

Georgia Perimeter College CCG Campus Completion Plan

Part I: Goals and Data Analysis

Georgia Perimeter College (GPC) has expanded its 2008-2012 strategic plan beyond retention, progression, and graduation initiatives for first-time full-time freshmen by embracing the Complete College America (CCA) initiative to create a more educated Georgia. The Complete College Georgia (CCG) process is facilitated by the Retention and Graduation Council, which meets monthly to review, analyze, and report on all retention and graduation initiatives college-wide. Chaired by the Vice President for Student Affairs and Enrollment Services and the Vice President for Academic Affairs, this 15 member group has identified 14 ambitious, yet realistic goals to be reached over the next 3 years that directly support increased efficiencies, increased numbers, and enhancing the quality of the degrees awarded.

Recognizing Georgia Perimeter College's institutional mission and strategic planning added serious relevancy to the development of its campus completion plan and goal setting process. The characteristics of GPC are as follows:

- GPC is the largest associate degree-granting college and the third largest institution in the University System of Georgia (USG) with over 26, 500 students;
- GPC admits more students each fall semester, accepts more transfer students, and sends more students on to other institutions than any other USG institution, accounting for more than one- third of all transfer students in the USG;
- GPC is the primary access institution in the state enabling underrepresented groups access to higher education;
- GPC further extends access through the largest online education program in the USG;
- GPC students has a significant portion of students that are part-time, female, approximately twenty-three years of age, and are in need of remediation (Learning Support courses) and financial assistance;
- GPC is one of the most diverse institutions in the USG with proportions of Hispanic/Latino, Asian, and African American students all above System averages, along with students representing 157 different countries;

Based on the above characteristics, GPC's CCG Committee identified the following goals and related key performance indicators in the verity of outcome, progress, or context metrics as defined by the Complete College America (CCA). Moreover, current GPC data and metrics provided by the USG directly influenced the specific goals in key areas related to success with completion in (1) Partnerships with K-12 to strengthen college readiness and access; (2) Improving access and

completion for students traditionally underserved; (3) Shortening time to degree or credits by minimizing courses taken that do not count toward degree completion; (4) Restructuring instructional delivery to support student success; and (5) Transforming remediation that improves outcomes related to Learning Support.

Statewide, nearly one out of four (23.8%) high school graduates entering USG institutions in 2009 required Learning Support. For our partner high schools, the proportion for both were 37.8% at Cross Keys High School (DeKalb County) and Social Circle High School (City School) (Source: www.gaosa.org). In order to strengthen college readiness and access, Georgia Perimeter College will focus on providing diagnostic COMPASS testing for selected feeder high school sophomores and retest these same students during their senior year. The objective is to decrease the number of students who place into Learning Support when entering not only GPC, but other USG institutions. Emphasis will also be placed on conducting pre-college institutes for targeted student populations who are part-time, working students, adult learners, military, low income, and/or students with disabilities to increase their success in remedial education by going directly into collegiate level classes upon entering college.

Georgia Perimeter College serves a large number of students who are traditionally underserved; in fact, GPC serves the largest number of military students using VA benefits in the University System of Georgia. As such, GPC will focus on the establishment of a Prior Learning Assessment Program for military students and adult learners. Emphasis will be placed on time and credits to degree by reducing the average number of credits at the time of degree for students who utilized Prior Learning Assessment (ACE transcript review of PLA course/portfolio).

Over 71% of students who attend GPC are on some form of student financial aid necessary to cover the cost of attendance, and other miscellaneous expenses to maintain aid eligibility and to complete college. Therefore, strategic action is necessary to increase participation in work-study and in tracking eligible participants. Additionally, the goal of increasing student knowledge and understanding of financial responsibility in the context of retention, progression, and graduation is also needed to increase the number of students meeting Satisfactory Academic Progress (SAP) in order to maintain their financial aid. Graduation rates, time and credits to degree, credit accumulation, and retention rates will be the basis for assessing outcome data.

