



**Bainbridge State College**  
**Complete College Georgia Status Report 2012-13**

**Part 1: Updates, Progress, and Future Work**

**Goal 1: Develop partnerships with P-12 to increase student readiness (Table 1).** During the 2012-13 year, Bainbridge State College implemented initiatives to partner with P-12 schools in our service area. BSC participated in Parents' Night Programs at area high schools to inform parents about academic requirements indicating student readiness. Representatives from BSC Student Services attended and were involved in Parents' Nights at high schools in Decatur, Miller, Seminole, and Thomas counties. FAFSA preparation days were held both at area high schools and on the BSC main campus and Early County site. Our P-12 partnerships also included a luncheon that all area high school counselors were invited to attend. This event was held prior to our two well-attended high school preview days.

In Spring, 2013, BSC testing staff began traveling to area high schools to administer both the diagnostic and placement COMPASS tests. Offering the diagnostic test (piloted this year at Bainbridge High School) at high schools allows teachers to better prepare their students to take the COMPASS placement test. The COMPASS placement test was offered at Seminole County High School and Thomas County Central High School and will be expanded to other area high schools in the coming year. The placement test enables students to qualify for dual-enrollment transfer courses and/or speed up the college admissions process.

The timeline for connecting BSC faculty in core areas with high school faculty was adjusted because BSC has been awarded a grant for 2013-14 that will provide stipends to faculty in math, English, and economics to work to align the gateway courses in their areas with HS Common Core principles. Lessons learned through alignment will extend to faculty in other areas and provide opportunities for further collaboration between faculty at BSC and area high schools.

**Goal 2: Improve college access and completion for students traditionally underserved in postsecondary education (Table 2).** Bainbridge State College has a large Pell-eligible (44%) and adult learner (58%) population, requiring innovative strategies to improve college access and completion for them.

Toward that goal and with the help of a grant, BSC is developing a self-paced, competency-based Small Business Management certificate, designed to reward students for what they already know and give them flexibility in scheduling. Another strategy is our use of Early Alerts, which were implemented in Fall, 2012. During the first year of implementation, our professional advising staff sent a personalized letter to each student flagged for an Early Alert to let him or her know what concerns had been reported by faculty. The letter referred the student to the Student Success Center for free services including tutoring, testing and note-taking skills, test anxiety information, and more. The Early Alert system will evolve in the 2013-2014 year to include a follow-up email and phone call to each student. In addition to the Early Alert, a Rolling Alert system will also be implemented that will allow instructors to submit alerts as needed throughout the semester. Due to the nature of the initial implementation, results have not yet been determined. Throughout the

coming year, all students flagged for an Early Alert will be tracked to look at which students take advantage of the free services offered and if they go on to succeed in that semester's coursework.

During the 2012-13 academic year, class availability was increased for working students. A better balance of online and face-to-face courses was achieved, and several weekend classes were added in areas of high interest and high need. Our two-year course rotation will allow students to choose scheduling of classes during the day, in the evening, and online at specific points throughout their program of study. While the class availability increase seemed to be successful in terms of student enrollment, it will be most effective to analyze the data on this initiative after the expanded two-year course rotation is firmly established this fall. Time to degree will be a key indicator of success.

We also engaged students more fully in campus activities through our Student Life program. A card-swipe system was implemented in Fall, 2012, giving Student Life the ability to swipe ID cards when students enter each event so involvement in campus events is recorded and so BSC can track trends in student engagement. During the 2012-13 year, Student Life brought in a number of speakers to provide motivation and information to our students. The event lineup included a speaker who talked to the students about managing personal finances, another who discussed the serious topic of domestic violence, and a motivational speaker.

**Goal 3: Shorten time to degree (Table 3).** During the 2012-13 academic year, the DegreeWorks core team was fully trained and began customizing the program to meet the needs of BSC advisors and students. Training for advisors (faculty and professional staff) took place in Spring, 2013, and a full rollout to that population took place at the beginning of the Fall, 2013 semester. DegreeWorks is scheduled to be available to students beginning Spring, 2014.

In April, 2013, Bainbridge State College hosted the 2013 Georgia Academic Advising Conference, with the Executive Director of NACADA as the keynote speaker. Many BSC faculty and staff presented at and attended the conference, which focused on shortening time to degree.

In Fall, 2012, a mandatory orientation was put in place for all new students. Advisors noted that this orientation has resulted in a more-prepared student coming in for advising in subsequent semesters. These students are also more proactive and possess more awareness of how college processes work.

