



Georgia Gwinnett
COLLEGE

**Campus Completion Plan for the University System of Georgia
Complete College Georgia Initiative**

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This document contains the Georgia Gwinnett College Campus Completion Plan as required for the University System of Georgia's Complete College Georgia initiative. This report is organized as follows:

- I. Process, Data Analysis and Goals
- II. Strategies and Objectives
- III. Planning and Implementation
- IV. Ongoing Feedback and Evaluation

Part 1: Process Goals and Data Analysis

Georgia Gwinnett College (GGC) is the **only access institution within the University System of Georgia that offers only baccalaureate degrees**. The GGC mission states that the College “provides access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.” Founded in 2005, Georgia Gwinnett College (GGC) operates, and has always operated, in the context of a clear strategic plan derived from its mission and in an environment based in data-informed planning. From its inception, access to and success in baccalaureate education have been at the center of the College’s efforts and the focus of regular assessment and review.

Inclusive Planning Process

The GGC campus plan has emerged from the long-standing and continuous discussion among faculty, staff, and administrators from across the institution. Planning that focuses broadly on college access and success is the primary responsibility of several standing committees, including the Enrollment Management Committee, RPG Task Force, and Mentoring Committee, all of which are composed of staff and faculty drawn from across the College. Planning focused specifically on supporting new students is the responsibility of the First Year Matters Steering Committee and Sub-committees and the New Student Orientation Task Force, and guided by an ongoing relationship with the John N. Gardner Institute for Excellence in Undergraduate Education. Collaborative and cooperative relationships with the Gwinnett County Schools are developed and managed primarily within the GGC School of Education and its Teacher Education Advisory Committee. Additionally, the Enrollment Management Division routinely interacts with secondary school principals and guidance counselors to enhance the college readiness of high school graduates.

A campus-wide working group began CCG planning by reviewing the plans and reports of these campus groups for near-term proposals with the potential to impact large numbers of students. This list was supplemented with additional actions or tactics suggested at the Complete College Georgia Summit. In subsequent meetings, the working group identified a subset of strategies for implementation and developed specific action plans, objectives, and assessment plans. Pending the establishment of a management infrastructure for these efforts, this working group will be responsible for and monitor the CCG initiatives.

Critical Data

A review of the basic demographic characteristics of the GGC student population shows a preponderance of those who are traditionally underserved.

GGC students tend to have relatively low levels of academic preparation. The mean high school GPA of GGC’s Fall 2011 entering freshman cohort was among the lowest in the USG State Colleges. Each cohort of first-time entering students at GGC has had a consistent academic profile with a mean high school GPA of between 2.69 and 2.80, and 40-45% requiring remediation in at least one core subject (Math, English, Reading). New transfer student cohorts have traditionally entered with a mean transfer GPA of between 2.3 and 2.7 and transfer in an average of 40-45 semester hours.

GGC enrolls a substantial number of first-generation college students. Results from four consecutive years of the Beginning College Survey of Student Engagement (BCSSE) show that 40-50% of the entering first-time students are from families in which neither parent has a college degree. A more detailed study of the Fall 2011 entering class showed that 22% of that cohort had no parent with any college experience and an additional 22% had parents with college experience, but no degree, which is consistent with the BCSSE data.

In addition, **GGC enrolls a high percentage of Pell Grant eligible students.** For the Fall 2010 and Fall 2011 cohorts, the percentages of Pell Grant eligible students were 47% and 57% respectively.

Strengths

These basic data show that GGC is attracting, admitting and enrolling a wide range of students, many of whom have significant obstacles to success. **Indeed, commitment to the access mission and student success is part of GGC's institutional DNA and a core strength of the College.** The College's vision is heavily focused on student success, particularly through faculty engagement, innovation and efficient administrative services. The College's mission welcomes "access-type" students who may not have the preparation, life situations or mindset to automatically succeed in college. The College's strategic plan includes as one of four strategic priorities "Significantly enhance GGC's student success efforts."

Another GGC core strength rests in its commitment to extensive student engagement in active learning and in co-curricular developmental activities. This commitment can be seen in many aspects of College operations including, but not limited to: small class sizes, strong relationships between faculty and students, strong and multi-faceted tutoring services, and an investment in faculty professional development. While figures for six year graduation rates are not yet available (no freshman cohort has yet matriculated for six years), data on student retention indicate that these efforts are serving to enhance student success at GGC relative to other institutions. GGC's one year retention rate for entering freshmen has stayed consistently between 68% and 75% across four student cohorts. It is particularly notable that GGC's retention rates for African-American students are virtually equal to the rates for White students, while the retention rate for Hispanic students is higher than that for White students. Furthermore, an analysis that relates first year retention with high school GPA shows that the **GGC relative retention rate is better than that of virtually all other USG institutions**, even regional and research universities.

Because GGC has always had a strong emphasis on access to and persistence and success in higher education, GGC has elected to focus a substantial component of effort in the Completion Plan on strengthening and enlarging those on-campus strategies and efforts that are already showing a high impact .

Challenges

Growth and growth management are significant challenges. GGC is a rapidly growing college, having grown from 118 students in 2006 to well over 9000 in 2012. Across the same time period, the faculty has grown from 11 full-time faculty to approximately 350 full-time and 200 part-time faculty. Current projections, along with the Complete College mandate, call for GGC to continue to grow, achieving a projected enrollment of 15,000 in the Fall of 2015, pending the development of sufficient facilities to support the growth. Maintaining and managing growth at this pace, while also maintaining commitment

to the College's access mission and continuing the strategies and efforts that are yielding evidence of significant success in retention and progression, creates a set of unique stressors for GGC.

