

STRATEGIC ASSESSMENT TOWN HALL MEETING

APRIL 19, 2016



AGENDA

- Understanding Form 990
- The Planning Process
- Participation with *Poll Everywhere*™
- Key Findings
 - Quantitative Findings: Internal
 - Qualitative Findings: Internal
 - Qualitative Findings: External
- Summary
- Next Steps

Strategic Framework

Vision

Our Foundation will be an integral partner in the growth and development of the College, positioning GGC as a premier 21st Century College, and engaging leaders into the life of the College.

Mission

We assist the College in obtaining and managing needed resources to accomplish its mission. We play a key role in building relationships with communities served by the college and key constituents whose support is vital to the College.

UNDERSTANDING FORM 990

- FORM 990
 - Part I: Lists no individuals employed in the calendar year and no salaries, other compensation, employee benefits
 - Part VII: Did any person listed receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? Yes (If “Yes”, complete Schedule J)
- SCHEDULE J
 - Part I, Line 3: instructs to explain in Part III any compensation paid
 - Part III: Explanation states that the Foundation has no employees; therefore no compensation was reported in part II. All compensation reported on the Form 990 is from an unrelated organization (Georgia Gwinnett College) for services rendered to the Foundation.



Consolidated Statement of GGC Foundation Activities

For the Year Ended June 30, 2015

SUPPORT AND REVENUE

Total support and revenue\$13,411,315

OPERATING EXPENSES

Total operating expenses\$998,952

OCCUPANCY EXPENSES

Total occupancy expenses\$10,532,516

Total expenses\$11,531,468

Change in net assets\$1,879,847

Net assets, June 30, 2014(\$1,601,923)

Net assets, June 30, 2015\$277,924

Consolidated Statement of Financial Position

For the Year Ended June 30, 2015

ASSETS

Total assets\$181,288,994

LIABILITIES

Total liabilities\$181,011,070

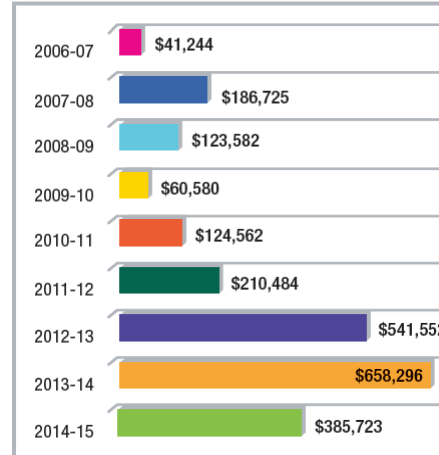
NET ASSETS

Total net assets\$277,924

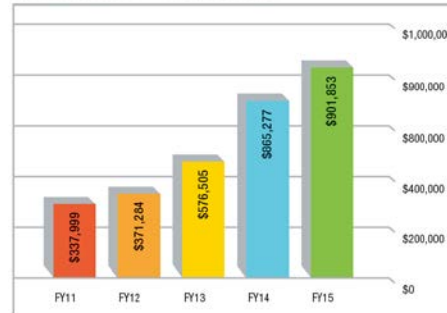
Total liabilities and net assets\$181,288,994

Grants and Scholarships

Summary of private support. Graph reflects expenditures.



The Endowment – Past Five Years



Endowed Scholarships

- Andersen Family Scholarship
- Lee and Marshall Boutwell Veterans Scholarship
- Daniel J. Kaufman Scholarship
- Lawrenceville Police Scholarship
- Elridge W. McMillan Regents Scholarship
- Milton M. Ratner Foundation Scholarship
- Linda Shumate Endowed Scholarship
- Carl D. White, Sr. Scholarship

Annual Scholarships

- Antonio Damián Scholarship
- Georgia Beer Wholesalers Association Scholarship
- Georgia Gwinnett College Nursing Scholarship
- Georgia Gwinnett College Scholarship
- Gwinnett Clean and Beautiful Scholarship
- Gwinnett County Bar Association Scholarship
- Kaiser Permanente of Georgia Nursing Scholarship
- Lois & Lucy Lampkin Foundation Nursing Scholarship
- Peach State Federal Credit Union Scholarship
- Clyde and Sandra Strickland Health Sciences Scholarship
- Clyde and Sandra Strickland Business Scholarship
- University System of Georgia Foundation Scholarship in honor of Regent Richard L. Tucker
- University System of Georgia Foundation Scholarship in honor of SunTrust
- Wine and Spirits Wholesalers of Georgia Scholarship

