



East Georgia State College

Strategic Plan

for Fiscal Years (July 1 – June 30)

2016-17 through 2018-19



Introduction

Presented below are East Georgia State College's (EGSC's) vision and mission statements. EGSC's vision statement provides the long term context for pursuing a mission that focuses on extending the College's associate of arts degree options to multiple student populations and developing baccalaureate degrees targeted to the needs of its service area. The EGSC strategic plan provides a blueprint for realizing the College's mission on a rolling three-year planning horizon. This update extends the period covered by the College's strategic plan to FY 2018-19. As a guiding document, the plan will be updated as needed.

Vision Statement

East Georgia State College seeks to be a state of Georgia leader in providing a model for expanding access to higher education as the state seeks to increase dramatically its rate of college progression and completion. Located in a primarily rural area in the interior of the Augusta-Savannah-Macon triangle, EGSC is strategically positioned to provide an affordable, high quality academic experience to a large number of Georgians. EGSC has a record of success in its commitment to produce workforce ready graduates with the skills necessary to meet the needs of employers in an increasingly diverse, high-technology, global working environment. The College seeks to instill in all of its students enthusiasm for a lifetime of learning and community service. In carrying out this vision, EGSC is committed to education with a personal touch designed to improve the critical thinking skills and the lives of the people and communities it serves.

Mission Statement

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

Institutional Goals and Strategies

In updating its strategic plan, the College is guided by the goals of Governor Nathan Deal's *Complete College Georgia* (CCG) initiative and by the *Framework of the Strategic Plan and Public Agenda for the University System of Georgia*, (USG), released in August 2013. The College's first institutional goal articulates EGSC's commitment to contributing significantly to Governor Deal's CCG goals and the

USG's Strategic Imperative 1 - Academic Excellence and Degree Completion of its *Framework*. The College's second institutional goal supports the USG commitment to economic development, as articulated by its Strategic Imperative 2. The College's third institutional goal supports the USG's focus on accountability, efficiency, and innovation as articulated in Strategic Imperative 3. EGSC's three institutional goals are presented below.

1. **Complete College:** East Georgia State College will implement a comprehensive college success program that enables all its students to achieve their academic goals with minimum delay and expense.
2. **Economic Development:** East Georgia State College will be a catalyst for the economic development of its service area through a variety of initiatives, including the nurturing of effective student leaders equipped to transform their communities in innovative ways through the Correll Scholars Program.
3. **Innovative Performance:** East Georgia State College will continuously align its resources to realize an educated Southeast Georgia at a cost affordable to its stakeholders.

A summary of the College's strategies and their correspondence to institutional and university system goals is presented in the following table. Action plans that specify tactics to implement these strategies are presented in the appendix to this strategic plan update.

USG/EGSC Goals	Strategy No.	Strategy Description
Goal 1	Strategy 1	Strengthen Partnerships with P-12
	Strategy 2	Improve Access and Completion for Traditionally Underserved Students
	Strategy 3	Shorten Time or Credits to Degree
	Strategy 4	Restructure Instructional Delivery
	Strategy 5	Transform Remediation
Goal 2	Strategy 6	Student Leadership and Service
	Strategy 7	Position EGSC as the Hub in Our Service Region for Innovative Programs Fostering Community Growth and Workforce Development
Goal 3	Strategy 8	Enhance Access to Online Services
	Strategy 9	Physical Facilities
	Strategy 10	Student Default Rates

Changes and Benchmarks

The updated strategic plan incorporates the following changes and benchmarks that significantly increase the College's ability to contribute to the success of Complete College Georgia:

- East Georgia State College is positioned to develop targeted baccalaureate degrees to serve the needs of its service area after the completion of a successful peer review of EGSC's Bachelor of Science Degree in Biology. Within two years of initiating upper division biology courses, EGSC awarded its first two Bachelor of Science Degrees in Biology and now has seven graduates in the program.

- A Bachelor of Arts in Fire and Emergency Services (FESA) was launched in Spring Semester 2016. This program is unique in the State of Georgia and is delivered online to fire and emergency service professionals seeking to advance their careers. The College's FESA program adheres to the national Fire and Emergency Services Higher Education curriculum.
- The Augusta Access Program on the Summerville Campus of Augusta University (AU) has expanded course offerings and enrollment at EGSC-Augusta has increased five-fold from its opening in Fall Semester 2013 to Fall Semester 2015.
- The expansion of student housing in Swainsboro through public/private partnerships will remove a cap to growth on EGSC's 235 acre home campus and increase the number of students earning associate and baccalaureate degrees there. Construction on a second residence hall has begun and will be opened for Fall Semester 2016.
- In February 2016, an action plan for a [Bachelor of Science in Nursing](#) was added to the College's strategic plan. This program will be developed by the School of Mathematics and Science and is projected to begin in Fall Semester 2017 with an initial cohort of 30 students. The College's proposal for its nursing program was approved by the USG Board of Regents at their May 11, 2016 meeting.
- In October 2015, the Board of Regents affirmed the status of East Georgia State College to grant the associate of arts degree – core curriculum. This degree is primarily intended to be a transfer degree leading to the baccalaureate degree. At the same time, the BoR will allow programs which have 18 sufficiently coherent enough hours in Area F to be considered a major field of study at the associate level. These A.A. or A.S. degrees with a major in the appropriate disciplinary field are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study, requiring appropriate program learning outcomes, assessment of the outcomes, and demonstrated continuous improvement based on assessment results. The College has made a proposal to the University System of Georgia to offer a selection of associate degree programs with disciplinary distinctions.

Associated Plans and Studies

The College's Strategic Plan for the 2016-17 through 2018-19 fiscal years incorporates the planning documents that guide the College through these changes, including the following:

- SACSCOC level change documentation
- SACSCOC Statesboro Associate of Arts Degree Prospectus
- SACSCOC Augusta Program Expansion Prospectus and Peer Review Documentation
- AU/EGSC Cooperative Program Memorandum of Understanding
- Swainsboro area student housing studies
- EGSC Enterprise Risk Management (ERM) Study
- EGSC 2012 Campus Completion Plan
- EGSC 2013, 2014, and 2015 Complete College Georgia Status Reports
- EGSC Fire and Emergency Administration Bachelor of Arts USG Proposal

- SACSCOC Fire and Emergency Administration Bachelor of Arts Prospectus

The impacts of the documents listed above on the College's strategic planning process are described in the following sections.

Swainsboro Area Student Housing

The availability of student housing in the Swainsboro area is identified as a strategic imperative for the enrollment growth of the College's home campus. The opening of Bobcat Villas 200 bed residential hall in Fall Semester 2011 was the initial implementation step in the *2012 Master Plan Update* that envisioned a 750 bed residential village on the northern edge of the campus. A new public/private partnership initiative spearheaded by the University System of Georgia will add a second residence hall with a capacity of 212 beds in Fall Semester 2016.

Enterprise Risk Management

During Spring Semester 2013, the College's Enterprise Risk Management Committee conducted a study that identified thirty-two risks facing East Georgia State College. Using a rating scale that ranged from zero to six based on likeliness of occurrence and impact on the College, the following three risks were found to be the most significant:

1. High Student Loan Default Rates (5.9)
2. Decline in Enrollment (4.4)
3. Inability to Retain Faculty/Staff Due to Noncompetitive Salary Raises (4.3)

The first risk is addressed by the action plans that support Strategy 10 – Student Default Rates. The second risk is addressed by the action plans associated with Strategy 1 – Strengthening Partnerships with P-12.

