Complete College Georgia Plan
2012-13

Part I: Goals and Data Analysis

Complete College Georgia furthers the mission[1] of Bainbridge College, particularly our emphasis upon accessible and excellent education. Even before our five-member team attended the system-wide summit in Athens in March, we were developing new retention and completion goals and strategies. The CCG Summit helped refine our vision, giving focused direction for the college-wide meetings led by our team (the Vice President for Academic Affairs, the Vice President for Student Affairs, the Director of Advising and Academic Services, the Director of Administrative Planning and Reporting, and a staff member representing Institutional Research). Our college-wide presentations were followed by "think tank" work sessions with faculty, administrators, and staff. Ideas from those sessions informed the one-page report that was submitted in April. Since that time, CCG team members have researched and discussed best practices for targeting our student populations that are least successful, and they have also met with other stakeholders, such as students and community members. In addition, this CCG plan has been embedded in the goals, strategies, and outcomes of our Strategic Enrollment Management (SEM) Student Affairs plan, our Quality Enhancement Plan (QEP), and our Promoting Academic Completion (PAC) Academic Affairs plan.

As we began developing our strategies for success, what became immediately obvious was a problem with data collection and analysis. We have no one full-time in Institutional Research, and we have had no one in our Office of Institutional Effectiveness for the last three months. Not only do we lack tools for data collection and analysis, but we also lack people. In order to provide the support needed for CCG, the College has just invested in Blackboard Analytics. Not only will it provide real-time monitoring and predictive analytics, but it will also allow us to back-fill gaps in our benchmark data and verify the numbers we have reported.[2] In addition, our newly hired IE Director comes

onboard later this summer, and that person will be instrumental in helping us with accuracy and consistency in data collection, analysis, and reporting.

From the data provided by the USG office, we identified several populations that need increased attention because of low performance, little or no progress, and lack of retention: part-time students (11% of our part-time AA students graduate at 150% of credit hours), students who place in Learning Support (35% exit remediation), students enrolled in STEM majors (0% in 2008-09), minority students (18% lower graduation rate than nonminority students), and adult learners (those attending part-time take 8.7 years to complete an Associate's Degree). While the average number of credits to degree has decreased (from 90 credits in 2004-05 to 77 credits in 2008-09), just 65% of credit hours attempted are completed, which is less than the federal financial aid requirement of 67%. Our one- to two-year retention rate for our entire student population is less than 39%.

Campus data reveal that the demographics of the student most likely not to be retained are black, male, non-traditional, and underprepared.

Demographics of Non-Returning Students	
Black male	52%
Non-traditional	32%
Had more than one learning support requirement	61%
Failed at least one or more courses prior to the semester in which they were identified as a non-returning student	48%

Another barrier our students face is low income. The area we serve has higher poverty (27.2% below poverty level compared to 16.6% in the state), higher unemployment (11.6% compared to 8.9% in the state), and lower overall educational attainment than the state at-large (11% bachelor or higher degrees, which is less than one-half of the state-wide average of 24%). The majority of our students come to us underprepared for college. For example, in 2009, 71% of our students placed in Learning Support, and 70% had not completed all the college-preparatory competencies required for admission.

In addition, Bainbridge College students themselves cite multiple factors keeping them from graduation. Based on a survey conducted in spring 2009 of 357 non-

returning students who were first-time, full-time students for fall 2008, 201 students responded with the following barriers that prevented them from returning to college:

Self-Reported Barriers to Returning To College	
Single parents with childcare responsibilities	17%
Work—some reported 30-40 hours per week	65%
Lack of financial support	35%
Lack of transportation	21%
Completed their educational goals	26%
Needed a break from college	17%

While data reveal specific areas for improvement, Bainbridge College does have its strengths. We have ranked second in retention among the two-year institutions in the USG over the last 10 years, and in 2008, at 63.5%, we had the highest retention rate among all two-year schools for first-time, full-time students. In addition, our three-year graduation rate for the 2006 cohort of 10.1% was equal to the system graduation rate.

Another strength is our faculty. First of all, they are well-credentialed, with 61% of our full-time transfer faculty possessing earned doctorates, compared to 28% for the other USG two-year institutions, as reported in 2008. They are also engaged in teaching excellence, with more than 25% of faculty volunteering this summer for small group sessions that involve implementing active learning strategies in their classrooms.