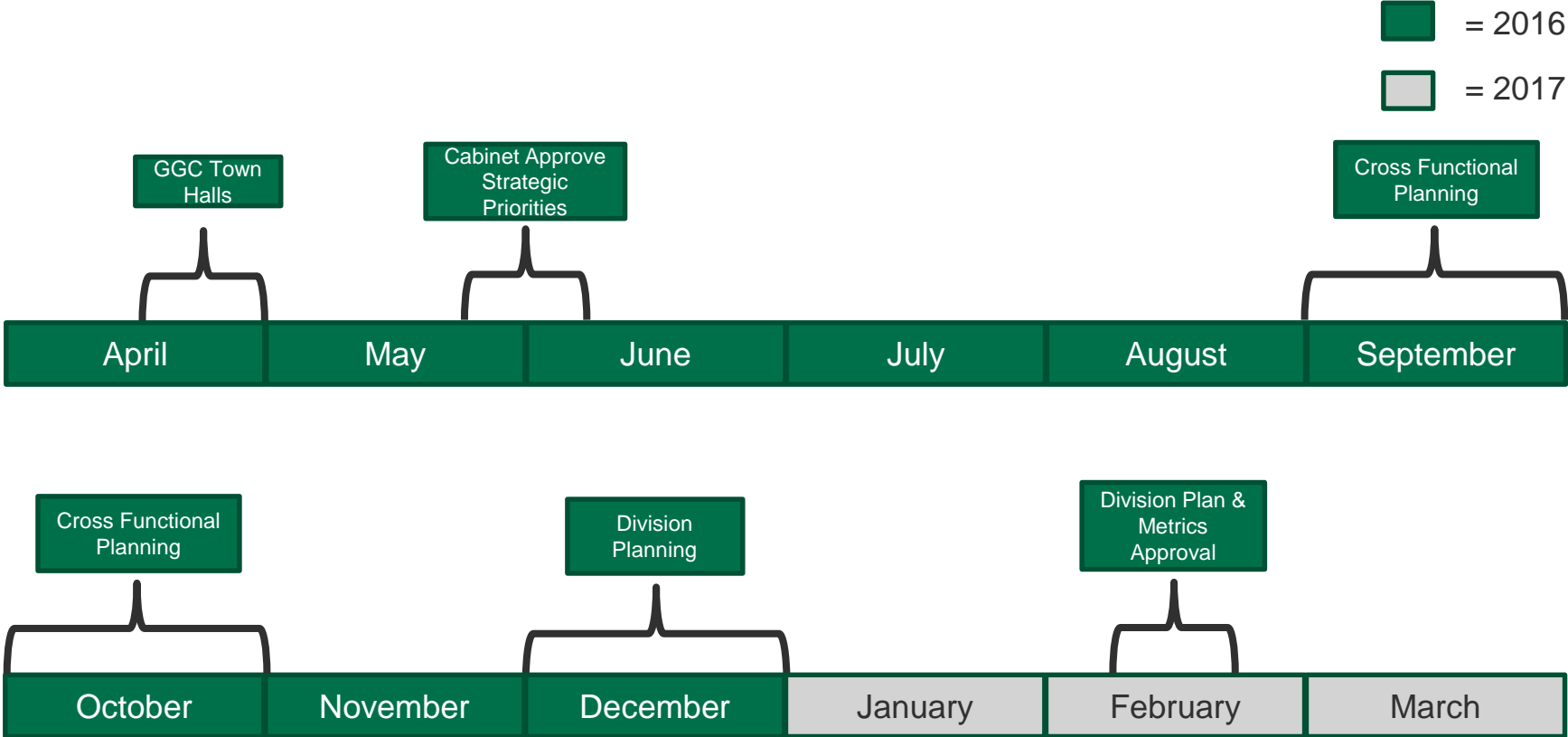
THE PLANNING PROCESS

- GGC's 3rd strategic plan
 - 1st plan where growth will have stabilized and focus can truly be on **strengthening the organization around a stable mission and vision to create a sustainable future.**
- Quantitative: Review of Key GGC Data
 - Internal
 - External
- Qualitative: Focus groups and interviews – over 40% of FT faculty and staff participated
- Next Steps: After strategic analysis:
 - Identification of strategic priorities
 - Cross-functional groups develop plans for each strategic priority