Institution Goal 1 and Complete College Georgia Updates

EGSC's Campus Completion Project Management Plan (PMP) is associated with the College's Institutional Goal 1 Complete College and serves as the basis for the first five strategies and supporting action plans in the Appendix following this strategic plan update. These strategies and action plans are revised each year to reflect annual report updates gathered by the USG for submission to the Governor of Georgia. At a strategic planning retreat conducted in June 2015 and attended by the President of the College, his cabinet, and other senior staff, the top three strategic priorities identified are all related to USG Strategic Imperative 1 and the College's Institutional Goal 1. These are listed below in order of priority:

1. Strengthen partnerships with school districts in the College's service area
2. Improve access and completion for traditionally underserved students
3. Restructure instructional delivery

Institutional Goals 2 and 3

Strategies to realize the College's other two institutional goals and their associated actions plans encompass all other strategic initiatives across the College. At a strategic planning retreat conducted in June 2015, the following two additional priorities were identified:

4. Position EGSC as the hub in our service region for innovative programs fostering community growth and workforce development (Institutional Goal 2)
5. Positioning of physical facilities other than housing (Institutional Goal 3)

Members of the President's Cabinet lead the implementation of these strategies. Offices within the cabinet members' departments are assigned ownership of specific tactics designed to implement these strategies. While many of these tactics are ongoing, completion dates are identified where appropriate. Targets are set and assessment measures are described for each tactic. A table of contents to the action plans is presented on the next page, with hyperlinks connecting the table of contents with action plans for specific strategies.

Appendix Table of Contents: Strategies and Tactical Action Plans

Strategy 1: Strengthen Partnerships with P-12 - Student Affairs

Tactical Action Plans	Page	Units Responsible	Leaders
A. High School Partnership Program	9	Admissions	Georgia Mathews
B. Intensive Academic Program (IAP)	9	ACE	Kristin Waters
C. Jump Start Academy	10	Academic Affairs	Tim Goodman
D. Expand Fulford Center Collaborations	10	Fulford Center	Jean Schwabe
E. Second Grade Experience	11	Fulford Center	Jean Schwabe
F. PREP	11	Student Life	Vicki Sherrod
G. Expand Correll Scholar Mentoring	11	Fulford Center	Jean Schwabe
H. EGSC CARES	12	Athletics	Charles Wimberly
I. Host SAT Review Sessions	12	Fulford Center	Jean Schwabe
J. Youth Leadership Academy	12	Fulford Center	Jean Schwabe
K. Host Family Astronomy Night	12	Fulford Center	Jean Schwabe
L. High School Bus Tour	12	Enrollment Services	Karen Jones

Strategy 2: Improve Access and Completion for Traditionally Underserved Students

Tactical Action Plans	Page	Units Responsible	Leaders
A. Associate Degree Programs	13	Academic Affairs	Tim Goodman/Academic Deans
B. Statesboro Associate Degrees	13	Academic Affairs	Tim Goodman/Academic Deans
C. Military education opportunities	14	Military Friendly Comm.	Stacey Grant
D. Alternative Class Scheduling	15	Academic Affairs	Tim Goodman
E. Increase ACE Usage	16	ACE	Kristin Waters
F. Academic Advisor Training	17	Academic Advising	Deborah Kittrell- Mikell
G. At-Risk Student Resources	18	Enrollment Services	Georgia Mathews
H. Extend Service Evening Hours	19	Enrollment Services	Tabithia Ross/Kristin Waters
I. Online Student Orientation	19	Enrollment Services	Georgia Mathews/Dee McKinney
J. EGSC Augusta Learning Support	20	Academic Affairs	Tim Goodman /Nick Kelch
K. Augusta AA Transfer Pathway	20	Academic Affairs	Tim Goodman/Academic Deans
L. BS in Nursing Program	20	Academic Affairs	Tim Goodman/Math-Science

Strategy 3: Shorten Time or Credits to Degree

Tactical Action Plans	Page	Units Responsible	Leaders
A. Degree Completion Monitoring	21	Advisement Center	Deborah Kittrell-Mikell
B. Early Warning System	22	Advisement Center	Deborah Kittrell-Mikell
C. Increase Graduation	23	Academic Affairs	Tim Goodman
D. Work Force Degree Programs	24	Academic Affairs	Tim Goodman
E. USG and TCSG Collaborations	24	Academic Affairs	Tim Goodman

Strategy 4: Restructure Instructional Delivery

Tactical Action Plans	Page	Units Responsible	Leaders
A. Course Redesign	25	Academic Affairs	Tim Goodman
B. Critical Thinking Integration	26	Academic Affairs	David Gribbin
C. Instructional Communities	27	Academic Affairs	Tim Goodman
D. Reverse Transfer	28	Registrar	Tabithia Ross
E. Improve Online Instruction	28	Academic Affairs	Dee McKinney
F. Gateway Course Success	29	Academic Affairs	Jimmy Wedincamp/Carmine Palumbo
G. Scholarly Content Delivery	30	Library	Kelly Ansley
H. Launch FESA Degree	30	Social Sciences	Beverley Walker/Lee Cheek

Strategy 5: Transform Remediation

Tactical Action Plans	Page	Units Responsible	Leaders
A. Develop LS Co-requisite Program	31	Academic Affairs	J. Wedincamp/C. Palumbo
B. ACE Resources & Diagnostic Testing	32	Academic Affairs	Kristin Waters
C. Faculty Hours in ACE	33	Academic Affairs	Kristin Waters
D. Expand Learning/Living Communities	33	Housing	Angela Storck

Strategy 6: Student Leadership and Service

Tactical Action Plans	Page	Units Responsible	Leaders
A. Correll Scholars Program	34	Institutional Advancement/SS	E. Gilmer/Lee Cheek
B. Service Seal and Fundraising	35	Institutional Advancement	E. Gilmer/D. Gribbin
C. Service Seal of Distinction	35	Student Life	V. Sherrod/D. Gribbin

Strategy 7: Position EGSC as the Hub for Growth in Our Service Region

Tactical Action Plans	Page	Units Responsible	Leaders
A. Service Area Education Needs	36	Institutional Advancement	Elizabeth Gilmer
B. Workforce Alliance Program	36	Institutional Advancement	E. Gilmer/Tim Goodman
C. Expand Career Opportunities	36	Human Resources	Tracy Woods/E. Gilmer

Strategy 8: Enhance Access to Online Services

Tactical Action Plan	Page	Unit Responsible	Leader
A. Enhance Online Services	37	Information Technology	Mike Rountree

Strategy 9: Physical Facilities

Tactical Action Plans	Page	Units Responsible	Leaders
A. Master Plans	39	Facilities	Michelle Goff
B. Landscape Master Plan	39	Facilities	Michelle Goff
C. Property Acquisition	39	Business Affairs	Michelle Goff/Cliff Gay
D. Upgrade Academic Building	39	Facilities	Michelle Goff
E. Upgrade JAM Center	40	Facilities	Michelle Goff

Strategy 10: Student Default Rates

Tactical Action Plans	Page	Units Responsible	Leaders
A. High School Aid Workshops	41	Financial Aid Office	Karen Jones
B. Enhance Aid Counseling	41	Financial Aid Office	Karen Jones
C. NSLDS Training	41	Financial Aid Office	Karen Jones
D. Enhance Exit Counseling	41	Financial Aid Office	Karen Jones
E. Financial Aid Communications	41	Financial Aid Office	Karen Jones
F. Academic Intervention Efforts	42	Academic Affairs	Tim Goodman
G. Timely and Accurate NSLDS Reports	42	Financial Aid Office	Karen Jones
H. Oversight of Cohort Default Rate	42	Financial Aid Office	Karen Jones
I. Education Financial Service	42	Financial Aid Office	Karen Jones
J. College Default Rate Prevention	42	Financial Aid Office	Karen Jones