The absence of reliable historical and predictive data is another challenge unique to GGC. Largely because of its short history, many of the data points needed to compute the Complete College America and USG metrics are not yet available for GGC. For example, GGC cannot yet compute a three-year average of four-year graduation rates, because the College has only had two fairly small student cohorts enrolled long enough to measure a four-year graduation rate. Similarly, computations based on absolute numbers are difficult to interpret given the rate of enrollment growth and programmatic change experienced at GGC. As the Completion Plan for GGC is developed and implemented, establishing sound and reliable baseline rates for many of the critical metrics to be used will necessarily be an initial activity. Beyond graduation rates, metrics for which GGC must establish initial baselines include, but are not limited to:

- Time to graduation for native student cohorts
- Credit hours at completion for native and transfer students
- Course completion ratios
- Course taking and re-taking patterns

Opportunities for Improvement

GGC has, however, identified several specific areas in which there are clear opportunities to impact student success through both the ongoing implementation of current strategies and efforts and the development and execution of additional creative and innovative strategies, all of which are assessed routinely.

Learning Support exit rates, particularly in Math are an important metric to target in early efforts. Since GGC enrolls a high percentage of students requiring remediation, it is critical to deliver instructional opportunities to those students that support their learning and lead to successful mastery of the essential foundational skills and knowledge needed for credit-bearing work. Since our data also show that students who do not exit the Learning Support courses quickly are more likely to leave the College, improving the early success of these students will have a clear and immediate impact on first-year retention, which is critical for achieving the completion targets of the USG and State of Georgia.

Retention rates are another area in which the College has an opportunity for substantial improvement. While GGC's retention rates are strong in comparison to peer institutions and in comparison to what would be predicted for our population, these rates are still lower than desired. Improving retention to the second year is a first focus; programs targeted toward improving retention in later years will follow.

Success rates in specific Core Curriculum courses also reveal an important area in which focused efforts can yield a strong impact on the progress and eventual graduation of students. Specifically, College Algebra (MATH 1111) and Introduction to Computing (ITEC 1001) consistently have high rates of student failure or withdrawal. As with efforts to improve student learning and success in Learning Support, efforts targeted at student performance in these courses will have a positive impact on progress, persistence and completion.

Goals and Broad Targets

Based on the data and analyses available to GGC at this time, the College is able to establish target levels of improvement in some of the critical Complete College America and USG metrics at this time.

However, establishing targets for other metrics must necessarily wait until the College has amassed a sufficient body of historical data to determine current baselines. Also, further analysis of available data is needed to specify specific targets for sub-populations of interest. Below are overall target values for those metrics for which the College has sufficient data. Targets are projected for the first three academic years of the plan. Targets for one-year retention and degrees conferred have been extrapolated from figures in the GGC RPG report delivered to the USG System Office in 2012. Early data from our efforts in transforming remediation, the GGC Segue English and Access Math options, show strong increases in Learning Support exit rates. While these early data reflect relatively small samples, the data show that the projected improvements shown in the table below are realistic and attainable. Maintaining the overall percentage of First Generation and Pell Grant eligible students enrolled will necessarily lead to higher actual enrollment figures as the College continues to grow. As formative and summative evaluation proceeds, targets will be projected for more distant years.

Metric	Baseline	AY 13 Target	AY 14 Target	AY 15 Target
One year retention (at GGC)	68%	71%	73%	75%
Degrees conferred	196 (Sp 12)	230 (Sp 13)	290 (Sp14)	375 (Sp15)
% First Generation students enrolled	44%	44%	44%	44%
% Pell Grant eligible students enrolled	50%	50%	50%	50%
First semester exit rate: Learning Support English	55%	58%	61%	64%
First semester exit rate: Learning Support Math	34%	37%	40%	43%
First semester exit rate: Learning Support Reading	72%	74%	76%	78%
First attempt completion rate: College Algebra	62.8%	65%	67%	69%
First attempt completion rate: Intro to Computing	73.1%	75%	77%	79%

Part II: Strategies and objectives

GGC has identified broad strategies and specific efforts for each of the major areas of focus in the Complete College Georgia initiative. In addition, GGC will invest time in developing its own data resources and analytic understanding of the essential Complete College America and USG metrics. This analytic work will enable the College to establish achievement targets for additional metrics and to identify additional opportunities for improvement and initiatives to support access and success for GGC students.

GGC's specific Completion Plan strategies and activities are discussed briefly below.

Partnerships with P-12 to improve college readiness

GGC's maintains a strong relationship with the Gwinnett County School System (GCSS). There are several initiatives already in place that both build student awareness of the education opportunity available to them at GGC and work to improve the college readiness of graduating students.

GGC continues to partner strategically with Gwinnett County P-12 schools to enhance instruction, provide enrichment opportunities, provide accessible role models, and provide accurate information regarding college opportunities by deepening existing relationships and establishing new avenues. See Appendix 6 for a listing of GGC's primary partners in these initiatives. It is appropriate for us to focus on our partnerships with the Gwinnett County School System because 61% of first-year students at GGC are graduates of schools in Gwinnett County. Specifically, GGC will expand and strengthen partnerships that place GGC students in Gwinnett County classrooms and that bring Gwinnett County students to GGC for educational enrichment opportunities. Collectively, these interactions will improve the educational preparedness of GCPS students leading to greater student success and retention in higher education.

Specific initiatives to implement or continue include:

- Working with the Executive Director of Human Resources, GGC places teacher candidates from the School of Education in GCPS schools where they engage in multiple field experiences.
- Also in partnership with the Executive Director of Human Resources, GGC's School of Education is continuing and expanding its Human Capital Pipeline, through which promising GCPS students are recruited as potential teacher candidates at GGC. Upon completion of their degrees, these students then return to GCPS as teachers, providing well-educated personnel for the system and strong, familiar role models for students.
- The School of Science and Technology, working with the Executive Director of Curriculum and Instruction and the Director of Science for Gwinnett County Schools, has developed a service learning course that pairs GGC students with Gwinnett County teachers to develop science curriculum for elementary school students.
- GGC's ongoing partnership with the Gwinnett School of Math, Science and Technology provides internship opportunities for HS students on GGC campus.
- GGC's Office of Recruitment maintains a strong relationship with Gwinnett County high school counselors and Dual Enrollment counselors through regular visits to high schools, frequent campus tours and an annual appreciation luncheon.

