Georgia Gwinnett College

Campus Completion Plan for the University System of Georgia
Complete College Georgia Initiative
2013 Campus Plan Status Report

Submitted by: Dr. Stanley (Stas) Preczewski, Interim President

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This document contains the 2013 Campus Plan Status Report for 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.   Updates, Progress and Future Work
II.   Partnerships
III.   Key Observations and Evidence
IV.   Lessons Learned

Updates, Progress, and Future Work

As noted in the initial plan, GGC's Completion Plan is focused on continuing, and expanding, existing campus efforts to enroll, support, retain, and graduate students. During the first year of this plan, all efforts have continued and the early data and feedback are strongly indicative of positive impacts on student performance. This section reviews each major area of effort and provides a short summary of actions during the year. Table 1 provides detailed data on each area of effort including specific outcomes, actual results, and targets for the next year.

Partnerships with P-12 to improve college readiness

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. GGC's relationships with the Gwinnett County Public Schools have grown and deepened over the past year. In the specific areas of focus, both the number of active collaborative initiatives and the number of GGC faculty and students working with the Gwinnett County Schools have grown.

❖ *The strong relationship between the GGC School of Education (SOE) and the GCPS has continued to grow*, with both the existing partnership in training future educators and additional outreach by Education students to local schools.

- In AY 2012-13, over 240 teacher candidates were placed in county schools during Fall 2012 and 265 in Spring 2013. As the number of teacher candidates at GGC increases, we expect to see this relationship grow accordingly and for graduates to return to the GCPS as employed teachers and role models. As of August 2013, 70 of the 148 graduates from the GGC Education programs were employed with Gwinnett County Public Schools. Alumni are also employed in several other school districts in the metro Atlanta region.
- In addition, the Education honor society has established a relationship with Lawrenceville Elementary School providing tutoring to their students. While this effort is not expected to yield measurable benefits for several years, the opportunity for GGC students to serve as teachers and role models in the local community is expected to contribute to both interest in and readiness for higher education. Further, this student-led effort exemplifies GGC's commitment to robust, meaningful partnerships with the community.

❖ *The working relationship between the GGC School of Science and Technology (SST) at the GCPS has also continued to develop during the past year*. The two specific efforts initiated during AY 2012-13 have shown early success and are expected to involve more students in the coming years.

- A service learning course, which is a component of the STEM education grant held by SST, was offered with limited enrollments in AY2012-13 through the Biology internship program. For Fall 2013, the class is fully enrolled and continuing. This course engages STEM students with GCPS elementary teachers to develop active and engaging science classroom lessons. The initial interactions have been very positively received and enrollments will be allowed to expand in the next academic year. For a sample of the types of interactions and experiences, see the service learning video at **http://bcove.me/71wt0ovs** .
- In a second effort, SST and SOE have formalized a Memorandum of Understanding (MOU) with Gwinnett Math & Science magnet school to support internship experiences for high school students at GGC. In Spring 2013, three students engaged in research experiences on campus. For Fall 2013, ten students have applied for internships and are being interviewed.

❖ *The well-established relationship between the GGC Office of Recruitment and the Gwinnett County high school and dual enrollment counselors has also continued to expand* and to generate continued levels of high interest, application, and enrollment.

- GGC has engaged continuously with the Gwinnett County HS counselors, conducting 36 visits in Fall semester and 28 in Spring semester, for a total of 64 visits in the academic year.
- GGC has held its regular Counselor appreciation events, hosting the county HS guidance counselors on campus once each semester.
- GGC has expanded its collaboration with Middle and High School teachers by hosting a workshop for teachers in computational thinking during March 2013, which was attended by 35 teachers.

Improve access and completion for underserved students

GGC has continued its strong emphasis on providing access to and supporting success in post-secondary education. In particular, GGC has invested strategically in the three areas identified in its Completion Plan: Orientation, Mentoring, and Tutoring.

