Complete College Georgia Status Report for Gordon State College
Revised August 23, 2013

Updates, Progress, and Future Work

<u>Progress to date in meeting institutional goals</u>: This section summarizes our progress for 2012-2013. The appendix to this document includes updated tables from our Completion Plan, with subpopulation breakdowns where appropriate. Some "good news" highlights:

1. Exceeded our annual goal for increasing the number of graduates: projected increase of 3% in the number of graduates; realized increase of 5%.
2. Fall to Fall retention rate for the First-Time, Full-Time Cohort improved from 46.3% in Fall of 2011 to 52.5% in Fall of 2012 – an increase of more than 6%.
3. For every new student subpopulation measured but one: demonstrated upward trend over the past two years in the percentage of hours earned compared to hours attempted at the end of the fall semester. (See Appendix, Additional Data.)
4. As an access institution, it is important to measure all "Appropriate Next Steps" for our students. (See Goal 5.) Exceeded goal for the 2009 cohort by 7%.

Progress on the six goals described in our Completion Plan:

GC Goal 1 (Increased Numbers – Degrees Conferred Annually): We will continue our growth in the number of degrees, which means that over the five year period we will increase our number of graduates by more than 20%. *Our 2012-2013 Goal: 3% increase. Actual: 5% increase.*

GC Goal 2: (Increased Efficiency- One Year Retention Rate, First-Time Full-Time Cohort)
Goal: 54%. Actual: 52%. While this outcome is less than hoped for, we are pleased to see a 6% increase over the 2010 cohort retention rate. See Goal 3 for information on subpopulations.

GC Goal 3: (Increased Efficiency- One Year Retention Rate, Special First-Time Cohorts). See Table C in the Appendix for the goals and results for each subpopulation. In summary, all actual percentages fell short of our annual goals for this first year.

However, the one-year retention rate for *the following first-time subpopulations increased significantly over the previous year's cohort: full-time freshmen, 6%; part-time freshmen, 4%; learning support, 8%*.

The retention rate for first-year (at Gordon State College) transfer students, both full- and part-time, *fell 3% and 17%* respectively. Similarly, the rate for adult learners *fell 4%*. The data reveal an opportunity to serve these overlapping groups of students more effectively.

GC Goal 4: (Increased Efficiency: Graduation Rates for First-Time, Full-Time Cohort): We are measuring three- and six-year graduation rates for cohorts beginning in fall 2009. As of spring 2013, we are only able to report the three-year rate for the fall 2009 cohort. *Our goal: 11%. Actual: 9%.*

While we are disappointed in this result, we are not surprised. In fall 2009, Gordon State College experienced a huge (18%) enrollment growth. Of that large 2009 cohort, 58.54% had learning support requirements, and 55.5% of those students had two or more learning support requirements. Historical data demonstrate that students with two or more LS requirements have a

low rate of retention and completion. Since the fall of 2009, the number and the characteristics of the FTFT students have changed. In addition, since the spring of 2010, Gordon State College has implemented a number of initiatives intended to improve retention and completion. We expect that these efforts will enable us to meet or exceed annual goals as we move forward.

GSC Goal 5: (Increased Efficiency: "Appropriate Next Step Measure" for First-Time, Full-Time Cohort)
As a two-year college with a limited number of baccalaureate degrees, we use the "Appropriate Next Step Measure" to help us measure our contributions.   That is a measure in which we declare success when a member of our first-time cohort does one of the following three things:
* The student graduates from Gordon College or a sister institution with a two-year degree.
* The student successfully transfers to a sister four-year institution.
* The student successfully enters one of the baccalaureate programs at Gordon College and begins taking 3000-level courses. Our goals for this measure are found in Table E.

We are measuring three-year and six-year "Appropriate Next Step Measures" for cohorts beginning in fall 2009.   At this point, data are available only on the three-year ANS for the fall 2009 cohort. *We are encouraged by the fact that we have exceeded our goal for this cohort, 31% attainment, by 7%.*

GSC Goal 6: (Increased Numbers: Access): We measure the number of new adult students (students 25 and older) served by Gordon State College. *Our goal for fall 2012: 3% increase. Actual: 15% decrease.*   As explained in Goal 3, data shows that we need to understand better and focus more on this subpopulation. We note, however, that *the overall decline in enrollment over the past two years—16.7%*--has a direct impact on the population of this student group.