In collaboration with Georgia Piedmont Technical College (GPTC), GPC will implement a reverse articulation agreement to support students who transfer to GPC from GPTC to graduate with the minimum number of credits hours required for their awarded degree. This will be supported by assessing time and credit to degree.

Georgia Perimeter's three-year graduation rates for FT/FT students were 8.74% (FY2006), 9.54% (FY 2007), and 7.68% (FY 2008). The largest percentage of FT/FT students transfer after 3-4 semesters at GPC to USG institutions: 20.9% (FY2006), 18.9% (FY2007), and 24.4% (FY2008, institution-calculated). While GPC transfer rates are slightly above the BOR transfer rates of 22.7% (FY 2006) and 24.1% (FY 2007), these rates reflect students who transferred within the USG only. GPC's own tracking of students through the National Student Clearinghouse indicates that an additional 8.0% will transfer to private and/or out-of-state institutions, including online providers such as the University of Phoenix. Consequently, GPC has established goals to minimize courses taken that do not count toward degree completion in order to shorten time to degree or credits. Specifically, GPC will increase student success through intrusive academic advisement to increase the retention and graduation rates of first-time, full-time students, as well as reduce the average number of credits earned at time of degree awarded. Additionally, in FY2010, GPC awarded 1,674 associate degrees. Data shows that of the fall 2007 FT/FT cohort students, 15.2% had transferred to a USG four-year institution by fall 2010, without earning an associate degree from GPC. To address this trend, GPC will make a concerted effort to award degrees to all students who meet degree requirements.

Restructuring instructional delivery in order to support student success by way of teaching and learning, targeted Gateway courses, as well as alternative delivery models in high fail rate courses are critical based on GPC's access mission and student mix. Recognizing variables that affect student success and graduation rates, GPC will implement a plan to reduce high DWF's in Gateway courses in ENG 1101, ENGL 1102, and MATH 1111. Emphasis will also be placed on increasing first-year student participation in learning communities for first-time, full-time students. This will be supported through a common course outline, which provides information on expectations for college students, strategies for academic achievement and student success, and information literacy through investigation of a specific theme. Outcomes will be assessed by reported retention rates. Lastly, GPC will implement Supplemental Instruction in its CHEM 1211 (gateway course) to provide peer-facilitated study sessions to encourage students to practice and discuss course concepts in SI sessions. Consequently, this will improve their understanding of the material, as well as their grades; thus increasing the student success rate.

Since fall 2006, the percentage of FT/FT students enrolled in Learning Support courses has remained between 55% and 59%. Over half of new students at GPC place into at least one area of Learning Support (LS). As an access institution, GPC is often the entry point for many students to begin their college education. Learning Support students continue to be a variable affecting GPC's graduation rate as many students have to take remedial courses before they can take collegiate level courses. Therefore, GPC has established goals to transform remediation by implementing Learning Support increase the number of students exiting Learning Support in one semester, as well as reviewing and assessing the impact of First

Year Experience (FYE) on Learning Support student success by way of Learning Support exit rates. Lastly, GPC has made a concentrated effort to develop and implement a pilot of remediation for incoming GPC students who do not meet the new COMPASS placement cut scores. The objective is to increase the number of students testing out of Learning Support and entering collegiate level courses upon registering at Georgia Perimeter College. Furthermore, GPC will track the progress of students who take advantage of this free remediation to determine the impact that it has on their success.

What are your campus strengths, areas of improvement, or key gaps?

As an access institution, Learning Support plays a substantial role in the education of students at GPC. Data show that students who progress from LS to collegiate-level courses generally do as well as students who placed directly into those courses. However, a large number of students who begin in Learning Support do not progress to collegiate-level courses at GPC. The current plan is designed to move more students from LS into the collegiate curriculum in a timely manner. Similarly, GPC has excellent first-year retention rates of First-Time, Full-Time Freshman students, but those rates drop off dramatically for second-year retention and three-year graduation. The current plan is intended to minimize those gaps in rates.

What information do you need that you don't have?