Creative scheduling was piloted over the past year, with lessons learned to guide future planning. We will be piloting a new style of short-term class this fall, in which students who apply late for the fall semester will be assigned to courses that begin 3 weeks after regular semester courses begin. Also, BSC was recently awarded a grant to redesign the Small Business Management certificate and will be offering creative scheduling and rolling enrollment for the courses within that program of study beginning Spring, 2014.

Prior to the 2012-2013 year, BSC students could change their major as often as desired and at virtually any time. Procedures for major changes have been re-designed to be structured and to provide students with motivation to finish out a degree program. A student may now change his or her major up to three times with the approval of an academic advisor. If the student requests a major change within 15 credit hours of completion, the student's academic record is evaluated on a case-by-case basis prior to any changes in program of study.

**Goal 4: Restructure Instructional Delivery (Table 4).** The FYE class at Bainbridge State College was increased from 1 to 2 credit hours beginning in Fall, 2012. The semester GPA of students taking the FYE class went from 2.08 (Fall 2011) to 2.39 (Fall 2012). The percent of overall credits successfully completed also increased, from 58% to 66%.

Faculty training in course redesign began in Summer, 2012, with an external trainer, but dissatisfaction with the trainer led to the BSC Director of Online Learning and the Center for Teaching Excellence creating a training manual for online course redesign and a workshop series for faculty. Faculty training sessions began during Summer, 2013, and will continue until all full- and part-time faculty members who teach online courses have attended. Currently, 70 full- and part-time faculty have attended the course redesign training sessions. After the initial training piece, teams of faculty will peer-review each online course to ensure it meets standards of quality.

A mandatory student online orientation was launched in Fall, 2012, as a prerequisite for all students taking an online class. The success rate in web classes increased from 64% in Fall, 2011, to 67.7% in Fall, 2012, which we believe is due, in part, to the mandatory orientation.

Active learning was, and continues to be, an important part of Bainbridge State College's restructuring of instructional delivery. In Fall, 2012, two national speakers worked with faculty on active learning. In addition, many of our faculty attended and conducted multiple conferences and workshops on active learning throughout the year as part of their professional development.

Bainbridge State College established an Honors program in the 2012-13 year. Seventeen students met the GPA and test score requirements to be accepted into the program. The Honors program has 10 returning and 8 new students for Fall, 2013.

Peer mentors were embedded in high DFW classes (as identified from prior semester data) as well as in all of our pilot Learning Support courses for the Fall, 2012 and Spring, 2013, semesters. Initial results show a reduction of DFW rates for the courses with peer mentors. Half of the courses with embedded peer mentors had a drop in their DFW rate (average drop in courses with positive results = 22%, average drop overall = 2%). It was determined that some faculty did not know how to make the best use of the peer mentor assigned to their course. As a result, peer mentors and faculty now meet prior to the start of the semester to discuss appropriate responsibilities. For Summer, 2013, BSC piloted the use of peer mentors in online courses (data not yet available).

**Goal 5: Transform Remediation (Table 5).** Bainbridge State College had great success as we launched best practice pilots for alternative Learning Support courses in 2012-13. For example, the pass rate in traditional Learning Support exit-level reading was only 35%, but 66% of students who took reading as a co-requisite with HIST 2111 passed reading. These reading students also passed history at the same rate as their classmates who didn't place in reading. Students in traditional MATH 0099 passed at a rate of 43% compared to a 92% pass rate in co-curricular MATH 0099. These co-curricular students also passed their paired MATH 1111 at the same 92% pass rate.

MyFoundationsLab was also set up as a COMPASS retest tool in which students could purchase a code and complete supplemental instruction through our Continuing Education department. This opportunity was not used by many students, and it was not a primary focus for the year. We plan to market this program in 2013-14 and also provide a limited number of free program codes to students who participate in a workshop to get started on their COMPASS preparation pathway.

## **Part 2: Partnerships**

Summit 2013 provided a timely opportunity for BSC to connect with P-12 and industry professionals. Soon after the CCG team returned from Summit, a meeting was held with key

players from the Decatur County School Board, which resulted in a stronger connection with Bainbridge High School. Student Services staff began visiting the high school on a regular basis and provided COMPASS diagnostic testing to interested students on-site at the high school as well as information about dual-enrollment and Accel classes. This year we are offering for the first time the Shampoo Technician Technical Certificate of Credit for dual enrollment. This program allows dual-enrollment students to earn a credential that is then embedded in a diploma Cosmetology program they can choose to pursue upon graduation from high school.