These efforts are expected to positively impact metrics associated with **increased access to and success in higher education**, specifically the number of students enrolling, credit hour completion in the first semester and first year, and retention rates.

Improve college access and completion for students underserved in postsecondary education

As stated earlier, GGC has consistently maintained a strong emphasis on providing access to and supporting success in post-secondary education. Several standing committees on campus work to review available data and develop potential efforts designed to improve the College's ability to achieve its overall access mission and vision. A number of continuing and new efforts have been identified for this plan and are summarized below. Many of these efforts are designed to address access and

completion needs of a wide range of underserved students. **Given the demographic and academic characteristics of our student population, broad initiatives that reach and benefit students across target populations are the most effective use of exceptionally limited resources.**

GGC has substantially expanded and enhanced its new student orientation program and will continue to make additional improvements. New student orientation is designed to support students' transition to college by providing them with essential information and to provide support for students to begin building relationships with their peers and with GGC faculty. Based upon earlier assessment findings, GGC has modified the orientation program in 2012-13 to allow for differentiated orientation sessions targeting the specific needs of adult learners and high-risk students. The orientation curricula for high-risk and typical first-year students are based on theories of student development and research on predictors of student success, drawing specifically on the work of Baxter-Magolda, Chickering, and Pascarella & Terrenzini. For transfer and non-traditional students, the orientation curricula draw on theories of transition and the work of Schlossberg. See Appendix 7 for more information on the underlying theoretical frameworks supporting the need for differentiated orientation curricula. Ongoing and continuing enhancements will be developed based on further assessment data. These efforts are expected to lead to better student understanding of campus policies, processes and resources as measured through assessment of the student learning outcomes for orientation. In addition, this effort is expected to positively impact metrics tracking enrollment numbers and one year retention rate.

GGC is continuing and refining initiatives that support high-quality mentoring for students. Mentoring is a hallmark of the GGC experience and an essential element of student-faculty interaction. A meaningful out-of-class relationship with a faculty member is a significant factor in retention and graduation rates. Through mentoring, students receive accurate course advising, timely and accurate guidance in accessing essential College resources, assistance with challenges, and timely and accurate information regarding the impact of various options. Specific activities to support mentors include:

- Extensive professional development during new faculty orientation
- Ongoing, regular professional development workshops during the academic year focused on the specific needs of target populations, including but not limited to adult learners, working students, and students with disabilities
- Individual mentoring of faculty by Senior Mentors in each of GGC's Schools
- Technology support for mentors providing basic demographic and academic information on each student mentee
- Early alert system to support mentors in outreach to students at risk

Each of these efforts will be reviewed and enhanced and is expected to positively impact metrics tracking credit hour completion in the first semester and first year, retention rates, time to degree, graduation rate and credit hours at completion.

GGC is maintaining strong support for student success, particularly for underprepared students, by providing comprehensive tutoring services. Data on both Learning Support exit rates and completion rates in Core Curriculum courses documents the extent to which our student population needs educational support beyond the classroom. Therefore, the College has established extensive and

proactive tutoring services that go beyond the physical location and operating hours of the tutoring center. Known on campus as TIC-TAC-TOE, these innovative services provide Tutors in the Classroom (TIC), Tutors Around Campus (TAC) and Tutoring Online Everywhere (TOE). As part of its Completion Plan, GGC will evaluate the impact of these services and, where appropriate, expand their reach. This effort is expected to positively impact metrics tracking Learning Support exit rates, credit hour completion in the first semester and first year, course completion ratios for all students, retention rate, and graduation rate.

Shorten Time to Degree

Two broad considerations form the foundation of GGC's initiatives that target the priority of shortening time to degree for USG students. First, GGC continues to enroll a substantial number of transfer students, largely from Georgia Perimeter College and Gwinnett Technical College, but also from across the USG. With a relatively large population of transfer students, it is essential that GGC make efficient and effective use of transfer credits so that students are not unnecessarily required to repeat coursework for which they have already earned credit. Second, GGC enrolls a substantial number of students who are unfamiliar with or unprepared for the complexities and requirements of configuring a college course of study. For these students, data suggest that it is important to provide extensive information regarding the options available and the consequences of various actions and choices. The literature also suggests that limiting the degree of choice available to this population of students improves success. With these two large-scale needs in mind, GGC has identified two primary initiatives designed to shorten the time required for students to complete degrees.

To make more efficient and effective use of transfer credits, GGC is implementing its broader, strong articulation agreement with the Technical College System of Georgia (TCSG) and with Gwinnett Technical College in particular. By taking advantage of the work done to identify a wider spectrum of TCSG courses that meet the appropriate learning outcomes for transfer courses, GGC will be able to award transfer credit for more coursework to students enrolling after having attended a TCSG institution. Transfer evaluators will make every effort to identify and award credit for all eligible courses. This is expected to positively impact metrics tracking time to degree and credit hours at completion.

To support the needs of all students, GGC is initiating several activities designed to provide more accurate and more accessible information for course selection and sequencing. At the core of GGC efforts to insure that students complete their degrees efficiently, i.e., by mastering the knowledge and skills of their curriculum in the appropriate set and sequence of courses, is a commitment to providing complete, accurate and timely information to students about their course selection options and about the likely and potential consequences of specific choices and actions. Coupled with timely and proactive mentoring and advising, this information will help students avoid taking unnecessary courses, missing prerequisites, and taking courses out of sequence. The specific actions include:

- Implementing Banner Degree Works to improve the ability of both students and mentors to identify appropriate course selections.
- Investigating the reporting capabilities of Degree Works and, where that application cannot provide the information desired, developing customized applications or scripts to generate reports that can be used by students and mentors to improve course selection.

