

Complete College Georgia

Gordon State College Campus Completion Plan

August 22, 2012

Preamble:

Gordon State College is located south of Atlanta in Barnesville, Georgia where we have served the citizens of central Georgia since 1852. Since 1972 we have been a two-year college of the University System of Georgia, proud of our strong transfer degrees and a highly regarded associate degree program in nursing. In 2006 we became a “state college” with the new mission of offering a limited number of baccalaureate degrees to serve regional needs. Hence our mission is of three pieces: We are an access school providing an avenue to higher education for Georgians; we are a two-year transfer institution with students moving to success at a variety of universities across the state and the Southeast, and we are a four year college presently serving students with seven baccalaureate majors.

Gordon State College is pleased to join the College Completion conversation. We primarily serve the southern metropolitan area of Atlanta and rural central Georgia. Our role in these communities is focused by two strategic goals in the current Gordon Strategic Plan: “Meeting Regional Needs with Quality Academic Services” and “Facilitating Important Student Transitions.” Both these goals are closely aligned with the dynamics of the Complete College Georgia (CCG) initiative. More importantly, as Gordon State College involves all stakeholders in its next strategic planning cycle in Fall 2012, the Complete College Georgia initiative will hold a central position in our thinking.

Goals and Data Analysis:

Introductory Thoughts:

Although the focus of this document is much broader than the Retention-Progression-Graduation (RPG) document that was submitted in December of 2011, much of what we learned in creating the RPG document continues to inform our efforts to address the broader agenda outlined in the Complete College Georgia Initiative. In brief summary, the careful analysis we did in that RPG report suggested the following:

- (1) In response to the tremendous growth in student population that followed the economic debacle of 2008-2009 (especially growth in the subpopulation of students who entered with extensive Learning Support requirements), Gordon State College lost ground in what had previously been successful efforts to improve student retention and progression toward degree.
- (2) One likely culprit in this retention slide was a much-increased reliance on part-time instructors.
- (3) Our most effective antidotes to this slide were the many creative programs sponsored by a Student Success Center, a center for tutoring, mentoring, and advising built and staffed in 2009.
- (4) Data also supported the effectiveness of several other initiatives of this period including the implementation of a Gordon First Year Experience course.

- (5) The most important measure of the contributions of Gordon State College is not degree completion alone but rather a measure we call the “Appropriate Next Step” 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 State 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 State College and begins taking 3000-level courses.

Although when this analysis was completed in December 2011 we were looking exclusively at the “First-time, Full-time” cohort, we believe that these observations apply equally well to each of the other subpopulations that are important in the Complete College Georgia initiative. Further, many of the strategies we identified in the RPG report to be launched in Fall 2012 will serve these special populations well, especially when “fine-tuned” to attend to needs of these special populations. For example, we will nearly double the number of sections of the Gordon First Year Experience course and require it of all new students with learning support requirements. Obviously this strategy will impact one of the special subpopulations of concern in the Complete College Georgia initiative, students who begin with learning support requirements. Additionally, because we are creating two special sections of the course directed toward adult students (one section is on-line) we will also be impacting the special subpopulation of adult students.

Goals, Strengths, and Weaknesses

Our efforts to establish goals for measures of efficiencies, numbers and access must be rooted in the data from recent years. However, our ability to use that data is clouded by two confounding issues:

Issue 1: The economic collapse in Fall of 2008 created a huge increase in the student population in Fall 2009 that overwhelmed our planning. In Fall 2009 the student population at Gordon State College increased by 18.1%. To our amazement, in Fall 2010 the student population increased another 10%. Moreover, not only did the numbers change, but so did the nature of the new students entering Gordon State College. With no work opportunities available to high school graduates, many students who would have normally entered the work force turned instead to higher education. Whereas in Fall 2008, 51.4% of the first-time, full-time cohort at Gordon State College needed to complete learning support requirements before moving to college-level courses, in Fall 2009, 58.5% needed this help, and in Fall 2010, 61.9% needed the help. Whereas in Fall 2008 only 11.5% of the cohort needed remediation in all three learning support areas, in Fall 2009, 16.6% needed this help, and in Fall 2010, 19.2% needed this help. For this reason retention numbers from these years are not very helpful in charting the future. For this same reason, graduation rates for the cohorts for these years will not be representative of the future. Unfortunately, these are the graduation rates which will be available to us in the near future.