We are also a service-centered institution and have been recognized by the Chancellor of the USG and/or the Governor of Georgia five times since 2008, including customer service awards at the highest level (gold) for faculty.

Additionally, Bainbridge College is attentive to the physical needs necessary for an excellent education: This year we invested more than $600,000 to renovate classrooms and upgrade technology, and this fall we are beginning construction to double the size of our library.

Yet another strength is our ability to serve a wide range of student needs, from GED preparation to technical workforce development programs to transfer associate degrees. As the only USG institution affiliated with the Technical College System of Georgia, we must measure our success not only through degrees but also through diplomas and technical certificates of credit.

Part II: Strategies and Objectives

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

BC faculty, staff, administrators, and students need to increase connections with area schools as evidenced by decreased applications from high school graduates in our service area. Applications have declined over the last three years and are down 16% from last year. In addition, more than 47% of all incoming traditional students need at least one Learning Support class.

Based on data from the Georgia Department of Education collected in March, 2012, of 337 seniors at Bainbridge High School, 235 (70%) have applied to Bainbridge College at this time. Early County High School had 133 seniors in March 2012, and 65 of them (49%) have applied to Bainbridge College. These two high schools are the closest geographically to our Bainbridge main campus and Early County Center, and they have high application rates compared to most other high schools in our service area. We have noted that Cairo High School seniors are applying to Bainbridge College at a rate of 66% for this fall, which indicates that students at that school have a greater interest in our programs than do students in Early County. To fulfill our mission as the educational provider in our 12-county service area, we plan to expand our college application and preparation efforts in those high schools where students apply at a rate less than 50%. Additionally, we will continue to work on partnerships to better prepare all area high school students for college.

Objective: Bainbridge College will increase the number of students enrolled and graduating with degrees, diplomas, and certificates from area school systems and reduce the percentage of students having CPC requirements.

Strategy: Bainbridge College will increase campus-wide involvement in partnerships designed to improve preparedness for college.

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

The number of first-generation students at Bainbridge College has increased slightly over the years, from 68% in 2008-09 to 71% in 2011-12. Pell-eligibility has increased at a greater rate, from 76% in 2008-09 to 88% for 2011-12. Additionally, we have a high population of adult learners (ages 25 and up) that has also increased. In 2008-09, adult

learners comprised 51% of our students, and that number is now 60%. Furthermore, 57% of our overall student population self-reports that they work either full- or part-time.

Objective: Bainbridge College will increase the number of students enrolled and the number of degrees, diplomas, and certificates conferred to those who are (a) first-generation (b) Pell-eligible and (c) adult learners.

Strategies: Bainbridge College will 1) develop outreach programs, advising strategies, and communication strategies to facilitate access and completion; and 2) craft multiple frameworks for recruiting and supporting working students, adult learners, and military students.

Goal 3: Shorten time to degree

The rate of overall course completions for 2008-09 was 69%, which can be disaggregated to 55% for Learning Support courses and 72% for credit classes. These low course completions, coupled with frequent major changes, have generated high program completion hours and, consequently, time to degree. In 2008-09, 12% of our full-time AA students graduated at 150% of credit hours for their program, and 16.5% of our full-time AA students graduated at 200% of credit hours for their program.

Objective: Bainbridge College will improve course completion ratios for students and reduce program completion credit hours.

Strategy: Bainbridge College will develop clear pathways to completion.

Goal 4: Restructure Instructional Delivery

In 2008-09, Bainbridge College classes had an average 20% DFW rate, which increased to 24% for 2011-12. In addition, the 2008-09 success rate for online classes was just 41%, and it dropped to 38% in 2011-12. As we restructure instructional delivery, we plan to focus on those courses with the highest DFW rates in order to decrease time to completion and promote academic success. We will also target a population needing support: students who are adult learners and those who are part-time.

In our diploma/certificate programs, students who are part-time complete their programs at about the same rate as full-time students. At the Associate Degree level, however, the average time to completion for part-timers is 6.42 years compared to 3.22 for full-timers. For part-timers who are adult learners, the length to degree is 8.71 years.

In addition, for those adult learners who are single parents, the chance of ever completing a degree is about five percent.