- ❖ GGC has substantially *expanded and enhanced its new student orientation program*. For students new to GGC in AY2012-13, GGC provided a full-day orientation experience in which they spend the bulk of their time in groups with similar admission profiles (i.e., traditional first-year, student success, non-traditional, transfer). This format has allowed us to design experiences that provide students with appropriately targeted information. Initial evaluation data indicates that students complete orientation with an awareness of where to go for specific types of support (Table 2). For AY 2013-14, GGC will continue to enhance the orientation program by providing more clearly differentiated experiences for first-time students and transfer students to better meet the specific needs of each population.
- ❖ GGC has continued to invest in *building faculty competence and capacity in mentoring and in providing meaningful support to students*. Mentoring remains a hallmark of the GGC experience and an essential element in the College's commitment to individual students. During AY2012-13, GGC has maintained its process of assigning all students a faculty mentor, has continued to develop professional development programs to support faculty in building their own skills, and has conducted an analysis of key challenges this model faces in the context of GGC's rapid growth and specific population. This analysis has resulted in several suggested strategies that are under review or development.
- ❖ GGC has continued its commitment to *providing comprehensive tutoring services* for all students. The College has maintained its investment in face-to-face tutoring in the Academic Enhancement Center (AEC). In addition, the College's innovative effort to move access to tutoring services beyond the Academic Enhancement Center through Tutoring in the Classroom (TIC), Tutoring Around Campus (TAC), and Tutoring Online Everywhere (TOE) known as (TIC-TAC-TOE) has continued to develop. Retention data demonstrate the impact of GGC's commitment to tutoring on students. Student Success students who take advantage of tutoring services retain at a higher rate than those who do not from first to second semester (78.0% versus 66.5%) and first to second year (61.4% versus 47.7%). A similar pattern holds for student in regular classes for first to second semester retention (84.8% for tutored students versus 75.2% for non-tutored students) and first to second year retention (75.4% for tutored students versus 62.9% for non-tutored students).

Shorten Time to Degree

GGC's efforts in this area have focused on steps to ensure that all students receive clear and correct guidance on course selection while at GGC and that transfer students receive all legitimate transfer credit that they have earned. Work during the past academic year has focused on three primary projects.

- ❖ GGC has, like other institutions, completed the technical work needed to *launch DegreeWorks within Banner for all students and faculty.* As of June 1, 2013, all GGC faculty and staff began using

DegreeWorks to plan, monitor, and verify completion of degree requirements. All students admitted as of Fall 2012 and later are able to view their academic records using DegreeWorks.

❖ GGC has made strong use of the broader articulation agreement with the **Technical College System of Georgia (TCSG) and with Gwinnett Technical College in particular**. For students entering in Fall 2012, GGC awarded credit for 67 courses from Gwinnett Technical College. While this is not an increase from prior years, it shows GGC's continuing commitment to making maximum use of appropriate transfer credits to support students and to avoid unnecessary barriers to completion.

❖ Building on the recommendations of faculty mentors mentioned above, GGC has **completed the planning for a Mentoring and Advising Center to support high-need, at-risk students**. The Director and Associate Director have been hired and hiring is underway for the remaining start-up staff.

Restructuring Instructional Delivery

As stated in the College's Completion Plan, GGC's focus in restructuring instructional delivery has been on both developing and delivering active, engaging courses and on providing courses in alternate formats.

❖ The College's most expansive effort in building more active, engaging courses has been in the STEM disciplines with the **expansion of the Undergraduate Research Experience** across all STEM disciplines.

- ➤ As of spring 2013, 29 courses have been redesigned to include embedded research or active learning techniques. We anticipate that the number of courses impacted will continue to increase in AY2013-14.
- ➤ In AY2011-12, 2001 students were directly impacted through these courses. In AY2012-13, approximately 4000 students were directly impacted through these courses.
- ➤ 64 SST faculty have already modified or redesigned their courses to embed research skills and/or research experiences, or are currently engaged in that effort.
- ➤ Enrollment in STEC 4500 (Undergraduate Research) continues to increase (35 students in fall 12 and 56 students in spring 13)

❖ In addition, the College has maintained its efforts to support student engagement through **block schedules for first-time students**. Block schedules are provided for students enrolling for the first time in Fall semester. Each block provides enrollment of 12-17 semester hours, depending on the specific courses included. In both Fall 2011 and Fall 2012, GGC offered over 40 block schedules to students. For Fall 2012, 28% of entering first-time students enrolled in block schedules. Table 3 provides data comparing the GPAs and Fall to Spring retention of students in block schedules and in other schedules.