Issue 2: On March 31 of this year our Director of Institutional Research (IR) moved to Southern Maryland to become an Associate Provost. Although we were very pleased for this promotion for Dr. McMurray, it does mean that we are not able to do as thorough a job of data analysis as we would like. Dr. McMurray has continued to work for us as a consultant, and we have adequate data to complete this document. However, we are pleased to announce that we have

hired a new Director of Institutional Research so our work in data analysis will become more extensive in the near future.

In presenting our goals, we will start with a strength. As found in Table A, we have steadily increased our number of graduates over the last six years, and we hope to continue that growth into the future:

Table A: Degrees Conferred at Gordon State College (2007 – 2008 to 2011 – 2012)

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Five-Year % Change
415	455	490	513	579	39.5

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 represented in Table B, 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	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016
579 (Actual)	596	620	644	670	697
%-Increase	3%	4%	4%	4%	4%

Our second set of goals will be goals relative to retention rates. This is a place where the immediate past does not serve well as a guide. As seen Table A-2 in the Appendix, year-to-year retention rates took a plunge over the past two years for reasons identified above. In our RPG document, we set goals for retention by attending to the average rate of retention over the four earlier Fall cohorts: Fall 2005, Fall 2006, Fall 2007, and Fall 2008. During those four years, our average retention rate was 52.9%. With that in mind we set the following retention goals for the Fall 2011 and the Fall 2012 First-Time, Full-time cohorts:

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%

Retention Goal for Fall 2012 cohort: 56%

In view of these goals and our data for Fall 2010-Fall 2011 retention of special subpopulations, we set the following goals for one year retention of special populations:

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 and 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	Goal 2012-2013	Goal 2013-2014	Goal 2014-2015
Full-Time Freshmen	46.3%	54%	56%	58%	60%
Part-Time Freshman	35%	40%	42%	44%	46%
All Learning Support	38.7%	45%	47%	49%	51%
Full-Time Transfer	46.9%	54%	56%	58%	60%
Part-Time Transfer	60.1%	62%	64%	66%	68%
25 and Older	53.9%	56%	58%	60%	62%
Federal Financial Aid	45.8%	50%	52%	54%	56%

In the introduction to this section we identified two issues that make it difficult to project three-year graduation rates. Because of the radical change in the demography of our freshman class in 2009 and 2010, we find our data from earlier years is not useful in making projections for these two classes and we are pessimistic about being able to get sterling numbers for these two cohorts. Because we are presently without an IR director, we have incomplete information about graduation rates for our special subpopulations. For this reason we offer only the goals we established in the December RPG document for first-time full-time cohorts, although we do include new goals for six-year graduation rates. These goals are found in Table D. We will return to graduation rates for special subpopulations at a later time.

GSC 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
Three Year Graduation Rate	11%	11%	13%	15%	16%	17%
Six Year Graduation Rate	16%	16%	18%	20%	21%	22%

GSC Goal 5. Increased Efficiency - “Appropriate Next Step Measure” for First-Time, Full-Time Cohort:
 As a historically two-year college with a limited number of baccalaureate degrees, we use the “Appropriate Next Step Measure” (defined earlier) to help us measure our contributions. 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
Three Year “Appropriate NS”	31%	31%	33%	35%	36%	37%
Six Year “Appropriate NS”	37%	37%	38%	40%	41%	42%

We are unprepared at this time to establish goals for “Credit Hours at time of completion” and “Course Completion Ratios.” These will be very difficult measures to project without extended study. As an example of the obstacles to understanding these measures, we remind readers that approximately 25% of the Gordon State College student population intends to major in nursing. This includes a large number of transfer students, *some of whom hold baccalaureate degrees from other institutions* and many of whom have 50-60 hours at transfer. Any measure that includes those transfer hours has little to do with efficiency at Gordon State College. Our belief is that to use either of these two measures will require us to disaggregate our student population in several different ways, and we have not yet done this disaggregation.

In setting our final goal, we note that in this past year we have taken a step back from our Access mission. With the University System of Georgia (USG) decision to recalibrate admissions requirements for the State College/Two Year sector in Fall 2011, we saw a decline from Fall 2010 to Fall 2011 in terms of numbers of students in each of several critical subpopulations. This decline is represented clearly in Table F.

