

Working Title: ***THE PLAN FOR 21ST CENTURY GRIZZLIES - 2016 TO 2020***

As Georgia Gwinnett College develops its third strategic plan, the first step was to conduct a comprehensive strategic analysis to gather both qualitative and quantitative input. This strategic analysis will ensure that all constituents work from the same base of strategic information.

The detailed analysis is broken into three sections:

1. A summary of major takeaways and recommendations for strategic priorities for the 2016 strategic plan.
2. "The numbers," which includes important factual information for GGC to consider.
3. A qualitative assessment based on extensive interviews and focus groups among full-time staff and faculty. Forty-five percent full-time staff and 42% of full-time faculty participated.

Both "the numbers" section and the qualitative section include **major takeaways** which are the "So what's" of each analysis.

Next steps in the planning process will be to review with GGC staff and faculty the strategic analysis and recommended strategic priorities and their implications, and then to establish cross-functional planning groups to develop plans to address each strategic priority.

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Summary of Strategic Analysis and Recommended Strategic Priorities

Georgia Gwinnett College has had a remarkable first decade and has become a “full-fledged member” of the USG and of the higher education landscape. The College has much to be proud of, including its focus on students, its rapid enrollment growth to almost 11,500 students with commensurate staff and faculty growth, its diversity, its facilities, its reputation within the University System of Georgia and the community, and ultimately its positive effect on thousands of students. It serves a critical need in the USG and has a remarkable future to look forward to. The College’s strategic framework (its vision and mission, institutional goals, and operating principles) have remained virtually unchanged since the beginning and have served to provide focus to all of GGC’s plans and activities. Faculty and staff continue to buy into GGC’s vision and mission, many citing they were the reason they joined GGC in the first place.

GGC has been evolving since day one, and its three strategic plans show this. The first plan focused on creating a college from scratch. The second plan dealt with beginning to enhance particular aspects of the College while still undergoing rapid growth and change. This third plan is the first plan in the college’s history that truly can focus on enhancements, and not growth, as plans call for enrollment to level off at 13,000 in Fall 2016. Without what has been an ever-present need to grow the number of faculty, staff, programs, support services, and facilities to accommodate the growth in student population, GGC can redirect energy to enhancing the student educational experience, and the staff and faculty experience as well.

GGC Students

GGC students are at the heart of everything the College and its employees do. These students represent an amazing array of cultures, life experiences, preparation, life obligations, and dreams for the future. In a superficial sense, many GGC students are like other college students: fresh out of high school and young, the “traditional college student.”

However, in fact, they are fundamentally different from many attending other colleges. GGC students are not homogenous. GGC students tend to be less well-prepared academically, first-generation students, with obligations outside of college (both work and family). The large majority are commuter students who have difficulty experiencing the full campus and college life experience. The majority depend on significant amounts of financial aid. A third are part-time students. Many do not have a complete appreciation of what college will be like and have difficulty managing aspects of college ranging from financial aid to working with mentors. In total, the student body is the most diverse USG institution. For most GGC students, college is part of their lives; it is not the central focus of their lives. A third of GGC students came to GGC with strong high school GPAs, conceivably more ready to take on the rigors of a college education.

Every year now, GGC brings in over 5,000 new students – over 40% of current enrollment. And, unfortunately, too large a percentage of them do not retain into the second or third years. First-year retention is 67%, and second year retention is 64%. In GGC’s early years, first-year retention was in the mid-70s, then dropped to the low 60s; it has now been stable for the last two years. Second-year retention has been consistently lower than first year retention.

GGC has a framework for introducing students to the College and college life and for bringing them along. However, results clearly indicate that the College is not doing enough, and more concentrated efforts will be required to help more students remain at GGC and in college. The framework and its elements are conceptually solid, but the resources provided for them, and the execution of many aspects of the framework, need to be enhanced.

In today's world, college students and their families expect students to be "job ready" when they graduate. It is no longer enough to have a strong liberal education that prepares young adults to be contributing citizens over the full length of their lives. They want, need, and expect to have the skills necessary to gain meaningful employment, or to continue graduate studies, when they graduate. GGC students and their families are no exception. Job-placement statistics are now the most important indicator of the value of a college education for high school students looking at colleges. This is a new reality that GGC must address for all its students. Co-curricular support, opportunities to learn outside the classroom, and opportunities to experience the real world need to be provided along with the academic experience.

GGC's faculty are a teaching faculty. Effectively teaching today's college students, including GGC's, requires engaged and trained faculty in every class. In their formal education, few faculty are trained to teach. Today's students have more diversions available that can keep them from being engaged in class, and GGC students, in particular, because of their outside obligations and differing levels of preparation for college, can be distracted. While it may be appealing to some to harken back to the days when faculty could stand in front of a class, lecture, and assume students are obligated to absorb information, those days have passed. Students, to learn, must be engaged. And until they have learned, GGC has not done its job.

An important element of GGC's vision is to be a wellspring of educational innovation. Perhaps the most effective way this can be accomplished is with 21st century faculty, and staff, who understand their students thoroughly enough, who know the most effective tools and technologies, and who have adequate resources to experiment and implement innovation. Chasing the latest technology is a battle lost before it begins; but innovatively using effective tools that are available will lead to success.

In summary, when it comes to educating and preparing GGC students, GGC has the opportunity, and need, to:

- More fully address the needs of the diverse student body, particularly 5000+ new, diverse, stressed out, and (many) marginally prepared students each year. This needs to begin even before a student enrolls, through the first and second years, and on to graduation.
- Ensure graduating students have been prepared to successfully enter the job market (or graduate studies) when they graduate.
- Create a body of faculty that embrace and leverage 21st century teaching skills to maximize student engagement and learning. This includes both full-time faculty as well as part-time faculty (who teach about 20% of classes), many of which are lower level classes where at-risk students are most prevalent.
- Enable innovation in teaching and in supporting students, by providing an environment conducive to innovation and resources to support innovation.

GGC Leveling-Off of Enrollment

During the life of the next strategic plan, GGC's enrollment will level off at 13,000 students. Except for the coming year, FY17, maintaining enrollment goals will no longer be a significant challenge. After FY17, GGC's new student requirements will stabilize at 2015 levels, assuming retention is stable. Improved retention, which must be a goal for the College, will lessen the number of new students required. The College's main source of students, Gwinnett County, will continue to grow, and GGC's reputation will also continue to grow in the area. Even now, GGC attracts more students from Gwinnett County than does any other USG institution (or any other institution in the world). GGC's very competitive cost, the quality of its education and faculty, and its ability to enroll students who may not have excelled academically in high school are GGC's most important attributes for high school students deciding on college, and these attributes will continue. GGC's location, in the heart of Gwinnett County, also enables students to reduce the cost of their education by being commuters. The growing diversity of Gwinnett County high school graduates will also help to ensure GGC remains diverse. While other institutions will likely continue to target Gwinnett County, GGC's positive attributes will be hard to match. Because of the reduced challenge to maintain enrollment goals, GGC may be able to begin to reach out to other areas to recruit students of particular interest.

GGC – The Organization Itself

To accommodate the rapid and constant growth in enrollment, for the last decade GGC “transformed” itself time and again. “Transformed” is in quotes because the most fundamental aspects of GGC – its vision, mission, goals, and operating principles have remained steadfast. Faculty and staff come to GGC because of what GGC continues to stand for and tries to do. But the complexity of the College, the number and size of its facilities, the number of faculty and staff, and the magnitude of interactions required to fully serve students have changed yearly. The number of “new folks” who were not at GGC in its infancy dramatically outweighs the number of “old-timers.” Budget constraints, first due to a funding model based on historic enrollment (which does not work for a rapidly growing institution), then cut dramatically due to the economic recession and still not back to pre-recession levels, restricted what is possible. Raises for many have been non-existent since arriving at GGC.

Quite simply, the organization has been stressed and the signs are apparent. For many, the culture has gotten worse. While their local/peer group environment is often excellent, the larger work environment can be stressful. A “circle-the-wagons” mentality can exist, where communications suffer, taking initiative to innovate lessens, desire to work cross-functionally is affected, a sense of blame-finding grows, and reasons for decisions can be unclear. Additionally, some of the structures set in place when GGC was young may not be scalable (such as the streamlined academic administrative structure), or may be out-of-date (such as co-locating faculty offices). The effect this has on students as well as staff and faculty can be substantial and efforts to address this need to be taken seriously.

External Forces

The local community, USG, federal initiatives, and trends in higher education will have varying effects on GGC's future. GGC is becoming more a part of the local community, but still has substantial upside to involve more of the community in the life of the College and involve the College (students and employees) more in the life of the community. Over time, GGC will become the leading "supplier" of college graduates to the community. Most of the community, as well as many at the College, are not aware of this or the implication it can have on the relationship between GGC and the community. A "win-win" relationship should be encouraged and nurtured.

USG has been playing a more active role in the life of member institutions (for example through consolidations of institutions, specific educational initiatives, and administrative areas). It is likely that this will continue, and GGC has the opportunity to leverage some of these efforts, while at the same time, ensure that GGC students who do not always fit the description of the typical USG student are not adversely affected by USG initiatives. The USG will also select a new chancellor during the life of this plan. In addition, funding levels have grown since FY12, but still remain below pre-recession FY08 levels.

Issues and initiatives at the federal level tend to be slower to develop, but two that may have an effect sooner rather than later relate to "Competency-Based Education" (CBE) and the cost of higher education. CBE could affect course design, student learning outcomes, credit evaluation, and more flexible course delivery options. If CBE catches on, the effect on GGC could be significant. The cost of higher education has been spotlighted for some time, and GGC's low cost/high quality education is a substantial benefit to offer students.

Changes in higher education may be even slower-moving than those due to federal government. After all, the federal government is less than 250 years old; higher education dates back much further. Many in higher education say the model works "just fine," and things need to change around it. Because higher education changes so slowly, and data suggests that today's students would be better served if some changes occurred, GGC still remains in a good place to be a leader in educational innovation, particularly for the student population GGC serves.

Potential resources exist within each of these areas, as well as other areas. Initially GGC had a "dream," but not a "story" to tell that could interest funders. Today, its story is real, powerful, and continues to develop. There is opportunity going forward to leverage some of these resources to provide the College with supplemental funding.

Recommended Strategic Priorities

Given this current state of affairs, GGC should consider five strategic priorities. The overall effect of addressing these strategic priorities will be a significantly enhanced student experience, one that provides better support throughout students' college career and sets them up for success after graduation, both short term and longer term. Additionally, faculty will become true 21st century educators, setting them apart from many others in higher education. External relations will be leveraged to improve awareness of just how unique and meaningful GGC is to the world of higher education, being a stimulus for others to follow, and enabling GGC to successfully acquire incremental funding that will allow GGC to resource important student-focused initiatives. And, GGC's staff and faculty will once again feel part of an organization that values the contributions of each and has created a culture that reinforces a spirit of collaboration, collegiality, and innovation. All of this will be supported by a comprehensive and aggressive resource development effort.

Each strategic priority will require a set of strategic initiatives that are laser-focused and cross-functional in nature. Initial suggestions for possible strategic initiatives are mentioned within each strategic priority.

1. Enhance the academic and co-curricular experience for all GGC students to ensure they are given tailored opportunities and support to enable them to succeed both short-term and longer-term as GGC graduates.