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

Strategy 1: Strengthen Partnerships with P-12 - Student Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. Continue the high school partnership program with area high schools to assist students in developing college-ready reading, English and math skills, and planning for college entry and academic success.</p> <p>1. Expand MOWR Program opportunities.</p> <p>2. Host workshops for high school counselors.</p>	<p>Admissions/ Karen Jones/ Georgia Mathews Academic Affairs/Tim Goodman</p>	<p>On-going</p>	<p>Cost TBD due to change in entrance testing mechanism as determined by the USG</p>	<p>On-going</p>	<p>Increase the number of MOWR applications by 3%.</p> <p>Increase the number of applications from Lincoln, Effingham, Screven, Evans, Gwinnett, Dekalb, Henry, Forsyth, Fulton, Columbia county schools by total of 5%.</p>		<p>Reinforce current partnerships with High schools for MOWR students and work to establish more onsite programs.</p> <p>Establishment of MOWR Coordinator position to provide necessary oversight and growth of program.</p> <p>Continue workshops for high school counselors during the fall and additional onsite sessions as needed to keep them well-informed of institutional changes.</p>
<p>B. Implement the Intensive Academic Program (IAP) directed at successful Accuplacer testing.</p>	<p>Learning Support/Tim Goodman, Jimmy Wedincamp, Carmine Palumbo</p>	<p>The program was implemented as IAP Level III for Compass Testing. It will be adjusted to fit the new Accuplacer test.</p>	<p>Cost TBD</p>	<p>Ongoing</p>	<p>Accuplacer score before and after the IAP and students who are successfully admitted or readmitted into EGSC. In AY 2014-15, 15 of 17 (88%) of IAP students were able to increase COMPASS score to be successful. In AY 2015-16, 12 of 13 (92%). The average increase in COMPASS scores was 10.4 pts.</p>	<p>At the end of each semester</p>	<p>To remediate all students to the point of being admitted into EGSC and/or exempting learning support. We have successfully remediated all students and have implemented the IAP Level III with allowing students to utilize off-site tutoring services to get the 20 hours of remediation. The ACE also provides practice COMPASS testing for all students requiring tutoring and remediation.</p>

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TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
C. Implement a Jump Start Summer Academy for all Academic Terms to provide intensive academic assistance including advisor, tutor and instructor participation.	Academic Affairs/ Tim Goodman (Jimmy Wedincamp, Carmine Palumbo, Lee Check, Kristin Waters)	August 1, 2016	No additional funding necessary	End of summer semester 2019	Summer 2013 - 15 students – LS exit rates 50-73% - percentage acceptance increased from 47 to 93%. Summer 2014 – 20 students – LS exit rates 50-68% Summer 2015 – 21 students – LS English exit rate was 89% (88% from the foundations English class (ENGL 0989) and 100% from the corequisite class (ENGL 0999)) – LS math exit rate was 50% (72% from the foundations math class (Math 0989) and 0% from the corequisite math option (Math 0999)).	Annually after summer semesters 2016-19	Humanities: Target - 65% Success Rate in English LS. Target - 55% Success Rate in LS math. Target - 70% pass rate in CATS 1101.
D. Expand educational programs offered collaboratively through the Fulford Community Learning Center and the Georgia Youth Science and Technology Center (GYSTC)	Fulford Center/ Jean Schwabe	On-going	\$500-Operating	Annually	Method of assessing progress through FY 2016-17: *Number of programs planned and executed *Number of students served	Annually/Spring Annually/Summer for camps	Expand offerings by 10%

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TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
E. Host Second-Grade Experience	External Programs/ Jean Schwabe	Ongoing	\$400- Operating	Annually	Teachers will complete program evaluations following the visit. In 2015, 15 classes visited the Center with 355 students participating.	Annually/May	95% of teachers will give positive evaluations.
F. Host Post-Secondary Readiness and Enrichment Program (PREP) visitations to provide 7th and 8th graders exposure to college and on-campus learning activities.	Student Life/ Vicki Sherrod	Ongoing	\$1000 - operating	Each Spring Semester	Build assessment tool for PREP students to fill out before leaving PREP visit. Teacher evaluations Add an additional 2 events by 2017.	annually	200 Local 7th and 8th graders will participate in PREP visitations. 90% of teachers and participants will give positive evaluations. <ul style="list-style-type: none"> • Hosted 2012 – 2 events, 187 students • Hosted 2013 – 6 events, 590 students Hosted 2014 – 12 events, 725 students
G. Expand mentoring opportunities for Correll Scholars.	External Programs/ Jean Schwabe	Ongoing	\$200- Operating	Spring, 2016	Correll Scholars will mentor elementary students. Program evaluations will be completed by Correll Scholars and teachers at the end of each semester.	Annually/December Annually/May	Improved academic performance and positive personal growth of participating students

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H. Continue Athletic department's mentoring and reading program, EGSC CARES... East Georgia State College Coaches and Athletes Reaching Everyone thru Service, mentoring primary, elementary, and middle school students in the community	Athletics/ Chuck Wimberly	Ongoing	No budget: We do not spend College funds on this project	Ongoing	We hope to see improved academic performance, and fewer behavior problems with the children we reach.	Annually	Increased performance of primary, elementary, and middle school students; Increase academic performance and personal growth of student/athletes. 2015-2016 school year Reached out to over 200 primary, elementary, and middle school students in our service area.
I. Host SAT Review Sessions	External Programs/Jean Schwabe	Fall, 2016 Spring, 2017	\$200- Operating	Fall, 2016 Spring, 2017	Participants will complete an evaluation at conclusion of sessions.	Fall, 2016 Spring, 2017	95% of students will provide positive evaluations.
J. Host Annual Fulford Youth Leadership Academy	External Programs/Jean Schwabe	Ongoing	\$900- Operating	Ongoing	Participants will complete evaluation at conclusion of Academy.	Annually/Spring	95% of participants will provide positive evaluations. 100% of 2016 participants provided positive evaluations.
K. Host Annual Family Astronomy Night	External Programs/Jean Schwabe	Annually/Fall	\$500- Operating	Annually/Fall	Maintain attendance at each family night	Annually/Fall	Attendance will increase each year by 5%.
L. Conduct annual high school bus tour to ignite student interest in higher education	Student Affairs/Karen Jones	Annually in February	\$29,000 Operating	Ongoing	Post-tour electronic survey of high school students and administrators	Annually in April	Based on survey results, increase number of students at tour high schools planning for college by 5% annually

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
A. Provide access to associate of arts degrees in appropriate disciplinary fields which can be supported by the College and follow BoR and SACSCOC guidelines for program assessment and review.	Academic Affairs/ Tim Goodman (David Gribbin, Jimmy Wedincamp, Carmine Palumbo, Lee Check)	August 1, 2016		Ongoing	The requests for discipline-specific associate-degree programs will be made to the USG in spring 2016. After approval to proceed, the programs will be developed with program outcomes, assessments, and program review plans.	The status and progress of the program requests will be part of the annual reporting process.	The number of students in the AA/AS with a disciplinary area programs will increase annually.
B. Provide access to an associate of arts degree in core curriculum and for the psychology and sociology transfer pathway for EGSC students in Statesboro. Promote the A.D.D. program in Statesboro.	Academic Affairs/ Tim Goodman (David Gribbin, Jimmy Wedincamp, Carmine Palumbo, Lee Cheek, Caroline Joyner)	August 1, 2016		Ongoing	At least 25% of Statesboro students will 'declare' a transfer pathway in core curriculum (general), psychology, or sociology in order to complete an AA degree (rather than only completing transfer hours and departing EGSC). Number of AA graduates by Ethnic/Gender cohort broken out by native and reverse transfer status. Statesboro Graduates - Fall 2013 Graduates: 8 Spring 2014 Graduates: 18 Fall 2014 Graduates: 32 Spring 2015 Graduates: 34 Summer 2015 Graduates: 15 Fall 2015 Graduates: XX Challenge - Identifying EGSC Statesboro students who intend to earn an AA degree from EGSC (students still listed as general studies).	Fall 2016 through Summer 2019. Ongoing Annual Review each July	At least 25% of Statesboro students will complete an AA as opposed to transferring before degree completion. Native Students (3 Year Rates): • AY 2013-14 3% • AY 2014-15 6% • AY 2015-16 10% Reverse Transfers - to be determined

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<p>C. Create new educational opportunities for military personnel through a concerted outreach program for each military base or unit in our service area.</p> <ol style="list-style-type: none"> Schedule regular visits to military constituents. Pursue implementation ROTC program on Swainsboro campus Continue expansion of services provided to military personnel through additional resources provided through Military Resource Center Purchase library resources, both print and online, to support the Military Resource Center and develop an online resource guide to direct students to library-related military resources 	<p>Military Friendly Committee/ Stacey Grant (All Committee Members)/Library Kelly Ansley</p>	<p>On-going</p>	<p>Unknown</p>	<p>On-going</p>	<ul style="list-style-type: none"> In exposure to Military Resource Center Feedback box and postcards assessable for military personnel. Expansion of services and resources provided by MRC Library – 5pm-8:30pm M-Th. & 2pm-6pm Sun. – Gate count & Headcount statistics 	<p>Semester</p>	<p>Expand on-campus events honoring military personnel</p> <p>Increase the usage of the MRC by offering a larger variety of programs that will directly benefit military personnel.</p> <p>Expand services in the Statesboro and Augusta areas</p> <p>Increase involvement of the military contingency on campus and in the community</p>