Table F: Fall 2010 – Fall 2011 New Students by Percent of Enrollment

New Students	Cohort	
	Fall 2010	Fall 2011
Total New Students	2,075	1,537
25 and Older	317	165
<i>% of Total New Students</i>	<i>15.3%</i>	<i>10.7%</i>
Pell Grant	1,428	1,005
<i>% of Total New Students</i>	<i>68.8%</i>	<i>65.4%</i>
Learning Support	1,155	660
<i>% of Total New Students</i>	<i>55.7%</i>	<i>42.9%</i>

On the other hand, Gordon State College is committed to serving a diverse student population. As we outline our strategies in the next sections, you will find that several of the strategies will increase our ability to provide this service. In the case of students who are required to complete remedial (Learning Support) requirements before proceeding through the college curriculum, we have limited opportunities to increase the numbers so we will focus on improving success rates (See GSC Goal 3). In the case of adult students, we have adopted strategies to help increase the numbers served. This increase is the focus of the final goal for this iteration of the Gordon State College Completion agenda.

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

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

Fall 2011	Fall 2012	2013-2014	2014-2015	2015-2016	2016-2017
165 (actual)	170	177	183	192	199
Percent Increase	3%	4%	4%	4%	4%

Information We Need:

In preparing this report we have given increased attention to cohorts other than the first-time, full-time cohort. As we rebuild our institutional research office, we will begin to track a variety of cohorts carefully. To do so, we will need guidance from the University System of Georgia on careful definitions for terms like “adult students,” “first generation college students,” and “military related students.”

Since the University System has wisely determined that “retention at a sister institution” and “graduation from a sister institution” should be counted in the retention and graduation rates of the institution where the student started studies, we would hope that the mechanisms for acquiring the information from sister institutions will become more automatic in the future.

Strategies and Objectives

As we remarked earlier, many of the strategies we will implement this year are strategies that were born in our design of the Retention, Progression, and Graduation plan that we reported in December of 2011. We mention several of those strategies because, even though they were conceived while thinking of generic first-time, full-time freshmen, they will be especially useful for some of our special populations.

- (1) Hiring two additional academic advisors in the Student Success Center and charging them to join the rest of the Student Success Center staff in implementing a robust intervention for new students reported as “disengaged” in their fourth week of the Fall semester.
- (2) More than doubling the number of sections of the Gordon First Year Experience Course and requiring all new students with learning support requirements to successfully complete this course.
- (3) Reducing the number of sections of courses taught by part-time instructors.

Because students who do not survive the first year are often distressed by the fourth week of the semester, Strategy (1) directly addresses retention goals. Strategy (2) is directly connected to our desire to assist learning support student to be successful. Strategy (3) will serve all students, but particularly first-generation college students and adult students who need direct connections to the academic community.

Improving Access and Completion for Students Traditionally Underserved:

- (4) We will focus the attention of two additional academic advisors for the Student Success Center on the needs of a cohort of 320 freshmen students each. These advisors will be charged to interact with these students over the subsequent 12 months with the goal of delivering the students to their sophomore year healthy, happy, and in good academic standing. Each new learning support student will be assigned to one of these advisors. One of the advisors will have first-time part-time students among her charges while another will have first-time adult students in her charges.
- (5) In 2009 Gordon State College joined Clayton State University and Southern Crescent Technical College in launching the Academy for Advanced Study in public school facilities in Henry County, Georgia. Gordon State College serves primarily an adult population in evening courses. To this point, Gordon has only offered courses in Areas A-E of the core curriculum. In Fall 2012, we will petition the System for permission to offer courses at the McDonough site leading to an Associates Degree.
- (6) In Fall of 2011 we joined the Adult Learning Consortium of the University System of Georgia. In preparation for this membership, we expanded our policies on accepting credit from CLEP scores and DSST (DANTES) scores to meet the recommendations of the American Council on Education. By October we will have plans made to move beyond these standardized tests in offering credit for Prior Learning. Additionally, we are improving support programming for adult learners within Student Affairs.
- (7) Similarly, we joined the Soldiers to Schools collaborative and are providing support programming for students who have served in the military with staff in Student Affairs.
- (8) We are creating special sections of the Gordon First Year Experience course specifically for adult learners, including an on-line section.
- (9) We are using special admission criteria for adult learners with learning support requirements. Our experience has been that even with low COMPASS scores (below System minimums) these students often thrive in a college environment.
- (10) As we grow our baccalaureate program mix, we are careful to create majors attractive to adult learners. In January of 2013 we launch a major in Health Services and Informatics Administration, a major that has proven popular with adult students and that offers a completion degree for technical college graduates with a two-year degree in Health Information Technology. We currently have a proposal at System Offices for a major in Human Services. We have already identified more than 30 adult students in our surrounding counties who hold a two year degree and would like to attend to Gordon State College to complete this four year degree.

