CCG Action Plans

Updated as of February 12, 2013

Color Coded for Plug In

Strategic Goal: Goal 1 – Cultivating enrollment growth.					
1.1: Objective: Improve communication with students' family members in order to promote and increase family support for the students' college success. Target: 2012: < 50 %; 2015: > 80 %			**Desired Outcome: Increase retention and graduation, especially among under-represented groups owing to greater family support.**		
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
1.1.A: Improve communication of expectations and avenues for support. Provide additional information to parents of incoming students.	1.1.A.1: Develop informational materials to be delivered to parents during STORM Day	Noel-Levitz Assessment Instruments; multiple surveys; survey results were disseminated in Fall 2012; changes made Spring 2013	Student Affairs	In place and ongoing	2
	1.1.A.2: Hold orientation sessions for parents at STORM Day that emphasize academic success and family support	Parents' Survey reviewed after every STORM Session by STORM Committee	Student Affairs	In place and ongoing	2
1.2: Objective: Promote student engagement by increasing participation in extra-curricular activities Target: 2012: < 20 %; 2015: > 30 %			**Desired Outcome: Improved retention owing to greater student engagement.**		
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
1.2.A: Initiate program to promote student participation in extra-curricular activities and track student participation	Institute tracking of student participation using QR codes and establish reward system for participation	Student participation in campus organizations and activities compared to previous years; QR codes used in Fall 2012 and Spring 2013—results will be tabulated; attendance and participation records will be analyzed at end of Spring 2013.	Student Affairs, Athletics	Fall 2012 and ongoing	2

1.3: Objective: Increase awareness of existing strategies for shortening time to degree. Target: 2012: < 1%; 2015: > 3 %			Desired Outcome: Increase number of students receiving credit by examination, by prior learning assessment, etc., thus shortening time to degree for these students		
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
1.3.A: Making students and faculty more aware of credit by examination and prior learning assessment	Include credit by examination options and prior learning assessment in Master Advisor training. Educate students and faculty on CLEP options, AP and IB credits	Track number of students receiving credit by examination or by prior learning assessment annually, as well as the number of credit hours awarded	Enrollment Management, Academic Affairs	Spring 2013	1, 2, 3, 4
1.3.B: Making students more aware of credit by examination and prior learning assessment	Collaborate with the Student Government Association and other student groups to publicize credit by examination and prior learning assessment options	Track number of students receiving credit by examination or by prior learning assessment annually, as well as the number of credit hours awarded. Track number of students in PLA 2000	Enrollment Management, Academic Affairs, and Student Affairs	Fall 2012	1, 2, 3, 4

1.4: Objective: Increase long range planning in student registration Target: 2012: < 5 %; 2015: 8 %			Desired Outcome: reduce the number of students taking unnecessary classes and missing infrequently offered classes required for degrees, thereby raising retention and graduation rates		
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
1.4.A: Institute formal degree planning for students	1.4.A.1: Revising and updating two-year course rotations of major classes, and	Annual inventory of two-year course rotations and four-year degree plans conducted by Deans	Deans and Department Chairs	Fall 2012	2 & 3

	suggested four-year degree plans for each degree program				
	1.4.A.2: Create degree planning template to accompany curriculum sheets for each degree program	Monitor four-year and six–year graduation rates	Academic Affairs and Registrar	Fall 2012	2 & 3
	1.4.A.3: Introduce students to degree planning through advising and publicity campaign	Monitor four-year and six–year graduation rates	Academic Affairs, Enrollment Management	Spring 2013	2 & 3
	1.4.A.4: Train students, faculty, and staff on Degree Works	Development of graduation plans for all students	Enrollment Management	Fall 2013	2,3

1.5: Objective: Educate the entire campus community of the need to improve retention and graduate rates and share GSW's CCG plan.			Desired Outcome: Develop campus-wide buy-in for the CCG plan and develop an avenue for feedback on the plan.		
Target: 2012: < 75 %; 2015: > 99 %					
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
1.5.A: Provide data on our retention and graduation rates to the entire community	1.5.A.1: Presentation to campus community.	Numbers of faculty and staff attending; full-house presentations in Fall 2012. Several presentations in Spring 2013	Academic Affairs	Spring Semester 2012, ff.	1, 2, 3, 4, 5
	1.5.A.2: Usable data and action plans developed during workshops	Use of data presented; action plans developed; being updated on a continual basis. Plans are being formulated to make it easy for faculty and staff to plug into some part of the CCG effort.	Academic Affairs	Fall Semester 2012	1, 2, 3, 4, 5