P-12 partnerships established in 2012-13 included Miller County High School and Cairo High School. Current programs offered at these high schools through dual -enrollment/Accel include a Technical Certificate of Credit for Nurse Aid and transfer biology courses. New partnerships for 2013-14 include Grace Christian Academy and Thomas County Central High School. Programs offered will be transfer-eligible courses through Accel. The partnership with Thomas County Central High School is scheduled for expansion to ultimately include a full Associate of Arts degree taught at the high school. In addition, the partnership with Miller County High School has been expanded to add a Technical Certificate of Credit in Law Enforcement Management I.

Bainbridge State College is also partnering with postsecondary institutions. Middle Georgia State College collaborated with BSC for Blackboard Analytics training and dashboard development. Thomas University now offers bachelor's degrees in education on the BSC campus, and BSC is partnering with UGA/Tifton for three concentrations in sciences toward a bachelor's degree.

The Continuing Education department at BSC has increased involvement in the service area over the past year, including partnering with the City of Cairo Housing Authority to provide computer and customer service training. Continuing Education is also involved with the UGA Archway partnership (Grady County), and is coordinating agricultural training for farmers in Seminole County.

Institutional Advancement at Bainbridge State College previously established an advisory committee in Seminole County and has plans in place to form similar committees in Early, Grady, and Miller counties during the 2013-14 year. The purpose of the advisory committees is to ensure that the educational needs of the associated county are being met and to raise funds to benefit BSC students who are from the county. An initiative has also been coordinated to bring members of the local agricultural community together to provide feedback and support to the College. Launched at the end of Spring, 2013, it has allowed agricultural community members to participate in focus groups to provide input for four-year programs at Bainbridge State College. Some members of the community also provide support to the BSC Foundation, while others have expressed interest in providing internships and practicums to BSC students.

### **Part 3: Key Observations and Evidence**

The Office of Administrative Planning and Reporting in Academic Affairs is responsible for the majority of data tracking and analysis for Complete College Georgia initiatives at Bainbridge State College. As the first year of CCG progressed, data were analyzed on an as-needed basis. Most of the data came from reports pulled together by the database administrator. During the year, Blackboard Analytics was purchased and several Academic Affairs and Student Services staff members were trained to use the program. As referenced in the previous section, Bainbridge State College collaborated with Middle Georgia State College for targeted Blackboard Analytics training at the start of Summer, 2013. Blackboard Analytics was used to prepare portions of the data shared

in the appendix and will be used more frequently as BSC staff builds standard dashboards for Complete College Georgia.

Rather than using the as-needed approach that was relied on during the past year, the Office of Administrative Planning and Reporting will begin collaborating with other units on campus to ensure that overall information and detailed data are collected and tracked on a monthly basis. The new strategy will keep the college on pace to accomplish its goals and will allow for data-driven decision-making to take place as the CCG goals evolve.

Bainbridge State Colleges uses all USG metrics outlined for the measurement of progress toward CCG goals and strategies. Also used are the following campus-specific metrics:

- Learning Support: Overall, Exit Status, Time from Entry to Exit
- Non-Returning Student Profile
- CPC Requirements in Each Curriculum Area
- Course Availability
- COMPASS Retest Scores
- Number of Dual-Enrolled Students
- Deans and Honors Lists

#### **Part 4: Sharing Lessons Learned**

Bainbridge State College learned four major lessons during the first year of campus implementation. The first major lesson was the importance of a long-term implementation plan. The College's original Complete College Georgia (CCG) plan was ambitious. Although many strategies were implemented during the 2012-2013 academic year, it was impossible for the institution to implement every strategy in a single year. As a result, the institution has developed a three-year implementation/maintenance plan for all CCG strategies in recognition of the need for planning that is flexible and responsive to a changing environment. The institution must focus resources on strategies that work and postpone, alter, or discard strategies that don't. The effectiveness of strategies must be determined based on data and changing institutional and System resources.

Second, implementation of CCG plans must be based on data collected systematically in a consistent manner. Development of such a process is taking longer than expected. Progress in 2012-13 included purchase of software, training, and development of standard definitions for all data elements. Full implementation of the data system will occur during the 2013-14 academic year, which underscores the need for a flexible implementation plan.

