

END OF YEAR REPORT FORMAT FOR ANNUAL ASSESSMENT 2015-2016

Unit Name	Business & Public Service
Goal 1	Promote community engagement in all Business and Public Service disciplines.
Strategic Initiative(s) (Choose from priorities 1-5)	<ol style="list-style-type: none"> 1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia. 2. A Diverse Academic Environment Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources. 3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century. 4. Community Partnerships and Engagement Gordon State College will support and enhance pathways for the exchange of knowledge and other resources with the community, including local, regional, state, and national entities. These community partnerships will strengthen both the College and the community by increasing the resources available to each, and build a mutual respect for the benefits each brings to the partnership.

Time Frame	2015-2016
Objective 1	Develop internships for Human Service majors.
Measures	Sufficient internship sites identified. Handbook developed.
Target (Desired Performance and Deadline) 1	Create internship handbook by spring 2016
Data Collection (Who/Where/When)	The handbook was compiled by the department head with contributions from the Department of Business and Public Service faculty and staff.
Findings & Status	Fall: The internship information and the majority of the necessary forms have been developed and uploaded to the internship webpage. Additional forms need to be converted and the webpage modified. Spring: handbook complete.
Discussion of Results and Action Plan	The information necessary for the internship handbook has been developed. In order to allow for continuous modification in our digital age, it was decided to put all internship handbook material on the Human Services website, available to faculty, students, and supervisors. The handbook will be modified when needed.
Target (Desired Performance and Deadline) 2	Create internship sites to accommodate student needs by spring 2016
Data Collection (Who/Where/When)	Internships were identified and vetted by the department head with recommendations from the Department of Business and Public Service faculty and staff.
Findings & Status	A sufficient number of sites have been developed. Local agencies and programs are aware of our program and continue to contact the department to initiate internship collaborations.
Discussion of Results and Action Plan	Approved internship sites are listed on the internship webpage. A bulletin board in the department lobby shows recent requests for interns and job announcements in HUSV related fields.
Objective 2	Continue to expand activities of Human Services Club and Rotaract Club

Measures	Clubs actively meeting. Half of club members participating in community projects.
Target (Desired Performance and Deadline) 1	Increase club membership by 100%
Data Collection (Who/Where/When)	Data was collected by the Rotoract advisor, Mr. Tim Vick, and the Human Services Club advisor, Dr. James Awbrey, and was reported in November 2015 and May 2016.
Findings & Status	<p>The Human Services Club has adopted a new approach to involve more students in club activities and to connect club members to other students from the larger community of Human Services programs. The club successfully involved a large number of students in activities such as a food drive and a trip to the local drug court. The creation of a club Facebook page has encouraged interaction between students from GSC and those involved in human services clubs and educational programs around the region. The club is planning activities with students from regional programs as well.</p> <p>Rotaract experienced a rebirth in Fall 2015. Active members increased from three in Spring 2015 to 12 active members in Fall 2015. Cooperation has been increased with the local Rotary club. The Barnesville Rotary president attended a Rotaract meeting on campus and the GSC Rotaract vice-president went to the Barnesville Rotary meeting to discuss the GSC chapter and to thank the organization for their support.</p>
Discussion of Results and Action Plan	Mr. Vick retired at the end of May 2015. Dr. Brenda Johnson assumed the role of advisor for the 2016-17 school year. Dr. Johnson is a member of the business faculty, is active in local business affairs, and should an excellent leader for the Rotoract club. Dr. Awbrey will continue as the Human Services Club sponsor for a third year.
Target (Desired Performance and Deadline) 2	Conduct one community service project
Data Collection (Who/Where/When)	Data was collected by the Rotoract advisor, Mr. Tim Vick, and the Human Services Club advisor, Dr. James Awbrey, and was reported in November 2015 and May 2016.
Findings & Status	The Rotaract club collaborated and help the Barnesville Rotary at their