Possible strategic Initiatives

- Comprehensive first-year program, beginning with orientation or even before, and tailored to different types of GGC students
 - Improved mentoring system
 - "Real-time" early-warning systems to identify students becoming at-risk
 - Financial aid awareness and literacy
 - Introduction-to-College course for credit
 - Residence halls programs
- Second-year program tailored to students at risk of leaving at the end of their second year
- Increased support for career development, including internships, career counseling and career development training
- Enhanced data systems and analysis to more accurately and timely identify at-risk students
- Expanded honors programs and activities for students who are capable and motivated
- Refinements to the academic curriculum to meet student needs
- Plans from all academic and administrative departments on actions they can implement to improve retention and the student experience
- Maintaining the rich diversity of the student body and leveraging this diversity to benefit students' GGC experience
- Continued internationalization of the campus

2. Create a 21st century faculty that excels at teaching GGC students, and that is recognized as leaders who are transforming undergraduate college education.

Possible strategic Initiatives

- Comprehensive introductory on-boarding for new faculty
 - Comprehensive on-going training in 21st century faculty teaching skills
 - Incentives, such as badging programs
 - Addressing the need for part-time faculty to also have a 21st century teaching skill set, similar to that of full-time faculty
3. Leverage external resources by maintaining vigilance on trends and initiatives that may affect GGC, and by further establishing the College's reputation as the College that consistently makes meaningful progress on critical issues facing the USG and higher education in general.

Possible strategic Initiatives

- Working closely with USG on all USG initiatives to maximize benefit to GGC students
 - Engaging the Gwinnett County and Metro Atlanta communities so that they better understand the positive effects GGC has on its students and higher education, so that they become more involved in the College
 - Further developing the GGC brand to clearly and meaningfully differentiate the College from others.
 - Develop a unique and meaningful position within the higher education world based on GGC's ability to be a game-changer in higher education.
4. Re-establish a college-wide culture that values all employees, their potential, and their potential contribution to GGC and higher education.

Possible strategic Initiatives

- Devoting resources to re-establish GGC's desired culture, one that encompasses open communications, a spirit of collegiality, and innovation.
 - Creating the administrative and organizational structure that support the desired culture.
 - Providing appropriate leadership and management training to employees at all levels in the organization.
5. Create a comprehensive resource development and utilization plan that maximizes resources for the College and ensures their most effective use.

Possible strategic initiatives

- Increase development efforts, supported by all areas within GGC, to engage small and larger donors, foundations and others so that they make sizable gifts and grants to the College.
- Increase the impact of Research and Grants.
- Identify and leverage potential funding from USG.
- Enrollment management.
- Allocate resources based on the impact funds have on improving GGC's ability to deliver to its mission and vision.

his section of the strategic analysis includes important factual data for GGC to consider in its strategic planning. Coupled with the additional insights garnered from the extensive qualitative research conducted among faculty and staff, the entire strategic analysis provides essential guidance to help direct GGC's plans for the future.

The major takeaways from "the numbers" follow.

Major Takeaways from the Numbers

1. **GGC's primary source of students has been, and will continue to be, Gwinnett County.** In Fall 2015 69% of GGC students were from Gwinnett County. Key facts include:
 - GGC enrolls more new students from Gwinnett County than does any other college in the world. In Fall 15, 1,534 new Gwinnett County students enrolled in GGC. Georgia State (733) and the University of Georgia (714) were distant seconds. This means that, over time, GGC will be the largest contributor to Gwinnett County's educated workforce, and GGC's success can help the success of the County.
 - Gwinnett County is the second largest county in Georgia, and has been the fastest growing large county since 2010.
 - The County is more diverse than is Georgia or the US, has 25% foreign-born residents, and 33% who speak a foreign language at home (both much higher than in Georgia or the US). Median income is 20% higher than Georgia's median income.
 - The Gwinnett County Public School System (GCPS) mirrors the county's diversity and indicates that diversity will grow. From March 2011 to October 2015, the percentage of white students in the GCPS has declined from 32% to 26%. Additionally, students in the lower grades (1st – 5th, 6th – 8th) are more diverse than students in higher grades (9th – 12th).
 - **GGC's diversity, which currently makes it the most diverse college in the USG, will likely continue to grow.**
2. **The cost of college continues to be an issue and hot topic in the press and with government officials.** Public four-year college costs have risen 37% since 2006. GGC's cost (tuition and fees) of \$5,362 (FY15) are substantially below that of the average four-year public college (\$8,743). Additionally, cost is the second most important reason students choose GGC (quality of education was first). Eighty-three percent said cost was very important (vs. 92% for quality of education). Students rate GGC positively regarding cost (86%). **GGC has the opportunity to leverage its low cost to continue to attract students.**
3. USG's funding from the state has recovered slightly since the recession, but is still below the FY08 level. Since FY12 state funding to USG has increased by 16% while enrollment has been stable. GGC's funding has kept pace with its growth (both about +50% since 2008).
4. GGC's enrollment is planned to level off at 13,000 beginning in Fall 2016. **This will require a large boost in new students for one year (4,200 to 4,500 Fall 16 versus 3,383 in Fall 15** depending on retention levels and Spring 16 new student enrollment). From there on, new student enrollment can be level at about 3,300 each fall.

GGC Students:

5. The make-up of GGC's new students has been consistent: three quarters are freshmen, and 90% of the freshmen are first-time college students. New freshmen each fall make up over 20% of enrollment (over 2,500 students). **Successfully integrating this large number of students into GGC will be critical to retention, progression and graduation.**
6. GGC's student body has traditionally been skewed to **freshmen**. In Fall 2010, 58% of GGC students were freshmen. This has gone down to 43% in Fall 2015, and will likely continue to be above 40% for the length of this plan. **Implications for teaching and student support to such a large number of young students need to be considered.**
7. GGC's student body has been, and continues to be, diverse. White non-Hispanic students make up 36% of the student body, Blacks, 33%, Hispanics 17%, and Asians 10%. Based on Gwinnett County demographic trends, this diversity should increase. **Opportunities to leverage diversity, in the classroom, on campus, and for funding, should be explored.**
 - 42% of fathers, 43% of mothers, and 34% of Fall 2015 new students were born outside the US.
8. The largest programs (Fall 2014) at the College are Business (2,480), Biology (1,270), Information Technology (1,032), and Pre-nursing (993). Exercise Science (+118%) and Information Technology (+101%) have seen the most growth since 2011.
9. First year retention has been stable the last two years (67-68%) after bottoming out in the low 60's (2011 and 2012). **Graduation rates lag first-year retention by several years, so lower graduation rates should be expected in the short-term unless upper level years' retention can be improved.**
 - Retention is highest among Asians and Hispanics, as well as students who come in with strong high school academics. Retention among housing students is low (29%).
 - The improvements in retention the last two years can be attributed almost exclusively to improved retention among Black students.
 - Students in block schedules retain at a higher rate than those not in block schedules.
 - **Second year retention is worse than first year retention. This is an important opportunity for GGC to address.**
10. **Financial aid is very important to GGC students.** Two-thirds receive Pell grants averaging almost \$4,000, and 53% receive loans averaging \$5,349.
 - Students who risk losing federal financial due to unsatisfactory academic performance (SAP warning) have over a 70% dropout rate from Spring to Fall. Almost 1,000 students leave each spring because of a SAP warning. **This is a substantial target, very defined, to receive additional support to stay at GGC and improve their academic performance.**
 - Students who have federal financial aid suspended drop out at almost an 80% rate.
11. Other student characteristics indicate the **need to support these students more than "typical college students."** Among new students:
 - High school GPA (2.78) is the second lowest of all USG institutions (only GPC is lower), but 24% also have strong GPAs (>3.14).
 - Over half perceive they have more than average family obligations.

- A third plan to work full time while at GGC, 2/3 at least 10 hours a week. The percent who plan to work at least 20 hours a week has grown from 27% to 33% since Fall 2011.
12. Newly admitted students who enroll at GGC tell us:
- 58% have heard of GGC for over a year, an increase over previous years.
 - 65% apply to GGC no earlier than March. Almost half apply between March and May.
 - 40% decided to attend GGC before March.
 - The most important characteristics when choosing GGC are the **education quality, access, cost, faculty quality, financial aid, specific majors, and technology**. The small student-to-faculty ratio, a possible selling point for the College, was not rated as high in importance.
 - GGC was rated most positively on: **campus appearance, education quality, access, faculty, technology, location, diversity, and size of the student body**.
 - The most important sources of information are: **campus visit, requested information, open houses, parents/family, and the GGC website**.
 - Two-thirds only applied to GGC. GGC was the first choice for half. Most only applied to four-year colleges. Georgia State, Kennesaw, GPC, and UGA were the other schools most frequently applied to.
 - Fifty percent plan to complete college at GGC, up from 44% in 2011.
13. Student engagement trends for the 2015 NSSE indicate:
- **GGC first-year students are slightly less satisfied with GGC** when compared to students at other southeast public colleges.
 - **GGC seniors are more satisfied than GGC freshmen and equally as satisfied** as those at other southeast public colleges.
 - Compared to southeast public first-year students, **GGC first-year students rate GGC higher in areas related to interaction with instructor, and lower on interaction with student services staff, students, and participation in learning communities and campus activities**.
 - Compared to southeast public seniors, **GGC seniors rate GGC higher on diversity aspects and interaction with faculty and academic advisors, and lower on participation in activities outside the classroom including learning communities, internships/co-ops, study abroad, and working with faculty outside of class**.
14. **Staffing trends:** The student-to-faculty ratio and student-to-staff ratios have risen by about 11% since 2011. **Both ratios have changed the same amount.**
15. **Budget trends (FY2015):** The largest sources of revenue have been, and will continue to be:
- State appropriations: 37%
 - Tuition: 25%
 - Federal non-operating grants: 22%
 - Auxiliary sales and services (before expenses): 13%

External

1. Gwinnett County Census Update

Gwinnett County relative to Georgia and the U.S.: Gwinnett County’s profile is **younger, less white, and more Black, Hispanic and Asian**. It has **more foreign born residents**, more who **speak foreign languages at home**, more college graduates, and a higher median income. The County has grown faster since 2010 than Georgia or the U.S. Gwinnett County is the second largest county in Georgia.

People QuickFacts (U.S. Census 2014)	Gwinnett	Georgia	USA
Population, 2014	877,922	10,097,343	318,857,056
Population, percent change, 2010 to 2014	9.1%	4.2%	3.3%
Population, 2010	805,321	9,687,653	308,745,538
Persons under 5 years old, percent, 2014	6.9	6.6	6.2%
Persons under 18 years old, percent, 2014	27.8	24.7	23.1
Persons 65 years old and over, percent, 2014	8.6	12.4	14.5
White 2014	58.1	62.1	77.4
Black 2014	27.0	31.5	13.2
Asian 2014	11.5	3.8	5.4
Hispanic or Latino origin 2014	20.5	9.3	17.4
White persons not Hispanic 2014	40.6	54.3	62.1
Foreign born 2009-2013	24.9	9.7	12.9
Language other than English spoken at home, % age 5+, 2009-2013	33.0	13.3	20.7
High school graduates, % of age 25+, 2009-2013	87.0	84.7	86.0
Bachelor's degree or higher, % of age 25+, 2009-2013	33.9	28.0	28.8
Median household income, 2009-2013	\$60,445	\$49,179	\$53,046

Source: US Census Bureau State & County QuickFacts (2014)

<u>Population</u>	<u>2000</u>	<u>2002</u>	<u>2004</u>	<u>2006</u>	<u>2008</u>	<u>2010</u>	<u>2014</u>
Fulton	816,006	862,955	905,802	963,324	1,012,219	1,054,582	996,319
Gwinnett	588,448	644,504	691,832	746,543	790,262	820,869	877,922
DeKalb	665,865	690,396	705,014	727,290	741,156	752,361	722,161
Cobb	607,751	637,456	651,986	679,099	704,081	719,617	730,981
Clayton	236,517	252,592	262,187	268,684	275,914	276,322	267,542
Chatham	232,048	235,494	238,498	243,310	250,596	260,147	283,379
Cherokee	141,903	159,048	173,715	194,175	209,860	217,186	230,985
Richmond	199,775	198,646	196,786	196,155	198,228	201,379	201,368
Henry	119,341	139,980	158,177	177,182	190,425	199,915	213,869
Muscogee	186,291	185,375	185,420	190,046	185,714	191,790	200,887