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STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>D. Develop alternative scheduling that will expand traditional 8 AM to 2 PM class schedules to meet the needs of non-traditional adult and part-time students.</p> <p>1. Add more late evening, early morning and late-afternoon classes, and one-day-per-week classes.</p> <p>2. Explore the possibility of a complete program offering in the evening, with a rotational schedule of transfer pathways.</p>	<p>Academic Affairs/ Tim Goodman (Jimmy Wedincamp, Carmine Palumbo, Lee Check)</p>	<p>August 1, 2016</p>	<p>No budget impact</p>	<p>Ongoing</p>	<p>The schedule will show the following adjustments: (1) to assist with the scheduling for underserved students, Core areas A – E will be represented, with at least one class from each part of an area during all four time periods, morning, afternoon, online, and evening each semester; (2) the units will schedule 30% of its classes in time periods after 2 pm, before 8 AM, and/or to one class meeting per week.</p> <p>Schedule for Fall 2014 Division/Online/Alternative– SS/32(17%)/20(11%)</p> <p>Initial indications are that students are giving the short-term alternative options a lukewarm response except for those classes that have been offered in this format before (Ms. Eaton’s classes). The online classes continue to be very strong, as they always have been.</p>	<p>Ongoing each semester, with an annual report each July</p>	<p>Data will show that EGSC has filled 90% of the class periods between 8 a.m. and 2 p.m, considered prime time for student scheduling. In addition, at least 30% of the classes will be listed on the schedule during other non-prime-time hours. The target is to reach a minimum of 60% classroom utilization on the USG space utilization report.</p>

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STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

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<p>E. Increase student usage of services in the Academic Center for Excellence (ACE).</p>	<p>ACE/ Kristin Waters</p>	<p>Ongoing</p>	<p>Employ additional part-time tutors in order to expand services and service hours to serve a greater number of students.</p> <p>Cost=\$8,208 per year (the cost of 1 part-time tutor)</p>	<p>On-going</p>	<p>Through GradesFirst, reports are generated to assess the number of students receiving academic tutoring. The reports are sorted by course and by campus. Data is used to assess success rates and personnel needs.</p> <p>Students/Hrs /Success Rates Spring 2015: Swainsboro – 323/3,228/60.2% Statesboro – 896/5,051/78.0% Augusta – 193/1,830/73.9% Fall 2015 Swainsboro – 470/6,010/60.0% Statesboro – 557/1,223/65.6% Augusta – 95/107/Not Available Spring 2016 Swainsboro – 367/5,133/61.5% Statesboro – 442/964.4/73.1% Augusta – Data not available due to technical difficulties with GradesFirst sign-in system.</p>	<p>Weekly</p>	<p>Provide extended hours in the ACE to target non-traditional students, military students, working students, and athletes.</p> <p>Provide tutoring services within the Learning Lab located in Bobcat Villas-West to better serve on-campus housing students.</p> <p>Partner with the CATS 1101 program to offer various mandatory and optional workshops on topics such as time management, study skills, writing tips, etc.</p> <p>Encourage faculty usage of the GradesFirst early warning system. The ACE will employ the use of Progress Report Campaigns at the 3rd week, 5th week, and 7th week of the semester. This Progress Report campaign will encourage faculty members to submit information on at-risk students so the ACE can make contact with these students in order to provide tutoring services.</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>F. Provide training for faculty Academic Advisors on an on-going basis to enable better assessment of student success,</p>	<p>Academic Advising Centers/ Deborah Kittrell-Mikell</p>	<p>1-August-16</p>	<p>\$1,500.00</p>	<p>Would like to complete by August 16, 2019 for new returning EGSC faculty.</p>	<p>Continue to train faculty of the academic changes in the Core Curriculum. Train and encourage Faculty to use GradesFirst as a tool to provide progress reports to target at-risk students. Faculty will receive training and an increase in usage of Grades First as web-based student retention and advising program. The strategy is assessed and measure by our retention and graduation rate.</p>	<p>Issue copy of survey and distribute immediately after faculty workshop.</p>	<p>Ultimate goal is 100% of Faculty understand requirements for Core Curriculum and how to effectively advise students who plan to transfer to another college. 90% of faculty surveyed will be satisfied with the effectiveness of the advising workshop.</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>G. Provide expanded resources for at-risk first-generation students to improve access and understanding of the college process.</p> <ol style="list-style-type: none"> 1. Personalized Admissions counseling 2. Financial aid counseling 3. ACE services 4. Develop a program of student, faculty and staff mentors. Collaborate with REACH program. 5. Continue critique of Enrollment Management implementation effort in collaboration with restructure in areas of Admissions, Financial Aid and Records to promote customer service excellence. 6. Participant in Go Back Move Ahead project to promote access to disadvantaged applicants in the USG. 	<p>Enrollment Management/ Georgia Mathews (Karen Jones, Elizabeth Gilmer, Tabithia Ross)</p>	<p>On-going</p>	<p>Unknown</p>	<p>On-going</p>	<p>Retention, Progression, graduation data</p> <p>Implementation of survey system through enrollment management effort to pursue satisfaction data from incoming students.</p>	<p>Semester</p>	<p>Determine customer satisfaction rate</p> <p>Continued critique of enrollment management system and effect on customer satisfaction</p> <p>Increased number services and events provided for incoming new students</p> <p>Increase success of disadvantaged students through evaluation of RPG information</p>

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STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>H. Extend evening hours for ACE and support offices such as Financial Aid, Admissions, Student Records and the Business Affairs Office.</p>	<p>Enrollment Services/ Tabithia Ross (Georgia Mathews, Karen Jones, Kristin Waters)</p>	<p>Ongoing</p>	<p>Unknown</p>	<p>Ongoing each semester, first implementation Summer 2013</p>	<p>The addition of weekend hours and extended evening hours occurred in the Fall 2015 semester. The current hours of operation for the ACE are as follows: Swainsboro: Sunday 4pm – 8pm Monday–Thursday 8am–8pm Friday 8am-5pm Statesboro Monday-Thursday 8am-8pm Friday 8am-5pm Augusta Monday-Thursday 8am-8pm Friday 8am-5pm Admissions, Records, and Financial Aid have extended hours during peak processing times from 8 am – 7 p pm.</p>	<p>By semester</p>	<p>Former, current and prospective students seeking college services after 5pm. The ACE intends to expand weekend hours to include additional Sunday hours and some Saturday hours. These additional hours will be available to all students and will be administered in the Learning Lab of the Bobcat Villas-West. The ACE also intends to expand evening hours to 10pm. These additional evening hours will be administered in the Learning Lab of Bobcat Villas-West</p>
<p>I. Conduct special orientation program for all online-only students.</p>	<p>Admissions/ Georgia Mathews (Dee McKinney)</p>	<p>On-going</p>	<p>Unknown</p>	<p>On-going</p>	<p>The success rate of students taking courses online will continue to be compared with previous terms and with the face-to-face success rates. Online students should show better results than online students in previous terms and compare favorably with student in face-to-face classes.</p>	<p>On-going</p>	<p>100% of all new online only students will participate in online or fact-to-face orientation. Students taking courses online who complete the orientation program will have a success rate of 60% overall in their online courses.</p>