	<p>annual 5K Zombie Run and, to fulfill its international mission, the Rotaract club also assisted with the Barnesville chapter to complete a "Shoebox Project" to fill shoeboxes with items for the disadvantaged in overseas locations.</p> <p>The Human Services Club, in cooperation with another campus club, collected over 150 cans of food and participated in a community clothing collection in Fall 2015. The human Services club members participated in several notable service projects in the spring 2016 semester. The club hosted the Third Annual Human Services Appreciation Night honoring local human services workers. This event was well attended by local human services workers, students and club members. The club members also hosted an information sessions on campus to inform students about Domestic Violence and conducted a well-received "Free Hug" service project on campus.</p>
Discussion of Results and Action Plan	Under the leadership of Drs. Johnson and Awbrey there is every reason to believe that the Rotoract and the Human Services Club, respectively, will continue to provide the students of the Business and Public Service with opportunities to meet and collaborate with fellow students in the service of their college and communities.
Objective 3	Investigate Study Abroad Human Services courses.
Measures	Feasible idea generation.
Target (Desired Performance and Deadline)	Determine if one course could be adapted to the study abroad concept.
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service and provided by Dr. Flatt, instructor of the study abroad trip to Costa Rica.
Findings & Status	Fall: A study abroad course was designed to incorporate sociology and the environment that involved public service and biology students traveling to Costa Rica. Spring: Sixteen students participated in this course.
Discussion of Results and Action Plan	Student were very positive about their experience in Costa Rica. The same trip to Costa Rica is planned for Spring of 2017.
Objective 4	Expand Service Learning within BSHS and BSMA programs
Measures	Increased awareness of current levels of community involvement.

	Increased opportunities for community involvement and numbers of students active in the community involvement.
Target (Desired Performance and Deadline) 1	Implement a service learning component in one course
Data Collection (Who/Where/When)	Data was collected by the instructor of the Costa Rica study abroad course, Dr. Flatt, and the instructor for HUSV 4080: Service Learning, Social Justice, and Activism, Ms. Howard.
Findings & Status	Fall: Two experiential/service learning courses will be offered in Spring 2016. Several instructors have incorporated service learning components into their course requirements. Spring: Twenty-eight students participated in two experiential/service learning courses.
Discussion of Results and Action Plan	Experiential/service learning components are being incorporated into many of the human services as well as business courses in the Department of Business And Public Service. The experiential/service learning course to Costa Rica is planned again for Spring of 2017.
Target (Desired Performance and Deadline) 2	Develop a baseline of community involvement among students in one course
Data Collection (Who/Where/When)	The survey was compiled by the department head with contributions from the Department of Business and Public Service faculty and staff.
Findings & Status	Fall: A survey of student involvement is being developed. Spring: Survey will be administered before end of spring semester.
Discussion of Results and Action Plan	Students were asked to participate in an online survey but participation was very low. Of the surveys returned there was a lower amount of current community activity (not a requirement of current coursework) than expected. This may be due to the fact that the participants of the survey are students who may also have high demands on their time such as jobs and/or families. The largest amount of past and current community activities was associated with religious associations. No inferences are made based on this information as to the level of involvement of students in the community. This survey will be modified and presented to students in classroom settings, in the fall, to improve response rates.

Goal 2	Expand and tailor Business and Public Service programs/degree offerings to more effectively meet student needs.
Strategic Initiative(s) (Choose from priorities 1-5)	<ol style="list-style-type: none"> 1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia. 2. A Diverse Academic Environment Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources. 3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century. 4. Community Partnerships and Engagement Gordon State College will support and enhance pathways for the exchange of knowledge and other resources with the community, including local, regional, state, and national entities. These community partnerships will strengthen both the College and the community by increasing the resources available to each, and build a mutual respect for the benefits each brings to the partnership.

Time Frame	2015-2016
Objective 1	Assess the benefits of incorporating a Personal Financial Planning track within the Bachelor of Science in Management and Administration.
Measures	Feasibility study of a Personal Financial Planning track. Preparation for rollout if feasible.
Target (Desired Performance and Deadline)	Prepare for rollout of Personal Financial Planning track by spring 2016
Data Collection (Who/Where/When)	The information about the budget and personnel restrictions came from Gordon State College administration and is reported by the department head of the Department of Business and Public Service.
Findings & Status	Fall: One class has been offered in the Financial Planning track. Spring: Rollout has been delayed indefinitely due to budget and personnel issues.
Discussion of Results and Action Plan	The one course currently being offered in the area of Financial Planning is an introductory course in Financial Planning. This is a stand-alone course that benefits our students even if other courses necessary for a certification in Financial Planning are not offered. The efficacy potentiality of offering additional courses in the Financial Planning track will be readdressed in fall of 2016.
Objective 2	Assess the benefits of incorporating a Criminal Justice track within Human Services baccalaureate.
Measures	Feasibility study of a CJ track. Development of course offerings. Discussions with Southern Crescent. Develop CJ track if feasible.
Target (Desired Performance and Deadline)	Offer upper-level CJ courses by fall 2015 with 20 students
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	This target will not be met due to resource demands in other academic areas.
Discussion of Results and Action Plan	Expanding Gordon State College's offerings in the area of criminal justice will be readdressed in 2016-17.