1.5.B: Provide the CCG plan to the entire community	The final CCG plan will be disseminated as a follow-up to the Opening Assembly.	Engagement with the process. This goal was achieved in Fall 2012.	Academic Affairs	After the plan is approved	1, 2, 3, 4, 5
1.5.C: Launch professional development workshop series on best practices for teaching and advising	Decide on topics and presenters publicize to campus community	Development of topics and volunteers to present the topics. Center for Teaching and Learning has been making presentations both Fall 2012 and Spring 2013.	Academic Affairs, Institutional Effectiveness, Center for Teaching and Learning	2 in the fall and 2 in the spring	1-5

Strategic Goal: Goal 2--Cultivating excellence in undergraduate learning and teaching.					
2.1: Objective: Improve academic advising processes to promote student success and timely graduation.			Desired Outcome: Improved retention and graduation rates, especially among students from under-represented groups.		
Target: 2012: < 40 %; 2015: > 60 %					
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
2.1.A: Improve advising for students who have not declared a major	Hire dedicated General Education Advisor	Retention figures of first year students by major; done Fall 2012. Results are still being assessed.	Academic Affairs	Fall 2012	2
2.1.B: Implement "Master Advisor" plan for academic departments with large enrollment	Designate and train Master Advisor for selected programs	Advising Survey; Master Advisor roll-out plan begins in February 2013 with major changes in the Academic calendar	Academic Affairs	Spring 2013	2
2.1.C: Improve tracking of student progress	2.1.C.1: Implement mid-term and end of semester grade reporting to academic advisors	Retention Studies as of end of Fall 2012 show GSW still in a decline. Major retention issues occur between end of Spring semester of first year and beginning of Fall semester of second year.	Academic Affairs	Fall 2012	2

GSW CCG Action Plans, updated Feb. 12, 2013   Green=Student Affairs/University Staff
Yellow=Academic Skills and Support/TRiO   Pink=Outreach & Community Partners
Orange=Academic Affairs/Faculty/Enrollment Management/Advising

	2.1.C.2: Implement attendance tracking and referral to retention specialists	Retention Studies and Surveys	Enrollment Management Academic Affairs	Fall 2012	2
2.2: Objective: Identify administrative barriers to success of students, especially underserved populations. **Target:** 2012: < 2 %; 2015: > 50 %			**Desired Outcome:** Improve retention and graduation rates for underserved student populations		
Strategy	**Action Steps**	**Assessment**	**Division Responsible**	**Start Date**	**Element**
2.2.A: Review satisfaction survey and other data to identify barriers to success of students	2.2.A.1: Review Parents Satisfaction Inventory (administered August 2012) responses for correlations with existing data sets, such as NSSE (last administered 2011) and the Adults Learner Inventory (administered 2009)	Monitor retention and graduation rates, especially for underserved populations. Done in Fall 2012. Results have been disseminated and are being integrated into the process	Academic Affairs, Student Affairs, Enrollment Management	Fall 2012	1
	2.2.A.2: Review student complaint logs for patterns of dissatisfaction	Monitor retention and graduation rates, especially for underserved populations	Institutional Effectiveness and Planning, and Administrative Council	Summer 2013	1
2.2.B: Review administrative processes and procedures that impact students	Include professionalism review, client services review, "customer service" review as component of annual assessment of institutional effectiveness for all divisions and offices	Ongoing assessment and monitoring through institutional effectiveness process. Policies and Procedures Task Force created in Fall 2012, which is now analyzing various issues. Report and recommendations still to come.	Administrative Council and Institutional Effectiveness and Planning	Fall 2012	2, 3
2.3: Objective: Develop a First Year Experience program that promotes academic success, student engagement, and retention. It may also engage in the QEP. **Target:** 2012: 0 %; 2015: > 99 %			**Desired Outcome:** Improved student success and retention especially among students from under-represented groups		
Strategy	**Action Steps**	**Assessment**	**Division Responsible**	**Start Date**	**Element**

2.3.A: Develop UNIV1000 to be a freshman seminar as key component in FYE	2.3.A.1: Create discipline-specific sections of UNIV1000 taught by faculty members in the discipline to promote academic engagement	Retention Surveys	Director Academic Skills Center	Fall 2012	2
	2.3.A.2: Implement use of College Persistence Questionnaire to identify freshmen at risk of dropping out	Referrals to Student Support Services and Academic Center for Excellence	Director Academic Skills Center	Fall 2012	2
	2.3.A.3: Pilot use of SCORE resiliency training to improve student retention	Pilot various assessment mechanisms	Director Academic Skills Center, Business Office, Student Affairs, Academic Affairs, Administrative Council	Fall 2012	2
	2.3.A.4: Assign peer mentors to sections of UNIV1000 (FY Ambassadors)	Success rate of graduates from UNIV 1000	Director Academic Skills Center	Fall 2013	2
2.4: Objective: Improve success of Learning Support students by redesign of Learning Support Courses			Desired Outcome: Improve success rate in LS courses and retention of LS students		
Target: 2012: < 10 %; 2015: > 15 %					
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element