In order to best assess the effectiveness of diagnostic COMPASS placement testing in selected high schools, GPC will need to be able to track these students into postsecondary education (for those who do not attend GPC). Timely Individual Transfer Feedback reports distributed on an annual basis are also essential.

Part II: Strategies and Objectives

Based on data, the following strategies will contribute toward GPC achieving established Complete College Georgia goals.

Partnerships with K-12

GPC will decrease the percentage of students who place into Learning Support when entering USG institutions to 30%. This will be accomplished by providing diagnostic COMPASS placement testing for selected feeder high school sophomores. These same students will be retested in their senior year. This gives students two years to focus on academic areas identified as needing improvement by COMPASS test scores. *Progress Metric 2 (Success in Remedial Education)*

A target of at least 55% of institute participants will place directly into collegiate level classes upon entering college. This will be accomplished by conducting pre-college institutes for targeted

underrepresented students (GEAP, DECA and Upward Bound). Pre-college institutes will focus on instruction in English, Reading and Math, so students can enhance their academic skills and not require Learning Support courses. *Progress Metric 2 (Success in Remedial Education)*

Improving access and completion for students traditionally underserved

The average time to degree will be reduced by 3 credit hours toward graduation for students who utilize Prior Learning Assessment (ACE transcript review of PLA course/portfolio). This will be accomplished by establishing a Prior Learning Assessment Program with avenues to evaluate prior experience and coursework for college credit. Having a program in place will improve access and retention for military students and adult learners. *Outcome Metric (Time and Credits to Degree)*

GPC will increase the number of eligible students participating in the federal work-study program to 10%. This will be accomplished by recruiting an increased number of eligible students to participate in the federal work-study program and tracking their academic progress as it relates to retention and graduation rates, degree completion, and time and credits to degree. *Outcome Metric 2 (Graduation Rates); Outcome Metric 4 (Time and Credits to Degree); Progress Metric 4 (Credit Accumulation); Progress Metric 5 (Retention Rates)*

GPC will Increase the number of students meeting Satisfactory Academic Progress (SAP) by 10% and increase the retention rate of FT/FT students on financial aid by 10%. This will be accomplished by offering programs and workshops that improve student knowledge and understanding of financial responsibility in the context of retention, progression and graduation. *Progress Metric 4 (Credit Accumulation); Progress Metric 5 (Retention Rates)*

Students who transfer to GPC from GPTC will graduate with the minimum number of credit hours required for their awarded degrees. This will be accomplished through the implementation of a reverse articulation agreement with Georgia Piedmont Technical College. Students who are not admissible to GPC will participate in a certificate program at GPTC, complete their Learning Support requirements and return to GPC with 30 transferrable credit hours. *Outcome Metric 4 (Time and Credit to Degree)*

Shorten Time to Degree (or credits to degree)

GPC will increase the retention and graduation rates of FT/FT students from 61% to 65% and from 9% to 10% respectively (see 2-year report). The average time to degree will be reduced from 72 to 66 credits earned at time of degree awarded. This will be accomplished by Intrusive Academic Advisement where students are required to meet with an academic advisor at regular check points (i.e., 12, 24, 36, 48 credit hours) during their college career to insure they are on track and have the resources they need to be successful. This will also be facilitated and monitored by the Director of Faculty Advising to insure

consistency at the academic departmental levels. *Outcome Metric 2 (Graduation Rates); Outcome Metric 4 (Time and Credits to Degree); Progress Metric 5 (Retention Rates)*

GPC will increase the number of degrees awarded by 10% (FY 2010 – 1,674). This will be accomplished through awarding degrees to all students who meet degree requirements. Students who have earned all credit hours needed for degree completion at GPC will be automatically awarded their degree. *Outcome Metric 1 (Degree Production)*

Restructuring Instructional Delivery

GPC will increase pass rates in ENGL 1101, ENGL 1102 and MATH 1111 by 5%. This will be accomplished through the implementation of a program of support services focusing on successful completion of ENGL 1101, 1102 and MATH 1111, which are gateway courses at GPC with high DWF rates. *Progress Metric 3 (Success in Gateway College Courses); Progress Metric 4 (Credit Accumulation)*