Objective 3	Increase opportunities for Adult Learners through expanded course delivery options.
Measures 1	Development of PLA and department challenge exam protocol
Target (Desired Performance and Deadline)	Implement PLA fall 2015
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service, the director of the Gordon State College Career Services Center, and the Department of Business and Public Service PLA liaisons.
Findings & Status	Fall: Several adult learners have been encouraged to pursue CLEP credit and at least one has been successful. Two students have asked for spring semester challenge exams (Addiction, Abnormal Psychology). Spring: The challenge exam process has been implemented for two students. No student has requested the PLA portfolio component.
Discussion of Results and Action Plan	The challenge exam portion of the PLA process has been implemented (see below) but the portfolio component for documenting previous learning has not. The portfolio component appears to be a more nebulous process that often requires a special class for instruction. These factors seem to discourage students from attempting the portfolio component. This issue seems to be ubiquitous to the larger USG system. Further streamlining of the portfolio component needs to be addressed throughout the USG system.
Measures 2	Implement PLA protocol and administer at least one challenge exam
Target (Desired Performance and Deadline)	Implement challenge exam protocols fall 2015
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service, the director of the Gordon State College Testing Center, and the director of the Gordon State College Career Services Center.
Findings & Status	Fall: Two students have asked for spring semester challenge exams (Addiction, Abnormal Psychology). Spring: The challenge exam process has been successfully implemented for 2 students.
Discussion of Results and	As a result of the implementation of the challenge exam process in

Action Plan	2015-16, a more streamlined application process for the students and procedure for faculty and staff was created and implemented at the end of the spring semester 2016.
Measures 3	Upper level courses offered in online/hybrid formats.
Target (Desired Performance and Deadline)	Offer 4 upper-level hybrid courses
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	Fall: Upper level hybrid/online offerings increased from five in Spring 2015 to nine in Fall 2015. Spring: Seventeen upper level hybrid/online were offered in Spring 2016.
Discussion of Results and Action Plan	The Department of Business and Public Service has recognized the need for a variety of online, face-to-face and hybrid courses to meet the needs of Gordon State College students. This need has been and will continue to be met for BSHS students through the Weekend College delivery method. Though the BSMA cannot be offered in the same manner due to staffing issues, in Fall 2016, two hybrid versions of core courses necessary for students to complete the Bachelor of Science in Management and Administration will be offered in the evenings. These courses were specifically designed to meet the needs of working adults desiring to continue their education.
Objective 4	Critique the efficacy of courses offered in BSHS program.
Measures 1	Develop and distribute surveys
Target (Desired Performance and Deadline)	Review surveys by spring 2016
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	Fall: A student survey was completed by graduating students, reviewed by faculty and changes proposed. An agency survey will be sent out in Spring 2016. Spring: Survey results analyzed.
Discussion of Results and Action Plan	Students and agencies directors indicate that Gordon State College students often struggle with basic skills such as writing, math

	(statistics) and critical thinking/problem solving. Fortunately these areas, especially writing and math, are the focus of Gordon State College's QEP program. In addition to efforts made college wide, BPS faculty will address these areas within the BSHS courses. A course on "Applied Statistics" has been developed to address BSHS student's struggles with math. Writing and research skills, both qualitative and quantitative, will be a collective focus for the department in 2016-17.
Measures 2	Make changes to course objectives
Target (Desired Performance and Deadline)	By spring 2016
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	Fall: Possible changes have been identified and research is being conducted to initiate changes through college committees and Faculty Senate in the Spring. Spring: Two new courses have been accepted by the Faculty Senate to meet student needs.
Discussion of Results and Action Plan	<p>To address the struggles BSHS students were having with statistics, a new course was accepted by the Faculty Senate addressing statistics from a more behavioral perspective: Applied Statistics. "Population and Society" was also create to improve student's understanding of quantitative data as it relates to social, cultural, and economic change. Student's struggle with qualitative data will be addressed in Fall 2016. Further discussion of improved technology instruction for students and student's writing abilities will also be addressed in Fall 2016.</p> <p>As an additional effort to address the efficacy of the BSHS courses, all BPS faculty members have been assigned program courses to evaluate the learning objectives. Courses that are typically taught by various instructors will be evaluated by all of the instructors who teach the course.</p>
Goal 3	Nurture a four-year culture within the Bachelor of Science in Human Services and Bachelor of Science in Management and Administration programs.
Strategic Initiative(s) (Choose from priorities 1-5)	<ol style="list-style-type: none"> 1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring