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STRATEGY 2: Improve Access and Completion for Traditionally Underserved Students - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
J. Provide courses in learning support, Required High School Curriculum deficiencies and Areas A, C, and E for students in the Augusta.	Academic Affairs/Tim Goodman (Jimmy Wedincamp, Carmine Palumbo, Nick Kelch)	1-July-15	\$16,800 for operating expenses	Ongoing	The number of students in the program will increase each successive year until a saturation point is reached. Student success rates will be at or above the average for the institution. Fall 2013 enrollment was 98	Each unit's annual report is due on July 1 of each year.	The number of students in the program will increase to the following: AY 2014-15 – 200, AY 2015-16 - 450, AY 2016-17 - 700. Student success rates will be at least 70%.
K. Provide access to an associate of arts degree in core curriculum transfer pathway for EGSC students in Augusta. Promote the A.D.D. program in Augusta.	Academic Affairs/ Tim Goodman (Nick Kelch, David Gribbin, Jimmy Wedincamp, Carmine Palumbo, Lee Cheek)	August 1, 2016		Ongoing	The number of students in the program will increase each successive year and student success rates will be at or above the average for the institution until a point is reached to have enough students to support a full program. Fall 2013 enrollment was 94 Fall 2014 enrollment was 311 Fall 2015 Enrollment was 492	The unit's annual report will show progress for each year.	The number of students in the program will increase to the following: AY 2016-17 – 600 and AY 2017-18 - 750 and student success rates will be at least 70%. At this point the enrollment should be adequate and stable enough to support full programs.
L Development of a BS in Nursing RN-to-BSN Bridge program to support the needs of the communities in the EGSC service area.	Academic Affairs/Director of Nursing, Jimmy Wedincamp, Tim Goodman, Dee McKinney,	May 1, 2016	\$75,000 for salary and benefits for a Director of Nursing and \$10,000 for a Consultant to assist in program development	The proposed starting date for the program to accept students will be Fall 2017	An Academic Program Proposal was submitted to the USG in Spring 2016 and approved. A Director of Nursing will be in place starting Fall 2016. All accrediting bodies will be informed of EGSC's intent to offer a RN-to-BSN bridge program. A full class of 30 students will begin in Fall 2017.	An ongoing cycle of reporting will begin after program approval by the USG and will be annually updated with progress.	The target starting date will be Fall 2017 with 30 students.

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 3: Shorten Time or Credits to Degree - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. Implement an active integrated degree completion monitoring and promotion program to identify and advise students at 15, 30, 45 and 60 hours of course completion.</p>	<p>Academic Advisement Center/ Deborah Kittrell-Mikell</p>	<p>August 1, 2016</p>	<p>New forms will have to be developed for transfer pathways, requiring duplication – Cost \$1500.00</p>	<p>Ongoing</p>	<p>Annual increase in percentage of students who meet credit hour benchmarks. This will be measured during advisement sessions. Two forms will be used: Advising Timeline and Core Curriculum Worksheet and both will be placed into student's folder.</p>	<p>Each term, fall and spring.</p>	<p>2012 campus completion plan 15 and 30 credit hour targets set. Additional targets for 45 and 60 hours will be added. 100% of students get advised by professional advisor or faculty member. At least one of the following documents will be located in students' folder: Timeline, Curriculum Worksheet or Curriculum form.</p>

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<p>B. Refine the Early Warning System and integrate it into the ACE. We plan to conduct classroom presentations in all Learning Support classrooms and have students sign-up for advisement appointments when five weeks grades are due. When we advise them we can also discuss Early Warning System grade issues & practice intrusive academic advising. The ACE will utilize the GradesFirst package to identify students needing assistance.</p>	<p>ACE/ Deborah Kittrell-Mikell (Kristin Waters)</p>	<p>August-2016</p>	<p>Utilize "intrusive advising methods" to get students back on track to passing classes. May have to get LS faculty involved. \$200.00 for forms students will complete.</p>	<p>October 2016</p>	<p>Advisement will work collaboratively with Learning Support Faculty to get student to complete the Early Warning Grade Follow-Up (GradesFirst). Our ultimate goal is to retain students. We will specifically target students who are in the Learning Support Program.</p>	<p>Will be assessed and reported each term.</p>	<p>By Fall 2016, the overall goal is 100% of all learning support students will participate in the refined early warning grade system. It will also target students who are at risk of failing for the term (students making less than a "C") or who are low-achievers.</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 3: Shorten Time or Credits to Degree - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>C. Develop and implement programs to increase graduation in a timely fashion. Emphasis will be placed on graduation in the 2 years for traditional students, graduation in 3 years for students who have other requirements or responsibilities, and reverse transfer (A.D.D.) for students who “early transfer.”</p>	<p>Academic Affairs/Tim Goodman (Deborah Kittrell-Mikell, Jimmy Wedincamp, Carmine Palumbo, Lee Cheek)</p>	<p>August 1, 2016</p>	<p>No budget required</p>	<p>Ongoing</p>	<p>The number of graduates who complete a degree within 2-years, within 3 years, or by reverse transfer within 3 years.</p> <p>For AY 2012-2013 (Fall 2012-Summer 2013) We had a total of 173 graduates, 14 graduated in 2 years and 43 graduated in 3 years.</p> <p>For AY 2013-2014 (Fall 2013-Summer 2014) We had a total of 208 graduates, 25 graduated in 2 years and 85 graduated in 3 years.</p> <p>For AY 2014-2015 (Fall 2014-Summer 2015) We had a total of 253 graduates, 73 graduated in 2 years and 157 graduated in 3 years.</p>	<p>Reported annually as part of the annual reporting process.</p>	<p>The goal is to increase the number of 2-year graduates to 30, the number of 3-year graduates to 60, and the number of reverse transfer graduates to 15.</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 3: Shorten Time or Credits to Degree - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
D. Investigate collaborative and independent opportunities for new programs of study to inspire student interest and meet workforce needs.	Academic Affairs/ Tim Goodman (Lee Check, Jimmy Wedincamp, Carmine Palumbo)	August 1, 2016	Two faculty members to support and administer a BAS program with three focuses. Approximate cost \$125,000 in salary and benefits.	Ongoing with target date of Fall 2017.	Development of a BAS in Organizational Leadership which has three options. The options will be Health Care Management, Natural Resources Management, and Profit and Non-Profit Management. The number of students in the programs will be a measure the success of the programs.	Ongoing, beginning with first semester cohort in each program.	The first cohort for the BAS in Organizational Leadership would have at least 25 students, with a retention and success rate of at least 75%.
E. Further enhance collaborative relationships with other higher education institutions , particularly sister institutions in the USG and TCSG.	Academic Affairs/ Tim Goodman (Lee Cheek, Beverly Walker, Jimmy Wedincamp, Carmine Palumbo)	May 1, 2016		On-going	The new FESA program will develop collaborative agreements with all TCSG colleges who have an AAS in Fire Science program.	On-going reporting	The FESA program will draw from TCSG graduates to increase the enrollment of the program.

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. Redesign and restructure courses to augment student success.</p> <ol style="list-style-type: none"> 1. Evaluate the flipped class mode off delivery for expansion. 2. Complete the G2C Initiative for Math 1111 and expand to other courses as successful. 3. Evaluate the popular online classes for expansion. 4. Merger of student success and critical thinking. 	<p>Academic Affairs/ Tim Goodman (Jimmy Wedincamp, Lee Cheek, Dee McKinney, Carmine Palumbo)</p>	<p>January 1, 2016</p>	<p>Support of G2C Program - \$14,500 Faculty development funding - \$7,500</p>	<p>December 15, 2018 with annual review and updates</p>	<ol style="list-style-type: none"> 1. The number of faculty flipping their classes should increase in coming terms. 2. An increase in the success rates in Math 1111 in the G2C pilot classes. 3. Increase in success rates in on-line courses to place them on a more equal footing with face-to-face classes should be shown. 4. A revised EGAC 1101 course. Evaluation of the classes was very positive with increase student success, student productivity, concept comprehension, critical thinking skills, student engagement, and adoption of successful study skills. 	<p>Each Term</p>	<p>The "flipped class" will have a 10% better success rate than the "non-flipped class."</p> <p>The success rates in the G2C Math 1111 classes are at least 10% better than the control Math 1111 classes</p> <p>The success rates in online classes are at least equal to those of the face-to-face classes.</p> <p>The CATS 1101 class is on the schedule at all EGSC locations beginning Fall 2016.</p>

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>B. Integrate critical thinking opportunities to promote student decision-making</p>	<p>Academic Affairs/ David Gribbin (Val Czerny, Courtney Joiner, David Strickland)</p>	<p>9-1-2016</p>	<p>One Course releases for one Critical Thinking Facilitator on each campus fall/spring semesters</p>	<p>ongoing</p>	<p>To be developed by the Critical Thinking Standing Committee</p>	<p>Annually, with the QEP Impact Report to be submitted to SACSCOC by 9/15/2016</p>	<p>By the end of the fifth year of the College's QEP implementation, the assessment of student critical thinking skills will be incorporated into all of the College's courses that include the promotion of critical thinking as a course objective.</p> <p>To continue the development of student critical thinking skill after the conclusion of the QEP, A Critical Thinking Standing Committee is being created with faculty advocates on all three campuses</p>