2. Gwinnett County Public Schools

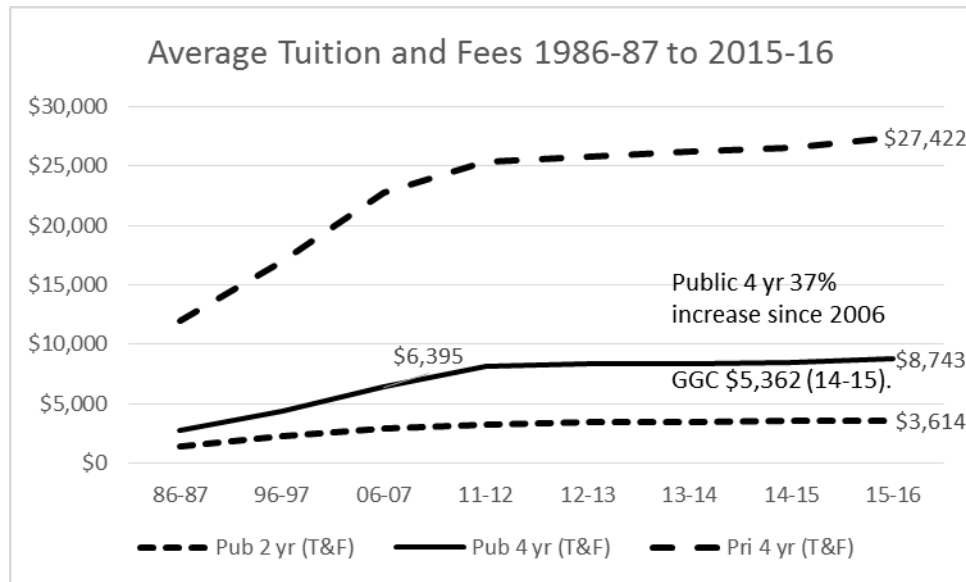
GGC Students: GGC enrolls students from throughout Georgia and beyond, but **the vast majority (69.2%) of students come from Gwinnett County.** Enrollment in the **Gwinnett County Public School System (GCPS) is the largest in the state.** The previous chart shows that the County’s population is second in the state, and has grown more rapidly than that of other large counties. **This indicates a steady supply of local students will be available indefinitely.**

Enrollment in the Gwinnett County Public Schools (GCPS) continues to become more diverse. Since 2011, the percentage of white students has dropped from 32% to 26%. The percentage of Blacks has grown 2 percentage points (29% to 31%), and Hispanics 4 percentage points (25% to 29%). **Younger grade cohorts skew more Hispanic, indicating a continued growth in the percent of Hispanic high school graduates in years to come.**

Ethnicity	GCPS Enrollment (March 2015)				GCPS Enrollment (October 2015)			
	Total	Gr 1 - 5	Gr 6 - 8	Gr 9 -12	Total	Gr 1 - 5	Gr 6 - 8	Gr 9 -12
White	32%	30%	33%	34%	26%	24%	25%	28%
Black	29%	28%	30%	29%	31%	31%	32%	33%
Hispanic	25%	28%	24%	20%	29%	31%	29%	25%
Asian	10%	10%	10%	11%	10%	10%	10%	11%

3. College costs

Public 4-year college costs have increased by 37% since GGC was founded. **GGC tuition and fees remain substantially below that of the average public 4-year college.**



Source: [Fast Facts](#)

4. University System of Georgia

- *USG enrollment and financial trends.* USG enrollment has been basically flat since FY2012, while state appropriations have increased by 16%. **However, state funding is still below FY08 levels.**

<u>USG State appropriations and enrollment</u>						
	State Appropriations			Students		
	<u>\$ MM</u>	<u>\$MM chg vs. YAG</u>	<u>\$ % chg vs. YAG</u>	<u># Students (Fall)</u>	<u>Chg vs. YAG</u>	<u>% chg vs .YAG</u>
FY16	1,988	74	4%	318,154	5,218	2%
FY15	1,914	62	3%	312,936	3,480	1%
FY14	1,852	49	3%	309,456	-4,909	-2%
FY13	1,803	83	5%	314,365	-3,662	-1%
FY12	1,720	-170	-9%	318,027	6,585	2%
FY11	1,890	-121	-6%	311,442	9,550	3%
FY10	2,011	-204	-9%	301,892	18,914	7%
FY09	2,215	180	9%	282,978	12,956	5%
FY08	2,035	173	9%	270,022	10,077	4%
FY07	1,862			259,945		
FY16 vs FY12		+268	+16%		+127	0%

(\$ info) USG.edu: Admin, Fiscal Affairs, Functions, budgeting

- *GGC Relative to USG.* GGC enrollment and state funding have both grown by about 50% since FY08

<u>GGC State appropriations and enrollment</u>								
<u>State Appropriations</u>					<u>Students</u>			
<u>Fiscal Year</u>	<u>\$ MM</u>	<u>\$MM chg vs. YAG</u>	<u>\$ % chg vs. YAG</u>	<u>GGC % USG</u>	<u># Students (Fall)</u>	<u>Chg vs. YAG</u>	<u>% chg vs. YAG</u>	<u>GGC % USG</u>
FY16	152.5	21.3	16%	7.7%	11,468	640	6%	3.6%
FY15	131.2	13.9	12%	6.9%	10,828	1,109	11%	3.5%
FY14	117.3	7.3	7%	6.3%	9,719	322	3%	3.1%
FY13	110.0	8.7	9%	6.1%	9,397	1,655	21%	3.0%
FY12	101.3	36.2	56%	5.9%	7,742	2,362	44%	2.4%
FY11	65.1	21.7	50%	3.4%	5,380	2,433	83%	1.7%
FY10	43.4	1.6	4%	2.2%	2,947	1,384	89%	1.0%
FY09	41.8	13.5	48%	1.9%	1,563	775	98%	0.6%
FY08	28.3	15.5	121%	1.4%	788	640	6%	0.3%
FY07	12.8	21.3	16%	7.7%			3.6%	
FY16 vs FY12		51.2	51%			3,726	48%	

USG.edu: Admin, Fiscal Affairs, Functions, budgeting

USG Initiatives:

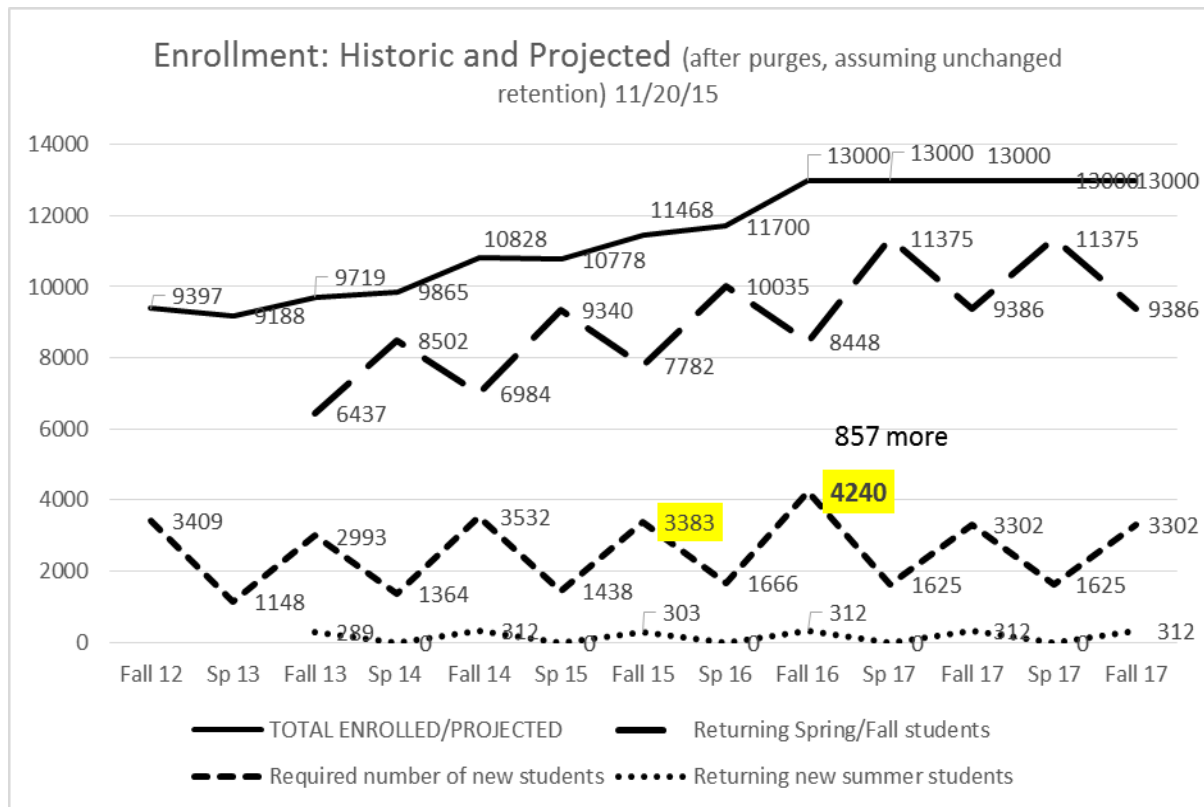
The USG is pursuing a variety of initiatives that could affect GGC. These include:

- eCore
- Complete College Georgia
- Five by 15 (push to graduate students in 4 years)
- Centralization of functions
- Move-on-when-ready (MOWR)

GGC:

1. Enrollment History and Projections

- Enrollment is planned to level off at 13,000 beginning Fall 2016. Fall 2016 will require a very large increase in new students.** The range of new students needed depends on retention and could be as high as 4,500. The estimate below assumes slightly higher retention than the previous year. **After that, new student enrollment can fall back to current levels. When GGC enrollment has leveled off, new students will account for 25% of enrolled students.** In Fall, 2015 new students accounted for 29%.



