24	21	27	28	24	30
	SOCI 3090	32	30	27	30	23	30

Mean class size for section enrollments

Mission Statement and Curriculum Narrative:

The program requirements meet those established by the BOR policies and guidelines published in the Academic and Student Affairs Handbook. Required classes are readily available for student registration and the HUSV degree offers a selection of online, hybrid, and face to face classes both at the Barnesville and McDonough campus. Classes, on average reach full capacity. The HUSV degree is upholding its mission statement and providing above satisfactory course options and curriculum to Gordon students.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title	AY2017			AY2018			AY2019		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BS in Human Services	1,311	158	12.1%	1,134	268	23.6%	1,274	260	20.4%

Program Level - Bachelor's

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title	AY2017			AY2018			AY2019		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
BS in Human Services	158	17.3	861.1	268	17.3	814.5	260	16.9	822.8

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title	AY2017		AY2018		AY2019	
	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA	Students in Program	Avg. HS_GPA
BS in Human Services	158	3.0	268	3.0	260	2.9

Average High School GPA of Students in the Program

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title	AY2017		AY2018		AY2019	
	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index	Students in Program	Avg. Freshmen Index
BS in Human Services	158	2,323	268	2,303	260	2,266

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title	AY2017			AY2018			AY2019		
	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total	LS Requirement	No LS Requirement	Total
BS in Human Services	60	98	158	114	154	268	119	142	260

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

No available data

Average Graduating Major GPA

No available data

Average Major GPA

No available data

Employment Rates

No available data

Entry into Graduate Programs

Program Title	AY2017	AY2018	AY2019
Psychology	1	1	
Counseling		3	1
No Program information	3	5	2
Social Work	1	2	
Education	2		
Physical Education		1	
Divinity		1	
Business Administration	2		
Nonprofit Administration	2		
Criminal Justice			1
Overall Program	12	13	4

College/University	AY2017	AY2018	AY2019
Mercer University	1	3	1
Walden University	3	3	
Brenau University	1		1
Fordham University		1	
Grand Canyon University	2		
Jacksonville State University		1	
Liberty University		2	
Clayton State University	1		
Louisiana State University	3		
Strayer University	1		
Southern New Hampshire University			1
Capella University		1	1
Overall Program	12	11	4

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

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

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program Title	Department	AY2017			AY2018			AY2019		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
BS in Human Services	--Busi. & Public Service		2	2		2	2		1	1
	Business and Social Sciences	8	2	10	9	1	10	9	2	11
	Humanities	1		1	1		1	2		2
	School of Arts & Sciences		1	1		1	1		1	1

Faculty supporting program through assignment to required courses.

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

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	AY2017			AY2018				AY2019			
	Terminal Degree	Non-Terminal Degree	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total	Terminal Degree	Non-Terminal Degree	Unknown	Total
BS in Human Services	12	2	14	12	1	1	14	11	1	3	15

Amount of Sponsored Research Funding

Program Title	AY2017	AY2018	AY2019
Overall Program	N/A	N/A	N/A

Amount of Other External Funds

Program Title	AY2017	AY2018	AY2019
Overall Program	N/A	N/A	N/A

Number of Peer-Reviewed Publications

Program Title	AY2017	AY2018	AY2019
Human Services	1	1	1
Overall Program	3		

Number of Faculty Research Fellowships

Program Title	AY2017	AY2018	AY2019
Overall Program	N/A	N/A	N/A

Number of Academic Conference Presentations

Program Title	AY2017	AY2018	AY2019
Human Services	1	2	1
Overall Program 4	4		

Faculty Growth and Development

Faculty	Manuscripts completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews
Burstein		1	2	1		3	
Flatt						4	
McKinney			1		2	4	
Mayo				2		2	

Program Quality Narrative:

Using the data and information provided above, describe the quality of the program being assessed. Be sure to include descriptions of the pertinent data, for student inputs and outputs and for faculty outputs. Draw attention to any areas that highlight the achievements in quality produced by the program. In addition, discuss any areas where the faculty or students of the program may be lacking quality. Finally, summarize the finding and provide an overall assessment of the program's quality.