Improving Access and Completion for Students Traditionally Underserved (Students with Accommodation under ADA): The number of Gordon students with ADA accommodations is growing even at a time of a downturn in enrollment. In particular, in Fall 2012 we have the largest number of students with accommodation in the history of the College. We like to believe this growth is because we do a good job for this student population. However, the following initiatives will improve our services further.

- (11)As part of increased attention to the needs of this subpopulation, in Fall 2012 each student with accommodations will receive a handbook and each faculty member will receive a handbook. These handbooks will describe carefully how ADA policy is implemented and provide resources for further support.
- (12)Partially in recognition of the fact that to this point we have not provided optimal services to students needing an “extra testing time” accommodation and a “limited distraction” accommodation, we are in the process of constructing a new testing center that will provide excellent services to these students beginning in Spring 2013.

Restructuring Instructional Delivery:

- (13)In Fall 2012, Gordon State College will open a Center for Excellence in Teaching and Learning. The dual goals of this center will be to enhance the experience of students in traditional classrooms and laboratories and increase the number and quality of courses delivered in an on-line or hybrid format. Note connection to serving special student populations – especially adult students who find it difficult to commute to campus - and to shortening time to graduation.
- (14)We will provide resources to expand our experiments in using the Supplemental Instruction model of course delivery. Local data shows connection of this delivery system with student success.

Shortening Time to Degree:

- (15)We are developing a “15 semester hour culture” in which we encourage students to attempt and complete at least 15 semester hours each semester and to discourage frivolous dropping of courses.
- (16)In building new baccalaureate majors we limit the number of specific upper-level courses required by the major thereby facilitating students’ ability to use transfer courses to complete a degree. This is particularly important to adult students who may have several transfer hours.
- (17)As we launch our newly approved baccalaureate major in Health Services and Informatics Administration, we will develop careful articulations for graduates of two-year Health Informatics Technology programs in regional Technical Colleges.

Transforming Remediation:

- (18)In view of data showing “it makes a difference,” we are doubling the number of sections of the Gordon First Year Experience Course and requiring the course of all LS students
- (19)We have been heavily involved in delivering technology-based sections of learning support mathematics using the Emporium Model (sixteen sections were delivered this year using this delivery system). In view of data showing this strategy is successful, we will expand the number of sections delivered using this model.
- (20)In Spring of 2013, we hope to experiment with joint enrollment in MATH 99 and a college level mathematics course.
- (21)We will continue this fall our experiments that involve having LS Reading students co-enrolled in college-level courses that ordinarily they would not qualify to take. We hope to expand these learning communities if the data from our experiments point in the positive direction.

Engaging with K-12:

- (22)We are presently working with two school systems on College and Career Academies (Lamar County and Henry County). Our Associate Vice President of Academic Affairs serves on the board of one and the steering committee of another.

- (23) We will continue our efforts to reach out to high school students who would benefit from taking a college-level course while still in high school. At a recent event heralding the benefits of “dual credit” or “ACCEL” opportunities, 70 plus students and their families attended. We continue to get some push-back from counselors and administrators at local schools who wish to continue to have their best students in AP and Honors classes, but are slowly making progress.
- (24) We have initiated high-level talks with school officials in Pike County that have resulted in a plan in which we will schedule a block of courses on our campus at a time requested by the Pike County School System. The school system will then encourage high school students to take advantage of those courses. If successful, we will use this model in talking to officials in other adjacent counties.
- (25) We are midway through the process of writing a Georgia Department of Education Mathematics/Science Partnership proposal in collaboration with our home county, Lamar County, and Butts County. The activities related to the grant will be housed on the Gordon State College campus.
- (26) Our collaborative partnership with the Henry County School System, Clayton State University and Southern Crescent Technical College in the Academy for Advanced Study in McDonough is a model for the state. In Fall 2013, Henry County will be busing 300-400 students to the Center for accelerated courses during the day, while in the evening Gordon State College serves the needs of working adults and ACCEL students willing to take an evening course.

Planning and Implementation:

In the preceding section we mentioned 26 different strategies we are using to address the goals of the Complete College Georgia Initiative. In most cases we have briefly described implementation and/or goals. We summarize and complete this description in Table H, which includes a timeline for each strategy.