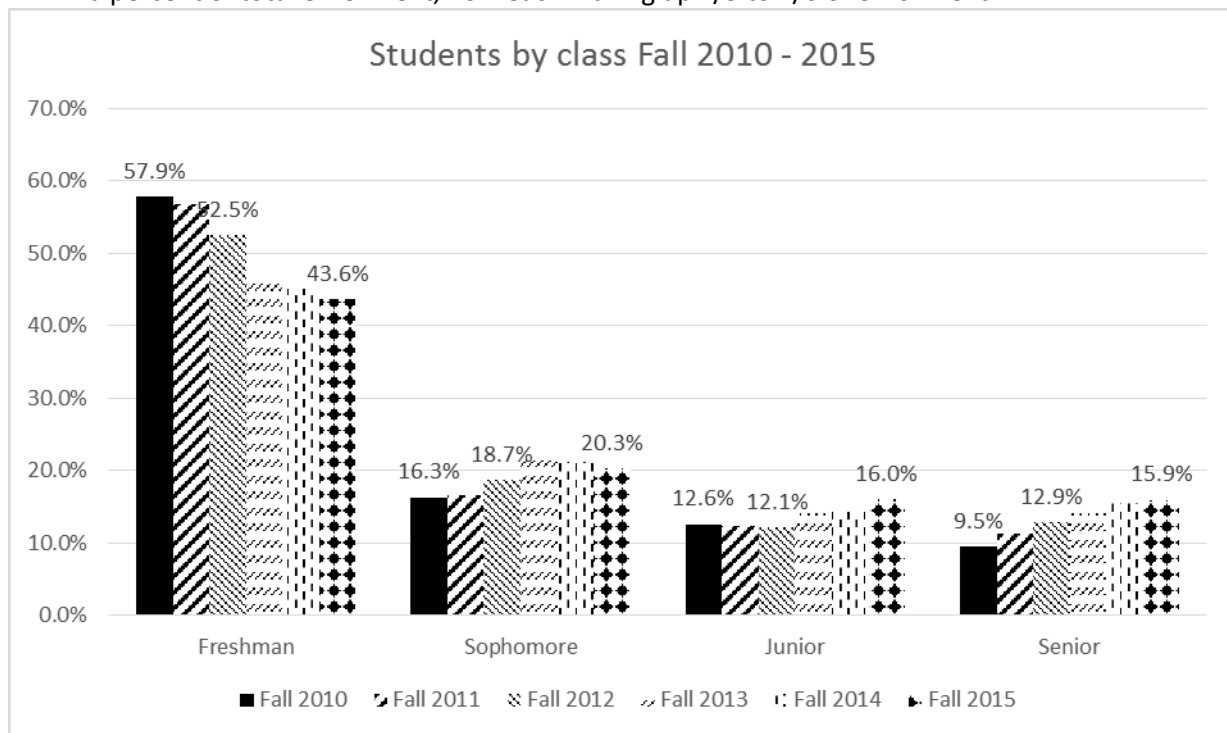
2. Student Characteristics

- The make-up of **new student enrollment** has been consistent. **Three-quarters are freshmen (with 90% of those being first-time freshmen).**

NEW STUDENT ENROLLMENT

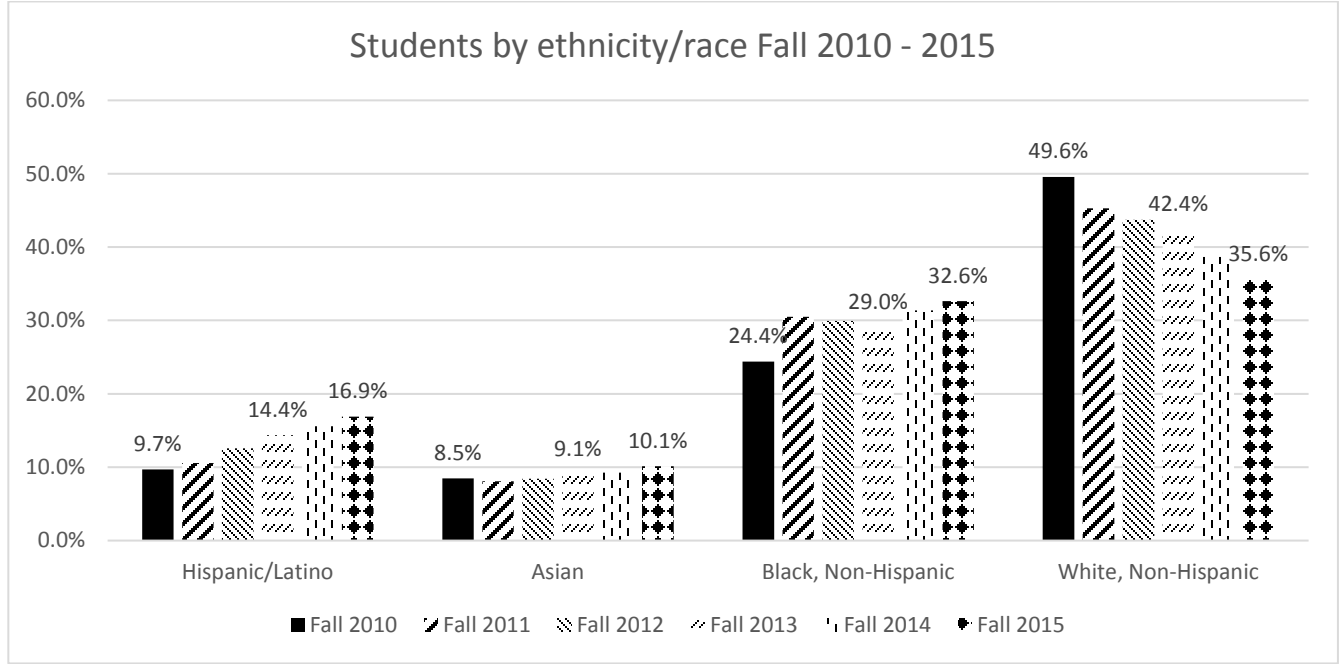
	Fall 12	Fall 13	Fall 14	Fall 15
Joint Enrollment	6%	9%	8%	9%
New freshmen	77%	76%	77%	77%
--begin freshmen	66%	67%	69%	69%
--transfer fresh	11%	9%	8%	8%
New sophomore (new/transfer)	7%	7%	7%	6%
New juniors	6%	5%	5%	5%
New seniors	2%	2%	2%	2%
Transient/other	2%	1%	1%	1%

- **By class**, freshmen (both new and continuing) are the largest class, but the percentage has dropped from 58% in Fall 2010 to 44% in Fall 2015. Each of the other classes continues to grow as a percent of total enrollment, now each making up 1/5 to 1/6 of enrollment.

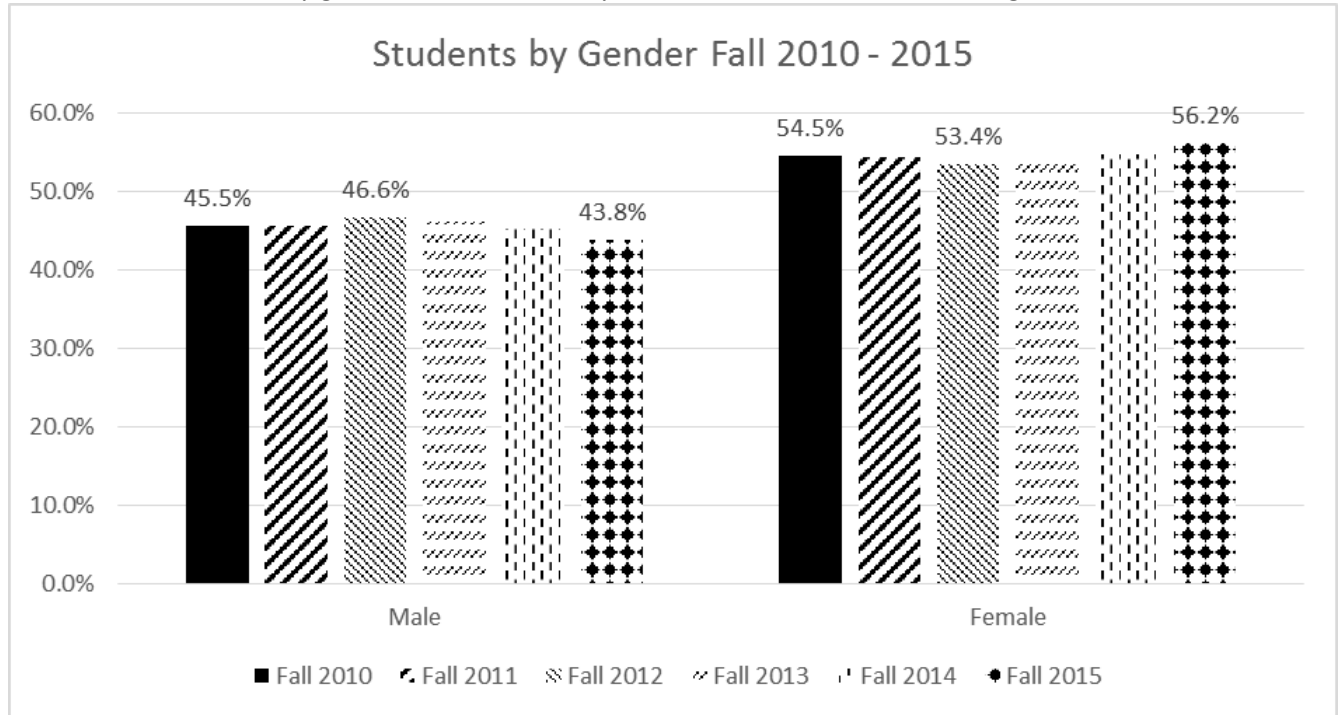


	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
Joint Enroll.	128	147	231	291	331	358
Freshman	3114	4394	4938	4499	4873	5002
Sophomore	877	1290	1756	2079	2298	2333
Junior	678	954	1139	1372	1539	1834
Senior	509	870	1213	1376	1677	1829

- **By demographics, Hispanic/Latinos, Asian, and Black/non-Hispanic continue to grow as a percentage of enrollment.** White students, who made up half of the student body in Fall 2010, now make up slightly more than a third. As seen in demographic data from GGC’s primary source of students (Gwinnett County Public Schools) **the percentage of non-white students should continue to grow.**



- Distribution by gender remains basically stable with 55% of students being female.



Enrollment by School and Program (Fall 14 vs Fall 11)

- Business, Biology, Information Technology, and Pre-nursing) have the largest enrollment.
- Exercise Science, Information Technology and Nursing (including Pre-nursing) enrollment have increased substantially since 2011.

Liberal Arts	Fall 11	Fall 14	# Chg	% Chg
English	211	242	31	15%
History	199	212	13	7%
Political Science	136	168	32	24%
Psychology	654	680	26	4%
Criminal Justice	401	578	177	44%
Science and Technology				
Biology	1070	1270	200	19%
Exercise Science	218	476	258	118%
InfoTech	513	1032	519	101%
Mathematics	125	170	45	36%
Chemistry	-	44		
Business				
Business	1805	2480	675	37%
Education				
Early Childhood	523	530	7	1%
Special Education	101	122	21	21%
Health Sciences				
Nursing	-	31		
Pre-nursing	-	993		
Undecided	1786	1834	48	3%
Total	7742	10862	3120	40%

Retention and Graduation (Full-time First-time Freshmen (FTFTF) by IPEDS)									Retention by Block	
Retention	2007	2008	2009	2010	2011	2012	2013	2014	Fall 13	(1 year)
Cohort N	295	361	708	161	199	196	175	218	In Block:	71.6%
1 Year	72.8	75.3	70.3	67.7	61.6	63.1	67.9		Not in Block:	62.4%
2 Years	51.1	54.0	46.3	40.9	37.8	40.5				
3 Years	44.4	42.1	36.8	31.7	29.1					
4 Years	35.5	34.9	27.2	24.1						
5 Years	22.7	19.9	17.8							
6 Years	11.8	10.2								
7 Years	6.78									
Graduation	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		
Cohort N	295	361	708	161	199	196	175	218		
4 Years	5.42	5.82	3.95	3.53						
5 Years	18.3	18.0	12.9							
6 Years	26.7	26.5								
7 Years	31.5									

Additional retention data:

RETENTION ANALYSIS

These six charts show retention by sub-group over time, from the Fall 2011 cohort to the Fall 2014 cohort. Some highlights:

- Asians, Hispanics, and those with strong academic backgrounds have the highest first-year retention. Blacks, housing residents, and learning support students have the lowest retention. (CHART 1)
- 1st year retention has improved over the four years. It was stable this last year. Second year to 3rd year retention is always the worst year for retention (CHART 2)
- Retention among Whites and Hispanics is relatively unchanged (CHARTS 3 AND 4)
- Retention among Blacks has improved the most of any demographic group. It has also improved among Asians. (CHARTS 5 AND 6)

CHART 1: Most recent 1st year retention is strongest among Asians, Hispanics, and those with strong academic backgrounds. It is weakest among housing residents, Blacks, and learning support students

CHART 2: Looking over time, 1st year and 2nd year retention has improved. 2nd year retention continues to be lower than 1st year retention. Retention improves after students are at GGC for 3 years.