Objective: Bainbridge College will increase the number of students graduating with degrees, diplomas, and certificates; decrease the number of DFW grades; increase completion of online courses; increase the number of students on the Dean's and Honor's lists; and decrease time to degree for adult and part-time students.

Strategy: Bainbridge College will provide additional academic support for students, improve and expand distance delivery, and improve teaching.

Goal 5: Transform remediation

Research shows that 78% of students who complete at least 20 credit hours in their first calendar year of enrollment go on to earn a four-year degree, which is more than double the 35% who go on to earn a degree with fewer than 20 hours. Of BC students entering in any semester of the 2008-09 academic year, only 15% who placed into Learning Support completed 20 or more credit hours in their first calendar year (3 terms) of attendance. We anticipate positive change from our pilots of redesigned Learning Support classes that begin this fall. Furthermore, we will provide academic support for those taking placement tests and retests as we try to lower the number classes that students need in Learning Support.

Objective: Bainbridge College will increase the number of attained credit hours in the first calendar year for those students placing in Learning Support; improve COMPASS retest scores; decrease time to degree for students placing in Learning Support; improve course completion ratios in Learning Support; and decrease the percentage of students placing in Learning Support.

Strategy: Bainbridge College will redesign Learning Support courses and offer additional academic support.

Part III: Planning and Implementation
Goal 1: Develop partnerships with P-12 to increase student readiness.
Strategy: Bainbridge College will increase campus-wide involvement in partnerships designed to improve preparedness for college.

- Expand dual enrollment opportunities and STEM partnerships in Decatur, Seminole, and Early Counties through direct contact with all high school principals as we seek opportunities to offer courses in the school systems that better meet the students' schedules, eliminating the travel barrier to the college campus. (2012-2013)
- Implement "instant admissions" at high schools with the lowest number of applications to BC, with our staff traveling to those schools.
- Develop a mentoring program between college and high school students by connecting our students in the Honors Program and in honor societies with high school students in Decatur, Seminole, Grady, and Early counties. (2012-2013)
- Develop and implement a Parents' Night Program for parents of students in middle school through high school. By forming strong relationships with our 12 county high schools, we will follow an annual schedule that will include presentations and an information table with information on how to prepare for college. (Fall 2012)
- Connect BC faculty in core areas with high school faculty and counselors for the purpose of discussing and developing transitional curriculum and assessment. College faculty may join in teaching a high school class to demonstrate learning continuity to students. We hope to connect with key concepts and assessment methods in the high school curricula for a seamless transition. (Spring 2013)
- Create an "Are you ready for this?" workshop to illustrate academic curricula and student life events on a typical college day. We will also promote an inception day for high school students to come to BC and participate in a day of coursework and activities. (2012-2013)
- Offer remote COMPASS diagnostic testing at high schools in four counties and share diagnostic data with teachers in the system. The diagnostic will help high school teachers better prepare students for COMPASS placement testing. (Fall 2012)

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

Strategy: Bainbridge College will develop outreach programs, advising strategies, and communication strategies to facilitate access and completion.

- Provide incentives for students to be engaged in student life organizations and also implement a tracking system to analyze engagement to retention. We will target

instructional and motivational events to underserved populations and to students who are struggling academically. We will also provide seminars and life coaching events for various topics, including financial planning, time management, and career counseling. (2012-2013)

- Evaluate and create pathways to earn credit for prior learning. We will market and promote assessment of prior learning and also establish articulation agreements with transfer institutions. (2012-2013)

- Identify triggers for early intervention for intrusive advising and academic counseling. When faculty identify at-risk students through early alerts, advising contacts will be made through emails, phone calls, and face-to-face advising sessions. Academic interventions will include mandatory Student Success Center lab hours for tutoring. In addition, the early alert system will be expanded to a rolling alert for the entire semester so that faculty can report struggling students to the Student Success Center at any time. (Fall 2012)

Strategy: Bainbridge College will craft multiple frameworks for recruiting and supporting working students, adult learners, and military students.