GPC will increase by 10% the retention rates of FT/FT students participating in Learning Communities. This will be accomplished by increasing first-year student participation in Learning Communities and tracking their retention. *Progress Metric 5 (Retention Rates)*

GPC will increase the success rate for SI course participants by 10% relative to non SI course participants. This will be accomplished through implementing Supplemental Instruction in selected CHEM 1211 courses and tracking the SI course success of participants in these gateway courses. *Progress Metric 3 (Success in Gateway College Courses)*

GPC will increase the success rate of online students 5%. This will be accomplished through program services such as asynchronous online tutorials in writing, mathematics, and chemistry, as well as library services through chat, texting, email, phone and online guides. Additional resources will include the new Learning Management System – Desire 2 Learn (D2L), Smarthinking Online Tutoring System, and the Testing & Education Resource Center, which can be accessed through GALILEO or a link to GALILEO in iCollege. *Progress Metrics 3 (Success in Gateway College Course); Progress Metric 5 (Retention Rates)*

Transforming Remediation

GPC will increase by 10% the number of students exiting Learning Support in one semester. This will be accomplished by combining Math 0097 and Math 0098 into one course and using the NCAT Emporium model redesign for Mathematics Learning Support Instruction. *Progress Metric 2 (Success in Remedial Education)*

GPC will increase the LS exit rates of students enrolled in the FYE course by 10%. This will be accomplished by requiring students testing into two areas of Learning Support to take GPCS 1010.

This course is designed to give new students the tools they need to be successful at GPC. *Progress Metric 2*

(Success in Remedial Education)

GPC will increase the number of students testing out of Learning Support and entering collegiate level courses by 5%. This will be accomplished through the My Foundations Lab Remediation Pilot designed to help incoming GPC students improve their English, Reading and Math skills prior to taking their placement retest. *Progress Metric 2 (Success in Remedial Education)*

It is important to note that research has shown that students who successfully exit from Learning Support English do as well or better in ENGL 1101 than do students who place directly into ENGL 1101. However, success rates for ENGL 0099 are less than ideal. Therefore, the emphasis of GPC's plan on increasing the number of students who successfully complete ENGL 0099 and are eligible to move on to ENGL 1101.

GPC has no compelling evidence to show that students who begin in Learning Support Math are at any disadvantage for completing collegiate-level math. However, we are aware that MATH 1111 (College Algebra) is one of the courses with the highest DWF rates college-wide. The other entry level mathematics course, (Quantitative Skills and Reasoning), is designed for students who do not plan to pursue STEM majors and has a much higher success rate. Therefore the correct placement and advisement for entry-level Mathematics is essential, and is a significant challenge that we plan to address. As in the case of Learning Support English, the emphasis of GPC's plan is on increasing the number of students who successfully complete MATH 0098 and who are eligible to move on and successfully complete their course in college-level math.

Part III: Planning and Implementation

This section will address, for each of the five Complete College America categories, GPC's plan to implement the strategies for achieving the stated objectives outlined in Part II. This section will also identify the appropriate GPC department(s) responsible for meeting each objective.

Partnerships with K-12

Data currently exists on the number of students testing into Learning Support at USG institutions. Georgia Perimeter College will partner with two feeder high schools (Social Circle and Cross Keys High Schools) in the administration of the COMPASS diagnostic placement test to selected sophomores. The COMPASS diagnostic placement test will be administered to this same group of students in their senior year after they have had time to focus on deficient academic areas. This strategy will achieve the objective of decreasing the number of students placing into Learning Support courses to 30%. Success would be defined as students who do not test into Learning Support courses, but go directly into collegiate level courses. Testing Services will administer the tests and retests, the Office of Institutional Research and

Planning will analyze the data and the Office of Information Technology will assist with the technology needed to administer the COMPASS placement tests at the two feeder high schools.