Student Inputs Overall Programs

- From AY 2017 to AY 2018 there was a 69% increase in students enrolled in the program, despite a decrease in total students at program level. There was 2.9% decrease in students enrolled in the program in AY2019. (Eight students).
- Average SAT scores of incoming students in the major dropped from 861 to 814 (5.4% decrease) between AY2017 and AY2018 and increased to 823 in AY2019. ACT scores have remained level for all three AY's have held steady.
- Average incoming High School grade point averages (GPA) have remained steady at 2.9 to 3.0.
- Freshman Index* for Program Majors has declined from 2323 in AY2017 to 2266 in AY2019. A decrease of 2.5%.
- Incoming Learning Support Requirements for Program Majors are increasing. The percentage of students in the program requiring Learning Support (LS) In AY 2017 was 38%, 42% in AY2018 and 46% in AY2019 46%.
- Between AY2017 to AY 2018, the number of students in the program increased 69%, with 90% increase in students requiring LS and a 57% increase in students with no LS requirements. THE AY 2018 and 2019 number remained consistent.

The program showed very good growth from AY2017 to AY2018 and has leveled off in AY 2019. This could be attributed to Gordon State College's decline in overall enrollment and that impact on specific degree programs. But, the Human Services degree remains one of the stronger bachelor programs on campus with 20.4% of total enrollment of students at its program level.

Student Outputs Overall Programs

There is no data to summarize at this time.

Faculty Outputs:

The number of full-time faculty compared to part-time faculty is almost the same, e.g. 9/4 AY17, 10/4 AY18, 11/4 AY19. Faculty primarily represent three academic departments, Business and Social Sciences, Business and Public Services, and Humanities.

Analysis of faculty credentials shows the majority have terminal degrees.

Data for faculty outputs in terms of publishing, presentations, conferences, etc. has been difficult to obtain. There is a need for program level appointment of a person to collect needed data, particularly on Faculty Outputs. Such information is difficult to obtain if not collected in real present time. Issues of confidentiality or anonymity at to issues in trying to collect such data going back in time.

Student Satisfaction

On a 12 question, student satisfaction survey rated from 1 (strongly disagree to 5 strongly agree) students averaged a 4.25. This showed a fairly high level of satisfaction on variables ranging from helpfulness of advisor to quality of Professors. The only question that scored below a 4 was "I feel like I was adequately prepared for graduate school" which score a 2.75. The highest average score was for the question "On average, I am satisfied with my experiences as a Bachelor of Human Services major." Overall, the student survey supported the endeavors of the Human Services program- the strength of its professors, advisors, and course offerings. More emphasis could be placed on graduate school preparation as well as for the work force.

Summary of findings for program quality

But collected data indicates the BS in Human Services remains one of Gordon State College's stronger Bachelor offerings in terms of student popularity and high level of terminal degree faculty teaching in the program.

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title	AY2017					AY2018					AY2019				
	0 Hours	1-60 Hours	61-120 Hours	121 or More Hours	Total	0 Hours	1-60 Hours	61-120 Hours	121 or More Hours	Total	0 Hours	1-60 Hours	61-120 Hours	121 or More Hours	Total
BS in Human Services	6	39	108	5	158	18	98	142	10	268	20	120	110	10	260

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

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

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	AY2017	AY2018	AY2019
BS in Human Services	3,183	3,348	3,331

Standard Faculty Workload for Degree Program

Program Title	AY2017	AY2018	AY2019
Human Services	4/5	4/5	4/5
Overall Program 4/5			

Number of Faculty Supporting the Degree Program (within the academic unit)

See table "Faculty Outputs - Number of Faculty" in **Faculty Outputs** section.

Number of Faculty Supporting the Degree Program (outside the academic unit)

See table "Faculty Outputs - Number of Faculty" in **Faculty Outputs** section.