AN EXAMPLE FROM THE CURRENT PLAN

- Institutional Strategic Priority: Preserve, strengthen, and diversity the resource base
 - Develop agreement on resource needs, in priority order
 - Maintain and update comprehensive facilities plan
 - Revise comprehensive enrollment management plan in light of financial model
 - Develop a comprehensive development plan to raise substantial philanthropic funds

GGC Strategic Planning Timeline



PARTICIPATION WITH POLL EVERYWHERE

- Respond to specific questions (Polls) by text or by web
- Polls will be displayed on slides
- Responses are displayed as they come in

- To respond to polls in this presentation, first join the session

Text GGCPOLL to 37607

- Then you will text your response for each poll to the same number

QUANTITATIVE FINDINGS

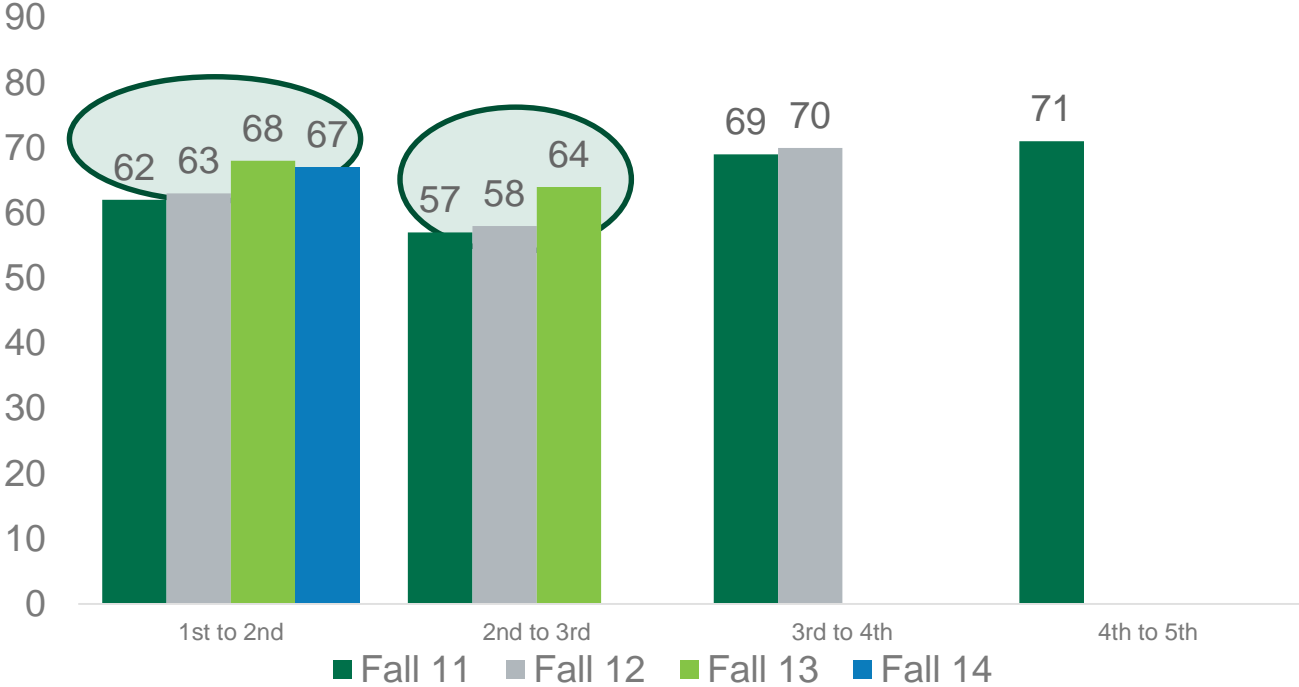
INTERNAL SCAN



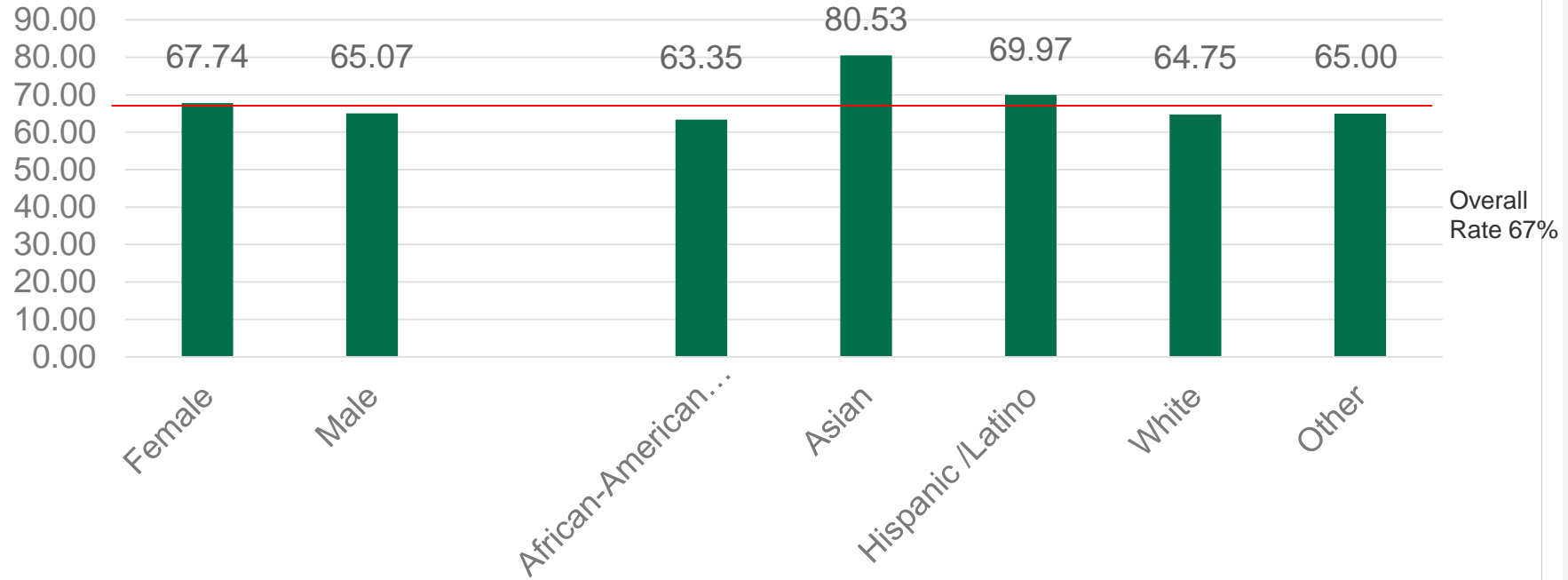
GGC STUDENTS: A COMPLEX MIXTURE

- 2nd lowest high school GPA of USG institutions.
 - But 1/3 have strong HS GPA.
- 1st generation – Neither parent receiving 4 year degree: 48%
- 1/3 born outside the US (40%+ fathers and mothers born outside US).
- Commuters
- 1/3 part-time
- Outside obligations: Over half have significant family obligations, 1/3 work 20+ hours/week, 1/3 work 11 to 20 hours/week.
- Need financial aid: 65% have Pell Grants (\$3,840 avg.) 57% have loans (\$5,349 avg.)