Georgia Perimeter College has three grant programs: Georgia Perimeter College Education Achievement Program (GEAP), DeKalb Early College Academy (DECA), and Student Support Services – Upward Bound Program that are all focused on college access and completion for underrepresented student populations. All three of these programs offer extensive pre-college institutes geared to help students prepare for collegiate level work. This strategy will increase the number of students testing out of Learning Support and entering collegiate level courses by 5%. Success will be defined as students who do not test into Learning Support courses, but go directly into collegiate level courses. The Directors of the GEAP Program, DeKalb Early College Academy and Upward Bound will work with Academic Affairs and Advising, Counseling and Retention Services to develop pre-college institutes, and the Office of Institutional Research and Planning will analyze the outcome data.

Improving access and completion for students traditionally underserved

National data shows that students who participate in Prior Learning Assessment reduce their number of credits at time of degree through ACE transcript evaluation and/or PLA portfolio courses. Georgia Perimeter College has established a Prior Learning Assessment Program through the Adult Learning Consortium that will allow military and adult learners to have their prior learning evaluated for college credit. The success of this strategy will reduce the average time to degree by 3 credit hours toward graduation for students who utilize Prior Learning Assessment. The Office of Adult Learning Initiatives will work with Academic Affairs, Military Outreach and the College Registrar to implement the evaluation of ACE transcripts and the establishment of a PLA portfolio course. The Office of Institutional Research and Planning will analyze the outcome data.

National and GPC data shows that students who participate in the federal work-study program are retained and graduate at higher rates and have shorter time and credits to degree and course accumulation. GPC will increase the number of eligible students participating in the federal work-study program by 10%. The Office of Student Financial Services will work with Student Affairs and Enrollment Services to recruit and enroll more students in the program and the Office of Institutional Research and Planning will analyze the outcome data.

National, state and GPC data verify the importance that maintaining Satisfactory Academic Progress (SAP) plays in student retention and graduation. GPC will increase in the number of students meeting Satisfactory Academic Progress (SAP) by 10% and will increase the retention rate of FT/FT students on financial aid by 10%. The Office of Student Financial Services will work with Enrollment Services to develop

and offer programs and workshops to increase knowledge and understanding of financial responsibility as it relates to degree completion. The Office of Institutional Research and Planning will analyze the outcome data.

GPC will partner with Georgia Piedmont Technical College in a reverse articulation program so that students who transfer to GPC from GPTC will graduate with the minimum number of credit hours required for their awarded degrees. Through this partnership, students not admissible to GPC because of Learning Support requirements will complete a certificate program and return to GPC with transferrable credit. Enrollment Services departments will work with student services at Georgia Piedmont Technical College to facilitate a smooth transition for students from one institution to the other. The Office of Institutional Research and Planning will analyze the outcome data.

Shorten time to degree (or credits to degree)

GPC has implemented a new Intrusive Academic Advisement Plan that will increase the retention and graduation rates of FT/FT students from 61% to 65% and from 9% to 10% respectively. The average time to degree for students will be reduced from 72 to 66 credits earned at the time of degree awarded. Advising, Counseling and Retention Services will work with Academic Affairs to insure students receive advisement at prescribed times during the academic year. The Office of Institutional Research and Planning will analyze the outcome data.

Many students are enrolled at GPC who have met the graduation requirements to be awarded a degree. GPC will increase the number of degrees awarded by 10% (FY 2010 – 1,674). Student Affairs & Enrollment Services will work with Academic Affairs and the Office of Information Technology to automatically award degrees to students who have completed degree requirements. The Office of Institutional Research and Planning will analyze the outcome data. GATRACS and DegreeWorks will be utilized in support of this objective.

Restructuring Instructional Delivery

GPC has identified three key gateway courses with high DWF rates and will develop a program of support services to increase the pass rate in ENG 1101, ENG 1102 and MATH 1111 by 5%. Academic Affairs will work with the Office of Institutional Research and Planning on analyzing the data to determine the success of these outreach initiatives.