	<p>excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</p> <p>2. A Diverse Academic Environment Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources.</p> <p>3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</p> <p>4. Community Partnerships and Engagement Gordon State College will support and enhance pathways for the exchange of knowledge and other resources with the community, including local, regional, state, and national entities. These community partnerships will strengthen both the College and the community by increasing the resources available to each, and build a mutual respect for the benefits each brings to the partnership.</p>
Time Frame	2015-2015
Objective 1	Increase students' awareness of their community of students within their degree program.
Measures	Events to increase student awareness
Target (Desired Performance and Deadline)	2 events

Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	Group advising sessions were begun in Fall 2015 to give students an opportunity to interact with other students in their discipline and receive information concerning their degrees. A third Human Services appreciation banquet is being planned for Spring 2016. Several activities sponsored by the department clubs and classes have provided students with activities to interact with one another in service, service learning, conferences, etc.
Discussion of Results and Action Plan	<p>The Department of Business and Public Services has increased students' awareness of their community of students within their degree program in many different ways.</p> <ul style="list-style-type: none"> • The group advising session attracted 153 students in Fall 2015 and 230 in Spring 2016. These sessions in a small but hopefully significant way increased student's awareness of their membership in a larger department. • The experiential/service learning components, mentioned above, that are being incorporated into many of the human services as well as business courses in the Department of Business And Public Service often involve students working together in service of their communities. • The Spring 2016 experiential/service learning course to Costa Rica was an excellent activity to bond students to one another. It is scheduled to be repeated in Spring 2017. • The variety and number of activities sponsored by the Rotoract and Human Services clubs(see 1:2:1 and 1:2:2 above). <p>All of these efforts will be continued and expanded, when possible, in the coming year.</p>
Objective 2	Cultivate symbols of a four-year culture.
Measures	Create visuals throughout department that represent the BSHS & BSMA programs. Create department t-shirts.
Target (Desired Performance and Deadline)	Spring 2016
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	Fall: T-shirts for Human Services students were design and produced. T-shirts for the new Bachelor of Science in Management and Administration are being developed for Spring 2016. A bulletin board

	<p>was installed in the main hall used by department students to advertise activities and programs. A department Facebook webpage was created with links to Human Services Club and the Weekend College pages. Spring: The BSMA t-shirts will be developed when there are more students in the degree.</p>
Discussion of Results and Action Plan	<p>The creation of the bulletin board and other signage in the hall outside the Department of Business and Public Service has received attention and positive comments from students. The bulletin board includes announcements of events coming to the department and campus; information pertinent to the subjects taught within the department; pictures, including those of graduates with information about where they are working after graduation; and other information that might help bond the students to one another and Gordon State College.</p> <p>As mentioned above, the development of a t-shirt for students in the Bachelor of Science in Management and Administration will be created when the number of students increases to a level that would reach the probability that the majority of the shirts will be bought. A second shirt for Human Services students will be advertised in Fall 2016.</p> <p>The Facebook webpages for the departments, Human Services Club and the Weekend College have been well received and will be continued. Not only have Gordon State College students been active on these pages but students and faculty from other institutions, especially from fellow human services programs, have as well.</p>
Objective 3	Establish a chapter of the Tau Upsilon Alpha National Organization for Human Services Honor Society.
Measures	1. Feasibility explored. 2. Chapter pursued if feasible.
Target (Desired Performance and Deadline)	Create Chapter by spring 2016
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service and the faculty sponsor of the Human Services Club, Dr. Awbrey.
Findings & Status	Discussion of the creation of a GSC chapter of the Human Services Honors Society has been very well received by the human services students. A list has been developed of interested qualified students. A student has taken the lead to complete the schools application.