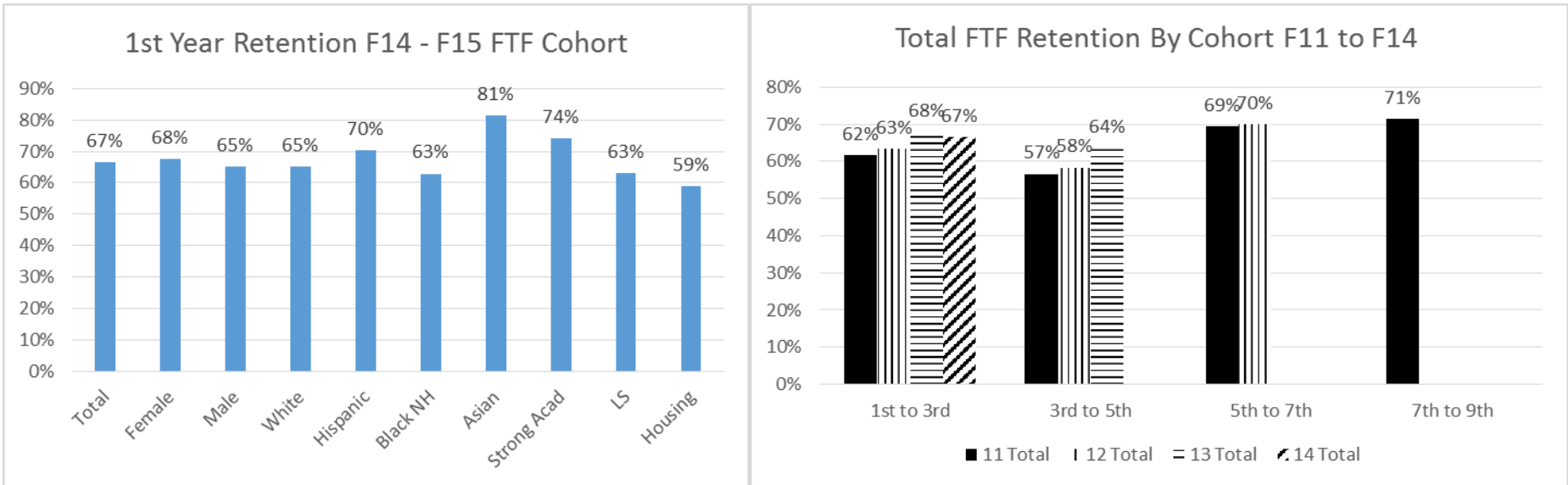


CHART 3: Retention among white students is relatively unchanged

CH 4: 1st year retention among Hispanics is unchanged; 2nd year has improved

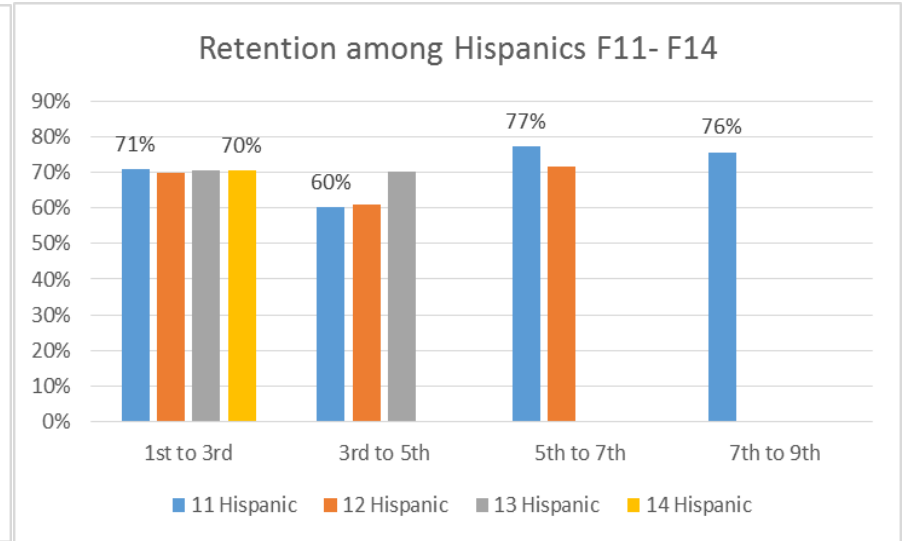
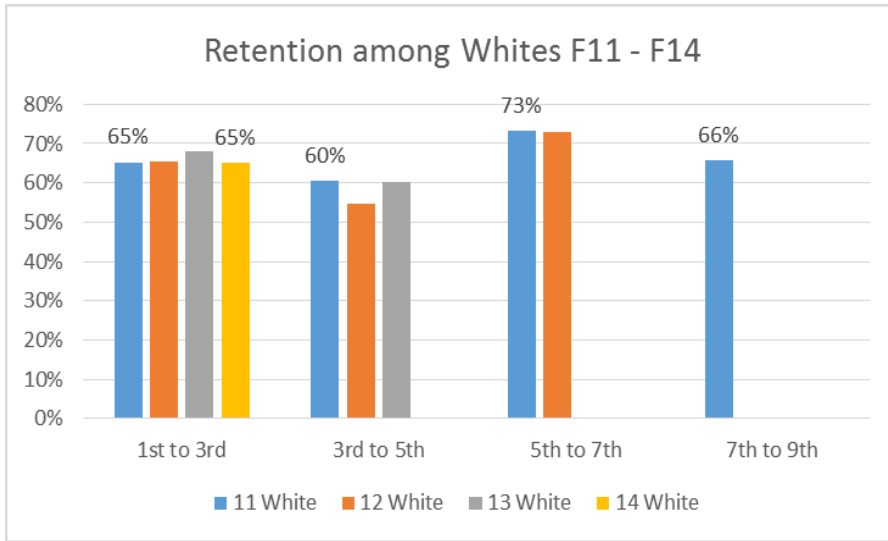
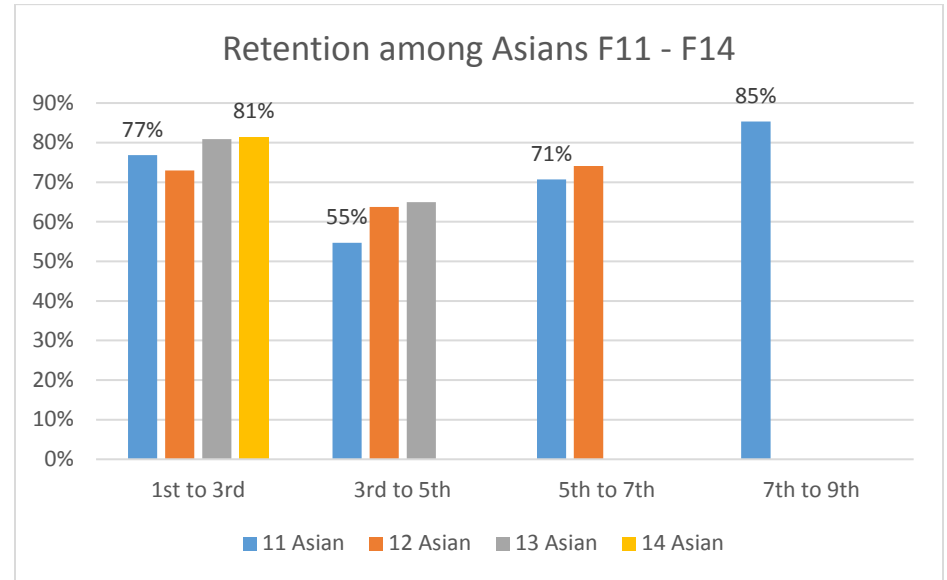
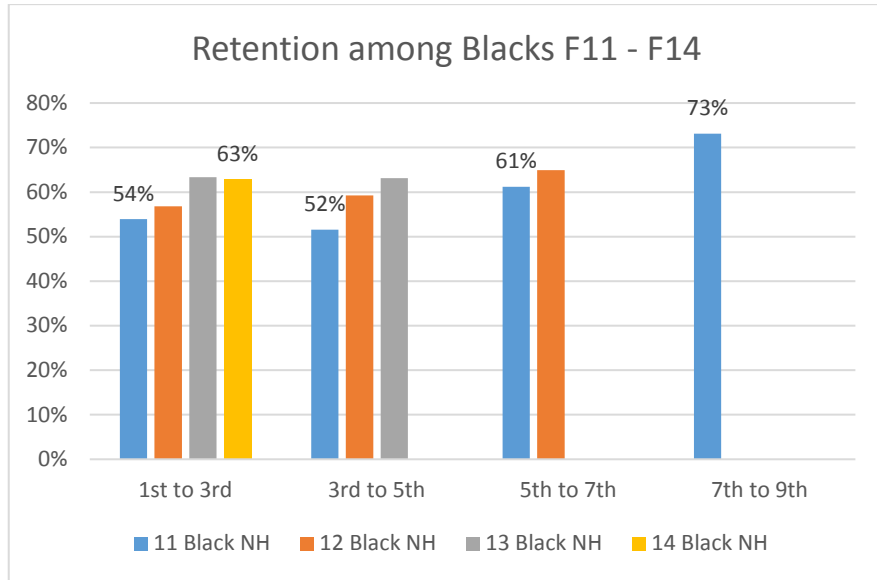


CHART 5: Retention among Blacks has improved

CHART 6: Retention among Asians has improved



Additional Student Characteristics (Fall 2015) are:

GGC students, compared to USG overall, **are more diverse** (arguably the most diverse of any USG institution), **slightly younger**, have a **lower high school GPA**, and are **disproportionately from Gwinnett County**. The percentage of FTF GGC students from Gwinnett County has grown over the last 4 years.

Of FTF students from Gwinnett County enrolled in USG, 1 out of 4 (27%) attend GGC. Of total students from Gwinnett County enrolled in USG, 24% attend GGC. **GGC enrolls more new students from Gwinnett County than does any other USG institution (or any other institution in the world for that matter).**

Students believe that they have **more family obligations** than other students and **2/3 plan to work at least 10 hours a week**. The percentage planning on at least 20 hours a week has gone up from 2011. For 48%, neither parent has received a four-year degree.

Fall 2015

	GGC	USG
<u>Gender</u>	%	%
Female	56.2	56.6
Male	43.8	43.4
<u>Age</u>	%	%
Average (UG)	22.7	23.4
<u>Ethnicity</u>	%	%
Hispanic/Latino	16.9	7.3
Asian	10.1	8.0
Black	32.6	27.6
White	35.6	51.6

	GGC	St U	St C	USG
Mean HS GPA	2.78	3.15	2.85	3.19

County	GGC		USG	
	2011	2015	2011	2015
FTF				
Gwinnett	61.4	66.7	12.0	13.2
Dekalb	8.3	8.3	6.6	6.1
Fulton	5.7	5.0	9.9	9.8
Barrow	3.5	3.4	0.6	0.8
Cobb	0.8	0.7	7.5	7.5
Walton	Na	6.5	1.4	1.4

County	GGC		USG	
	2011	2015	2011	2015
Total students				
Gwinnett	69.7	69.2	10.9	12.3
Dekalb	5.6	6.6	7.3	6.9
Fulton	4.1	4.0	10.4	10.7
Barrow	4.3	4.2	0.6	0.7
Cobb	8.6	0.6	8.6	8.4
Walton		6.4		1.1

<u>Perceived Family Obligations</u>			<u>Work plans during school year (New Fall Students)</u>		
Fam Obligations	<u>2011</u>	<u>2015</u>		<u>2011</u>	<u>2015</u>
Much less	8%	7%	Work 0	10%	11%
Fam Ob 2	13%	12%	Work < 5 hours	5%	6%
Fam Ob 3	29%	29%	Work 6 to 10	20%	19%
Fam Ob 4	29%	30%	Work 11 to 20	38%	31%
Fam Ob much more	21%	23%	Work > 20	27%	33%

A third of new Fall 2015 students were born outside the U.S., and over 40% of their fathers and mothers were born outside of the U.S.