- Developing an Academic Advising Center that will provide students with access to a central core of professional staff who are knowledgeable and available for ad-hoc academic advising, particularly in reference to learning support requirements, core curriculum requirements, and the specific constraints and regulations governing students on academic probation. Our qualitative review of challenges to the current faculty-only model for advising and mentoring has revealed that the current model is not effectively meeting all student needs in these specific areas. See Appendix 8 for a more detailed summary.

These efforts are expected to positively impact metrics tracking time to graduation, graduation rates, and credit hours at completion.

Restructuring Instructional Delivery

Reflecting its access mission and vision, GGC has identified active, engaging pedagogy as an essential element of a student success oriented college. Clearly, the most effective and efficient path through a college curriculum is a path in which a student successfully completes each class he/she takes. The literature clearly demonstrates that courses designed to engage students in active learning show higher rates of student success. It is also well-established that many students benefit, both practically and cognitively, from alternates to the standard multi-day face-to-face class such as online classes, hybrid classes, and compressed format classes. Therefore, GGC's efforts in restructuring instructional delivery focus on both developing and delivering active, engaging courses and on providing courses in alternate formats.

Continue developing and offering engaging authentic pedagogy and learning environments. GGC has a long-standing emphasis on active pedagogy in the classroom which leads to higher levels of student engagement and stronger, deeper learning. The most recent example is GGC's USG STEM grant, through which the College is building a four-year Undergraduate Research Experience (URE) for STEM majors. This effort contributes to student success in STEM courses by reconfiguring traditional laboratory experiences into challenging, well-scaffolded, engaging research investigations. The experiences designed for each course will be appropriate for the learning outcomes of the course and will enable students not only to master course content but also to develop transferable and desirable skills in critical thinking and communication. This activity has already begun. Thus far 17 courses have been revised to embed appropriate research experiences and over 2000 students have been impacted. Further development of experiences for additional courses will continue along with collaborative efforts with the School of Education and the School of Liberal Arts. This effort is expected to positively impact metrics tracking credit hour completion in the first semester and first year, course completion ratios, retention rate, and graduation rate.

Appendix 9 provides additional information on active learning initiatives at GGC.

GGC will expand the number of hybrid courses offered to students and will begin offering weekend compressed-format classes. To better meet the needs of students for whom a traditional college course schedule is inappropriate, GGC will continue to offer hybrid classes across its curriculum and will expand the number of hybrid sections offered. In addition, GGC will begin offering courses structured in a compressed weekend cohort format. These courses will have the same student learning outcomes as the comparable traditional courses and will be assessed using the same assessment instruments and

criteria as traditional courses. This effort is expected to positively impact metrics tracking number of students enrolled, retention rate, graduation rate and credit hours at completion.

Continue to expand the number of block class schedules offered to entering first-time students. GGC has had early indications that allowing entering first-time students the option of enrolling in a block of courses has increased student success in first semester classes. In course blocks, a small cohort of students, usually 20-24, are enrolled in a common schedule such that they share all classes. This format supports development of student-to-student peer relationships and supports development of student-faculty connections. Further, for students in a block, it is possible to assign a mentor who is also one of their instructors, thus further supporting the development of the student-faculty connection.

Students in block schedules in Fall 2011 had higher term GPAs for both Fall 2011 and Spring 2012 and were more likely to be enrolled in Fall 2012 than comparable students who were not enrolled in block schedules. In addition, student self-report data from the first year of block schedules provides evidence that students assign value to the option. Of students in block schedules, 55% agreed that being in a block had a positive impact on their class performance and 52% would continue in the block if the opportunity were available. Preliminary data on student performance and retention also show positive benefits from this initiative as shown in Appendix 10. GGC's expansion of this course option is expected to positively impact metrics tracking credit hour completion in the first semester and first year, course completion ratios, and first-year retention rate.

Transforming Remediation

The evidence in favor of concurrent instruction as a model for remediation is growing stronger. This model operates in a framework in which students are enrolled in both the initial college-level course (English Composition or College Algebra) and a remedial course. GGC has already launched a limited implementation of concurrent instruction models for both English and Math. Initial data indicate that these transformations have a positive impact on student performance in both the Learning Support level classes (MATH 0099 and ENGL 0099) and the entry-level credit bearing classes (MATH 1111 and ENGL 1101). Appendix 11 provides exit rates for MATH 0099 and ENGL 0099 and success rates for MATH 1111 and ENGL 1101 for Spring 2012. Building from these early positive indicators, ***GGC is continuing and expanding its offerings within the concurrent instruction model of remediation.*** The College will also conduct an in-depth analysis to identify the specific student cohorts most aided by this model as the number of students in the population grows. As appropriate, the College will then ***develop guidelines and recommendations for advising students into either concurrent instruction courses or into stand-alone remedial courses.*** These efforts are expected to positively impact metrics tracking Learning Support exit rates, credit hour completion in the first semester and first year, course completion ratios and retention rates.

Part III: Planning and Implementation

The overall management of this plan will come under the auspices of the VPA&SA. During AY 13 a more detailed management structure will be developed in conjunction with the College’s 2012-2015 strategic plan, which includes a re-evaluation of organizational structures. The table below provides a detailed plan for implementation of strategies and initiatives during the first three years of the plan and the specific outcomes and benchmarks that will be used to evaluate individual initiatives. Overall targets for each broad metric are provided in Part I of this document.