As described below, we have implemented a number of important supports for this subpopulation over the past two years, and we look forward to increasing the number of adult learners and serving them more effectively.

Significant changes in goals and strategies: As stated several places in this document, we need to gather more extensive data on our transfer and adult learner populations. What characteristics of new transfer/adult students can we determine, and which of those might tell us more about their needs? We have taken some steps in that direction. For example, feedback from transfer students led to our reshaping our New Student Orientations for that group of students. Much work is yet to be done, and out of that research and thinking we expect to refine and/or develop new goals.

Though not included in our original goals, we have begun collecting data on earned hours vs. hours attempted in the first semester as an important measure. We expect to develop a related goal.

Work undertaken not identified in original campus plan: The Complete College Georgia initiative, along with our participation in the Adult Learning Consortium, has led the college to undertake the following work since we wrote our Completion Plan:

* Improving Access and Completion for Students Traditionally Underserved:

- o Developed significantly our recruitment and support of <u>adult learners</u> through: hiring an Adult Learning Coordinator, developing a quality web presence, and creating a Testing Center that qualifies for CLEP testing, with additional PLA testing to be added this coming year.
  - o Have applied and been approved by Board of Regents (have not yet heard from SACS) to offer <u>associate degree programs at the McDonough, Henry County</u>, site. One of the fastest growing counties in the state, Henry County contains <u>a large number of adults who lack higher education credentials.</u>
  - o Hired a director to develop further our Henry County and Fayette County sites. Through this and additional staff development we will not only be able to create greater awareness of our programs in those areas, but improve services and support on site. <u>Adult learners</u> of all types will have better opportunities and better support through these sites.
  - o <u>African-American Male Initiative</u>: Received a $10,000 matching (dollar-for-dollar) start-up grant. Will provide for coordination, mentoring, conference travel, and intrusive advising. In addition, we have begun offering sections of our First-Year Experience course exclusively for African-American males.
  - o Improved our <u>online degree efforts</u> through
    - ▪ establishing a required training course for faculty that focuses on using D2L effectively and on student engagement online,
    - ▪ establishing an online course review process, and
    - ▪ carefully expanding our course offerings, with an eye on quality.
- Restructuring Instructional Delivery:
  - o Have developed learning communities involving a learning support discipline and related college-level course in that discipline, with the goal of efficient instruction and shortening time to completion. For example, ENGL 0098 is a "Just in Time" remediation course, a lab-based tutoring course designed to provide just in time remediation for students—strengthening their English composition skills through a comprehensive review of grammar and sentence structure—in tandem with enrollment in ENGL 1101.
- Shorten Time to Degree:
  - o We emphasize to our students the importance of signing up for 15 hours in the first semester and following. Beginning with new students in fall 2013, we are <u>pre-registering students for 14-16 hour loads</u>. After orientation, they will have the ability to change their schedules if work or other demands require it.
  - o See "Restructuring Instructional Delivery" above.
- Partnerships with K-12 and higher ed institutions: See the next section.

Partnerships

<u>Influence of Summit 2013 on institution's regional focus</u>: The Summit was helpful in general ways. For example, the session on "The Changing Economy: Thinking Strategically About Regional Needs"

prompted thinking here about technical college certificate programs/degrees and articulation into our baccalaureate programs. The Region 4 work session, unfortunately, was not as productive as intended. The partners—Univ. West Georgia, Gordon State College , Southern Crescent Technical College, and West Georgia Technical College—worked together well and discussed some common issues relevant to CCG. This alignment of regional partners was not, however, a natural one, a fact recognized by all. Gordon State College's natural partnerships are, in general, with institutions to the north of us. We draw the huge majority of our students from more heavily populated counties to the north, and this is where we devote our energies, develop our important off-campus sites. We already work extensively with SCTC and Clayton State University.