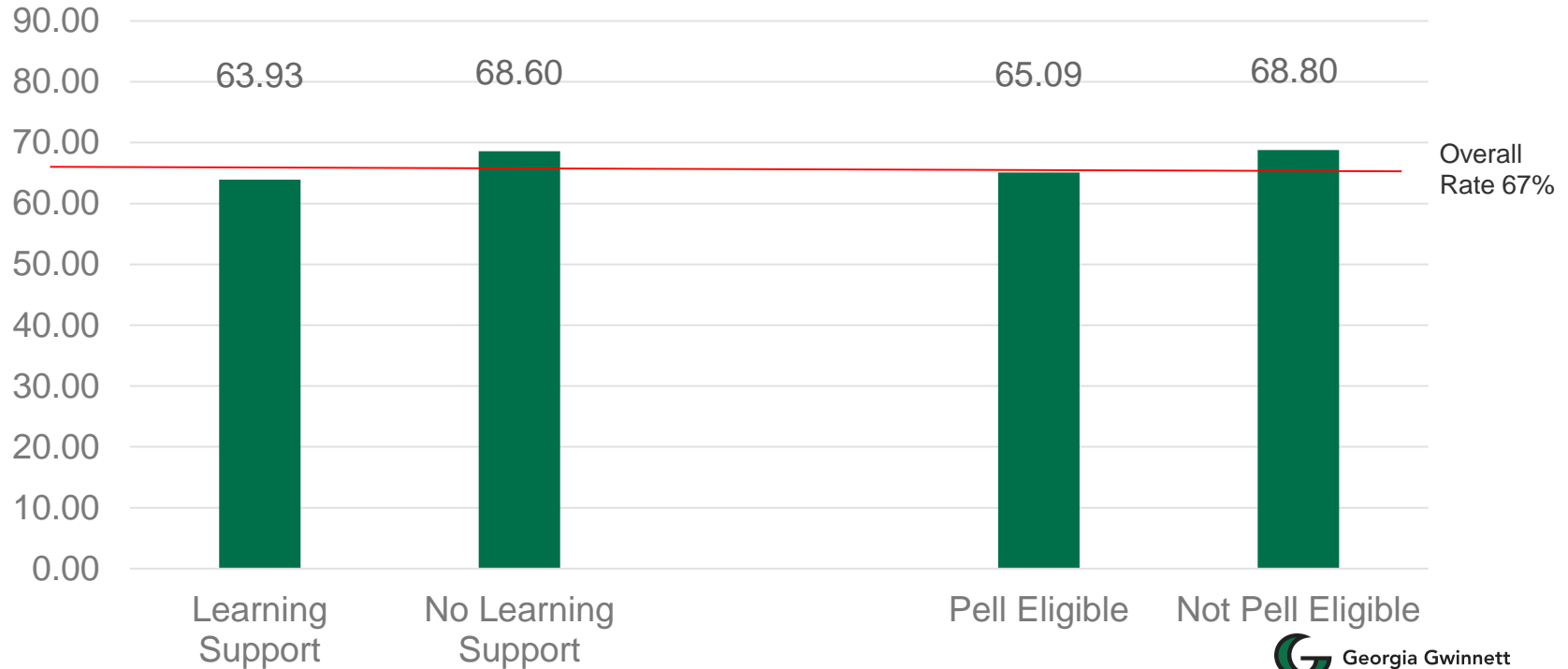
GGC STUDENTS: 1/3 LEAVE AFTER THE 1ST YEAR, 1/3+ LEAVE AFTER THE 2ND YEAR



GGC STUDENTS: NO SUBSTANTIVE RETENTION GAP ACROSS DEMOGRAPHICS



GGC STUDENTS: NO SUBSTANTIVE RETENTION GAP ACROSS DEMOGRAPHICS



GGC STUDENTS: RISK TO FINANCIAL AID AS AN INDICATOR

% of students who have SAP FA **warning** who return the next semester

	<u>Sp12 to F12</u>	<u>Sp13 to F13</u>	<u>Sp14 to F14</u>
# who receive warning Spring	1265	1058	932
# who do not return	886	793	671

% of students who have SAP FA **suspension** who return the next semester

	<u>Sp12 to F12</u>	<u>Sp13 to F13</u>	<u>Sp14 to F14</u>
# who have FA suspended Spring	414	446	495
# who do not return	327	339	361

STUDENT ENGAGEMENT: (NSSE)

Theme	Engagement Indicator	First-Year Students	Seniors
Academic Challenge	Higher-Order Learning	△	△
	Reflective and Integrative Learning	--	--
	Learning Strategies	△	△
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	△	△
	Discussions with Diverse Others	△	▲
Experiences with Faculty	Student-Faculty Interaction	--	--
	Effective Teaching Practices	△	△
Campus Environment	Quality of Interactions	▽	--
	Supportive Environment	--	△

STUDENT ENGAGEMENT: (NSSE)

GGC is rated higher by students on these specific items:

First Year Students:

- **Instructors provide prompt/detailed feedback**
- **Worked with other students on projects**
- **Reviewed notes**
- **Forming of new ideas**
- **Instructor feedback on drafts**

Seniors

- **Discussions with people who are different – politically, economically, and religiously**
- **Quality of interaction with faculty**
- **Institution encourages contact with those of diverse backgrounds**
- **Quality of interaction w/ academic advisors**
- **Evaluating information, point of view, etc.**

STUDENT ENGAGEMENT: (NSSE)

GGC is rated lower by students on these specific items:

First Year Students

- Quality of interaction with student services staff
- Spent > 15 hours preparing for class
- Participated in learning community or other
- Quality of interaction with students
- Emphasis on attending campus activities

Rate GGC lower

- Asked another student to help you understand
- Participated in study abroad
- Worked with faculty on activity other than coursework
- Participated in learning community, or other
- Participated in internship, co-op, other

QUANTITATIVE SUMMARY

- High risk population
 - Work many hours
 - First-generation
 - Low levels of preparation
- Retention is stable across demographics
- Student Engagement is high

QUALITATIVE ANALYSIS

INTERNAL SCAN



GGC INTERNAL: FOCUS GROUPS

- Not prepared academically to start college, some not prepared when they take higher level classes.
- Unaware of important aspects of college life (financial aid, study habits, interacting with faculty, their responsibilities, amount of study/work needed).
- Lack support system from home (to some parents college is not work).
- Have real-life issues that faculty and staff don't understand ("I must go to the food stamp office this morning," "My car broke and I have no \$," "I have to go to court," "My pay check did not come," "I got laid off," etc.)
- College is only a part of their lives. They experience college and life differently than did many of GGC's faculty/staff.
- Many require substantial scaffolding or support from day one (or even before).