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

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

Program Title	AY2017						AY2018						AY2019					
	Full-time		Part-time		Total		Full-time		Part-time		Total		Full-time		Part-time		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
BS in Human Services	33	61.1%	22	40.7%	54	100.0%	32	65.3%	17	34.7%	49	100.0%	32	68.1%	17	36.2%	47	100.0%

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

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

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

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title	Department	Advisor	AY2017		AY2018		AY2019	
			Students in Program	%	Students in Program	%	Students in Program	%
BS in Human Services	Null	Null					1	0.4%
	--Assoc. of Science in Nurs.	Morgan, Rebecca A	1	0.6%	1	0.4%		
	--Bachelor of Science in N..	Buchanan, Theresa			1	0.4%		
	--Biology & Phys Sciences	Klaus, Joyce M			1	0.4%		
	--Busi. & Public Service	Howard, Anissa K	11	7.0%	6	2.2%		
		Zhou, Qi	4	2.5%				
	--Undeclared Department	Ellington, Sarah M					2	0.8%
	Business and Social Sciences	Awbrey, James L	20	12.7%	60	22.4%	49	18.8%
		Flatt, Christy H	31	19.6%	54	20.1%	55	21.2%
		Hawley, Melinda D	52	32.9%				
		Johnson, Brenda E			1	0.4%	2	0.8%
		Mayo, Joseph A	4	2.5%	15	5.6%	23	8.8%
		McKinney, Jane-Marie	47	29.7%	57	21.3%	53	20.4%
		Norman, Gary A			2	0.7%	1	0.4%
		Smith, Kalisha H	11	7.0%	30	11.2%	35	13.5%
		Terry, Pamela M	9	5.7%	37	13.8%	29	11.2%
		Traylor, Jessica S					3	1.2%
	Department of Nursing	Bishop, Samantha H	1	0.6%	1	0.4%		
		Brooker, Heather E					1	0.4%
		Chang, Winsome R			1	0.4%		
		Dansby, Cassandra L			1	0.4%	1	0.4%
		Harrison, Melissa A					1	0.4%
		Jackson, Annette J					1	0.4%
		Key, Jacquelyn A			1	0.4%	1	0.4%
		Martin, Wendy L	1	0.6%			1	0.4%
		Purvis, Carol A			1	0.4%	1	0.4%
		Williams, Mary B	1	0.6%	2	0.7%	1	0.4%
		Wright, Marguerite E	1	0.6%	1	0.4%		
	Dept. of Natural Sciences	Brinkman, Mark A			1	0.4%		
		Hyde, Linda L			1	0.4%		
		Sedgwick, Myles					2	0.8%
		Stanley, Theresa L			1	0.4%		
	Education	Barnard, John P			1	0.4%		
		Capers, Bruce					1	0.4%
		Casebeer, David L					1	0.4%
		Mahan, Michael P	1	0.6%				
		Pollock, Elizabeth A					1	0.4%
	Health Info Mgt & Allied H.	Wester-Neal, Katherine					1	0.4%
		Agyare, Stephen			2	0.7%	2	0.8%
		Mills, Victoria L			1	0.4%	2	0.8%
	Humanities	Boltz, Peter					1	0.4%
		Ivey, Robert P			1	0.4%		
		Janssen, David A	4	2.5%	4	1.5%	1	0.4%
		McLeod, Cortney M			1	0.4%	1	0.4%
		Perkowski, Caesar			1	0.4%	1	0.4%
		Perry-Stewart, Michele D			1	0.4%	1	0.4%
		Powers, Stephen R			1	0.4%		
		Raynie, Stephen A					1	0.4%
		Wilcox, Rhonda V	1	0.6%				
		Calhoun, Valerie J	1	0.6%			4	1.5%
	Student Success Center	Grubbs, Gay U	2	1.3%	6	2.2%		
		Moore, Tonya Y	3	1.9%				
		Stuckey, Wanda M			1	0.4%	2	0.8%
		Sylvestre, Katherine E					2	0.8%
		Woodruff, James P	1	0.6%	6	2.2%	4	1.5%
Total			158	100.0%	268	100.0%	260	100.0%
Overall Program			158	100.0%	268	100.0%	260	100.0%