<u>Family birthplace</u>	<u>You</u>	<u>Father</u>	<u>Stepfather</u>	<u>Mother</u>	<u>Stepmother</u>	<u>Brother/Sister</u>
Born Out US	34%	42%	9%	43%	7%	30%
Born in US	64%	54%	21%	54%	17%	62%
No stepparent			69%		76	

Financial Aid: The GGC financial aid office shows that 7,010 students (65%) received Pell Grants for FY16, averaging \$3,830. Fifty-seven percent (6,136) received student loans averaging \$5,349.

<u>FY2016</u>	<u>#</u>	<u>%</u>	<u>\$ avg</u>	<u>\$ total</u>
Pell	7,010	65%	3,830	26,847,833
Loans	6,136	57%	5,349	32,823,812

Pell Grants: (USG data) Fall 2015 5,790 received Pell Grants, with 41% receiving over \$5,200.

Georgia Gwinnett College					
Total	5,790				
	%		%		%
<=\$400	1	\$2001 to \$2400	5	\$4001 to \$4400	8
\$401 to \$800	2	\$2401 to \$2800	3	\$4401 to \$4800	2
\$801 to \$1200	3	\$2801 to \$3200	11	\$4801 to \$5200	8
\$1201 to \$1600	5	\$3201 to \$3600	5	>=\$5201	41
\$1601 to \$2000	3	\$3601 to \$4000	3		

The large majority of GGC students who have a SAP warning (which warns that financial aid will be lost if their academic performance does not improve), **leave GGC.**

% of students who have SAP 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
% w/ warn who return Fall	29.64%	24.85%	28.43%
# who return	375	263	265

% of students who have SAP FA suspended 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
% w/ FA suspended who return Fall	21.26%	23.99%	27.27%
# who return	88	107	135

3. Admitted Student Survey Data (selected) (2015 Admitted enrolled student survey)

The majority of students have heard of GGC before their senior year. This percentage has increased year-by-year.

The majority of students still apply no earlier than March. This has not changed since 2012.

When first hear of GGC?	2015	2012	2011
Before last Fall	58%	55%	50%
Last Fall	13%	14%	22%
Winter	8%	10%	11%
This Spring	6%	9%	9%
This Summer	4%	5%	5%
Don't know	11%	6%	3%

When apply to GGC?	2015	2012	2011
Last Fall or before	16%	16%	18%
This Jan-Feb	19%	16%	20%
This Mar-May	44%	45%	40%
This June	15%	17%	15%
This Jul	5%	6%	6%
This Aug	1%	1%	1%

60% of students decided to attend GGC no earlier than March; 40% decided earlier, including about ¼ in fall or earlier.

When decide to attend GGC?	2015	2012	2011
Before last Fall	23%	10%	8%
Last Fall		10%	11%
This Jan-Feb	17%	19%	19%
This Mar -May	30%	30%	33%
This June	11%	14%	15%
This Jul	7%	8%	8%
This Aug	12%	8%	6%

In terms of important characteristics when choosing GGC, quality of the education, access, and cost are most important, followed by faculty, financial aid, programs of study, and available technology.

How important (% Very)	2015	2012	2011
Quality of education	92%	89%	92%
Access (I was accepted at GGC)	84%	84%	84%
Cost	83%	79%	80%
Quality of faculty	80%	80%	82%
Financial aid	80%	79%	79%
Specific majors/programs of study	80%	71%	76%
Technology that is available	78%	69%	72%
Appearance of campus	72%	59%	59%
Location	69%	66%	64%
Innovative educational experience	65%	--	--
Faculty mentoring	63%	51%	56%
Ability to apply in the summer	63%	47%	48%
Activities/clubs/organizations	56%	40%	45%
Small student to faculty ratio	55%	54%	61%
State-of-the-art facilities	55%	--	--
How important (% Very)	2015	2012	2011
Diversity of student body	55%	36%	41%
Size of student body	52%	39%	43%
International focus of curriculum	50%	--	--
Honors program	44%	--	--
Residence halls	41%	32%	33%
Study Abroad	41%	--	--
ROTC	28%	--	--

GGC is rated most positively on the appearance of the campus, quality of education and faculty, access, technology, diversity, and size.

Rating of GGC (% Positive)	2015	2012	2011
Appearance of campus	96%	96%	96%
Quality of education	96%	93%	95%
Access (I was accepted at GGC)	95%	95%	95%
Quality of faculty	94%	92%	93%
Technology that is available	92%	95%	95%
Location	92%	90%	94%
Diversity of student body	92%	84%	87%
Size of student body	91%	89%	91%
Cost	86%	83%	87%
Innovative educational experience	86%	--	--
Faculty mentoring	83%	82%	83%
Small student to faculty ratio	83%	93%	93%
Ability to apply in the summer	81%	82%	84%
Activities/clubs/organizations	80%	74%	75%
State-of-the-art facilities	79%	--	--
Specific majors /programs of study	76%	77%	81%
Financial aid	75%	71%	77%
International focus of curriculum	71%	--	--
Residence halls	63%	64%	65%
Honors program	62%	--	--
Study Abroad	54%	--	--
ROTC	50%	--	--

Campus visit, requested information, open houses, parents/friends, and the GGC website are the most important sources of information for applicants.

Importance of sources (% Very)	2015	2012	2011
Visit to the campus	50%	48%	54%
Information I requested	49%	44%	51%
GGC Open Houses	48%	38%	47%
Parents/family	47%	42%	44%
GGC website	44%	40%	44%
GGC faculty or staff	42%	39%	41%
Information emailed to me by GGC	41%	36%	39%
Information mailed to me by GGC	39%	37%	40%
GGC admissions staff	39%	36%	41%
Virtual tour	33%	--	--
Social media	29%	--	--
College fairs	28%	19%	23%
GGC representative visited my school	24%	17%	19%
Friends attending GGC	24%	--	--
Other friends	23%	--	--
GGC info at the Mall of Georgia	22%	17%	20%
GGC students	22%	34%	37%
High school counselors	18%	15%	19%
Information from the radio	18%	--	--
Newspaper articles	16%	13%	17%
Friends	--	25%	27%

Two-thirds of students only applied to GGC.

Apply to other colleges?	2015	2012	2011
No (only GGC)	64%	57%	48%
Yes, only 4 yr	26%	32%	39%
Yes only 2 year	3%	4%	4%
Yes only technical	1%	1%	1%
Yes, combination	6%	6%	7%

If a student did apply to more than GGC, most applied to 3 or fewer schools.

	2015	2012	2011
1	29%	45%	34%
2	28%	21%	26%
3	23%	15%	21%
4	9%	12%	10%
5	3%	3%	6%
6+	8%	6%	2%

Georgia State, Kennesaw, and University of Georgia were the other schools most often applied to, and would be where students would most likely have gone if they were not at GGC.

(% of those who applied to others)	2011	2012	2015	What would you be doing if not going to GGC
GA State	17%	11%		11%
Kennesaw	10%	7%		11%
UGA	6%	5%		8%
Gainesville	3%	4%		
GPC	6%	4%		11%
GA Southern	7%	3%		1%
U West GA	5%	3%		4%
Valdosta	5%	2%		
Gwinnett Tech	3%	2%		8%
N GA	3%	3%		6%
Another 4 yr USG				6%
Working, not attending college				5%

If students had not gone to GGC most likely they would have gone to another USG four year institution.

If not gone to GGC?	2015	2012	2011
USG 4-yr	66%	53%	56%
Work	9%	12%	10%
2-yr college	8%	9%	8%
Other	6%	5%	4%
Other 4-yr	5%	15%	18%
2-yr tech	3%	4%	3%
Military	3%	1%	1%

GGC has improved in terms of the percentage of students who pick GGC as their first choice.

GGC choice	2015	2012	2011
1st choice	48%	43%	39%
2nd choice	29%	34%	30%
3rd choice	10%	10%	15%
Other	13%	13%	16%

Half of new students plan to complete their college at GGC.

Current Plans	2015	2012	2011
Complete 4-yr at GGC	50%	47%	44%
Complete 4-year transfer in 2 yrs	17%	23%	27%
Complete 4-yr transfer next year	13%	17%	18%
Complete 4- yr, transfer after 2 + years	8%	4%	5%
Not necessarily complete degree	6%	2%	2%
Go to college only this year	6%	1%	1%
Other	--	6%	2%

4. NSSE (National Survey of Student Engagement) Trends

GGC participates in the National Survey of Student Engagement most years, and now has trend and comparative information. A summary from the 2015 Study shows results compared to southeast public colleges:

- Overall, GGC **first-year students are slightly less satisfied with GGC** when compared to students at other southeast public colleges.
- GGC **seniors are more satisfied than GGC freshmen and equally as satisfied** as those at other southeast public colleges.
- Compared to southeast public first-year students, **GGC first-year students rate GGC higher in areas related to interaction with instructor, and lower on interaction with student services staff, students, and participation in learning communities and campus activities.**
- Compared to southeast public seniors, **GGC seniors rate GGC higher on diversity aspects and interaction with faculty and academic advisors, and lower on participation in activities outside the classroom including learning communities, internships/co-ops, study abroad, and working with faculty outside of class.**

Satisfaction with GGC:

- GGC first-year students are not quite as satisfied with GGC as are other freshmen at SE public colleges.
- GGC seniors are equally satisfied.

%	Overall Experience Excellent or Good		Definitely or Probably attend again	
	GGC	SE Public	GGC	SE Public
First-year students	83	86	78	85
Seniors	89	87	82	83

Engagement Indicators:

- GGC first-year students rated GGC significantly higher in:
 - Academic challenge (higher-order learning, learning strategies and quantitative reasoning).
 - First-year students prepared for classes less, but read/wrote for class equal to, Southeast public first-year students. Seniors prepared less but read and wrote more.
 - First-year GGC students were challenged equally to their peers (55% highly challenged, 43-44% moderately challenged). GGC seniors were highly challenged more (66% vs. 61%) than their peers.

- First-year GGC students are less likely to say their institution emphasizes spending time on academic work. GGC seniors are more likely than their peers to say this.
 - Learning with peers (collaborative learning).
 - Effective teaching practices.
- GGC first-year students rated GGC lower in campus environment quality of interactions.
- GGC seniors rated GGC higher in academic challenge (higher-order learning, quantitative reasoning), learning with peers (discussions with diverse others), effective teaching practices, and campus environment (quality of interactions and supportive environment).

High impact practices

- GGC first-year students participated in fewer high-impact practices (53% vs. 58%). GGC seniors participated in about the same (83% vs. 85%) as those in southeast publics.

Items where GGC students rate GGC students rate GGC higher or lower than do students at other southeast public colleges

First-year students

<u>Rate GGC higher</u>	<u>Rate GGC lower</u>
<ul style="list-style-type: none"> • Instructors prompted/detailed feedback • Worked with other students on projects • Reviewed notes • Forming of new ideas • Instructor feedback on drafts 	<ul style="list-style-type: none"> • 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

Seniors

<u>Rate GGC higher</u>	<u>Rate GGC lower</u>
<ul style="list-style-type: none"> • Discussions with (those of diversity) • 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. 	<ul style="list-style-type: none"> • 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

5. Staffing History

Student-to-staff ratio has risen slightly over the past four years: 11% for both faculty and non-faculty.