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>C. Form instructional communities within each academic division to share ideas, approaches and content.</p> <ol style="list-style-type: none"> 1. Explore multiple teaching methods to optimize learning. 2. Pair faculty who demonstrate proven success strategies with faculty who need instructional support and mentoring. 3. Identify faculty development opportunities. 	<p>Academic Affairs/ Tim Goodman, Jimmy Wedincamp, Lee Cheek, Carmine Palumbo</p>	<p>August 1, 2016</p>	<p>Professional Development funding focused on instruction - \$7,500</p>	<p>Ongoing,</p>	<p>In Fall 2013 a Center for Teaching and Learning was established and a director was appointed. It is envisioned that the Center for Teaching and Learning will be a vehicle in which instructional communities can be established and nurtured. The center will be a forum for sharing ideas and will be promoting faculty development to support the restructure of instructional delivery. Each faculty member will report on at least one new pedagogical technique used during the academic year as part of his/her annual report. At the end of their first year, new full-time faculty will complete a survey on the quality and impact of the mentoring program in place. At least 30% of the faculty will access the 'development database' to locate conferences, webinars, coursework, or other ways to access development opportunities. Instructional Communities will be formed within schools to explore multiple teaching methods to optimize learning, to pair faculty who demonstrate success, and to identify development opportunities</p>	<p>Ongoing to be annually recorded on the annual report of faculty.</p>	<p>Every faculty member will try at least one new approach in their teaching during the academic year. Schools will pair a new faculty member with a faculty mentor who has been at EGSC for at least 3 years in the same or a similar discipline. A "development database" will be developed online that will keep on file various opportunities for conferences, training, and webinars. Faculty will have access to this information in person or via the intranet. Promising teaching techniques used by college faculty will be shared via workshops.</p>

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>D. Continue to use Parchment electronic transcript exchange software provided through USG grant in conjunction with the Associate Degree you Deserve Initiative to award reverse-transfer degrees to students transferring to four-year institutions.</p>	<p>Records Office/ Tabithia Ross (Academic Affairs Staff)</p>	<p>Currently, on-going initiative until grant funding is exhausted.</p>	<p>Funded through Lumina Foundation Grant</p>	<p>On-going</p>	<p>The Goal is to continue to graduate a minimum of 5% of the fall/spring graduating class via A.D.D. program.</p>	<p>Each Semester</p>	<p>Increased cooperation with other USG four-year degree granting institutions and increase graduation rates in conjunction with Complete College Georgia Initiative.</p>
<p>E. Use emerging technology and other innovative techniques to make online instruction equivalent to face-to-face instruction 1. Expand use of instructional material that is available anywhere, anytime, using tablet PC's and video productions; 2. Implement a pilot program, "Flip the classroom," to enable students access to short video module of lectures.</p>	<p>Academic Affairs/ Dee McKinney (Jimmy Wedincamp, Carmine Palumbo, Lee Check)</p>	<p>1-May-14</p>	<p>None anticipated except for faculty development funds.</p>	<p>15-Dec-13 with annual review and updates</p>	<p>Several faculty members are working with the IT department and the Director of On-Line Learning to evaluate emerging technology that allows production and development of HD videos in a more efficiently. This academic year 7 more courses were changed to a "flipped class" by 4 instructors. Evaluation of the classes was very positive with increase student success, student productivity, student engagement, concept comprehension, critical thinking skills, & adoption of successful study skills.</p>	<p>August 19-December 6</p>	<p>At least 6 faculty will be piloting the "flipped classroom" technique in Fall 2013. The results of the pilot will be recorded on the faculty annual reports and the data used to expand the program if effective. In later semesters the number of faculty using this technique will increase.</p>

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>F. Identify gateway courses annually and expand efforts to improve the success rates in traditional and locally-identified gateway courses.</p> <p>1. Actively use early warning grades to target students for success in gateway courses.</p>	<p>Academic Affairs/Jimmy Wedincamp, Lee Check, Carmine Palumbo</p>	<p>1-May-14</p>	<p>No new costs are anticipated.</p>	<p>Ongoing, beginning August 1</p>	<p>Success rates in all gateway courses will be tracked. Also, faculty will report on the number of students identified and successfully contacted and engaged with the goal of improving their grades. Instructors will provide suggested success strategies including (a) increasing class attendance, (b) visiting the ACE weekly for tutoring, and (c) contacting the professor weekly for progress updates. A system to identify gateway courses will be in place and methods to use early warning grades to improve success will be developed. Gateway success rates are presented in the following table:</p>	<p>Ongoing-- reports to the Division Chair of student success activities. A report will be submitted within 2 weeks after early warning grades, and a 2nd report with final semester grades</p>	<p>10% increase in both retention and success rates due to target action steps. Instructors in at least 50% of classes offered will identify within one week of early warning grades the students who are receiving a D or F and will initiate a contact with the student. Instructors will provide at least 3 recommendations for 'success strategies' for the individual students.</p>

Semester	MATH ENGL*HIST 2111		
	1111	1101	/2112
Fall 2010	61.6%	55.6%	56.5%
Spring 2011	52.0%	45.2%	56.5%
Fall 2011	58.5%	56.0%	53.4%
Spring 2012	46.9%	48.6%	52.2%
Fall 2012	53.9%	56.6%	58.5%
Spring 2013	44.9%	48.5%	53.4%
Fall 2013	54.8%	67.2%	53.2%
Spring 2014	45.2%	55.9%	58.5%
Fall 2014	45.2%	58.4%	57.6%
Spring 2015	44.9%	57.3%	56.7%
Fall 2015	53.9%		
Spring 2016	45.5%		

* POLS 1101 for Fall 2014 and Spring 2015

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STRATEGY 4: Restructure Instructional Delivery - Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>G. Deliver scholarly content through social media, course websites, virtual research environments and other means that meet user needs. Use innovative technologies to promote information literacy and continuous learning.</p>	<p>Library/Kelly Ansley (Dee McKinney)</p>	<p>1-May-2015</p>	<p>Unknown</p>	<p>Ongoing</p>	<p>The Library will survey all students involved in Library Instruction sessions about their engagement in the information literacy process. Library personnel have begun the process of creating online information literacy tutorials to be embedded into online courses and a GALILEO search widget and EBSCO Curriculum Builder software have been embedded into the D2L learning management system by the IT department. Librarians will be embedded into online courses as point-of-need contacts for instruction.</p>	<p>By semester</p>	<p>2 Librarians have begun piloting the “Embedded Librarian” program in several classes. An online information literacy tutorial, once created, will be embedded into every online Student Success course. Other online library tutorials have and will be created for point-of-need instruction for online and face-to-face students. Librarians will continue to create online course guides and research guides using the Libguides software to serve as a portal for online research for all students. These guides will be embedded in D2L and available on the Library website.</p>
<p>H. Expand Online Fire and Emergency Services Administration (FESA) BA Program</p>	<p>School of Social Sciences/ Beverley Walker Lee Cheek</p>	<p>On going</p>	<p>2. Operating FY 2015-16 \$115,000 FY 2016-17 \$150,000</p>	<p>Ongoing</p>	<p>Approval of additional elective courses and increased course offerings.</p>	<p>By Semester</p>	<p>Enrollment Targets Fall Semester 2016: 15 Fall Semester 2017: 30</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 5: Transform Remediation – Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. Develop learning support co-requisite program and implement pilot.</p>	<p>Learning Support/ Nick Kelch (Jimmy Wedincamp, Carmine Palumbo)</p>	<p>1-May-14</p>	<p>No additional funding required.</p>	<p>will be implemented for Fall 2013 with annual review and updates</p>	<p>Success in MATH 1111 & ENGL 1101 for students who scored slightly less than the exit score on the on COMPASS and who receive a special required tutoring course. The program should allow more students to complete MATH 1111 and ENGL 1101 to make LS class sizes smaller. In Fall 2014, the English and reading LS classes were merged into English 0989 and the course was taught on the Swainsboro and Augusta campuses. In Summer 2015, the course was expanded and taught at EGSC Statesboro. 54 students placed in the corequisite English learning support option. The students showed a success rate of 69% in the ENGL 1101 course which accompanied the corequisite ENGL 0999. In Spring 2015, the 39 students in the corequisite English LS model had a 56% success rate in ENGL 1101. In fall 2015, the co-requisite model was rolled out to all three campuses, and the success rates were as follows:</p>	<p>after every semester</p>	<p>The success rates of students in the co-requisite learning support programs will greater success rates than students in the traditional learning support classes and will be comparable to students in College Algebra and English Composition I. The average size of the LS classes will decline and the success rates will increase. <u>English:</u> Overall success ENGL 1101 1310 <u>Math:</u> MATH 1111 success vs MATH 097 <u>Fall 2015</u> MATH 1111: 53.9% MATH 097: 47.0% <u>Spring 2016</u> MATH 1111: 45.5% MATH 097: 41.3 %</p>