GGC INTERNAL: FOCUS GROUPS

- Vision and mission are strongly bought into by staff and faculty.
- Focus on the student is very evident.
- Rapid and continuous growth have limited the opportunity to refine.
- Strengths include:

Quality of education	Small class sizes
Diversity	Classroom technology
Efficient use of space	Serving region's economic needs
Can graduate without a crippling debt	Relations with USG

- Mixed reactions to:

Customer service	Dynamic learning community
Block scheduling	Working efficiently (so lean)
Faculty engagement (not all)	

GGC INTERNAL: FOCUS GROUPS

- Areas for improvement
 - Mentoring
 - Amount of innovation
 - Course scheduling flexibility
 - Course delivery types
 - Course times
 - Technology infrastructure
 - First year experience
 - GGC “brand”
 - Practical learning opportunities (internships)
 - Internal communications

GGC INTERNAL: FOCUS GROUPS

- Positive aspects of working at GGC
 - Working with peers (strong sense of community)
 - Students (“it’s why we came here”)
 - Diversity
 - Focus on teaching
 - Small classes
 - Center for Teaching Excellence

GGC INTERNAL: FOCUS GROUPS

- Challenges of working at GGC
 - Collegiality outside of peer group
 - Culture
 - Workload
 - Lack of pay raises
 - Sometimes an unnecessary sense of urgency
 - Creativity can be stifled
 - Academic structure – no department chairs
 - Changes in faculty evaluation criteria
 - Teaching so many students who aren't prepared for college

GGC INTERNAL: FOCUS GROUPS

- GGC has the framework students need to acclimate to college and progress
- Many areas have been under-resourced during our growth and need attention, such as:

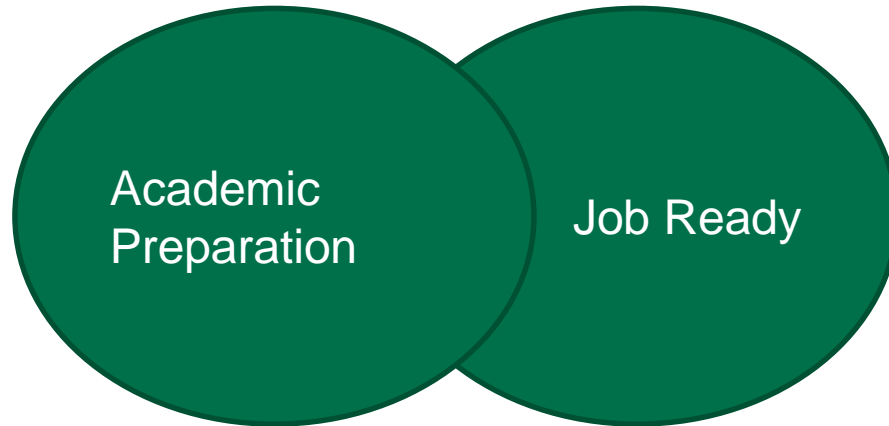
Functions

- Mentoring
- Bear Essentials
- Advising
- Early warning system
- Career Services
- Counseling Services
- Disability Services

Actions

- Building 21st Century teaching skills for faculty
- Promoting awareness of existing services
- Teaching financial aid literacy to students
- Providing internships to students
- Offering enough majors to serve the mission
- Conducting comprehensive data analyses

GGC STUDENTS: ALL WANT TO BE JOB READY WHEN THEY GRADUATE. AND PARENTS EXPECT IT.



GGC INTERNAL: SUMMARY

- Much to be proud of
- Rapid growth and compressed timelines have stressed the organization
- Rapidly evolving for a decade – the pace of evolution will change, not the fact of evolution
- Students – at the heart of everything
- GGC has a framework to serve these students, but has not executed sufficiently
- Faculty need to excel at teaching these types of student. Teaching remains the 1st priority.