	Fall	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
# of Students:		2947	5380	7742	9397	9719	10828
# of FTE students:		2622	4882	7037	8484	8752	9697
Full time faculty		124	194	301	342	344	393
Part time faculty		43	131	184	203	189	192
Full time employee		298	409	563	633	649	729
Part time employee		91	188	244	258	242	259
Full time non faculty		174	215	262	291	305	336
Part time non faculty		48	57	60	55	53	67
Instructional FTE		144	244	367	416	413	463
Employee FTE		328	471	644	719	730	815
Non faculty FTE		184	227	277	303	317	352
Ratios:							
Students/Faculty (FTE)		18.2	20.0	19.2	20.4	21.2	21.0
Students/Inst FTE		22	22	21.1	22.6	23.5	23.4
Students/Emp FTE		11.4	11.4	12	13.1	13.3	13.3
Students/Non Fac FTE		16.0	23.7	27.9	31.0	30.7	30.8

6. Budget History

Operating Revenues \$	FY2011	FY2012	FY2013	FY2014	FY2015
Tuition & Fees, after deducting discounts & allowances	13,410,937	22,750,154	27,400,777	29,918,628	31,198,631
Federal Operating grants & contracts	42,594	287,398	22,147	33,529	36,634
State Operating grants & contracts	65,000	73,381	49,245	43,811	23,589
Local Government/Private Operating grants & contracts	0	113,882	127,322	504,079	235,015
Sales & Services of Auxiliary enterprises, after deducting discounts & allowances	7,184,153	10,355,217	11,975,214	13,474,684	15,775,653
Sales & Services of educational activities	148,874	165,800	161,764	177,589	31,370
Other Operating Revenue	278,651	133,630	72,477	77,933	110,769
TOTAL	21,130,209	33,879,462	39,808,946	44,230,253	47,411,661
Non-Operating Revenues \$					
State Appropriations	31,890,398	32,912,397	34,785,950	39,791,420	44,815,327
Federal Non-Operating Grants	13,725,603	19,152,186	22,830,467	24,334,045	27,294,965
Gifts	4,182,814	1,408,654	1,126,511	304,730	2,876,512
Investment Income	90,721	79,221	21,672	0	0
Other Non-Operating Revenue	39,052	0	0	1,031	8,046
TOTAL	49,928,588	53,552,458	58,764,600	64,431,226	74,994,850
Grand Total	71,058,797	87,431,920	98,573,546	108,661,479	122,406,511

Strategic Analysis- Qualitative

This section provides the assessment of the qualitative research portion of the strategic analysis.

As background, 42% of full-time faculty and 45% of full-time staff voluntarily participated in either focus groups or interviews. This is an increase of about 1/3 from the 2011-12 strategic planning sessions. The assessment clearly identifies areas most needing enhancement and funding. And, make no mistake, these enhancements are absolutely essential for GGC to improve its ability to serve its students, support staff and faculty, and further fulfill its vision and mission.

The assessment indicates that, while some outside forces need to be watched or addressed, GGC's enhancement efforts should focus on internal improvements to better serve students and support employees.

Major takeaways are summarized and are followed by more detailed findings.

Major Takeaways

1. **GGC's vision and mission are strongly bought into by staff and faculty alike.** Many faculty, in particular, came to GGC because of its vision and mission. They have a strong feeling that "we are making a difference" despite not being sufficiently resourced. Faculty and staff welcomed the opportunity to suggest goals for the plan to help GGC better achieve its vision and mission.
2. There is a great deal of consensus on **GGC's many successes to-date**, and pride in what the College has accomplished. GGC has made a difference in students' lives. It has become a large USG institution. It has managed consistently large annual growth in student population, faculty and staff, and facilities. While participants in interviews and focus groups discussed enhancements that should be made going forward, the spirit in discussing enhancements was how to enable GGC to serve its students and support its staff and faculty even better.
3. Every August GGC welcomes thousands of young people to campus.
 - Most are indeed young (94% are traditional students), not well prepared academically (third lowest high school GPA of all USG institutions), not well supported by parents who understand college (40%+ first generation), and lack an appreciation of what is involved in college.
 - They receive an orientation that can be overwhelming, are advised by faculty who often cannot provide accurate advice for class planning both at orientation and on-going, are provided mentors sometimes weeks (or more) after the term begins, may have misunderstood financial aid requirements, can be put into blocks that do not have appropriate classes, and often have to leave campus after classes to go to work. They may not interact with mentors at all during the first semester (except to have holds removed), and may be struggling weeks into the semester, but not know what resources to turn to, while GGC is unaware of their individual struggles.
 - Many are taught in multiple classes by part-time faculty who are provided little or no oversight and have little or no understanding of how GGC works (for example, not knowing how to use Banner.)

- Many will soon find that they are not achieving satisfactory academic progress, will have already incurred debt, and ultimately will have to drop out saddled with that debt.

While this description may sound extreme, it is not far off the mark for many. **GGC has not been able to provide the initial support these students need to succeed in college.** A significantly enhanced **First Year Focus**, supported and assessed by senior leadership should be one of the College's highest priorities. This focus could include improved mentoring, a framework for mentoring, a GGC 1000-type experience, time management, study skills, critical thinking, more advisement on course selection, learning communities, a revised orientation, etc.

4. While the first year is critical to the success of GGC students, **retention is at its lowest from the second to third year.** Additional efforts to retain students after two years are required. While the major reasons students leave has not been quantified, anecdotal comments suggest it could be due to, among other things, majors that are offered and poor academic performance that threatens financial aid. Solid data support loss of students when financial aid is threatened or lost.
5. While a large number of GGC students are young freshmen, faculty and staff recognize that **the composition of the student body is complex**, including sizable numbers of part-time students (32%), non-traditional students (15%), and better prepared students (25% with a high school GPA of at least 3.14). As shown earlier, GGC students are the most diverse student body of all USG institutions. A one-size-fits-all approach (to scheduling, offerings, support systems, mentoring and advising) will not work.
6. Students and their families expect students to be **job-qualified** and know how to enter the job market when they leave GGC. A recent Noel-Levitz study indicates that job placement statistics on a college's website are the most important indicator of the value of a college education for high school juniors and seniors and their families.

The academic education a student receives is absolutely critical, but it is not sufficient. More important than the fact that GGC will be "graded" by the Feds in the future on results after a student graduates, GGC owes it to the individual students to prepare them for the workforce.

As such, **significantly more comprehensive co-curricular and curricular efforts to help students prepare for their careers should also be a highest priority.**

7. While the original intent of combining Academic Affairs and Student Affairs was to ensure equal voice, the result now is that **Student Affairs appears to be relegated to a position of less import.** Because co-curricular aspects of GGC students are so critical, this relegation should be addressed.

8. **The requirements of a teaching faculty are changing.** There is a need to evolve faculty into “21st Century Faculty” who are able to engage students more successfully in their learning. A 1930’s quote, “Until they have learned, you have not taught,” is as relevant today as it was then. Many faculty were not trained to teach, and were not educated in an environment in which innovative approaches to teaching were significant. GGC’s students are savvier about technology and how to use it (although they may not know how to create knowledge with it). Students also need to engage in the classroom and this engagement does not happen through lectures and PowerPoint slides. The Center For Teaching Excellence (CTE) is recognized as an excellent source to provide faculty development, but faculty time and overall resources are limited. If GGC’s faculty excelled as 21st century teacher/scholars, it would be a significant benefit to students and a point of differentiation for GGC.
9. **GGC’s ability to deliver to its vision’s elements “innovative use of educational technology” and “wellspring of educational innovation” is in question.** There were many comments about innovation and creativity being thwarted, as well as many comments about GGC not being all that different in terms of available educational technology. It was stressed that it is more critical for existing technology to be reliable, and be used, than to be the “next new thing.” GGC could serve its students best by being the wellspring of educational innovation regardless of technology involved.
10. Faculty are concerned about the flat **administrative structure in Academic Affairs**. They believe it adds administrative burdens to faculty, and it creates situations where evaluations are done by different people each year, some without the background required to evaluate faculty in different disciplines. The theme of “It is time to establish departments with chairs,” was very common. This is tied to the larger question of which practices or structures established when the college was small are no longer viable.
11. While pay and promotional opportunities might be a common theme in any organization, the **long-term lack of raises and promotional opportunities** for many has become particularly concerning. Salary compression was commonly discussed by faculty. Changes in faculty promotion requirements (requiring research) in some schools discourage faculty. There were suggestions to revamp the faculty evaluation system. A perceived lack of promotion opportunities for staff, and the fact that potential incumbents for higher positions must apply for those positions, discourages staff.
12. **The climate at GGC appears to have worsened.** This was heard loudly and frequently. Importantly, many faculty and staff find their local/peer work environment to be excellent. They enjoy their co-workers. In their small groups or teams collegiality and cooperation is strong.

But, when cross-departmental cooperation is needed, or when there is a need to go up the line in their area, cooperation can be stifled. Silo mentality exists.

A culture of assigning blame was mentioned more than expected. This aspect of the culture prevents innovation and risk-taking.

Among direct reports of the cabinet there is a strong sense of senior leadership dysfunctionality, lack of cooperation and mistrust, and lack of direction.

13. There continues to be, as was seen in the last strategic plan, a significant concern about many dimensions of **communications**. These included systematic and timely communications of decisions, activities, and plans to employees, improvements in MyGGC, better communications with students, and cross-departmental communications. Minimal progress was noted since the last plan.
14. **Outside forces** need to be monitored and addressed if and when they are implemented. The federal government wants to tie “gainful employment” to financial aid, and it talks of the first two years of college being free. Short-term implications from federal actions are less likely than from potential USG initiatives. Georgia will have a new governor and the USG will have a new chancellor during the life of this plan. Competency-based learning is being discussed.

The USG initiatives include eCore, consolidation of institutions, centralization of administrative functions, “15 to Finish” (a push for taking fifteen credit hours per semester), and changes in learning support. While GGC relations with USG are positive, the fact that GGC and its students do not always fit the mold of the typical USG institution/student puts GGC at some risk for system wide decisions that negatively affect GGC’s students.

15. **GGC’s position (“brand”)** is still developing, more slowly than is desired. There are still levels of low awareness and incorrect identification (GPC? Gwinnett Tech?), and misperceptions (quality of education) in the broader market.
16. **Community engagement** (integration into the local community) is a largely untapped opportunity. It can raise awareness of, and interest in, GGC. Working with the business community to establish more internships would be important for students. Bringing more of the community onto campus, albeit facility constraints currently limit this, would help establish awareness and improve perceptions.
17. **Resources have not been sufficient, or have not been allocated**, to fund many of the College’s important priorities. The priorities based on these takeaways will need to be resourced going forward. Reallocation of resources and increased revenues will be required.
18. The **hiring of the new provost is a very significant event in the life of the College**. Much of the work of the 2016 Strategic Plan will rest on his shoulders. His successful integration into the College is critical to the future success of the College.

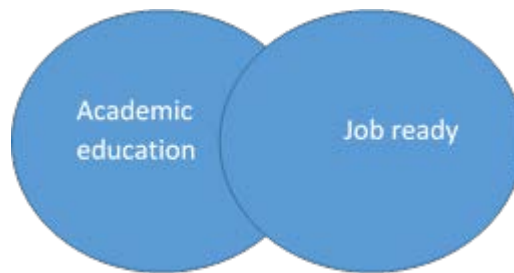
Findings and Implications

More detailed findings and implications are discussed by:

- Student needs
- What GGC does well, could improve, or could do differently in support of its Vision and Mission
- Working at GGC: Positives and challenges
- External challenges
- Staff and faculty needs
- Organizational needs
- Possible goals going forward

Student Needs

1. GGC students are at GGC to receive both an **academic education and to be prepared to enter the workforce** upon graduation. The large majority of faculty and staff understand and accept this, although there were some comments that GGC should not be in the job preparation business as a technical school is. **The reality is that GGC must deliver both outcomes;** students and their families demand this.



One faculty member summed up this dual need by saying, “Students need to be thinking about how they will contribute to the world. Faculty and staff need to be thinking about how they can make sure students are ready for good jobs/graduate work.”