❖ GGC has also invested strongly in **alternate instructional models** making use of technology. In both AY 2011-12 and AY 2012-13, the college offered over 120 **hybrid course sections** for students. During AY 2012-13, GGC began developing its **first fully online course** which will be taught during Spring 2014.

Transforming Remediation

GGC has continued to invest heavily in developing and offering remediation through a concurrent delivery model to qualified students. Developed by faculty, the model is based on successful models such as the Accelerated Learning Program used by Baltimore Community College.

In AY 2012-13, GGC increased its investment in the concurrent delivery model, offering 19 sections in English ("Segue English") and 12 sections in mathematics ("ACCESS Math"). A total of 113 students were enrolled in the Segue English sections and 138 students were enrolled in the ACCESS Math sections. In

the Segue English program, 87.61% of students exited compared with 63.06% in the regular ENGL 0099 model. In the ACCESS Math model, 86.96% of students exited compared with 42.59% in the regular MATH 0099 model. Figures 1 and 2 show the grade distributions between the two different models of English and Mathematics.

Partnerships

GGC's Completion Plan has a strong focus on building and enriching our relationships with the local P-12 school system and this has been the core of partnership efforts for the past year. As discussed above, these relationships continue to deepen and GGC, along with our partners, have identified several avenues for extending those relationships. Among the more important are those efforts that take GGC students into the elementary, middle, and high schools where they serve as both educators and role models for younger students as well as gaining early experience in pedagogy and instructional delivery. These efforts are serving the goals of promoting access and readiness in the P-12 students while simultaneously supporting success for GGC students through active learning and new models of instructional delivery. These efforts include the tutoring services offered by Education students and the collaborations of STEM students with elementary teachers, in addition to the placement of teacher candidates into Gwinnett County schools.

Key Observations and Evidence

Initial data on the core metrics GGC has elected to track are mixed for this first year. The College met its AY 13 targets for most metrics. In fact, the improvements in some metrics are substantial enough that one early task for this project in the next academic year will be to establish new targets for performance. While first-year retention has shown a decline, as shown in Figure 3, first-semester retention has remained strong even as the College has undergone dramatic growth. Early data on graduation rates are encouraging, as can be seen in Table 4. Since early success, which is known to predict progress and persistence, is a primary focus of several of GGC's efforts in the Completion Plan, GGC will continue to monitor this closely.

Metric	Baseline	AY 13 Target	AY 13 Actual	AY 14 Target*
One year retention (at GGC)	68%	71%	61.7 (3 yr mean 66.6%)	73%
Degrees conferred	196 (Sp 12)	230 (Sp 13)	281 (Sp 13)	290 (Sp14)
% First Generation students enrolled (neither parent earned postsecondary credential)	44%	44%	48%	44%
% Pell Grant eligible students enrolled	50%	50%	52%	50%
First semester exit rate: Learning Support English	71%	74%	77%	77%
First semester exit rate: Learning Support Math	38%	41%	52%	44%
First semester exit rate: Learning Support Reading	69%	72%	81%	75%
First attempt completion rate: College Algebra	62.8%	65%	66.5%	67%
First attempt completion rate: Intro to Computing	73.1%	75%	81.2%	77%

*Targets are being revised upward for AY 14 as appropriate

The data on first generation and Pell Grant eligible students provides evidence that GGC is maintaining its strong focus on providing access to underserved student populations. The increases in first semester exit rates for Learning Support students, and particularly the rates for students in the concurrent remediation classes (Segue English and ACCESS Math), provide evidence that GGC's efforts to strengthen and transform remediation are having the intended effects.

Nevertheless, the continuing economic climate has had noticeable impacts on the educational environment at GGC. Due to budget constraints, the percentage of sections taught by part-time faculty has increased to 30%, well above our goal of 20%. Average class sizes have also increased from 20 to 21 due to insufficient funds to hire faculty lines.