Third, teamwork is critical to project success. A cohesive team must be maintained with regular meetings during the academic year to discuss effective versus ineffective strategies. Such meetings allow each team member to understand the big picture of CCG strategy impact and make agreed-upon changes in the implementation plan. In addition, the team must be expanded into working groups in order to involve more faculty and staff in Bainbridge State College's Complete College Georgia plan.

Finally, many metrics initially used were long-term measures. Decisions regarding strategy effectiveness must be made from semester-to-semester or year-to-year. Therefore, BSC will add short term metrics to inform strategic shifts over time.

**Table 1**

Goal 1: Develop Partnerships with P-12 to increase student readiness.

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Develop and Implement Parents' Night Program	Ongoing	Successful participation in high school parents' nights has taken place this past year and will continue.	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Create an "Are you ready for this?" workshop	Altered	The ideas encompassed in this strategy have been absorbed into Parents' Night and High School Preview Day. (2012-2013)	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Offer Remote COMPASS diagnostic testing at high schools	Ongoing	Began in Spring 2013, will continue into 2013-2014 and beyond.	# new students entering Learning Support; of CPC deficiencies	773 96	1194 88	710 67
Connect BSC faculty in core areas with high school faculty & counselors	Postponed	Implement with grant funds awarded for 2013-2014.	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Expand Dual Enrollment opportunities and STEM Partnerships	Ongoing	Initial collaboration occurred and there will be an increased focus on expansion of opportunities in 2013-2014.	# of dual enrolled students	275	118	99
Visit schools with low # of applications	Ongoing	Newly hired recruiting staff is visiting all high schools in the area.	# applications from low application areas (access)	310	753	609
Implement "Instant Admissions" at high schools with low # of applications to BSC	Postponed	Implement in 2013-2014	# applications from low application areas (access)	310	753	609
Develop Mentoring Program between HS & BSC Honors students	Eliminated	The leadership of the Honors program decided not to require this of students.	No Metric			

**Table 2**

Goal 2: Improve college access and completion for students traditionally underserved in postsecondary education.

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Identify triggers for early intervention for intrusive advising and academic counseling	Ongoing	<b>Triggers</b> identified; Early Alerts implemented 2012-2013; further development and expansion will take place 2013-2014.	<b>List of triggers;</b> Completion rates for students on alert list (2013-2014)	N/A	N/A	<b>Triggers:</b> Poor Attendance Poor Test/Quiz Scores Tutoring Needed Behavioral Problems
Increase class availability for working students	Ongoing	Successfully expanded course offerings to provide balance for working student; will continue 2013-2014.	Student enrollment in Saturday courses	N/A	N/A	53
Implement tracking system to analyze engagement/retention	Ongoing	Tracking (card swipe) system was implemented with analysis scheduled for 2013-2014.	Retention rate (1 yr); Graduation rate (3 yr); Student engagement survey results	69.57% 39.0% Conducted, needs review	58.04% N/A Conducted, needs review	62.07% N/A Will conduct in 2014
Target events (seminars, life coaching) to underserved populations and to students who are struggling academically	Ongoing (Combined two strategies)	Events targeted, will work to target more events in 2013-2014 and 2014-2015.	Course completion ratio <sup>1</sup> Retention rate (1 yr) Graduation rate (3 yr)	68.2% 69.57% 39.0%	65.2% 58.04% N/A	72.3% 62.07% N/A
Evaluate and create pathways to earn credit for prior learning	Ongoing	Planning occurred in 2012-2013; evaluation and development 2013-2014	Time to degree <sup>2</sup> Degrees conferred	4.7yrs 551	5.1yrs 415	4.9yrs N/A
Implement Minority Advising and Leadership Program	Postponed	Implement in 2014-2015	Minority retention (1 yr), graduation (3 yr), years to graduate & credits to degree	60.0% 30.9% 4.7 93.1	52.0% 5.3 96.4	54.4% N/A 5.1 95.6
Add adult learner-military FYE option	Eliminated	Segregated FYE not as robust as diverse groups.	No metric			
Provide incentives for engagement in student life organizations	Eliminated	Incentives compromise the integrity of academics and student life. Focus for 2013-	No Metric			

		2014 will be on our other student life strategies.				
Implement the Yellow Ribbon Program	Eliminated	Staff resources	No metric			