Program Viability Narrative

The Human Services baccalaureate program is viable. In spite of overall declining Gordon State College enrollment subsequent to fall 2017, the number of graduates has remained steady. In AY 2017, the program had 51 graduates (22 in fall 2016 and 29 in spring 2017); in AY 2018, the program had 54 graduates (30 in fall 2017 and 24 in spring 2018); in AY 2019, the program had 50 graduates (27 in fall 2018 and 23 in spring 2019).

Program enrollment has grown from 158 (12.1% of program-level students) in AY 2017 to 260 (20.4% of program-level students) in AY 2019. While there was a slight decline in the number of students in the program from 268 in AY 2018 to 260 in AY 2019, at the same time overall enrollment at the institution fell from 3986 in fall 2017 to 3231 in fall 2020 (-18.9%).

The GPA of program students has remained steady. In AY 2017, the average student GPA was 3.0; in AY 2018, the average student GPA remained 3.0; in AY 2019, the average student GPA fell slightly to 2.9. At the same time, average student SAT scores declined from 861 in AY 2017 to 822 in AY 2019. Similarly, the average Freshman Index score declined from 2323 in AY 2017 to 2266 in AY 2019 (2.5%). Nonetheless, the impact on the number of program graduates has been negligible.

The percentage of students with learning support requirements grew from 38% in AY 2017 to 46% in AY 2019. However, inference from these data is problematic because learning support placement criteria changed in fall 2018. The college moved from a calculated placement index for math and English to a system of exemption thresholds based on high school GPA and test scores.

Most courses in the program are taught by full time faculty with terminal degrees. All required courses are offered at least once per academic year, and the percentage of courses taught by full-time instructors increased from 61.1% in AY 2017 to 65.3% in AY 2019. Courses are offered in online, hybrid, and face-to-face formats with some evening sections available. The percentage of fully online courses has increased from 14/56 (25%) in AY 2017 to 27/48 (56%) in AY 2019, which has positioned the program well given the increasing demand for flexible degree completion options.

In summary, the Human Services Bachelor of Science degree at Gordon State College has continued to thrive during the period under review.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Student Graduation Statistics - Time to Degree

Acyr	Program Title	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Non-Transfer		Transfer		Non-Transfer		Transfer		Non-Transfer		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AY2017	BS in Human Services			1	3.3%			7	23.3%	14	46.7%	8	26.7%
AY2018	BS in Human Services			4	12.1%	4	12.1%	4	12.1%	16	48.5%	5	15.2%
AY2019	BS in Human Services			2	5.0%	3	7.5%	8	20.0%	19	47.5%	8	20.0%

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

Includes students known to Institutional Research as First-time Freshmen (Non-Transfer) or First-time Transfer (Transfer)