National and GPC data verify that participation in Learning Communities increases student retention. GPC will increase by 10% the retention rates of FT/FT students participating in Learning Communities. Student Affairs & Enrollment Services departments will work with Academic Affairs to promote enrollment in Learning Communities. The Office of Institutional Research and Planning will analyze the outcome data.

GPC will implement Supplemental Instruction in selected CHEM 1211 courses with the goal of increasing the success rate for SI course participants by 10% relative to non SI course participants. Student Affairs & Enrollment Services, Academic Affairs, Learning and Tutoring Centers and Learning Resource Centers (GPC Libraries) will work together in support of this objective. The Office of Institutional Research and Planning will analyze the outcome data.

GPC will provide online library reference services to students with access to over 100,000 electronic books (no e-book reader necessary), 71,500 full-text journals, 300 practice tests, videos, and more through GALILEO and GPC-subscribed databases. Library instruction will also be available, which includes real-time webinars, asynchronous web tutorials, and over 100 Research Guides coordinated by the Online Library Director. Online students will be able to access the Testing & Education Reference Center through GALILEO offering 300 practice tests, information on over 4,000 accredited schools, a scholarship search featuring \$8 billion in available scholarships, a resume builder, and career modules covering subjects from career change to salary negotiations.

Additional online resources will include a new Learning Management System (LMS) called Desire 2 Learn (D2L), which is anticipated to go live in the summer of 2013. This system will provide improved communications and reporting tools such as external email, enhanced chat, instructor class list, and Short Messages Services (SMS) Notifications. The Smarthinking Online Tutoring System will be expanded so that more courses are available to students to connect with a tutor, interact live, submit an essay or a question and receive a direct reply from a tutor within 24 hours, and pre-schedule a Live Session with a tutor at a day and time of availability.

Transforming Remediation

The GPC Math Department has worked to redesign Learning Support Math and it is now one course that students progress through utilizing the emporium model of instructional delivery. Through this course redesign, GPC will increase by 10% the number of students exiting Learning Support in one semester. Academic Affairs will work with the Office of Institutional Research and Planning to analyze the outcome data.

GPC requires students testing into two areas of Learning Support to enroll in the FYE course (GPCS 1010). Participation in this freshmen seminar course will increase the LS exit rates of students enrolled in the FYE course by 10%. Academic Affairs will work with the Office of Institutional Research and Planning to analyze the outcome data.

GPC has implemented a pilot remediation program sponsored through the USG with the goal of increasing the number of students testing out of Learning Support and entering collegiate level courses by

5%. Academic Affairs will work with Student Affairs & Enrollment Services and the Office of Information Technology to provide the My Foundations Lab online remediation program. The Office of Institutional Research and Planning will analyze the outcome data.

Part IV: Ongoing Feedback/Evaluation

Georgia Perimeter College uses data extensively to track Retention, Progression, Graduation and Transfer Rates of all students, as well as various sub-populations of interest. Historically, the focus of RPG metrics submitted to the University System of Georgia has been on the First-time Full-time Freshman student cohorts. However, these students represent approximately 12% of GPC's total student population. For institutional purposes, the entire cohort of students who entered GPC in fall 2005 was tracked for six years. Graduation and transfer rates have been calculated for students by full-time/part-time status, transfer history, demographic characteristics, campus of attendance, financial aid status, and numerous other variables. This analysis will be repeated annually with consecutive cohorts of students in support of the institution's Complete College Georgia goals and objectives.

In addition to cohort tracking, the GPC Office of Institutional Research and Planning (OIRP) produces grade distribution reports for all academic disciplines each semester, and an analysis of courses with high non-success (DWF) rates annually. These reports are used to inform student success initiatives such as Supplemental Instruction and the development of the proposed QEP, "The EDGE" (Engagement Drives GPC Education). OIRP also conducts internal and external surveys of GPC students, including the Community College Survey of Student Engagement (CCSSE) every three years. OIRP cross-tabulates the CCSSE data by demographic characteristics, campus, program of study and semester credit hours (SCH) earned and reports statistically significant differences to the College community. These findings are used to assess the effectiveness of various program initiatives and to identify areas of need for future interventions.