2.4.A: Convert courses to self-paced, modular delivery	Implement individualized instruction using Pearson software.	Track success and retention of LS students. Also number of students passing COMPASS	Coordinator of Learning Support	Fall 2012	5
2.4.B: Engage TRiO in visibility and reformulation process	Explore new grant opportunities, such as Upward Bound; design Visibility and Engagement Program.	TRiO numbers of students increasing; knowledge of TRiO on campus increasing.	TRiO	Fall 2012	5

2.5: Objective: Improve delivery of distance education courses and programs			Desired Outcome: Rate of success in on-line courses should be comparable to that of face-to-face courses		
Target: 2012: < 35 %; 2015: > 75 %					
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
2.5.A: Develop Distance Education Manual for distribution to faculty and students via institutional website	2.5.A.1: Compose Manual	Monitor annual assessment summaries for improvement in outcome attainment for distance education courses and programs	Academic Affairs	In progress	3 & 4
	2.5.A.2: Create website to disseminate manual	Monitor annual assessment summaries for improvement in outcome attainment for distance education courses and programs	Academic Affairs, and Development and University Relations	Fall 2012	3 & 4

2.6: Objective: Improve delivery for distance education program in Business			Desired Outcome: Improve assessment outcomes for BBA Program, and provide model for improvement and development of other distance education programs		
Target: 2012: 20 %; 2015: 100 %					
Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element

2.6.A: Formalize ways of encouraging faculty-student and student-student interactions in distance education courses and programs	2.6.A.1: Institute a Memorandum of Understanding between School of Business and distance education faculty that emphasizes the necessity faculty-student and student-student interactions in distance education instruction	Monitor BBS annual assessment summaries for improvement in outcome attainment for distance education programs	School of Business	Fall 2012	3 & 4
	2.6.A.2: Institute specific program of annual evaluation of distance education instruction that specifically evaluates quality of student-faculty interactions in distance education courses.	Monitor BBS annual assessment summaries for improvement in outcome attainment for distance education programs	School of Business	Fall 2012	3 & 4

Strategic Goal 3 – Cultivating Community Partnerships

3.1: Objective: Develop a collaborative program to create a college-bound culture among students in area schools. Target: 2012: < 20 %; 2015: > 60 %	Desired Outcome: Improved access and student success, especially among students from under-represented groups. Create an environment in which students are ready and able to succeed in college.

Strategy	Action Steps	Assessment	Division Responsible	Start Date	Element
3.1.A: Provide assistance and mentoring for public school students promoting participation in higher education using CCTI training materials.	3.1.A.1: Meet with administrators from local schools and USG personnel to discuss available training materials.	Participation in meeting. Meetings were held in Spring 2013 with Donnie Smith, Superintendent of Sumter County Schools, and his staff. Engagement occurred with Keith Petersen, CEO of Phoebe Sumter.	Deans, Arts and Sciences and Education	Fall 2012	1,2
	3.1.A.2: Train appropriate personnel at all institutions.	Assessment of understanding of materials	Deans, Arts and Sciences and Education	Fall 2012	1,2

	3.1.A.3: Conduct jointly sponsored "College Readiness" workshops	Participation in workshops, number of HS students applying to college	Deans, Arts and Sciences and Education	Spring 2013	1,2
	3.1.A.4: Develop program using college students as mentors to promote college participation	Participation in program	Deans, Arts and Sciences and Education	Planning Spring 2013 Start Fall 2013	1,2
	3.1.A.5: Staff and maintain "College Bound" resource room at appropriate K12 campuses	Track use of resource room(s) by students	Dean, A&S	Fall 2013	1,2
3.1.B: Develop High School Counselor Awareness and engage Graduation Coaches	Make use of SREB materials	Track number of college ready students coming out of targeted high schools	Enrollment Management	Fall 2012	1,2
Sumter County Mentor Partnership	Use DHR funding and governing from LEAP (Learning for Everyone ... Avenue to Progress) to continue the program	Numbers of students in the program	Student Affairs	Fall 2012	1, 2