EXTERNAL ENVIRONMENT: USG, LOCAL COMMUNITY, FEDERAL, HIGHER ED

- In general, internal qualitative data did not reflect high concern about external factors that would need to be proactively addressed by GGC.
- As we increase our external focus, there are external factors that can either help or hinder our next phase

EXTERNAL ENVIRONMENT: USG

- USG: some evolving initiatives that may affect GGC:
 - eCore, eMajor, eCampus
 - Centralization of administrative functions
 - 15 to finish
 - Learning support changes
 - Consolidation of institutions
 - Competency based education
 - Beyond Financial Aid (CCG)

Watch and ensure GGC students (who often do not fit the description of the “typical USG” student) are not adversely affected if any progress

EXTERNAL ENVIRONMENT: LOCAL COMMUNITY

- Predicted areas of job growth in Gwinnett County
 - Advance Manufacturing
 - Professional & Corporate Services
 - Health Sciences & Services
 - Information and Technology Services
 - Supply Chain Management
- Over time GGC will become the leading supplier of college graduates to Gwinnett County

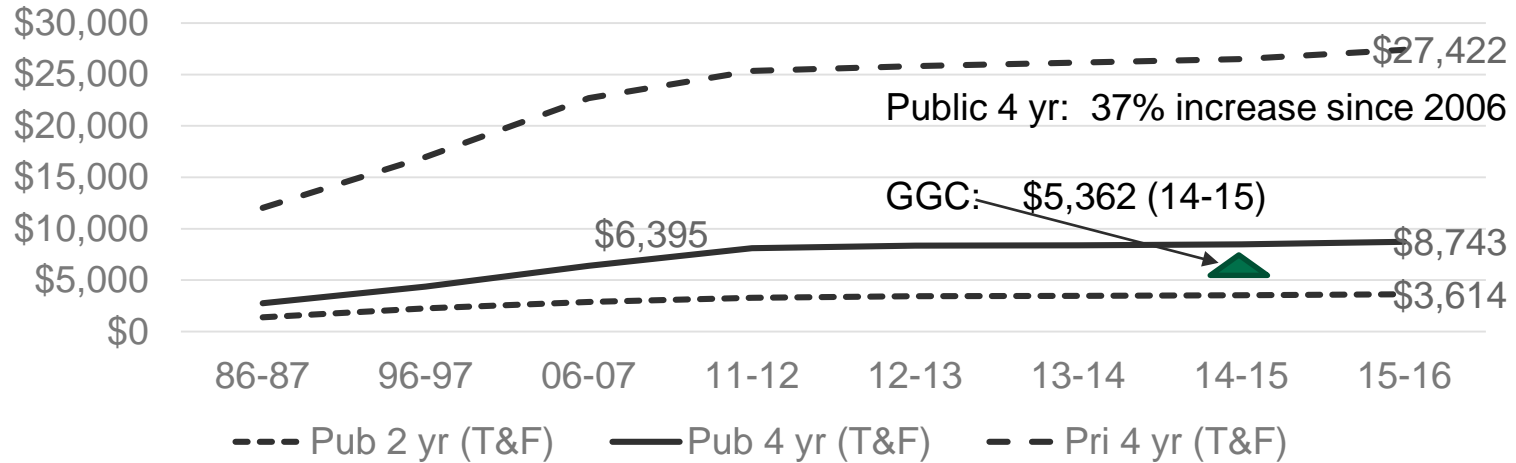
EXTERNAL ENVIRONMENT: LOCAL COMMUNITY

- GGC becoming integral to the local community
- Still substantial upside: Community to become more a part of the College and vice versa
 - GC sees us as an Anchor Institution
 - GGC interaction with business (internships, advisors)
 - Leverage events to bring community to campus
 - Increased awareness of GGC within the community

EXTERNAL ENVIRONMENT: FEDERAL

- Cost: Very hot issue, GGC's relatively low cost is an advantage.

Average Tuition and Fees 1986-87 to 2015-16



EXTERNAL ENVIRONMENT: HIGHER EDUCATION

- GGC has a coherent message around access, affordability, and attentiveness
 - Many institutions can claim one or two of these attributes
 - GGC rightfully claims all three
- GGC has opportunity to be a leader in educational innovation
 - GGC serving an important underserved population with an innovative model
 - Higher education's reluctance to change
 - GGC's successes to-date at local and state level
 - GGC beginning to get noticed nationally

SUMMARY

- Based on the internal quantitative, internal qualitative, and external qualitative data, we can begin to shape the strategic needs of GGC at this time
- Have clustered results and ideas into five big areas from which strategic priorities will be developed

POSSIBLE BUCKETS OF PRIORITIES

Student Focus

- 1st Year
- 2nd Year
- Academic programs
- At-risk as well as other segments
- High-impact activities
- Career ready

Organization

- Culture
- Structure
- Rewards
- Role of technology
- Innovation
- Communications

Resources

- Development
 - Support from all areas
- Research & grants
- USG
- Resource allocation
- Enrollment Mgmt.