As a transfer institution, the most important data element that GPC requires is an annual Individual Transfer Feedback Report. In April 2012, GPC received these reports for students who matriculated at their transfer institution in FY 2010 and FY 2011. These were the first such reports published by the University System of Georgia since FY 2008. The OIRP researchers are currently disaggregating and re-aggregating the transfer feedback data by demographics and programs of study in order to assess the effectiveness of instructional delivery. In the future, the data can also be used to assess the effectiveness of specific program initiatives intended to promote student success and shorten time to degree.

Data about access, retention and completion are shared throughout the GPC community in a variety of ways, including but not limited to the following:

- Reports to relevant Deans, Directors, Program Coordinators, etc.
- College wide outcomes data reported in the annual Fact Book produced by OIRP
- Survey findings and other data analysis published on the OIRP website
- Monthly meetings of the Graduation and Retention Council
- Enrollment Management and Student Success website which is home to the Retention and Graduation Council 3-Year Plan and progress reports <http://depts.gpc.edu/~gpcenrol/index.htm>

FY 2013-2015

Georgia Perimeter College



COMPLETE COLLEGE GEORGIA: 3-YEAR PLAN

8/21/2012

PARTNERSHIPS WITH K12- To Strengthen College Readiness and Access

Action Strategies [Goals]	Key Performance Indicators [Metrics/Indicators]	Evaluation [Methods/Findings]	Accountability [Responsible Parties]	Academic Year		
				2013	2014	2015
1. Provide diagnostic COMPASS testing for selected feeder high school sophomores and retest these same students as seniors	Progress Metric 2 (Success in Remedial Education)	1. Decrease the percentage of students who place into Learning Support when entering USG institutions to 30% (See DeKalb and State Averages).	Student Affairs & Enrollment Services/Academic Affairs/OIRP/OIT	March	Cont.	Cont.
2. Conduct pre-college institutes for targeted student populations (GEAP, DECA and Upward Bound)	Progress Metric 2 (Success in Remedial Education)	2. A target of at least 55% of institute participants will place directly into collegiate level classes upon entering college	GEAP/Upward Bound/DECA, Student Financial Services/ACRS/OIRP	Oct	Cont.	Cont.

IMPROVE ACCESS AND COMPLETION FOR STUDENTS TRADITIONALLY UNDERSERVED

Action Strategies [Goals]	Key Performance Indicators [Metrics/Indicators]	Evaluation [Methods/Findings]	Accountability [Responsible Parties]	Academic Year		
				2013	2014	2015
1. Establish Prior Learning Assessment Program for military students and adult learners	Outcome Metric 4 (Time and Credits to Degree)	1. Average time to degree will be reduced by 3 credit hours toward graduation for students who utilize Prior Learning Assessment (ACE transcript review of PLA course/portfolio)	Student Affairs & Enrollment Services/Academic Services/OIRP	Aug	Cont.	Cont.
2. Increase participation in Work-Study and tracking participants	Outcome Metric 2 (Graduation Rates); Outcome Metric 4 (Time and Credits to Degree); Progress Metric 4 (Credit Accumulation); Progress Metric 5 (Retention Rates)	2. Increase in the number of eligible students participating in work-study to 10%	Student Financial Services/Student Affairs & Enrollment Services/OIRP	March	Cont.	Cont.
3. Increase student knowledge and understanding of financial responsibility in the context of retention, progression and graduation	Progress Metric 4 (Credit Accumulation); Progress Metric 5 (Retention Rates)	3(a) Increase in the number of students meeting Satisfactory Academic Progress (SAP) by 10% 3(b) Increase retention rate of FT/FT students on financial aid by 10%	Student Financial Services/Student Affairs & Enrollment Services/OIRP/Student Support Services	May	Cont.	Cont.
4. Implement reverse articulation agreement with Georgia Piedmont Technical College	Outcome Metric 4 (Time and Credit to Degree)	4. Students who transfer to GPC from GPTC will graduate with the minimum number of credit hours required for their awarded degree	Student Affairs & Enrollment Services/OIRP	Aug	Cont.	Cont.