Lessons Learned

Building on existing efforts has had its benefits and drawbacks. One advantage of this approach is that it supports careful and strategic use of resources in areas already known to support student access and success. The biggest disadvantage is that the distributed nature of effort impacts the processes for tracking efforts and gathering the critical data on impact. We have found that the College's development of a clear system for data requests has supported ability to gather critical data and evidence from across campus and to maintain consistency in data definitions. An additional staff member for Institutional Research has been authorized to support these efforts.

Our early successes and results demonstrate that this multi-pronged approach is appropriate for GGC's needs and population. The complementary efforts in promoting access (partnership with P-12, orientation) and in supporting success (tutoring, mentoring, instructional delivery) have enabled GGC to maintain strong retention rates through continuing high rates of growth and change (see Figure 3); to see students succeed in early gateway courses, including Learning Support courses as well as introductory English, Math, and Computing courses, and to see early data suggesting improving six-year graduation rates (See Table 4 for four-year and five-year graduation rates).

In addition, the results of our efforts in this year have supported clarification and refinement of the mission, structure and role of the newly established School of Transitional Studies within GGC and have highlighted the value of and need for some of GGC's core commitments and structures.

One of the most successful efforts in student success for the AY 2012-13 has been the concurrent delivery model used in Learning Support English and mathematics. These efforts, while still small in size, are growing and showing great success due to intensive and deliberate instruction targeted at small classes of students. The increased interaction between an instructor, or an instructor with a tutor, and a small class size of ten to fifteen students shows success far beyond what we as an institution expected.

A second clear success has been the expanded and differentiated model for orientation. As the data in Table 2 demonstrates, this model has shown early evidence of preparing students for their initial enrollment at GGC and supporting early success.

In addition, the data emerging from the various efforts across campus to support students in planning both their immediate course enrollment needs and their longer-term educational aspirations have served to highlight the need for and overall role of the newly-established Mentoring and Advising Center (MAC). Based on the past year's ongoing review of advising needs and concerns, the general mission of the MAC has become more clear. This center will open for operation in Fall 2013 and will initially serve Learning Support students, although its scope is expected to grow in future years.

Appendix: Data Tables

Table 1: Year One Expectations and Results and Year Two Expectations

Activity	AY13 Tasks	AY13 Outcomes and Benchmarks Expected	June 2013 Status	AY 14 Tasks, Outcomes and Benchmarks Expected
Establish Management Structure	Establish organizational structure and processes	Necessary organizational framework is in place Essential information is available on time	Committee and Leadership identified Meeting schedule established	N/A
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.	Dataset for initial analysis is complete; analysis and baseline data expected 2013	Complete analysis of historical metrics. Establish projected targets for all metrics for all Completion Plan activities.
Partner strategically with Gwinnett County P-12 schools				
Develop STEM service learning course	First offered F12	Course offered	Course offered Fall 12 and Spring 13.	Expand to course cap
Provide enrichment opportunities for HS students on GGC campus	Establish MOU		SST and SOE have an MOU with Gwinnett Math & Science magnet school	Grow program
Place teacher candidates from the School of Education in GCPS schools	Continue placements	Increase number of GGC student placements in GCPS to 500.	Spring semester have 265 placements; had 240ish in Fall (duplicated head count)	Increase number of GGC student placements in GCPS to 625.
Maintain relationship with Gwinnett County high school counselors.	Continue existing efforts	Conduct 51 HS recruitment visits.	Total of 64 HS visits conducted.	Conduct 51 HS recruitment visits.
ADDED Effort: Host workshop for middle and high school teachers			GGC is hosting workshops for teachers.	Expand efforts
ADDED Effort: Provide tutors for local schools			SOE partnership with Lawrenceville Elem providing tutoring	Expand efforts
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.	All sessions were full day with small groups differentiated by population Initial assessment indicates: that students complete orientation with an awareness of where to go for specific types of support.	Continue differentiated orientation sessions