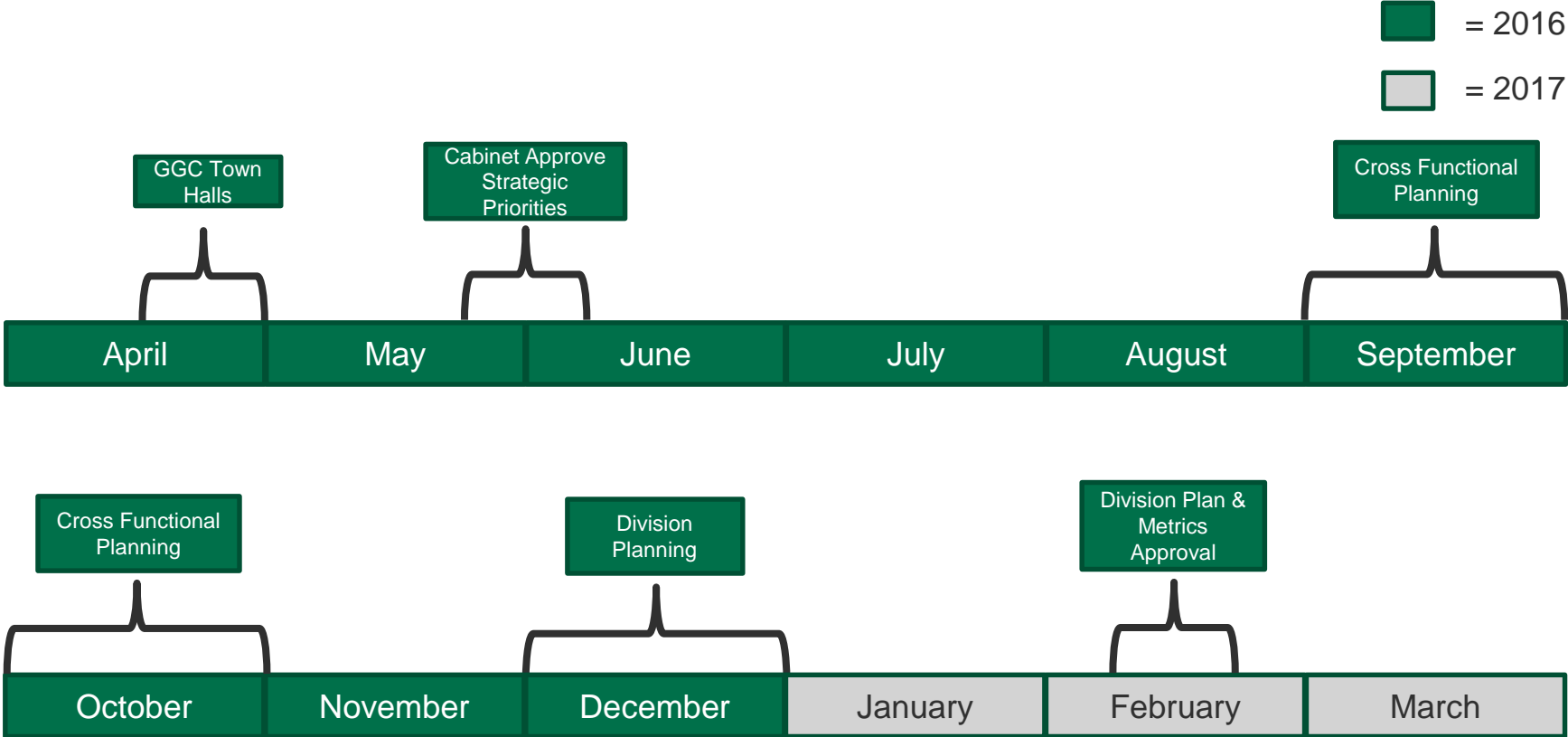
External

- USG initiatives
- Community engagement
- Branding
- Positioning in higher ed

21st Century Faculty

- Teachers/scholars
- CTE programming
- Mentoring/advising

GGC Strategic Planning Timeline



QUESTIONS?