Table H: Summary of strategies, planning, implementation, and connection go Gordon State College Goals.

Strategy	Implementation	Connection to Goals	Due Date/ Responsible Party
<i>Strategies from RPG Plan modified to serve Complete College Georgia</i>			
(1) Student Success Team (academic advisors and others) implement robust intervention at four weeks for students reported as “disengaged.”	Scripts and resources for intervention are being put together; faculty has been advised that “disengagement” report will be requested. Further communication will occur in Fall workshops. We piloted this intervention in the Gordon First Year Experience Course in 2011-2012.	GSC Goals 1, 2, 3, 4, 5	September, 2012 Associate Vice President of Academic Affairs (AVPAA) Richard Baskin
(2) Doubling number sections of Gordon Freshman Experience course	Resources approved in budget cycle; sections in schedule and partially filled.	GSC Goals 1, 2, 3, 4, 5	August, 2012 AVPAA Richard Baskin
(3) Reducing the number of sections taught by	Resources approved in budget cycle; hires of full-time instructors	GSC Goals 1, 2, 3, 4, 5	August, 2012 Vice President of

part-time instructors	complete; schedules are monitored with goal of no more than 30% of sections taught by part-time instructors.		Academic Affairs (VPAA) Ed Wheeler
<i>Strategies for Improving Access and Completion for Students Traditionally Underserved</i>			
(4) Advisors focused on needs of freshman cohorts	Resources for two new hires approved in budget cycle; hiring and training has begun.	GSC Goals 1, 2, 3, 4, 5	July, 2012 Director of Student Success, Advising and Testing (SSAT) Peter Higgins
(5) Offer Gordon two-year degree at Academy for Advanced Study	Conversations initiated with collaborative partners, documents submitted to USG in August, course rotation in preparation.	GSC Goals 1, 2, 3, 4, 5, 6	January, 2013 AVPAA Richard Baskin
(6) Participation in Adult Learning Consortium	Curricular work done to accept CLEP credit; student services support for adult students being improved. Work on Prior Learning Assessment still to be done.	GSC Goals 1, 2, 3, 4, 5, 6	Spring, 2013 AVPAA Richard Baskin
(7) Participation in Soldiers to Schools project	Curricular work done to accept DANTES credit; student services support for veterans being improved.	GSC Goals 1, 2, 3, 4, 5, 6	August 2012 Counselor Anne Howard
(8) Sections of Gordon First Year Experience Course directed at adults	Sections in schedule; instructors being trained.	GSC Goals 1, 2, 3, 4, 5, 6	August, 2012 AVPAA Richard Baskin
(9) Special accommodations for adult applicants to college	Policy in place.	GSC Goal 6	August, 2012 Director of Admissions Ben Ferguson
(10) Development of baccalaureate programs attractive to adult learners	First faculty hired for Health Services and Informatics Administration (HSIA) major with launch of major planned for January 2013. Prospectus for Human Services degree and subsequent addendum in USG offices. Final proposal has been requested and is in preparation.	GSC Goals 1, 4, 5, 6	January, 2013 Coordinator of HSIA Nancy Cross Division Chair Jeff Knighton
<i>Strategies for Improving Access and Completion for Students with ADA Accommodations</i>			
(11) Creation and distribution of handbook for students with ADA accommodations and	Handbook currently in draft form. Will be distributed next week.	GSC Goals 1, 2, 3, 4, 5, 6	August, 2012 Director of Counseling Laura Bowen