Continue and refine initiatives that support high-quality mentoring for students.	Continue existing activities		Continuing with "GGC Model" Analyzed key challenges and provided suggested strategies	Develop 2 new workshops addressing the needs of adult learners and part-time students.
Provide comprehensive tutoring services	Secure needed funding	Fund 20 PT tutors and online service.	Tutoring services continue New fee will sustain those programs, possible support expansion	Fund 30 PT tutors and online service. Institutionalize funding
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.	Mean hours transferred not available; number of courses eligible for transfer has expanded	Mean # of transferred hours per student to increase to 24 semester hours.
Provide more accurate and more accessible information for course selection and sequencing.	Make DW available to SoB and SoE faculty; professional dev for Registrar's staff on reporting	DW used by 40 faculty in advising. 100% of Registrar's staff attends prof dev.	Will go live Fall 13 for everyone. All students admitted since Fall 2012 can few their records using Degree Works.	Provide training as needed so that Degree Works in used effectively across campus
Establish Advising Programs	Begin staffing Advising Center	Minimum of 4 advisors on staff.	Design for Mentoring and Advising Center completed; Director, Assoc. Director, and advisors hired or in search	Begin operations of Mentoring and Advising Center; Minimum of 5 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.		3000 students in classes with research experiences.
Expand the number of hybrid courses offered	Increase the number of options offered per semester	73 sections in 10 disciplines	120 sections offered	80 sections in 11 disciplines
Expand the number of block class schedules offered	Increase the number of options offered per semester	52 block schedules offered	40 block schedules offered	57 block schedules offered
Transforming Remediation				
Expand offerings within the concurrent instruction model	Increase the number of options offered per semester	12 ENGL sections 8 MATH sections	19 ENGL sections 12 MATH sections	14 ENGL sections 9 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.	Work in progress	Complete analysis and pilot use in advising for Spring 2014 cohort.

Table 2: Student responses to "Who would you contact?" for various problem scenarios from Bear Essentials evaluation (Bold indicates best answer(s) for scenario)

Scenario ——————— Office	Aid Not Posted	Cash on ID Used Up	Disrespectful Peer in Class	Failed Multiple Tests	Play Intramural Sport	Failed Assignment	Friend in Distress
St Accounts	61.3	**71.4**	0.8	0.4	3.3	1.1	0.6
Financial Aid	**80.7**	5.1	0	0	0.1	0.1	0
Registrar	9.7	4	0.7	0.3	6.1	0.6	0.1
AEC	0.8	2.2	4.3	**64.1**	5.2	12	12.3
Counseling Center	3.5	0.3	34.9	16.2	5	9.3	**72.8**
Wellness Suite	0.3	1.1	1	0.7	39.2	0.1	10.8
Mentor	8.6	2.1	**28**	33.3	14.9	23.3	27.2
Professor	1.1	0.4	**43.1**	**47**	3.9	**71.7**	18.5
Dean	0.7	0.3	12.3	0.4	0.7	8.8	1
Vice President	0.1	0	2.9	0	0.4	1.1	0.4
President	0.7	0.3	3.9	0.3	0.7	1.8	0.8
Don't Know	5.1	15.2	20.6	6.4	**30.5**	11.9	9.1
None	3.2	7.7	5.4	3.6	**12.4**	3.2	5.1

Table 3: GPA and retention for students in block schedules compared to students not in blocks

	Fall 12 N	Fall 12 GPA	Spring 13 N	Fall-Spring Retention Rate	Spring 13 GPA
Block	630	2.51	562	89%	2.63
No Block	1632	2.20	1334	82%	2.38

Table 4: Four-year and five-year graduation rates for GGC students

| Cohort Year | # FTFR Cohort | 4 Years | | | | 5 Years | | | |
| | | Institution | | System | | Institution | | System | |
		N	Rate	N	Rate	N	Rate	N	Rate
Fall 2007 * Full-time	295	16	5.4%	25	8.5%	54	18.3	77	26.1
Part-time	40	2	5%	2	5%	5	12.5	7	17.5
Fall 2007 Total	335	18	5.4%	27	8.1%	59	17.6	84	25.1
Fall 2008 Full-time	361	21	5.8%	33	9.1%	NA	NA	NA	NA
Part-time	104	2	1.9%	4	3.9%	NA	NA	NA	NA
Fall 2008 Total	465	23	4.9%	37	8.0%	NA	NA	NA	NA