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

Baccalaureate Level Graduation Numbers

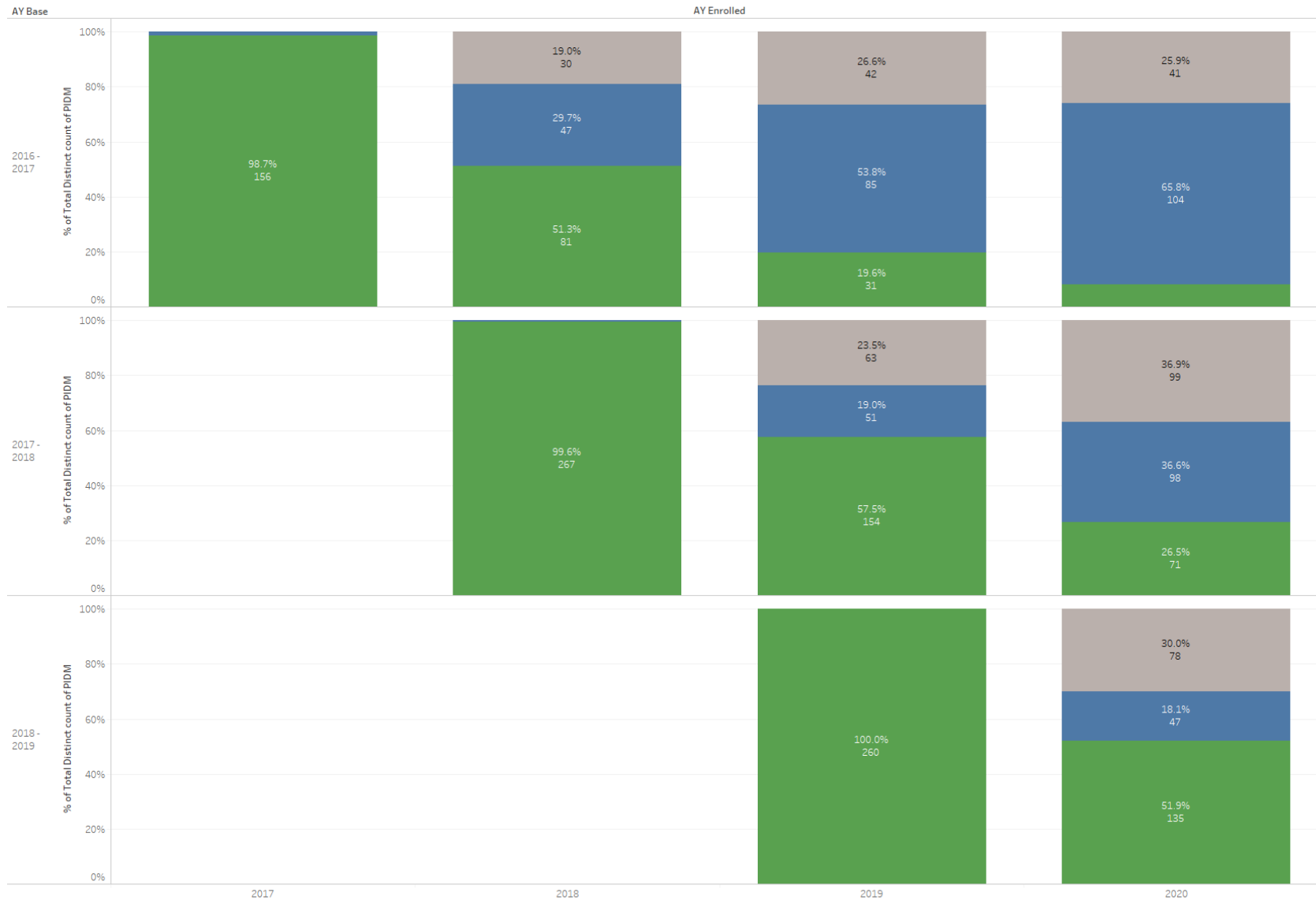
Program Title	AY2017		AY2018		AY2019	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BS in Human Services	48	4.5	51	4.6	50	5.2

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

Student Retention (Data Source A)

Academic Program Enrollment Persistence

BS - Human Services, General



Status Descriptions

Enrl Program - Students from AY Base that were enrolled in subsequent AY. This status is updated for each AY.

Grad Program - Students from AY Base that graduated with program degree in a prior AY. This is a cumulative status.

Unknown/Lost - Students from AY Base that were not enrolled in program and have not graduated in program. These students could have left Gordon, changed programs/majors, etc.