- Add an adult learner-military option to the FYE schedule. Our Adult Learning Specialist will offer sections of our FYE course designed to specifically meet the needs of this unique population. (Fall 2012)

- Implement a Minority Advising and Leadership Program that will be anchored in the FYE course. This program will target minority working students, adult learners, and military students on their pathway to completion. (2012-13)

- Implement the Yellow Ribbon Program by offering a half-waiver for out-of-state military personnel and veterans who qualify through the Department of Veteran Affairs. (2012-13)

- Increase class availability for working students through additional online, evening, and weekend classes. (2012-13)

Goal 3: Shorten time to degree
Strategy: Bainbridge College will develop clear pathways to completion.
- Implement DegreeWorks and train all advisors in DegreeWorks and the importance of a pathway to completion. (Fall 2012)

- Require mandatory orientation for all new incoming students. (Fall 2012)
- Increase faculty and staff development in advising by adding additional advising workshops for faculty throughout the year and developing an online workshop for advising. (2012-13)
- Redesign procedures for major change requests to include a mandatory counseling session with an advisor to help students understand their implications. (2012-13)
- Evaluate curricula in AAS, diploma, and technical certificate of credit programs for credit hours that are not adding value to the programs. (2012-13)
- "Mine" for students in terms of auditing near-completers through Blackboard Analytics and DegreeWorks. We will search for students each semester at week 12 (prior to early registration) for those closing in on completion (within 15-25 hours) and notify advisors and students of courses needed for completion and actions to be completed for graduation. (2012-13)
- Pilot creative scheduling that includes shorter terms and weekend classes, and investigate rolling enrollment in online classes. (Spring 2012)

Goal 4: Restructure Instructional Delivery
Strategy: Bainbridge College will provide additional academic support for students.
- Increase FYE class from 1 to 2 credit hours. (Fall 2012)
- Embed peer tutors in high DFW classes as helpers in the classroom. Embedded tutors will also gain a better understanding of curricula that will enhance their effectiveness in the Student Success Center. (2012-13)

Strategy: Bainbridge College will improve and expand distance delivery.
- Redesign online classes (our QEP). Faculty will participate in training for best practices in online course design and work through a process of redesigning online courses that includes peer review and assistance so that courses reflect national standards for effective design. (2012-13)
- Require student online orientation as prerequisite to online classes. All students will complete a module addressing online student success strategies in our FYE course and will complete an online tutorial about using our Learning Management System. (Fall 2012)

Strategy: Bainbridge College will improve teaching.

- Restructure faculty evaluation to reward innovative teaching. This restructuring is part of a redesign of our faculty evaluation system. (Spring 2013)
- Provide additional faculty development (part- and full-time) opportunities for active learning pedagogy. (2012-13)
- Implement an Honors Program to recruit and retain the college's best students. (Fall 2012)

Goal 5: Transform remediation

Strategy: Bainbridge College will redesign Learning Support courses and offer additional academic support.

- Hire LS Director to lead in redesign and faculty training. (Summer 2012)
- Offer best practice pilots for alternative LS courses. This fall those pilots include the following: a) co-requisite scheduling of Learning Support with co-curricular classes in which students receive credit for Learning Support while completing credit-level classes, b) a modular MATH 0097 class that is self-paced and allows MATH 0099 to be completed in the same semester, c) an integrated course that combines ENGL 0097 and READ 0097 for our technical students, and d) MATH 0097 offered as part of a Learning Community with our FYE class. (2012-13)
- Embed peer tutors in pilots. As part of the instructional support, we will provide training for these tutors and embed them in each of these pilots. (2012-13)
- Offer online supplemental instruction for COMPASS retesting with MyFoundationsLab through our Adult Education program. (2012-13)

Part IV: Ongoing Feedback/Evaluation

As we continue to promote and ask for feedback on our plan to improve access, retention, and completion, we have scheduled a fall convocation CCG activity that will include all faculty, staff, and administrators. To share our plan and our data on a regular basis, we will publish information on a regularly updated website and also email our findings on a regular basis to the campus community as CCG Updates. To evaluate our progress and allow for expanded feedback, we will add stakeholders from the student body, the community, and other campus departments to our CCG team and meet regularly. A planned schedule of assessment and feedback is included in the appendix.[3]

BAINRIDGE COLLEGE MISSION[1]

Bainbridge College, a two-year institution of the University System of Georgia, promotes an accessible, affordable, and excellent education for the diverse population of southwest Georgia and beyond through transfer degrees, technical degrees, diplomas and certificates, continuing education courses, public service opportunities, and collaboration with other educational providers, resulting in life-long learning, economic development, and graduates empowered for success in a global society.