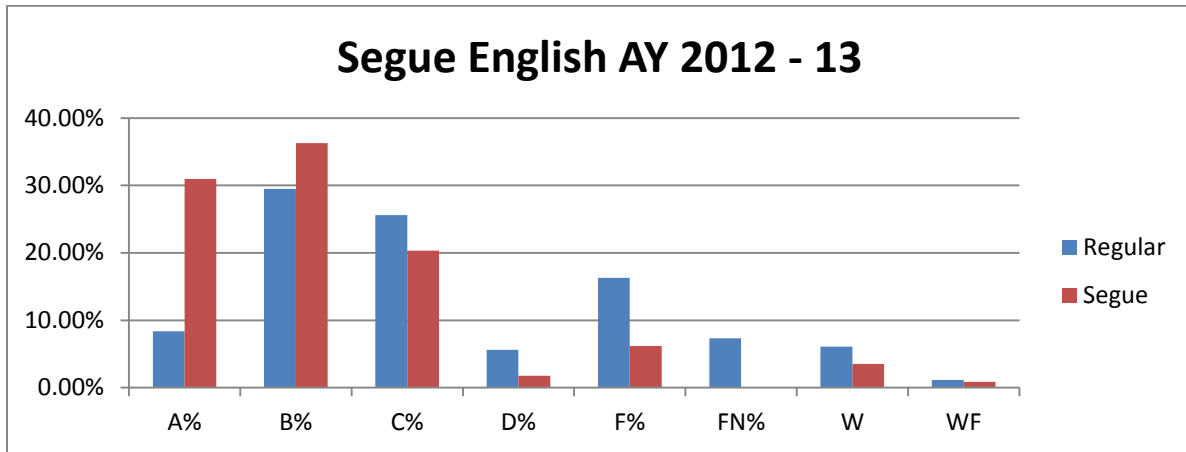Figure 1: Grade distributions for Segue and traditional English learning support

Segue English AY 2012 - 13

Figure 2: Grade distributions for Access and traditional Math learning support
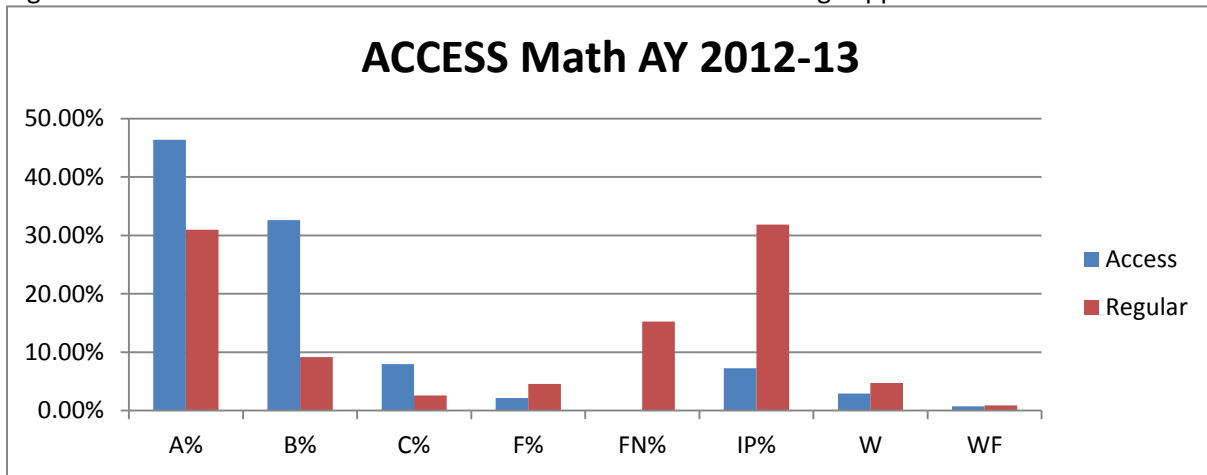
ACCESS Math AY 2012-13

Figure 3: First Semester and First Year Retention by Student Cohort (First-time, Full-time)

Retention by Cohort