STATUS

Unknown/Lost

Grad Program

Enrl Program

Program Productivity Narrative

The student graduation numbers held steady at around 50 students graduating each year from 2017-2019. The Human Services graduates make up a sizeable number of the overall graduates in general. The years-to-graduation rate are a little long with an average of 4.5 to 5 years. The large number of edegree students as well as transfer students could account for this as they usually do not take a full class load due to working full time. This is an area that can be focused on in the future, especially with the emphasis on urging students to take 30 hours per calendar year. For the Human Services majors that stay at Gordon for three or more years, about 20% are transferring out. Although this is lower than Gordon's transfer rate overall, this is an area that deserves attention. Overall, the program's productivity is successful. There are a large number of Human Services majors and the retention rate is strong. Most students go on to graduate in about 4.5 years. Emphasis can be placed on retention and speed of graduation in future years.

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics

Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College

See table “Number of Students” in the *Student Inputs* section.

Number of students in [Program] program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

Student Demographics Self Reported Age

Age Category	Program Title	AY2017		AY2018		AY2019	
		Students in Program	%	Students in Program	%	Students in Program	%
<= 23	BS in Human Services	56	35.4%	136	50.7%	136	52.3%
> 23	BS in Human Services	107	67.7%	139	51.9%	129	49.6%

Self-Reported Gender

Student Demographics Self Reported Gender

GENDER	Program Title	AY2017		AY2018		AY2019	
		Students in Program	%	Students in Program	%	Students in Program	%
Female	BS in Human Services	134	84.8%	231	86.2%	228	87.7%
Male	BS in Human Services	24	15.2%	37	13.8%	32	12.3%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Ethnicity/Race	Program Title	AY2017		AY2018		AY2019	
		Students in Program	%	Students in Program	%	Students in Program	%
Hispanic or Latino	BS in Human Services	3	1.9%	11	4.1%	11	4.2%
Asian	BS in Human Services	2	1.3%	2	0.7%	2	0.8%
Black or African American	BS in Human Services	83	52.5%	133	49.6%	141	54.2%
White	BS in Human Services	64	40.5%	112	41.8%	97	37.3%
Two or more races	BS in Human Services	5	3.2%	10	3.7%	7	2.7%
Unknown	BS in Human Services	1	0.6%			1	0.4%
American Indian or Alaska Native	BS in Human Services					1	0.4%

Students by Number of Hours Completed

No data available.

Appendix C	Faculty Roster		
NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Awbrey, James	HUSV 2101- Introduction to Human Services SOCI 1160- Introduction to Social Problems SOCI 3055- Addictions HUSV 3060- Human Services Processes and Agencies HUSV 4900- Human Services Internship HUSV 4901- Human Services Capstone	B.A., M.A., Ph.D.	
Battle, Kiana	SOCI 1101- Introduction to Sociology HUSV 4030- Legal and Ethical Issues	B.A., M.S.W., Ph.D.	
Burstein, Alan	HUSV/MGNT 3341- Applied Statistics SOCI 3090- Populations and Society	B.A., M.B.A. M.A., Ph.D.	
Flatt, Christy	SOCI 1101- Introduction to Sociology SOCI 3045- Poverty SOCI 3060- Culture and Diversity	B.A., M.A., Ph.D.	
Hawley, Melinda	HUSV 2101- Introduction to Human Services PSYC 3020- Interviewing and Counseling HUSV 4030- Legal and Ethical Issues	B.A., M.A., M.S.W., Ph.D.	
Howard, Anissa	PSYC 1101- Introduction to Psychology PSYC 3020- Interviewing and Counseling PSYC 3050- Abnormal Psychology	B.S., M.Ed.	