BENCHMARK DATA[2] See pp. 12-13.

EVALUATION AND FEEDBACK TIMETABLE [3]

End-of-Semester Data Analysis (December, 2012, and May, 2013)—Generate data reports on DFW rates, retest scores for COMPASS, numbers of Dean's and Honor's list students, course completion ratios, credits awarded for prior learning, program completions, and other outcomes. Compare data for each category to benchmark data. Within course completion ratios, look specifically at Learning Support and Learning Support pilots.

Beginning-of-Semester Enrollment Analysis (August, 2012, January, 2103, and June, 2013)—Review number of new applicants and determine changes from 2011 to 2012.

CCG Team Meetings: Monthly small team meetings; tri-annual meetings (February, June, and October) for expanded team meetings that include community members, students, and representatives from SEM, QEP, and PAC.

Bainbridge College Benchmark Data[2]

Goal	Objective	Benchmark Data	
1. Develop partnerships with P-12 to increase student readiness	Increase the number of students enrolled and graduating with degrees, diplomas, and certificates from area high schools	1064	Students enrolled in 2008-09 from area hs
		64	Graduating with Degree from area hs
		37	Graduating with Diploma from area hs
		142	Graduating with Certificate from area hs
2. Improve college access and completion for students traditionally underserved in postsecondary education	Increase the number of students enrolled and number of degrees, diplomas, and certificates conferred to those who are (a) first generation (b) Pell-eligible and (c) adult learners	4452	Students enrolled in 2008-09
		415	First-Generation Graduates with Degree
		282	First-Generation Graduates with Diploma
		472	First-Generation Graduates with Certificate
		DATA GAP	Pell-eligible Graduates
		DATA GAP	Pell-eligible Graduates with Degree
		93	Pell-eligible Graduates with Diploma
		205	Pell-eligible Graduates with Certificate
		329	Adult Learner Graduates
		99	Adult Learner Graduates with Degree
		80	Adult Learner Graduates with Diploma
		150	Adult Learner Graduates with Certificate
3. Shorten time to degree	Improve course completion ratios for students and reduce completion credit hours	69%	2008-09 Course Completion Ratio Overall
		55%	Completion Ratio for LS Courses
		72%	Completion Ratio for Transfer Classes
		72%	Completion Ratio for Technical Classes
		91.92	Completion Credits for FT Diploma Students
		77.6	Completion Credits for FT AA Students

4. Restructure Instructional Delivery	Increase the number of students graduating with degrees, diplomas and certificates; decrease number of DFW grades; increase completion of online courses; decrease time to degree for adult and part-time students; increase the number of students on the Dean's and Honor's Lists	187	Graduating with Degree
		99	Graduating with Diploma
		293	Graduating with Certificate
		31%	Percentage of total DFW Grades
		31%	Percentage of Online Course Completion
		DATA GAP	Time to Degree for Adult Learner
		6.2 years	Time to Diploma for Adult Learner
		DATA GAP	Time to Certificate for Adult Learner
		6.42 years	Time to Degree for Part-Time Learner
		5.36 years	Time to Diploma for Part-Time Learner
		DATA GAP	Time to Certificate for Part-Time Learner
		5.5%	Percentage of Students on Dean's List
		7%	Percentage of Students on Honor's List

5. Transform remediation	Increase number of attained credit hours in first calendar year for those placing in Learning Support; improve COMPASS placement retest scores; decrease time to degree for students placing in Learning Support; improve course completion ratios in Learning Support	15%:20+	1st Year Credit Hours Attained by LS Students
		9.73 pts	Increase COMPASS Reading Retest BC
		5.83 pts	Increase COMPASS Reading Retest BCEC
		19.5 pts	Increase COMPASS English Retest BC
		20.4 pts	Increase COMPASS English Retest BCEC
		5.8 pts	Increase COMPASS Algebra Retest BC
		2.1 pts	Increase COMPASS Algebra Retest BCEC
		5.33 pts	Increase COMPASS Basic Math Retest BC
		1.33 pts	Increase COMPASS Basic Math Retest BCEC
		3.73 yrs	Time to Degree for Full-Time LS Students
		6.29 yrs	Time to Diploma for Full-Time LS Students
		DATA GAP	Time to Certificate for LS Students
		55%	LS Course Completion Ratio (to be disaggregated by area and site)