Activity	AY 13		AY 14		AY 15	
	Implementation Status	Outcome and Benchmark Expected	Implementation Status	Outcome and Benchmark Expected	Implementation Status	Outcome and Benchmark Expected
Fill data gaps identified in development of Completion Plan	Identify data gaps, review existing data and develop framework for metrics	New instruments and reports for all metrics, baseline data for all metrics in place.	Complete analysis of historical metrics	Projected targets for all metrics for all Completion Plan activities.	Continue monitoring and refinement of data and activities	Refined targets and revised plans.
Partnerships with P-12						
Partner strategically with Gwinnett County P-12 schools <ul style="list-style-type: none"> Develop STEM service learning course Provide enrichment opportunities for HS students on GGC campus Place teacher candidates from the School of Education in GCPS schools. Maintain relationship with Gwinnett County high school counselors. 	First offered F12 Establish MOU Continue placements Continue existing efforts	Increase number of GGC student placements in GCPS to 500. Conduct 51 HS recruitment visits.	Expand to course cap Initiate program Continue placements Continue existing efforts	Increase number of GGC student placements in GCPS to 625. Conduct 51 HS recruitment visits.	Continue course Continue program Continue placements Continue existing efforts	Increase number of GGC student placements in GCPS to 750. Conduct 51 HS recruitment visits.
Improve access and completion for underserved students						
Expand and enhance new student orientation program.	Expand to full day program with differentiated sessions for some target populations	Students have a solid sense of connection to GGC: Assessment under development.	Further expansion	Degree of connection following orientation increases.	Further expansion	Degree of connection following orientation increases.

Continue and refine initiatives that support high-quality mentoring for students.	Continue existing activities		Develop workshops addressing the needs of adult learners and part-time students.	2 new workshop sessions available	Develop workshops addressing needs of military learners.	1 new workshop session available
Provide comprehensive tutoring services	Secure needed funding	Fund 20 PT tutors and online service.	Increase available funding	Fund 30 PT tutors and online service.	Institutionalize funding	Fund 40 PT tutors and online service.
Shorten time to degree						
Implement a broader, strong articulation agreement with the Technical College System of Georgia	Award credit for more courses	Mean # of transferred hours per student to increase to 21 semester hours.	Continue effort to award credit more efficiently	Mean # of transferred hours per student to increase to 24 semester hours.	Continue effort to award credit more efficiently	Mean # of transferred hours per student to increase to 27 semester hours.
Provide more accurate and more accessible information for course selection and sequencing. <ul style="list-style-type: none"> Implement Degree works Develop reporting tools Establish Advising Center 	Make DW available to SoB and SoE faculty; professional dev for Registrar's staff on reporting Begin staffing Advising Center	DW used by 40 faculty in advising. 100% of Registrar's staff attends prof dev. Minimum of 4 advisors on staff.	Make DW available to SST and SLA faculty. Deploy standard reports available. Continue staffing Advising Center	DW used by 200 faculty. 50% of reporting requests fulfilled with standard reports. Minimum of 5 advisors on staff.	Make DW available to students and all faculty; develop custom reports as needed Continue staffing Advising Center	DW used by 300 faculty and 15% of student body. 50% of requested custom reports Minimum of 6 advisors on staff.
Restructuring Instructional Delivery						
Develop engaging authentic research experiences in undergraduate STEM courses	Continue developing curriculum for additional classes	2500 students in classes with research experiences.	Continue developing curriculum for additional classes	3000 students in classes with research experiences.	Continue developing curriculum for additional classes	3500 students in classes with research experiences.
Expand the number of hybrid courses offered to students	Increase the number of options offered per semester	73 sections in 10 disciplines		80 sections in 11 disciplines		85 sections in 12 disciplines
Offer weekend cohort compressed-format classes		Not begun		Not begun		One cohort
Expand the number of block class schedules offered to entering first-time students		52 block schedules offered		57 block schedules offered		62 block schedules offered

Transforming Remediation						
Expand offerings within the concurrent instruction model of remediation		12 ENGL sections 8 MATH sections		14 ENGL sections 9 math sections		16 ENGL sections 10 MATH sections
Develop guidelines and recommendations for advising students into either concurrent instruction courses or into stand-alone remedial courses	Conduct analysis of incoming scores and course success	Develop initial set of guidelines.	Utilize initial guidelines in advising and repeat analysis	Refine guidelines and expect increase in success rates.		

Part IV: Ongoing Feedback/Evaluation

Process

GGC has a well-established process and mechanism for assessment and evaluation of programs effectiveness. The goals and outcomes of the CCG plan will be assessed through the same process. Overall goals for each focal area of the plan will be entered into an online assessment tracking system. Each metric will be entered as a measure within that system along with its specific targets for each year. Additional measures of educational effectiveness and rigor will also be included in the assessment plan. This provides a reporting and documentation structure within which to manage program assessment.

During the first three months of implementation, scripts and analytic tools for computing each metric will be developed and verified. This will serve two purposes: filling the data gaps identified in preparation of this plan and establishing standard computational processes and criteria for each metric. Once each metric is verified, a regular point in each semester will be designated for data extraction and analysis. The data for each semester will be aggregated and documented annually along with a qualitative analysis of the implications for each initiative and plans for modifications and improvements.

Assessment of Efficiencies and Numbers (Access and Success)

The primary assessment of the impact of this plan will rest in the measurement of metrics tracing access to college, retention and progression while enrolled, and graduation. These metrics include those identified by the USG metrics working group. In addition, GGC will track some additional metrics known to be predictors of eventual college success, such as credit hour completion in the first semester and first year.

Assessment of Educational Effectiveness and Rigor (Success and Quality)

GGC will continue monitoring the extent to which students achieve mastery of the institution's eight overarching student learning outcomes. This process includes aggregation of assessment results reported through academic and co-curricular program assessment and compilation of the results of a series of focused, special-purpose assessments. These results will be monitored to insure that the efforts to raise numbers do not generate an unintended consequence of reduced educational rigor. Additional institution-level metrics may be developed as a result of campus-wide discussions and explorations.