Plans for building partnerships:

- We added a third partnership involving a College and Career Academy, this one in Fayette County. Our AVPAA Richard Baskin now serves on the steering committee. Clayton State University and Southern Crescent Technical College are the other post-secondary education partners.
- AVPAA Baskin has been appointed to the Board of Directors for the Henry County Academy of Advanced Studies for the coming year. The Academy should increase the number of students in the Accel program, and it also provides the site for developing greater access to education and educational services for traditional and non-traditional college students.
- For our Henry County site, we have hired a director who is a Professor of Business at the college. He will be contacting county leaders in business, industry, government, and community with the goal of determining needs that Gordon State College may be able to meet. We plan to take a similar approach over the next two years with leaders in Fayette County.
- Working with Pike County Schools, we have reserved seats in select fall 2013 classes for Accel students, who will be bussed to our campus at the expense of PCS, or will travel on their own. The Accel program helps administrators in smaller, underfunded schools systems provide college credit for their students more cost effectively, in some cases, than through Advanced Placement courses at the high school.
- Working with Monroe County Schools, we will begin teaching Accel classes in one of their buildings this fall. This partnership will also allow us to offer evening courses in their community for traditional and non-traditional students.
- Our English Department has just been awarded a mini-grant to work with Lamar County Schools personnel in improving English curriculum alignment. The work will be conducted in this calendar year.
- We are discussing stackable certificates and degrees for the film industry with Southern Crescent Technical College.
- We collaborate with UGA-Griffin in offering courses for 1) their students who need a core class or two in order to matriculate into a UGA program, 2) students who plan to earn a degree from GSC. We continue to pursue other opportunities to partner with UGA-Griffin.
- We have a reverse transfer articulation agreement with Clayton State University.

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Key Observations and Evidence

<u>How we track and analyze data to assess progress</u>: A key development in this area for Gordon State College has been the loss of our Director of Institutional Research as in March 2012. A special problem with the transition to a new director is that the outgoing director did not leave clear definitions of data sets or clear methodologies. As a result, the new director has had to reinvent everything, and she has a long way to go! It has been difficult to get the data we need, but time and the hire of a very good computer programmer and data analyst is helping considerably.

Our new director believes strongly that we should rely on USG data resources whenever possible, and those resources are proving useful to us. For example, in reviewing the data for Goal 4, Table D, our data analyst found a report on the USG By the Numbers site that gives similar information, but includes graduates from the summer term at the end of the academic year. Our previous IR director had included only the number of spring graduates. We have begun using the USG data, and Table D in the appendix is revised accordingly.

<u>Strategies for sustaining data collection and evaluation of effectiveness</u>: In addition to the comments above in this section: 1) We will establish with the new IR personnel additional data and analysis needs and develop a reporting plan. 2) We will consider the kinds of information we want to track. Some of those are 1) Credit Hours at Time Degree is Conferred, 2) Course Completion Ratios, 3) First-Generation Students (first have to be able to define these students in a way that permits us to track them), and 4) Pell-Eligible Students (same comment).

Sharing Lessons Learned

- Perhaps the most important lesson learned is the need for an <u>"Appropriate Next Step"</u> measure to help us determine how well we serve our students. (See Goal 5 for definition.)
- Another important lesson that has come out of our CCG work has been the need to <u>identify formerly unrecognized populations of "at risk" students</u>, such as students who transfer in with a low GPA. These students must meet Satisfactory Academic Progress or be suspended after just one semester. Another group is those students with a high number of hours but no degree. We now <u>tailor intrusive advising sessions for such populations</u>.
- We recognized that we need to <u>collect and consider additional types of data for adult learners</u> and their characteristics when they matriculate at our school. The same is true for the overlapping subpopulation of <u>military</u> students/family members.
- We are confident that <u>enhanced attention to students</u> has been important: improved orientations, intrusive advising practices, resource allocation to provide a point person for adult learning, supplemental instruction, and instructional delivery that enhances engagement and effectiveness, to mention a few of our efforts.

Data Appendix

This appendix includes updated data for each of our six institutional goals, plus additional data for student subpopulations, on percentage of hours earned out of hours attempted at the end of the first semester. New information is highlighted in yellow.