their faculty members			
(12) Build Testing Center that would serve testing needs of students with ADA accommodations	Plans prepared by architect. Budget for hire approved.	GSC Goals 1, 2, 3, 4, 5, 6	January, 2013 Director SSAT Peter Higgins
<i>Strategies for Restructuring Instructional Delivery</i>			
(13)Center for Excellence in Teaching and Learning	Resources approved in budget cycle; job description prepared. Need to hire and resource.	GSC Goals 1, 2, 3, 4, 5, 6	October, 2012 VPAA Ed Wheeler
(14)Ramp up of Supplemental Instruction	Resources approved in budget cycle; sections and instructors chosen for implementation.	GSC Goals 1, 2, 3, 4, 5	August, 2012 Director of SSAT Peter Higgins
<i>Strategies for Shortening time to Degree</i>			
(15)Create a “15 Semester Hour Culture”	Conversation with faculty advisors began in Spring 2012; advisors preparing summer schedules have received explicit instructions; idea is explicit in conversations at each New Student Orientation.	GSC Goals 4, 5	August, 2012 AVPAA Richard Baskin
(16)Creating “Transfer Friendly Baccalaureate Degrees”	Each new degree proposal is developed with careful attention to this issue. New leadership for HSIA degree has been charged with building bridges to technical colleges in first fall semester.	GSC Goals 1, 4, 5, 6	Ongoing VPAA Ed Wheeler
<i>Strategies for Transforming Remediation</i>			
(17)Requiring Gordon First Year Experience Course of all students with LS requirements	Additional sections created; rigorous training of instructors for course completed; curricular requirement established, assessment of learning goals in place. <i>To be implemented in Fall 2012.</i>	GSC Goals 1, 2, 3, 4, 5	August, 2012 AVPAA Richard Baskin
(18)Develop articulation between HIT programs at Technical Colleges and Gordon’s HSIA major	Curriculum for HSIA now going through the curricular process. Launch in spring.	GSC Goals 1, 2, 3, 4, 5, 6	January, 2013 Coordinator of HSIA Nancy Cross
(19)Expanded number of sections of “Emporium Model” modular learning support mathematics courses	Additional sections created and staffed, training has begun for new instructors. <i>To be implemented in Fall 2012.</i>	GSC Goals 1, 2, 3, 4, 5, 6	August, 2012 Director of Learning Support Gwen Sharpe

(20) Joint enrollment in MATH 99 and a college level mathematics course	Committee formed to develop GSC model and faculty members participating on System committee. <i>To be implemented in Spring 2013.</i>	GSC Goals 1, 2, 3, 4, 5, 6	January, 2013 Director of Learning Support Gwen Sharpe
(21) Joint enrollment in READ 99 and a college level course	Section scheduled in Fall semester; instructors chosen and oriented. <i>To be implemented in Fall 2012.</i>	GSC Goals 1, 2, 3, 4, 5, 6	August, 2012 AVPAA Richard Baskin
<i>Strategies for Engaging with the K-12 Sector</i>			
(22) Participation in College and Career Academies in Lamar County and Henry County	Dr. Richard Baskin, Associate VPAA, presently plays major role in plans for both academies. We directly support the second through our participation in the Academy for Advanced Study in Henry County. <i>Implementation ongoing.</i>	GSC 1, 4, 5	Ongoing AVPAA Richard Baskin
(23) Reach out for ACCEL students	Meetings with school superintendents of counties contiguous to Lamar County, tracking individual ACCEL students for success with reports back to counties, promotion in media and in one-on-one conversation. <i>Implementation ongoing.</i>	GSC 1, 4, 5	Ongoing AVPAA Richard Baskin, Director of Admissions Ben Ferguson
(24) Collaboration with Pike County Schools	Actions to promote and encourage students implemented by Pike County education officials, meetings scheduled for July. <i>To be implemented in Fall 2012.</i>	GSC 1, 4, 5	Ongoing AVPAA Richard Baskin, Director of Admissions Ben Ferguson
(25) Math Science Partnership proposal with Butts and Lamar County	Meetings with school administrators have occurred, writing team has met. Submission by October 2012.	GSC 1, 4, 5	September, 2012 Division Chair Mike Mahan
(26) Academy for Advanced Study	Three years of experience delivering courses; necessary conversations to offer degrees have begun including submission of documents to USG.	GSC 1, 4, 5, 6	August, 2012 AVPAA Richard Baskin

Ongoing Feedback/Evaluation

Gordon State College has a robust system evaluating academic effectiveness that includes a review of each two-year and four-year program at least once each seven years. This review is driven by a faculty committee and is called the Gordon Multi-Metric Program Review. A recent evaluation of the Multi-metric review by the Regents Committee on Academic Effectiveness won these accolades:

Gordon State College has established and implemented a clear policy and process for Comprehensive Program Review. This policy and process are written and available ..., address

specific measurable outcomes, ... and result in specific recommendations for program improvements along with judgments on program quality, productivity, and viability.

Our nursing programs have been reviewed recently and accredited by the National League of Nursing, and our fledgling education programs have been recently reviewed and given full accreditation by NCATE.