Johnson, Brenda	MGNT 3000- Principles of Management MGNT 3100- Principles of Marketing	B.A., M.S., M.Ed., Ph.D.	
Kicklighter, Barry	PSYC 3020- Interviewing and Counseling PSYC 3065- Family Systems HUSV 4900- Human Services Internship HUSV 4901- Human Services Capstone	B.A., M.A., Ph.D.	
Mayo, Joseph	PSYC 2103- Human Growth and Development PSYC 2570- Applied Psychology HUSV 3001- Research Methods	B.A., M.A., Ph.D.	
McKinney, Jane-Marie	PSYC 1101- Introduction to Psychology PSYC 2101- Psychology of Adjustment PSYC 2103- Human Growth and Development PSYC 3040- Social Psychology PSYC 3050- Abnormal Psychology HUSV 3001- Research Methods HUSV/MGNT 3341- Applied Statistics	B.A., M.S., Ph.D.	
Smith, Kalisha	PSYC 1101- Introduction to Psychology PSYC 2101- Psychology of Adjustment PSYC 3060- Organizational Psychology HUSV 4081- Special Topics in Human Service Leadership	B.A., M.S., Ph.D.	
Terry, Pamela	PSYC 1101- Introduction to Psychology PSYC 2103- Human Growth and Development PSYC 3040- Social Psychology	B.A., M.S., Ph.D.	

Traylor, Jessica	PSYC 1101- Introduction to Psychology PSYC 2101- Psychology of Adjustment PSYC 2103- Human Growth and Development PSYC 2570- Applied Psychology PSYC 3050- Abnormal Psychology HUSV 4080- Special Topics in Human Services	B.S., M.Ed., Ed. D.	
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Appendix D: Library Resources Complete for Human Services

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

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

Library Vision and Primary Function

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

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.

3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

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

The Personal Librarian for Human Services is Beverly Eskridge.

Facility and Online Description

The library supports an on-site, physical collection consisting of 118,072 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 698,672 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (**GeorgiA Library LEarning Online**) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 322 databases. Equipment is available in the library for viewing these materials.

Hightower Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connecting remotely using their personal devices or utilizing technology at one of the partner libraries (HCPL or SCTC). After the completion of the renovation in 2016, the library is now a state of the art learning facility for the 21st century learner housing approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) computers, (3) individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

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

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

[Human Services Resources available in Hightower Library overall](#)

Format	Number of Titles	Comments
Books	4,552	
Electronic Books	698,672	
Print/Microfilm Journals	0	This counts only unique titles.
Electronic Journals	1,948	Total count includes some duplicates

Human Services databases available through GALILEO

DATABASE TITLE
ABI Inform Complete
Bepress Digital Commons
Business Source Complete
Criminal Justice Database
Ebook Academic Collection
EBSCOhost book collections
GALE Virtual Reference Library
JSTOR
Legal Source
PsycARTICLES
Psychology & Behavioral Sciences Collection
Psychology Database
PsycINFO
Public Health Database
Social Science Database
Sociological Collection
Sociology

Human Service Journals available through GALILEO

Title
American Journal of Criminal Justice
Child & Family Social Work
Currents: New Scholarship in the Human Services
Health and Social Work
International Journal of Health Services
International Journal of Social Welfare
Journal of Health & Human Services Administration
Journal of Health and Social Policy
Journal of Human Services: Training, Research & Practice
Policy & Practice
Social Work
Social Work Research

Appendix E: Student Satisfaction with Program Survey Results

Bachelor of Science Human Services Student Satisfaction Survey Spring 2020

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	4.27	1.40	26
I find the day and time of my major course are convenient for me.	4.08	1.57	26
I am satisfied with extracurricular learning experiences offered for my major.	4.27	1.19	26
I am pleased with the quality of the professors in my major.	4.48	1.45	25
I feel my classes at Gordon State College have prepared me well for graduate school.	2.67	1.46	21
I am satisfied with the availability of professors outside of class.	4.27	1.08	26
As an advisee, I made appointments when needed to see my advisor.	4.42	1.45	26
My advisor makes it easy to get in touch and set up an advisement time.	4.38	1.50	26
I feel my advisor takes a personal interest in me.	4.08	1.70	26
My advisor is knowledgeable about course requirements for my major.	4.69	1.41	26
Overall, I am satisfied with my experience with the Bachelor of Science in Human Services.	4.77	1.24	26
Overall, I am satisfied with my experience at Gordon.	4.64	1.32	25
During the past year, have you attended an educational event outside of class?			26
During the past year, have you attended an on-campus cultural/social event?			26