Communication of Results

Annual reports of both general assessment foci will be prepared and shared with the GGC community. Each year, the Offices of Institutional Effectiveness and Educational Technology collaborate on a presentation to the GGC community that covers the characteristics of that year's entering class. This presentation will be expanded to include a review of overall institutional effectiveness and of progress toward the College's Complete College Georgia goals. In addition, the annual reports prepared will be posted on the College's internal portal where they can be accessed and reviewed by any member of the GGC community. Annual reports prepared for submission to the system office will also be posted on the internal portal for general GGC community access.

Appendix 1: Participants in Complete College Georgia Planning

Core Working Group and Summit Attendees

- Dr. Lois Richardson, Acting VP for Academic and Student Affairs, Chair Enrollment Management Committee, First Year Matters Committee
- Mr. Alan Cox, Special Assistant to the President for Strategic Initiatives
- Dr. Juliana Lancaster, Director of Institutional Effectiveness and Associate Professor of Psychology
- Dr. Clay Runk, Associate Professor of Biology and Chair of the Faculty Senate
- Dr. Linda Gilbert, Special Assistant to the Vice President for Educational Technology

Planning Committee

- Ms. Laura Ledford, Executive Director of Enrollment Management
- Ms. Nancy Grattan, Registrar
- Dr. Anita Vorreyer, Director of New Student Connections
- Dr. Justin Jernigan, Associate Professor of English for Academic Purposes
- Dr. Judy Awong-Taylor, Associate Dean, School of Science and Technology and Associate Professor of Biology
- Dr. Kris Nagel, Associate Vice President of Educational Technology and Associate Professor of Information Technology
- Dr. Nannette Napier, Associate Professor of Information Technology and Chair, Faculty Mentoring Committee
- Dr. Jennifer Wunder, Director of the Honors Program and Associate Professor of English
- Dr. Barry Biddlecomb, Interim Dean, School of Transitional Studies and Associate Professor of Mathematics
- Dr. Cathy Moore, Dean, School of Education
- Mr. Tee Mitchell, Director of Recruitment and Admissions

Appendix 2: Academic and Personal Challenges of GGC Students

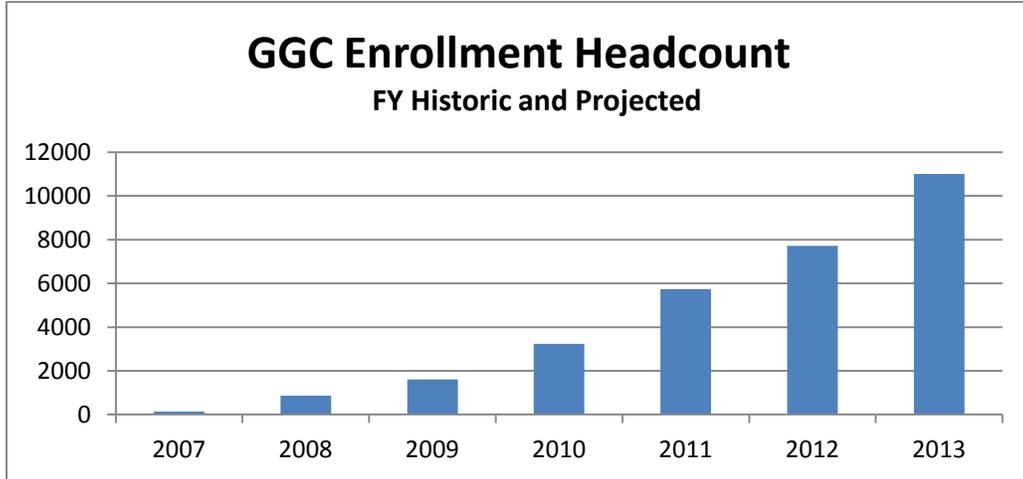
A very high proportion of GGC students face one or more challenges that are known to have a negative relationship with college completion. GGC’s Completion initiatives are designed to support these students.

Fall 2011 New Students at GGC

Receive Financial Aid (Fall 2010)	85%	Require learning support (remedial) courses	47%
Work 11 to 19 hours/week	38%	High school GPA average (GGC)	2.72
Work 20+ hours/week	27%	High school GPA average (University System of Georgia)	3.08
Significant family obligations	50%		
1 st generation college	44% total		
• (Father and mother at most both high school graduates)	22%		
• (Father and mother at most both only some college)	22%		

Appendix 3: GGC Historic and Projected Enrollment

Growth and growth management are significant challenges for GGC. The small enrollment numbers for early years are one reason that we face an absence of historical and predictive data.



Appendix 4: Retention Figures

Retention rates in comparison to other University System of Georgia schools show that GGC's current efforts are leading to success for our challenging population.

Table A: Actual Retention

Retention Rates:	<u>Institution Specific</u>				<u>Systemwide</u>		
	<u>State Universities</u>	<u>State Colleges (x - GGC)</u>	<u>GGC</u>	<u>GGC Goal</u>	<u>State Universities</u>	<u>State Colleges (x - GGC)</u>	<u>GGC</u>
<u>Fall07 Cohort</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1 year	74.4	57.7	73.1	73	80.8	64.5	78.8
2 years	58.1	34.6	50.8	51	71.6	50.4	66.3
3 years	52.0	24.9	44.8	46	66.4	43.2	61.3
4 years	Na	Na	x		Na	Na	X
<u>Fall08 Cohort</u>							
1 year	73.3	58.4	75.3	75	80.4	65.2	82.3
2 years	57.0	33.8	54	55	69.5	48.8	67.9
3 years	Na	Na	x		Na	Na	X
<u>Fall09 Cohort</u>							
1 year	72.7	56.1	70.3	80	79.7	62.0	75.0
2 years	Na	Na	x		Na	Na	X
<u>Fall10 Cohort</u>							
1 year	71.9	56.3	67.7	85	79.8	61.9	73.0