This has substantial implications for the co-curricular side of GGC’s offerings including career services and internships. Currently, both these areas do not affect a sufficiently large enough number of students.

- While the student body includes some academically strong and well prepared students, **faculty believe that a large majority of students are not well prepared for college.** Data supports this, with the average high school GPA for GGC students being the 2th lowest in the USG.

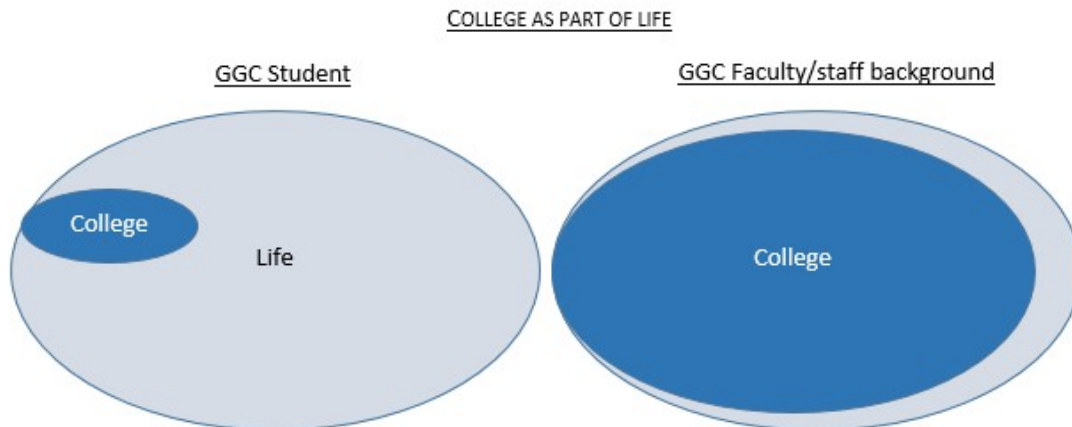
Mean High School GPA Fall 2015 [IPEDS]				
<u>GGC</u>	<u>State Colleges</u>	<u>State Universities</u>	<u>Comprehensive U.</u>	<u>Research U.</u>
2.78	2.85	3.15	3.22	3.65

The lack of preparation is seen in two broad areas. One is **academic preparation.** Learning support programs and courses address this in part, but there was also substantial discussion about students in college level courses not being prepared in writing, math and STEM courses. There were suggestions that many STEM majors would benefit from a college-level entry-level STEM course that prepares them for the first course in their major, for example, chemistry for a non-chemistry major. There were also many comments about improving students’ writing proficiency with a **“writing across the curriculum”** effort.

The second area of lack of preparation deals with students **just not understanding what being a college student entails.** This was an extremely common theme and ranged from not understanding financial aid processes and implications about student debt, to lack of professionalism, to not knowing what “R” means in a schedule (and therefore not coming to class on Thursday), to not knowing of services available (counseling, advising, tutoring), to not knowing how to handle personal emergencies (e.g.: going to the food stamp office, dealing with a broken down car, jail), to not knowing how to contact their mentor. This list goes on.

Tied closely to this second area is that many **first generation students do not receive substantial emotional support or guidance from their families.** In some cases, since parents did not go to college they cannot give guidance. In other cases, parents see college as “not real work” and expect students to, for example, work 28 hours a week if they only have 12 hours of class.

GGC students, quite simply, experience college differently than did many faculty and staff who work at GGC. To GGC students, college is just a part (sometimes a small part) of their lives; it is not their whole life for four years. (See picture below.)



Because many GGC staff and faculty do not have the same set of experiences and background that GGC students have, it can be hard to truly appreciate the obstacles many students have to overcome just to stay in college. Couple this with the reality that 44% of GGC students are freshmen (compared to Georgia State: 15%, Kennesaw: 22%), 20% are brand new freshmen (Georgia State: 11%, Kennesaw: 15%), and 94% are traditional students (compared to 40% of GGC seniors being non-traditional students [source: GGC Factbook]) and it becomes evident **that literally thousands of young, inexperienced new GGC students are not well understood.**

The implications of having this many students **who need more support or scaffolding from the very beginning** are significant. Perhaps the most common recommendation from faculty and staff was the need to have a substantial and meaningful program/course like the **original GGC 1000** for new students. While some faculty and staff who were at GGC in the beginning acknowledged tactical problems with GGC, the concept of **a comprehensive effort to teach new students about being a college student** - financial aid, career planning, critical thinking, professionalism, "crisis management," and such - should be a key underpinning of a GGC education.

Closely tied to this is the need for **an enhanced and comprehensive First Year Experience** that is **supported and assessed by leadership**. While GGC has some elements in place to help students during their first year, the elements are insufficient and/or not fine-tuned. **Mentoring** was often mentioned as being "broken." Some students do not have assigned mentors until well into the semesters and some mentors do not meet with their students or return calls. Mentoring is not assessed. Initial **advising of students at Bear Essentials** is often done by faculty who do not have sufficient knowledge of alternatives to guide students. **Block scheduling**, while good for some students, could be leveraged more. **Bear Essentials overwhelms** new students with information, much of which is not retained. There are **minimal on-going activities** during the first year to help students connect with GGC.

New students, as well as returning students, would also **benefit from services in addition** to programs mentioned above. Many participants praised the improvements (primarily more staffing) in the Advising Center, Career Center, Counseling, and Disability Services, but discussed that the **staffing/resources are inadequate** to serve the number of students they must serve. For example, staffing for advising is sufficient only to serve the most at-risk students. Counseling levels are not in line with national ratios (five professionals [GGC 1:2,300 students; national 1:500 to 1:1,500]). Career Services is even more out of line with national ratios (three professionals [GGC 1:3,800; national 1:500 to 1:1,500]). Awareness of services should also be improved, although without additional staffing because increased awareness might only create waiting lines. Some students also have social services-type needs (food stamps, homelessness, living paycheck to paycheck) that faculty and staff have trouble comprehending.

Financial aid literacy was discussed very often. Many students do know understand the process or timing of financial aid and, very importantly, the reality of loans they (and their parents) are incurring. Students who apply late in the process do not receive financial aid before the semester starts. Thirty percent of those who apply have applications randomly verified, which slows down receipt of funds, and many miss the deadline for Nelnet.

There was also discussion that, to fulfill GGC's mission of serving the economic development needs of the region, **more majors may be required**. Anecdotal evidence also suggests that one of the reasons students leave GGC is due to lack of majors.

WHAT GGC does well, could improve, or could do differently in support of its Vision and Mission

While consensus is often rare when discussing perceptions among a large group of professionals, the qualitative research showed that generally GGC was doing a **good job** supporting its mission and vision regarding:

- Supporting the success of students
- Providing many students with a chance they would otherwise not have had
- Small class sizes
- Efficient use of space
- Serving the economic development needs of the region
- Particularly strong education graduates
- Providing a quality education without crippling debt
- Relationships with USG
- Providing a good quality undergraduate education
- Providing opportunities for faculty development through the CTE
- Diversity (particularly students)
- Technology in the classroom (although it does not always work)
- The vision and mission are bought into by staff and faculty

There were **mixed reactions** in the following areas:

- Efficiency (good use of space, but so lean that work is not always effective)
- Customer service (although there are pockets of exceptional service)
- Dynamic learning community. Block scheduling is an example of a process that has advantages as well as disadvantages and is not being leveraged as well as it could be.
- Community engagement. Schools of Education and Health Sciences do well, but the College as a whole needs to reach out more, and bring more of the community to campus.
- Faculty engagement. Many faculty do this well, but some do not.

The following areas are ones where it was generally felt that GGC was **not doing as well** supporting its vision and mission:

- Well-spring of innovation (GGC has lost some of its original spirit, it is difficult to get approval, it is not worth it to try)
- Branding (GGC is still misunderstood)
- Mentoring (it is “broken” in many ways)
- Innovative use of educational technology (in fact some wondered if GGC should back off on this dimension and focus on delivering with “current” technology)
- Scheduling flexibility. High rates of classroom utilization affect this.
- Technology infrastructure
- Active-learning, practical opportunities to apply knowledge (e.g. insufficient internships or structure for internships)
- Course delivery options
- Internal communications

Working at GGC

POSITIVES

In terms of **positives**, faculty and staff **enjoy working with their peers or their team**. With their peers there is a **sense of community** and collegiality (note that discussed below, this is not as apparent outside of one’s peer group). They enjoy **the students** and what they, and GGC, are doing for the students. Many, particularly the faculty, **came here for the same reason** – the **opportunity to help students**, and they believe that they are making a difference in the lives of students.

They enjoy the **diversity** of the student population. The **focus on teaching** is important to many (although some faculty are concerned that lack of research may hinder their careers). Faculty appreciate the **small classes** and many like the **flexibility** they are afforded. Some discussed the ability to try new things, although it was more common for **innovation to be a challenge** for them. The **CTE** is viewed as offering many quality programs for faculty.

CHALLENGES

In terms of **challenges**, the sense of **collegiality with peers does not extend** as much cross-departments or up the organizational structure. The **culture**, more often than not, **is becoming more of a negative than a positive**, despite the collegial relationships in peer groups. There is a perceived hierarchy in the administrative structure that **prevents people in different units from talking directly to one another**.

The **workload and lack of sufficient resources** are a challenge for both faculty and staff, perhaps the most frequent challenge mentioned. **Lack of pay raises** for such an extended period of time is troublesome for both faculty and staff. There is a perceived higher rate of turnover than in the past that makes it more difficult to accomplish priorities. Some say there is a sense of an **unnecessary sense of urgency**, while others say not everyone is a “go-getter” willing to work quickly and effectively. At times

decisions are made “for no apparent reason,” while at other times decisions are never made, or made very slowly. **Red tape** can stifle creativity.

Communications, a code-word for many problems, continues to be an issue, as it was in the last strategic plan.

For faculty, the **lean structure and no department chairs** is a challenge for several reasons. It can be hard for decisions to be made in a timely manner, faculty have more administrative responsibilities, and evaluations can be done by people who do not know a faculty member’s field of study well. Many said the **original structure no longer works** for faculty. Faculty are concerned that **changes in performance evaluation criteria** which now include the need for research/scholarship were not what they signed up for in coming to GGC.

For faculty, teaching **students who are not prepared for college** is a challenge, as is advising and mentoring students who do not do their share. Too many students merely bring their high school mentality (no textbook, no homework, no responsibility) with them to GGC and do not transition to what should be a more rigorous academic adventure.

Because so many students are commuters who have a full life outside of GGC, keeping students on campus so that they **participate more in GGC life is difficult**.

External Challenges

External challenges were not the focus of comments. The idea that if “GGC does not address X [USG, State, Federal, higher education trend], it will have significant troubles during the course of this next strategic plan” did not come up. There was some recognition that USG has some evolving initiatives such as eCore, consolidation of institutions, centralization of administrative functions, “15 to Finish” (a push for fifteen credit hours per semester), and changes in learning support, but overall it was minimal. Federal initiatives, such as competency-based education and the cost of higher education were mentioned by a few.

This is not to say that some of these do not need to be watched, but rather that they were not a focus of staff and faculty.

Possible Goals Going Forward

The interviews and focus groups provided a large list of possible goals for GGC that reflect many of the comments. Some of the more frequently mentioned goals included:

- Student engagement and student success will be GGC’s niche.
- First semester success
- Improved mentoring
- More community involvement
- Partnerships with business
- Student internships
- Faculty will be 21st century educators
- Students prepared for life and jobs
- Additional targeted degrees

- Dynamic data analysis
- Rebuilding the culture
- Creating a real sense of community
- Greater awareness of GGC locally and nationally as a substantial institution of higher education
- More funding streams
- People will have the tools and power to do their jobs.
- More (consistent) raises