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STRATEGY 5: Transform Remediation – Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>B. Direct the ACE tutorial resources through special referrals, using diagnostic testing for COMPASS review.</p> <p>1. Provide an instructional program for success through My FoundationsLab (MFL) and MyMathTest (MMT) testing software to assess student strengths and weaknesses.</p> <p>2. Incorporate the MyFoundationsLab (MFL) diagnostic test and exercises into LS reading and English classes and assign students out-of-class work in the ACE.</p>	<p>Learning Support/Kristin Waters (Jimmy Wedincamp, Carmine Palumbo)</p>	<p>Ongoing</p>	<p>None</p>	<p>Spring 2013 and ongoing thereafter</p>	<p>Using data generated through GradesFirst, success rates were determined for students using LS tutoring and academic support services provided by the ACE.</p>	<p>after every semester</p>	<p>The success rates of LS students who use the ACE will be greater than those who do not.</p> <p>Add additional tutoring materials for LS students through online programs, print materials, and practice testing.</p>

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STRATEGY 5: Transform Remediation – Academic Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>C. Increase interaction between students and faculty through utilization of office hours as lab. 1. Encourage all full-time faculty to use up to 30% of their office hours in ACE to assist students in their courses and with academic advisement.</p>	<p>Learning Support/Kristin Waters (Jimmy Wedincamp, Carmine Palumbo, Lee Check)</p>	<p>Ongoing</p>		<p>Ongoing, starting August 2013</p>	<p>Faculty semester schedules will identify hours in the ACE. Faculty Annual Report will show hours in the ACE. 5 Faculty in Swainsboro provided a total of 10 hours/week of office hours in the ACE.</p>	<p>Fall 2013 and Each fall semester thereafter</p>	<p>In annual reports, at least half of the faculty will report using between 10-30% of their face to face offices hours in the ACE by Spring 2017.</p>
<p>D. Expand learning/living communities in on-campus housing.</p>	<p>Academic Affairs/Tim Goodman, (Jimmy Wedincamp, Carmine Palumbo, Lee Check)</p>	<p>August 2016</p>	<p>Faculty leading learning communities will be given a \$200 per semester stipend</p>	<p>Ongoing,</p>	<p>Qualitative survey--Students in the learning community will report a greater rate of social connections, academic performance, and knowledge of college policies and routines. Quantitative: Students in the learning communities will have a 10% higher success rate than those who are not in learning communities, measured by early warning and final grades. Track student success rate (GPA, course completion rate, time to reach graduation/transfer) and compare to other entering freshmen.</p>		<p>Faculty leading the learning communities will receive training to become familiar "best practices" strategies for conducting/leading learning communities. 75% of students who enroll in program will exceed overall GPA, course completion rate and time required to complete degree/transfer of other entering freshmen by Spring 2015.</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

STRATEGY 6: Student Leadership and Service – Advancement

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. Development of the Correll Scholars Program to recognize and prepare exceptionally promising students as future community leaders in our region.</p>	<p>Institutional Advancement/ Academic Affairs</p>	<p>Program will begin Fall, 2015 with 20 students</p>	<p>1. Donors - \$5000 annually per student 2. Classroom instruction and tutoring –\$2500 per student annually</p>	<p>ongoing</p>	<p>Students must attain qualifying enrollment status to receive subsequent year funding: “sophomore” for year two, “junior” for year three, and “senior” for year four. Students also must:</p> <ul style="list-style-type: none"> • Maintain a 3.0 GPA or higher. • Complete at least 26 credit hours in freshman year to maintain eligibility for sophomore year. • Participate in a one hour credit course each semester that focuses on issues and challenges facing our region and work collaboratively to design solutions for those challenges. • First year scholars will actively participate in tutoring and mentoring of local high school students at the Fulford Center. Second year scholars will actively participate in service internship projects. • Attain the Service Seal of Distinction. 	<p>By semester</p>	<p>Students will excel in scholarship, leadership and service through:</p> <ul style="list-style-type: none"> • Challenging course load • General knowledge beyond field of study • Ability to think critically • Ability to make an impact and influence others • Focus on the global society • Excellence in communication • Motivation to excel • Strong character • Demonstrated strength in coaching, tutoring, mentoring • Nonprofit work experience • Demonstrated commitment to others

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STRATEGY 6: Student Leadership and Service – Advancement

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
B. Make the service learning seal of distinction a focal point of the college's fundraising/marketing.	Elizabeth Gilmer / Norma Kennedy/David Gribbin	May/2016	\$10,000	ongoing	Student surveys Faculty measurement Public awareness	Semi-annual	Secure annual donations – utilize as part of the partnership program. Develop collateral materials for potential donors showing giving opportunities and outcomes.
C. Define and promote service seal of distinction opportunities	Vickie Sherrod/David Gribbin	August 2016		Ongoing	Broad understanding among students, staff, and faculty of well-defined pathways to earning the student service seal of distinction based on properly documented service	Annually in June	Increase number of EGSC graduates who earn the service seal of distinction each fall and spring semester

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Strategy 7: Position EGSC as the hub in our service region for innovative programs that foster community growth and workforce development.

Advancement

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
A. Determine educational requirements of regional economy for workforce	Elizabeth Gilmer Institutional Advancement	Continue to meet with employers	\$20,000	ongoing	Survey of workforce needs Collaboration with workforce stakeholders to target specific educational needs that EGSC can provide	ongoing	Form partnerships with major employers Participate with Georgia Promise partnership , Archway of Candler County and regional and state Chamber of Commerce initiatives
B. Development of a workforce alliance program with regional employers	Elizabeth Gilmer Institutional Advancement/ Tim Goodman Academic Affairs	Develop work plan to begin meeting with employers by March 2016	\$5000 for materials	ongoing	Establish alliance with 2 new employers each year	ongoing	Formation of internships Utilize the Correll Scholar service internships as a foundation for the project
C. Expand Career Planning and Placement Opportunities for students in conjunction with workforce alliance group.	Elizabeth Gilmer, Institutional Advancement/ Tracy Woods, HR	Establish plan for meaningful career placement services	\$25000	Ongoing	Identification of meaningful opportunities	Ongoing	Establishment of EGSC as the resource for workforce development. Integrate the Correll Scholars and Georgia Promise initiatives into this target.