SHORTEN TIME TO DEGREE (OR CREDITS) – Minimize Courses Taken That Don't Count Toward Degree Completion

Action Strategies [Goals]	Key Performance Indicators [Metrics/Indicators]	Evaluation [Methods/Findings]	Accountability [Responsible Parties]	Academic Year		
				2013	2014	2015
1. Increase student success through Intrusive Academic Advisement	Outcome Metric 2 (Graduation Rates); Outcome Metric 4 (Time and Credits to Degree); Progress Metric 5 (Retention Rates)	1(a) Increase the retention and graduation rates of FT/FT students from 61% to 65%, and from 9% to 10% respectively	ACRS/Academic Affairs/OIRP	Aug	Cont.	Cont.
		1(b) The average time to degree reduced from 72 to 66 credits earned at time of degree awarded	ACRS/Academic Affairs/OIRP	Aug	Cont.	Cont.
2. Award degrees to all students who meet degree requirements	Outcome Metric 1 (Degree Production)	2. Increase the number of degrees awarded by 10% (FY 2010 – 1,674)	Student Affairs & Enrollment Services/OIRP/OIT/Academic Affairs	Aug	Cont.	Cont.

RESTRUCTURING INSTRUCTIONAL DELIVERY - To Support Student Success

Action Strategies [Goals]	Key Performance Indicators [Metrics/Indicators]	Evaluation [Methods/Findings]	Accountability [Responsible Parties]	Academic Year		
				2013	2014	2015
1. Implement Plan to reduce high DWFs in gateway courses	Progress Metric 3 (Success in Gateway College Courses); Progress Metric 4 (Credit Accumulation)	1. Increase pass rate in ENG 1101, ENGL 1102 and Math 1111 by 5%	Academic Affairs/OIRP	Jan	Cont.	Cont.
2. Increased first-year student participation in Learning Communities	Progress Metric 5 (Retention Rates)	2. Increase by 10% the retention rates of FT/FT students participating in Learning Communities	Academic Affairs/OIRP	Aug	Cont.	Cont.
3. Implement Supplemental Instruction in Chemistry 1211 courses	Progress Metric 3 (Success in Gateway College Courses)	3. Increase the success rate for SI course participants by 10% relative to non SI course participants	Student Affairs & Services/Academic Affairs/OIRP/Learning and Tutoring Centers and Learning Resource Centers (GPC Libraries)	Sept	Cont.	Cont.
4. Increase asynchronous online tutoring in writing, mathematics, and chemistry	Progress Metric 3 (Success in Gateway College Courses); Progress Metric 5 (Retention Rates)	4. Increase the success rate for online students by 5% who use online tutoring resources	Academic Affairs/LTC	N/A	Sept	Cont.

TRANSFORMING REMEDIATION

Action Strategies [Goals]	Key Performance Indicators [Metrics/Indicators]	Evaluation [Methods/Findings]	Accountability [Responsible Parties]	Academic Year		
				2013	2014	2015
1. Learning Support course redesign	Progress Metric 2 (Success in Remedial Education)	1. Increase by 10% the number of students exiting Learning Support in one semester	Academic Affairs/OIRP	Aug	Cont	Cont
2. Impact of FYE on LS Student Success	Progress Metric 2 (Success in Remedial Education)	2. Increase the LS exit rates of students enrolled in FYE course by 10%	Student Affairs & Enrollment Services/Academic Affairs/OIRP	Dec	Cont.	Cont.
3. My Foundations Lab Remediation Pilot for Incoming GPC Students	Progress Metric 2 (Success in Remedial Education)	3. Increase the number of students testing out of Learning Support and entering collegiate level courses by 5%	Student Affairs & Enrollment Services/Academic Affairs/OIRP/OIT	June	Cont.	Cont.