Source: USG Crystal Reports

- Fall07, 08 and 09 cohorts GGC offered only 4 majors. This expanded to 12 majors in Fall10.
- GGC Goals from Jan 2010 report to the BOR
- Approximately 4% of GGC students continue in college outside USG [NSCH Fall 08 cohort]

Table B: Relative Retention

First Year Retention Relative to Mean High School GPA			
<u>Comparison group</u>	<u>1st year retention (%)</u>	<u>HS GPA</u>	<u>GGC performance vs. comparison group</u>
GGC	68	2.69	
State Colleges	56	2.83	+28%
State Universities	72	3.11	+9%
Regional Universities	74	3.14	+6%
Research Universities	91	3.62	=
USG total	70	3.07	+10%

Table C: First Year Retention by Ethnicity

<u>First Year Retention by Sub-populations</u>		
	<u>2010</u>	<u>2011</u>
White	78%	67%
African-American	77%	65%
Hispanic	79%	73%
Asian	89%	78%
Fall 2010 and Fall 2011 data		

Appendix 5: Fall 2010 Exit and Retention Rates for Learning Support Students

Table A: First-attempt performance in LS courses Fall 2010

<u>Course</u>	<u>Took</u>	<u>First semester results</u>				<u>A,B,C within 1st yr.</u>
		<u>A,B,C</u>	<u>D,F,WF</u>	<u>IP</u>	<u>W</u>	
<u>(Numbers)</u>						
ENG098	207	154	44	0	9	166
ENG099	198	109	52	29	8	146
READ098	338	243	51	32	12	279
MATH099	573	196	41	320	16	299

<u>(Percentages)</u>	<u>First semester results</u>					<u>A,B,C within 1st yr.</u>
	<u>A,B,C</u>	<u>D,F,WF</u>	<u>IP</u>	<u>W</u>		
ENG098	74%	21%	0%	4%		80%
ENG099	55%	26%	15%	4%		74%
READ098	72%	15%	9%	4%		83%
MATH099	34%	7%	56%	3%		52%

Table B: Retention among those who do not succeed in LS courses in one semester Fall 2010

Note that 50% of students who do not exit Learning Support Math in their first attempt do not return in the following Fall semester.

RETENTION AMONG THOSE WHO DID NOT GET A,B,C FIRST TIME (Fall10 First time Freshmen ((PT+FT))

	<u>Took Fall10</u>	<u><A,B,C</u>		<u>Retention</u>			
				<u>Returned Spring 11</u>	<u>Returned Fa11 11</u>	<u>Returned Spring 11</u>	<u>Returned Fa11 11</u>
				<u>%</u>	<u>%</u>	<u>#</u>	<u>#</u>
ENG098	207	53	26%	60%	32%	32	17
ENG099	198	89	45%	82%	58%	73	52
READ098	338	95	28%	76%	44%	72	42
MATH099	573	377	66%	82%	50%	309	190

Appendix 8: Rationale for an Academic Advising Center

The establishment of a centralized academic advising center is expected to increase the consistent quality of student advising while simultaneously lowering demands on faculty. Currently, GGC uses a faculty-only model for student academic advising and general mentoring. Through a qualitative analysis of informal feedback, we have identified several ways in which this model – as implemented at GGC and in the specific context that is GGC – provides non-optimal support to our students. Among the identified issues that we expect to address through the creation of an advising center are:

- *Limited availability of faculty advisors.*
 - Faculty often lack the capacity to respond immediately, yet students often need, or believe they need, immediate answers to specific questions. Faculty may be unavailable because of other professional demands such as teaching class, grading, committee meetings, or professional conferences off-campus.
 - Availability is especially a problem during the summer months, when full time faculty members are not on contract. GGC's rapidly increasing enrollments mean that we have huge orientation sessions throughout each summer for new students. In addition, we have a high percentage of year-round students. These students need academic advising when faculty are least available.
 - Bringing in faculty who are off contract to meet summer advising needs is expensive, logistically difficult, and leads to inconsistent quality.
- *Uneven quality of advisement combined with high need for good advisement*
 - Across the board, faculty struggle to understand the core curriculum criteria and course requirements outside their own discipline.
 - GGC's relative 'youth' as a college and continuing rapid growth generate frequent changes in curricula, policies, and catalogs, which are difficult to track.
 - Faculty members who lose track of these changes may give incorrect or incomplete information.
 - GGC has, as noted earlier, a high percentage of students who fall into high-need special populations for which standard advising knowledge is insufficient. Students in need of in-depth advising include
 - Freshmen and Sophomores, who need to understand the specific criteria applied to core curriculum selections;
 - Learning Support students, who must abide by a fairly rigid set of policies and expectations;
 - Students with undeclared or changing majors, who need to consider the implications of course selections for multiple possible scenarios; and
 - Students returning from academic suspension or entering on academic probation, who need help understanding the stakes, close monitoring, and early intervention.
- *Overwhelming load on faculty advisors*

- GGC's advising and mentoring expectations are high. Faculty are currently expected to provide academic advising, general guidance, career advising, and attention to personal development, as well as crisis support and referrals
- Though the College has high expectations of faculty as mentors, our rapid growth means that we have a short timeline for training. In addition, many of our faculty members are young and are beginning to develop the experience they need. Their first priorities are their teaching and careers.

While it is unlikely that one single approach will resolve all of these potential sources of advising inaccuracies, it is clear that many student needs can be better met by providing students with year round access to an expert core of professional staff members who have both the content and technological expertise needed and whose primary focus and responsibility is maintaining their knowledge of the requirements of academic curricula, particularly as they apply to high-need students. Thus, GGC has taken the initial steps to design and establish an academic advising center so as to serve the College's particular student population more effectively.