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Strategy 8: Enhance Access to Online Services

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
<p>A. To facilitate/enhance utilization of online services (i.e., EGSC website, myEGSC web portal) available to EGSC faculty, staff and students.</p> <p>1. Design & implement an Information Security Awareness Training course in GA View D2L / Brightspace LMS.</p> <p>2. Create various key indicators “dashboards” using Argos software to aid in strategic planning for the college.</p> <p>3. Implement mobile components of EGSC website and myEGSC portal.</p> <p>4. Implement component of student print management system that will allow students to print from personally owned devices.</p> <p>5. Implement new online calendaring system.</p> <p>6. Implement new BANNER reporting / data analysis software - Argos.</p> <p>7. Implement tactics to address Section 508 online accessibility requirements.</p>	<p>Information Technology/ Mike Rountree</p>	<p>July 2015 – June 2019</p>	<p>1. <i>Capital</i>: N/A 2. <i>Operating</i>: Information Security Awareness Training course: No operating cost. Course will be designed & implemented by IT department’s Information Security contact & by Associate Dean of eLearning. Key indicator dashboards /Argos software: \$11,000 annual software maintenance/ support cost. Mobile components: \$10,000 for mobile software modules. (This is an annual recurring cost.) Upgrade to print management system: \$3,000 annual software maintenance/ support cost. Calendaring system: \$6,000 annual software</p>	<p>Information Security Awareness Training course: Implemented Fall 2015 Key indicators dashboards: Ongoing through FY19 Mobile components: Implemented Fall 2015 Student print management upgrade: Implemented Summer 2015 Calendaring system: Implemented Fall 2014 Argos software: Implemented Spring 2015 Section 508: Ongoing through FY19. Grades First</p>	<p>Information Security Awareness Training course –Faculty & staff quiz results from the quiz that is part of the training course. Key indicators dashboards – The level of accessibility to data that is essential for strategic planning EGSC website – Availability of website via mobile devices. myEGSC portal – Availability of key systems in portal via mobile devices. Student print management upgrade – Students have the ability to use their EGSC student printing allowance to print to specific EGSC printers using their personally owned devices. Calendaring system – the EGSC online calendars will be replaced with new, enhanced-featured calendars. The process for adding / modifying events in the online calendars will be streamlined / automated. Argos software – Designated staff/faculty can generate “ad-hoc” BANNER data reports. Utilization of software’s “dashboard analytics” component for use in strategic planning. Section 508 compliance – The ION (Illinois Online Network) Rubric has a dedicated section for the</p>	<p>Annual</p>	<p>Information Security Awareness Training course – All faculty and staff (including part-time) must complete the training course and receive a score of 75% or higher on the course quiz. Key indicators dashboards – Provide financial and academic dashboards that include key indicator data about the college. Mobile components - will enhance viewing / accessing various EGSC online services, such as the myEGSC portal, via mobile devices / smart phones. Student print management upgrade – will allow students to use their GoPrint account to print to various student accessible college printers via their personally owned devices (i.e. laptops, tablets, iPads, etc.) Calendaring system – will automatically update the new online public and master calendars with calendar data entered in the facilities event / scheduling system. Argos – will allow staff & faculty to generate ad-hoc reports using data from BANNER system. Section 508 – Each online</p>

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

Strategy 8: Enhance Access to Online Services

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
8. Utilize advising software (Grades First) to enhance advising and retention / promotion / graduation (RPG).			maintenance support cost. Section 508: \$3,000 to attend Section 508 workshops / conferences. Grades First software: \$22,000 annual software maintenance support cost.	software: Software implemented Summer 2015 with ongoing utilization.	assessment of 508 Compliance. Evaluation of courses with the rubric will be completed by the Associate Dean of eLearning, the academic deans, and the online teaching faculty. Grades First software – The software’s built-in reports and utilization data will be used for assessment measure.		course will receive 3 evaluations—one self-evaluation by the teaching faculty member, one by the associate dean for eLearning, and one by the faculty member’s academic dean. Each faculty member should “meet expectations” in the section for 508 compliance. Grades First software – Increase student advisement and retention rate by 5% over action plan period.

Appendix: EGSC Strategic Action Plan FY 2016-17 – FY 2018-19

Strategy 9: Physical Facilities – Facilities/Fiscal Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
A. Prepare a comprehensive physical master plan at all EGSC locations	Michelle Goff/ Facilities	When funds become available.	\$200,000	Based on Funding	Space Utilization Metrics	Ongoing	Spring 2018
B. Prepare a comprehensive landscape master plan for EGSC Swainsboro	Michelle Goff/ Facilities	When funds become available.	\$50,000	Based on Funding	Utilization of campus property.	Ongoing	Spring 2018
C. Strategically acquire property adjacent to campus to ensure integrity of the area is maintained	Cliff Gay/ Michelle Goff/ Elizabeth Gilmer			Ongoing	<p>Progress through FY 2013-142015-2016: The Emanuel County Joint Development Authority gift deeded 11 acres of land adjacent to the College in the Technology Park for use by the College for Physical Education and Biology classes.</p> <p>The Gambrell Family has expressed interest in gift deeding approximately 130 acres of land from their family farm. The land is adjacent to the College property via the Technology Park.</p> <p>Method of assessing progress through FY 2016-172017-2019: Assessment of available properties that may be advantageous to the college</p>		<p>FY 2014-15: assessment in progress – grid of property surrounding college in place with pictures, assessed values, and whether the property is for sale or not</p> <p>Ongoing – continue to assess options while determining ongoing needs of the college.</p>
D. Design and construct addition to the current Academic Building	Michelle Goff/ Facilities	Funding approved in 2016	\$4.5M	Fall 2017	Space Utilization Metrics	Ongoing	Fall 2017

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Strategy 9: Physical Facilities – Facilities/Fiscal Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
E. Design and construct an addition to the current JAM Student Activities Center and renovate the existing building	Michelle Goff/Facilities	Pending minor capital funding in FY 2018	\$5 Million	Fall 2019	Anticipated Needs Assessment in Fall 2016 to be funded with student fees; design and construction to follow the needs assessment results	Spring 2017	Fall 2019

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Strategy 10: Student Default Rates – Student Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
A. Pre-College effort: Workshops conducted at area high schools concerning financial aid and repayment	Financial Aid Office/Karen Jones	On-going	\$100 pamphlets, information pieces	On-going	Increase number of workshops presented by 5% by 1027		Workshops provided at high schools 13
B. Entrance counseling: enhanced training, rescind automatic offer loan, complete loan application required	Financial Aid Office/Karen Jones	On-going	\$0	On-going	Decrease the dollar amount in loans by 3% by 2017		Reduced Default rate
C. National Student Loan Data System (NSLDS): Introduction and training concerning automated system for loan oversight by borrower	Financial Aid Office/Karen Jones	On-going	\$0	On-going	Decrease the CDR. Aggressive goal of achieving 21% by 2017 CDR.		Aggressive goal of achieving 21% by 2017 CDR.
D. Exit Counseling: Enhanced educational training upon exit from institution with servicer	Financial Aid Office/Karen Jones	On-going	\$0	On-going	Increase the number of students taking advantage of in-person counseling by 5% by 2017		Aggressive goal of achieving 21% by 2017 CDR.
E. Communication Plan: Enhanced to better inform student of current status concerning FA; letters, emails, presentations, videos, educational opportunities Student Success classes	Financial Aid Office/Karen Jones	On-going	\$0	On-going			Aggressive goal of achieving 21% by 2017 CDR.

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Strategy 10: Student Default Rates – Student Affairs

TACTICS (Develop Detailed Action Steps)	OWNERSHIP Unit/Position	PRIORITY DATE	BUDGET 1. Capital 2. Operating	COMPLETION DATE	ASSESSMENT MEASURE	REPORTING PERIOD	TARGETS
F. Academic intervention efforts: Academic Center for Excellence, Early Intervention and Warning system, tutors, learning communities in residence hall	Academic Affairs/Kristin Waters, Tim Goodman Housing/ Missie Roberson	On-going	\$0	On-going	Cumulative reduction in Default % rate	Annually September 1 to August 31	Cumulative 2% reduction in FY 2017 default rate
G. Timely and Accurate reporting to NSLDS	Financial Aid Office	On-going	\$0	On-going	Required monthly reporting to the National Clearinghouse by Records		Aggressive goal of achieving 21% by 2017 CDR.
H. Review and oversight of Cohort Default Rate (CDR) and Loan Record Detail Report (LRDR) information from NSLDS	Financial Aid Office	On-going	\$0	On-going	Continued partnership with Ed Financial Services. Review Monthly report card.		Aggressive goal of achieving 21% by 2017 CDR.
I. Continued partnership with Ed Financial Services	Financial Aid Office	On-going	\$60,000/yr	On-going	Evaluated for continued decrease in CDR annually.		Aggressive goal of achieving 21% by 2017 CDR.
J. College wide educational effort : default prevention collective effort on part of whole institution	East Georgia State College	On-going	\$0	On-going			Continued review of College Default Prevention Plan