<sup>1</sup>Calculated Summer, Fall, Spring

<sup>2</sup>Excluded TCCs

**Table 3**

Goal 3: Shorten time to degree

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Use DegreeWorks and train all advisors	Ongoing	Implemented; all professional advisors trained; faculty training ongoing; advanced training in 2013-2014	# Trained	N/A	N/A	29
Expand faculty/staff development--advising	Ongoing	Professional development in advising took place 12-13; will expand 13-14.	Time to degree <sup>1</sup> Credits to degree <sup>1</sup>	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Require Mandatory Orientation for all incoming new students	Ongoing	Successfully implemented; continue analysis to inform future activities.	Time to degree <sup>1</sup> Credits to degree <sup>1</sup>	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Pilot creative scheduling	Ongoing	Added weekend and other scheduling options; will expand in 2013-2014.	Time to degree <sup>1</sup> Nontraditional student enrollment	4.7yrs 49.8%	5.1yrs 57%	4.9yrs 57.9%
Redesign procedures--major change requests	Completed	Redesigned procedures	Time to degree <sup>1</sup> Credits to degree <sup>1</sup>	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Develop online advising workshop	Postponed	Implement 2014-2015	Time to degree <sup>1</sup> Credits to degree <sup>1</sup>	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Evaluate AAS, diploma, & certificate curricula	Postponed	Implement in 2013-2014	Time to degree <sup>1</sup> Credits to degree <sup>1</sup>	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
"Mine" for near-completers by using DegreeWorks	Postponed	DegreeWorks implemented; data mining 2013-2014	Degrees conferred	551	415	N/A

<sup>1</sup>excluded TCCs



**Table 4**

Goal 4: Restructure instructional delivery

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Increase FYE class from 1 to 2 credit hours.	Completed	Seamless transition; shows a benefit for our students	FYE 0100 Course Completion GPA of FYE students Semester Success Rate of FYE students	N/A N/A N/A	74.65% 2.08 58%	84.68% 2.39 66%
Redesign online classes	Ongoing	Faculty training took place Summer 2013; course redesign will be ongoing.	Overall Course Completion Success in online courses	68.2% 62%	65.2% 64%	72.3% 68%
Require student online orientation prerequisite for online classes	Ongoing	Successfully implemented; will be ongoing requirement.	Success in online courses (Fall semesters)	62%	64%	68%
Provide faculty development for active learning pedagogy	Ongoing	Provided opportunities in 2012-2013; professional development in this area will be ongoing.	Courses with active learning methods; Course completion; Student survey results	N/A 68.2% CCSSE	N/A 65.2% CCSSE	Will measure in FY 2014 72.3% CCSSE, results in Summer 2014
Implement Honors Program	Completed	Established Fall 2012.	# of students in honors program;	N/A	N/A	17
Embed peer tutors in high DFW classes	Ongoing	Effective; lessons learned are guiding strategy 2013-2014.	Overall course completion	68.2%	65.2%	72.3%
Restructure faculty evaluation to reward innovative teaching	In process	Will be completed Fall 2013	Courses with innovative teaching methods; Overall course completion; Student survey results	N/A 68.2% CCSSE	N/A 65.2% CCSSEE	18 72.3% CCSSE, results in Summer 2014

**Table 5**

Goal 5: Transform Remediation

Strategy	Status	Reason/Comments	Metrics	Baseline 2008-2009	2011-2012	2012-2013
Offer best practice pilots for alternative LS courses	Ongoing	Initial pilots successful; guided decisions for future pilots.	Time to LS exit Time to degree for LS students* Pilot course success rate	N/A N/A N/A	N/A N/A N/A	Will measure in FY 2014  68.6%
Offer online supplemental instruction for COMPASS retesting	Postponed	Initial efforts not marketed well; new marketing ideas developed for 2013-2014.	Time to LS exit Time to degree* # students exempting LS through COMPASS retest	N/A  4.7yrs N/A	N/A  5.1yrs N/A	Will measure in FY 2014  4.9yrs Will measure in FY 2014
Embed peer tutors in Learning Support pilots	Ongoing	Implemented 2012-2013; Tracking begins 2013-2014	Pilot course success rate LS Course completion	N/A 52.5%	N/A 55.8%	68.6% 52.6%

\*excluded TCCs

Note: Not included in this appendix are the numerous variables for disaggregation of metrics including degree type (1 year certificate, less than one year certificate, associate and applied associate degrees), academic discipline, and emphasis area, term, Race/Ethnicity, Gender, Pell Status, Full-time v Part-time, Adult learners (25+), First generation college student, Learning Support, STEM majors, County of origin, Service area (Y,N), High School of origin/GED.