These staff might have a fairly high caseload, but will have a narrowly defined task. They may even focus on defined subpopulations of students, thereby making it possible for them to have the depth of knowledge and the intended impact on their specific group.

Further, with the resources of an academic advising center available, faculty will then be able to focus more on the other dimensions of student mentoring.

Desired outcomes include increases in advisor availability, improvements in the quality of advisement, as well as an expansion of needed support for faculty. Specifically:

- Students will have access year-round to someone who is equipped to address the students' needs
- Students will receive consistent, accurate advising information, especially high-needs groups.
- Students will have access quickly to an advisor through many possible channels (F2F, email, Skype, phone, chat)
- Faculty will have access to professional expertise to assist them with questions upper-level students might have
- Faculty will have access to special purpose support materials (videos, tutorials, etc.) that will assist them in addressing student questions
- Student-faculty relationships will benefit from the increased focus of faculty attention on student development and career exploration.

Appendix 9: Examples of Engaging and Authentic Pedagogy and Learning Environments at GGC

Georgia Gwinnett College has a strong and evident commitment to active and engaging pedagogy. This commitment reflects the College's shared understanding that this type of educational environment promotes success and academic progress in all students and is particularly effective for underprepared students. The core narrative of the GGC Complete College Georgia summarizes the College's investment in undergraduate research experiences for STEM students. This appendix provides additional examples of active pedagogical approaches already in place at GGC. The College continues to encourage and support pedagogical development by individual faculty, disciplines as a whole, and interdisciplinary teams.

Connection to the community through service learning:

In selected sections of ENGL 1102, ENGL 1102, students partner with community service organizations. Students interview personnel at the community service organization to understand their needs and prepare written documents to support those identified needs. Students in these courses typically complete semester-long writing and communication projects for their clients. For various clients, students have designed websites; written for blogs; written proposals, instructions manuals, and reports; and much more.

Selected sections of multiple courses in the BBA Marketing concentration take a similar approach. In these upper level classes, students consult with local non-profits and small business and develop business plans that are then presented to the client at the end of the semester.

Connection to the profession through authentic, extended assignments:

In MATH 3600, Content Methods for Mathematics, pre-service teachers design their own field trip experience as they would when they become in-service teachers -- this experience prepares them to write their interdisciplinary unit plan and helps them understand the school considerations when creating a field trip experience for their students.

In multiple research methods and statistics courses, including MATH 2000, PSYC 3030, and BUSA 2000, students engage in one or more research projects in which they design a research question, collect, and analyze data as a class, and get a better sense of qualitative and/or quantitative research and how statistics is intertwined in that process. MATH 2000 students present their work at GGC STARS, an annual exposition of research in science and technology.

Student engagement through project-based learning

In multiple sections of ARTS 1100 (Art Appreciation) students are engaged through a project-based curriculum, organized around three units of inquiry: the nature of art, media and techniques, and the relationship between art and culture. This course includes hands-on studio work, collaborative research, multi-modal presentations, guest speakers and museum visits, culminating in the application of course concepts to the design of a work of meaningful public art for the GGC campus.

In other sections, students engage in a campus-based extended project designed to highlight the role of art in creating and impacting public awareness. As an example, during Spring 2012, Art Appreciation

classes celebrated Earth Day by creating a dinosaur-looking creature out of recycled materials that we called "Recyclosaurus." For several weeks prior to the event, students brought in recyclables while we discussed the impact of refuse in our culture and how to be better stewards of our environment. On Earth Day we cut, glued, stapled, assembled and then displayed them in a public space on campus.

Students in the new First Year Honors Experience are enrolled in learning communities that are rooted in project based learning. All professors committed to teaching these classes have agreed to minimize lectures and classes take place in learning lounges rather than traditional classrooms in order to encourage participation and active learning.

Student engagement through innovative use of technology and gaming

A particularly innovative approach now being piloted on the GGC campus is The Solomon Project. The Solomon Project takes a traditional English 1102 class and turns it into an immersive mystery adventure in which the students are characters and active agents. Students find themselves in a narrative that unfolds in real-time, in the classroom, on campus, and especially online. On the first day of class, students discover that they are "research interns" working for an archaeology professor who has disappeared and for a shadowy international organization with unclear motives. As they try to solve the mystery, they are drawn into research and writing related challenges and constantly called upon to make decisions that can alter the course of the game. The plot and every challenge they face or task they complete are tied to course outcomes, so students work towards these while playing the game. Initial data show that this course design elicits a high level of student engagement and results in stronger student performance on specific course assessments than the traditional course design. The College is currently exploring the extent to which this specific course design can be scaled up to serve more students.

Appendix 10: Performance and Retention of Students in Block Schedules

	N	Mean Hours Enrolled Fall 2011	Mean GPA Fall 2011	Retained to Spring 2012	Mean Hours Enrolled Spring 2012	Mean GPA Spring 2012	Retained to Fall 2012
Enrolled in Block	558	12.88	2.30	90%	11.69	2.04	70%
Not Enrolled in Block	1407	13.10	2.02	90%	11.40	1.72	60%

Appendix 11: Performance of Students in Concurrent Remediation

Access Mathematics

	Pass (A/B/C)	Not Pass (D/F/W/I)
Standard MATH 0099	29%	71%
Access MATH 0099	78%	22%
Access MATH 1111	63%	37%
Non-Access MATH 1111	39%	61%

Segue English

	Pass (A/B/C)	Not Pass (D/F/W/I)
Standard ENGL 0099	58%	42%
Segue ENGL 0099	86%	14%
Segue ENGL 1101	85%	15%
Non-Segue ENGL 1101	74%	26%