	Spring: The application process is in development. Unfortunately due to poor planning and/or execution, the process for completing and submitting the chapter application has been delayed. Unfortunately, many of the students who made up the initial cohort of eligible student members have graduated and need to be replaced before the application can be sent.
Discussion of Results and Action Plan	Establishing a chapter of the Tau Upsilon Alpha National Organization for Human Services Honor Society at Gordon State College is still believed to be beneficial to our students. In the fall 2016 semester information concerning the honor society will be given to students in the Bachelor of Science in Human Services for the purpose of recruiting the necessary cohort of eligible student members. The application will then be submitted for the creation of the Gordon State College charter.
Objective 4	Increase student/faculty research projects.
Measures	Increased research collaborations between students and faculty.
Target (Desired Performance and Deadline)	At least 2 by spring 2016
Data Collection (Who/Where/When)	Data was collected by the department head of the Department of Business and Public Service.
Findings & Status	One research collaboration has resulted in a paper, written by a faculty member and student, and accepted at an international conference. A second paper was submitted to the Georgia Sociological Society's annual conference.
Discussion of Results and Action Plan	<p>Unfortunately due to restricted travel funds, only the paper submitted to the Georgia Sociological Society's annual conference was delivered by the faculty member and student. The paper accepted at the 17th Annual Meeting of the National Business and Economics Society was submitted but the faculty/student team did not attend the conference.</p> <p>Research collaboration between students and faculty is an underdeveloped area at Gordon State College due primarily to the institution's emphasis on teaching and not on research. Faculty spend a majority of their time teaching heavy class loads. Research collaborations between students and faculty may best be increased by ensconcing them in current or new courses. In the Fall of 2015, Gordon State College began offering a Bachelor of Science in Management and Administration. Each student completing this degree must enroll in a capstone seminar in which they will complete</p>

	an internship or a research paper under the direction of the capstone seminar faculty. It is believed that utilizing this class, and other like it, will significantly increase the research collaborations between students and faculty. Similar embedded research opportunities will be explored for students in the BSHS.
Objective 5	Perpetuate the Fall 2014 graduate symposium.
Measures 1	Graduate symposium is repeated
Target (Desired Performance and Deadline)	Increase participation from 2014
Data Collection (Who/Where/When)	Data was collected by the Graduate Symposium Coordinator.
Findings & Status	<p>In 2014, five representatives from five schools and an additional two Representatives from an area hospital participated. In 2015, 29 representatives from 23 schools and a total of 27 programs participated.</p> <p>It is anticipated that the symposium will larger in Fall 2016 as other colleges are informed of its existence.</p>
Discussion of Results and Action Plan	See earlier posted comments in "Findings and Status" section. To ensure that the symposium is perpetuated at Gordon State College, an addition volunteer faculty member will be recruited at the fall department meeting. This will ensure that more than one faculty member knows the details of holding this event.
Measures 2	Graduate symposium attracts more students and graduate school representatives in 2015.
Target (Desired Performance and Deadline)	Increase participation from 2014
Data Collection (Who/Where/When)	Data was collected by the Graduate Symposium Coordinator.
Findings & Status	Number of colleges participating in the symposium significantly increased. In 2014, five representatives from five schools and an additional two Representatives from an area hospital participated. In 2015, 29 representatives from 23 schools and a total of 27 programs participated.

Discussion of Results and Action Plan	See earlier posted comments in "Findings and Status" section. It is anticipated that the symposium will larger in Fall 2016 as other colleges are informed of its existence. The number of students who attended appeared to increase from the 2014 symposium but due to new location of the 2015 symposium it was impossible to get an accurate accounting. A better system for registering students will be implemented at the fall 2016 symposium.
Measures 3	Students take larger role if feasible.
Target (Desired Performance and Deadline)	Increase participation from 2014
Data Collection (Who/Where/When)	Data was collected by the Graduate Symposium Coordinator.
Findings & Status	<p>Fall: Fewer students were involved in the Fall 2015 symposium but need will be reevaluated in Spring 2016. Spring: The symposium coordinator has determined that more student involvement will not be necessary.</p> <p>Student involvement will continue to be encouraged where prudent but the running of the symposium has become streamlined and requires fewer people.</p>
Discussion of Results and Action Plan	See earlier posted comments in "Findings and Status" section.