Many of the specific measures related to the Complete College Georgia initiative have been carefully monitored for several years. However, as we rebuild our Institutional Research Office we will give closer attention to the measures related to the special subpopulations that we serve.

Information about our efforts related to RPG and Complete College Georgia are shared regularly with the whole campus community via faculty and staff meetings and a monthly newsletter titled DeaNotes. As we prepared this report we solicited ideas from the whole campus community by distributing drafts to key faculty and staff and by soliciting ideas via a web-based college forum. The Complete College Plan was reviewed and discussed at the Fall Faculty Workshop and Faculty/Staff meeting. Conversation continues through email and electronic participation. As we collect data that measure the success of our initiatives, we will share that data with the broader community and again solicit ideas for improvements.

Appendices

A. Increased Efficiencies

4, 6, and 8 Year Rates of Completion for First-Time Freshmen in Bachelor Degree Programs

We are not including these data at the present time for the following reasons:

- We did not graduate our first 28 students with bachelor’s degrees until May 2009. We do not have sufficient data to generate rolling averages for this statistic.
- We are not currently classifying students as bachelor degree students or associate degree students upon arrival on our campus. We classify all students as associate degree students and reclassify as bachelor degree students either (a) upon acceptance into the program (BSED in Early Childhood Education, BSN in nursing, Health Services and Informatics Administration) or (b) successful completion of key courses and request to be considered as bachelor degree student (biology, English, history, mathematics)

3 and 6 Year Rates of Completion for First-Time Freshmen in Associate Degree Programs

As noted above, we consider all of our freshmen to be associate degree students upon arrival. A measure that reflects accurately the contributions of institutions in the State College Sector is the measure that we call the “Appropriate Next Step” 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 State College 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 State College and begins taking 3000-level courses.

Table A-1: “Appropriate Next Step” Measure for First-Time, Full-Time Cohort of Freshmen

Cohort	Students	Graduated/Transferred/Enrolled Baccalaureate Program Rates			
		Three-Year	Four-Year	Five-Year	Six Year
Fall 2005	1,102	33.7%	37.7	39.9%	
Fall 2006	1,127	33.1%	39.0%	41.1%	
Fall 2007	1,048	33.6%	38.1%		
Fall 2008	1,158	31.1%			
Fall 2009					

Table A-2: One-year Retention Rates for Subpopulations of First-Time Cohorts of Students New to Gordon College

New Students	Cohort		
	Fall 2008	Fall 2009	Fall 2010
	Full-Time Freshmen	56.9%	52.5%
Full-time Freshmen With Learning Support	50.8%	47.9%	38.5%
All Learning Support	45.8%	46.6%	38.7%
Part-time Freshmen	40.6%	36.8%	35.0%
Full-Time Transfer	47.2%	51.4%	46.9%
Part-Time Transfer	53.3%	48.5%	60.1%
25 and Older	57.3%	48.4%	53.9%
Pell Grant Recipients	52.4%	48.3%	45.8%

Table A-3: Credit hours at Time Degree is Conferred for Native Freshmen

Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Average Number of Credit Hours Earned at Time of Completion	70	76	74	74	74

Table A-4: Percentage of Hours Earned/Hours Attempted at the End of the Fall Semester

New Students	Cohorts	
	Fall 2010	Fall 2011
Total New Students	57.4%	64.6%
Full-time Freshmen	43.0%	52.4%
Part-time Freshmen	37.6%	34.2%
Full-Time Transfer	75.3%	71.2%
Part-Time Transfer	86.2%	78.6%
25 and Older	73.4%	74.0%
Pell Grant	50.7%	57.8%
Learning Support	28.5%	33.3%

Note. Percentage represents the overall hours earned/overall hours attempted. For example, Fall 2010 Full-time Freshmen completed 57.4% of the courses they attempted in Fall 2010.

B. Increased Numbers

Degrees Conferred Annually

Table B-1: 2007 – 2008 to 2011 – 2012 Degrees Conferred

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Five-Year % Change
415	455	490	513	579	39.5

Increased Access: We are not yet tracking students who are “first generation” or “Pell-Eligible.” We will develop the mechanisms to track these categories as soon as the University System of Georgia provides us with careful definitions of these categories. Although the University System has not yet provided the “final definition” of adult student, we have begun tracking the number of adult students we serve using the provisional definition of “Age 25 at time of Enrollment.”

Table B-2: Number of Entering Students 25 and Older

Fall	2008	2009	2010	2011
25 and Older	164	186	317	165