GSC Goal 1 (Increased Numbers – Degrees Conferred Annually): We will continue our growth in the number of degrees awarded as shown in Table B. Observe that this means that over the five year period we will *increase our number of graduates by more than 20%.*

Table B: GSC Goal 1 for Degrees Conferred at Gordon State College

2011-2012 Actual	2012-2013 GOAL	2012-2013 ACTUAL*	2013-2014	2014-2015	2015-2016	2015-2016
583	600	611	625	649	675	702
%-Increase	3%	5%	4%	4%	4%	4%

GSC Goal 2: (Increased Efficiency- One Year Retention Rate, First-Time Full-Time Cohort)
Retention Goal for Fall 2011, First-time Full-time cohort: 54%

Fall 2011 FTFT:	1,100
Fall 2012 Returned:	577
Retention Rate:	52%

Retention Goal for Fall 2012 cohort: 56%

GSC Goal 3: (Increased Efficiency- One Year Retention Rate, Special First-Time Cohorts)

In Table C are found our actual one-year retention rates for critical subpopulations, Fall 2010 to Fall 2011, and our goals for the subsequent four years.

Table C: GSC Goal 3 for One-Year Retention of First Year Students

First-Time Cohorts	Actual 2010 to 2011 Retention Rate	Goal: 2011 to 2012	Actual 2011 to 2012 Retention Rate	Goal 2012-2013	Goal 2013-2014	Goal 2014-2015
Full-Time Freshmen	46%	54%	52%	56%	58%	60%
Part-Time Freshman	35%	40%	39%	42%	44%	46%
All Learning Support	39%	45%	47%	47%	49%	51%
Full-Time Transfer	47%	54%	44%	56%	58%	60%
Part-Time Transfer	60%	62%	43%	64%	66%	68%

25 and Older	54%	56%	50%	58%	60%	62%
Federal Financial Aid	46%	50%	46%	52%	54%	56%

GC Goal 4: (Increased Efficiency: Graduation Rates for First-Time, Full-Time Cohort)

Table D: Goals for Graduation Rates for First-Time, Full-time Cohorts

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
	Goal	**Actual**	**Goal**	**Actual**	**Goal**	**Goal**	**Goal**	**Goal**
Three Year Graduation Rate	11%	9%	11%	N/A	13%	15%	16%	17%
Six Year Graduation Rate	16%	N/A	16%	N/A	18%	20%	21%	22%

GSC Goal 5: (Increased Efficiency: "Appropriate Next Step Measure" for First-Time, Full-Time Cohort)

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- The student graduates from Gordon College or a sister institution with a two-year degree.
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- The student successfully enters one of the baccalaureate programs at Gordon College and begins taking 3000-level courses. Our goals for this measure are found in Table E.

Table E: GSC Goal 5 for **"Appropriate Next Step Measure"** for First-Time, Full-time Cohorts

	Fall 2009 Cohort		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
	Goal	Actual	Goal				
Three Year "Appropriate NS"	31%	38%	31%	33%	35%	36%	37%
Six Year "Appropriate NS"	37%	N/A	37%	38%	40%	41%	42%

GSC Goal 6: (Increased Numbers: Access): In Table G we start with the numbers from Fall 2011 and define goals for the number of new adult students (students 25 and older) served by Gordon State College.

Table G: GSC Goal 6 for Number of New Adults Served by Gordon State College

Fall 2011 Actual	Fall 2012 Goal	Fall 2012 Actual	2013-2014	2014-2015	2015-2016	2016-2017
165	170	140	177	183	192	199
Percent Change	3%	-15%	4%	4%	4%	4%

Additional Data

All of these new student subpopulations but one has shown an increase in hours earned as a percentage of attempted hours in the first term. Over a two-year period, the greatest increase was 29.4% (PT Freshmen) and the least was 8.7% (Learning Support). FT Transfer students declined by 8.5%.

Table A-1: Percentage of Hours Earned out of Hours Attempted at the End of the Fall Semester

New Students	Cohorts		
	Fall 2010	**Fall 2011**	**Fall 2012**
Total New Students	44.84%	53.73%	57.9%
Full-time Freshmen	41.72%	50.65%	55.4%
Part-time Freshmen	37.63%	33.15%	67.0%
Full-Time Transfer	57.77%	66.27%	49.3%
Part-Time Transfer	63.01%	71.27%	72.4%
25 and Older	53.01%	57.53%	63.8%
Pell Grant	38.50%	46.69%	50.4%
Learning Support	25.29%	29.55%	34.0%

Note. Percentage represents the institutional hours earned/institutional hours attempted for Fall of Cohort semester plus any hours from prior Accel/MOWR semesters. For example, Fall 2010 Full-time Freshmen completed 41.72% of the courses they attempted in Fall 2010. [See "Key Observations and Evidence" for comment on change in data collected.]