



## STRATEGIC PLAN EXECUTIVE SUMMARY

### Background

Georgia Gwinnett College (GGC) has a unique opportunity, and responsibility, to plan a new four year college, the first in the U.S. this century, and the first in Georgia since the 1970s, from the very beginning.

GGC was established and authorized as the newest four-year college in the University System of Georgia (USG) on March 15, 2005 by the State of Georgia to help USG accomplish its vision to, “. . . create a more educated Georgia, well prepared for a global, technological society . . . “

GGC is addressing the higher education needs of the rapidly growing population in and surrounding Gwinnett County. Gwinnett County is the fastest growing county in Georgia and will be the largest county in the state by 2010. The county’s population will exceed 1,000,000 by 2015. More students from Gwinnett County are enrolled in USG institutions than from any other county. The county is the largest county east of the Mississippi without a four-year college.

GGC has been created as a model of what a 21<sup>st</sup> century college should be as suggested by research and best practices in higher education. In creating GGC, we have carefully considered changes that are impacting and will impact our students, higher education, and our society. We have considering important trends from analyses including the recently published Spellings Report. These trends include:

- Globalization – graduates will be entering an interconnected and complex world that will present difficulties and opportunities that cannot be ignored by our educated citizens. Competition will be fierce, knowledge will be key, innovation and creativity will be essential, and change will be relentless.
- Pervasive and rapidly changing technology that reduces the importance of “place” and access to information and increases the importance of the ability to judge and quickly use information. The speed of change of technology will require students, faculty and administrations to be comfortable with on-going adaptation to new technologies.

Technology will also enable colleges to develop new and more effective approaches to education.

- Higher education is being asked to step up to the plate more, and help solidify the country's capabilities. More students need access to higher education. Students will need to learn applied skills such as critical thinking and problem solving as much as basic skills. Higher education institutions will be required to be more accountable in delivering meaningful outcomes. Higher educational institutions will need to provide both academic education as well as skills that will help students succeed and become leaders in their chosen fields of work. Baccalaureate degrees will be an entry fee for many of the jobs in the future, with ninety percent of the fastest growing service and information jobs requiring post-secondary education. Over five million new jobs are projected in healthcare, education, computer and the mathematical sciences through 2015.
- Students will be different. Increased access will result in a broader range of capabilities and preparation. Changing population patterns including more students of diversity and more students for whom English is not the first language will create challenges. Lack of preparation in secondary schools is a frequent complaint about students entering college, and this will create tension and additional curricula needs. The increase in non-traditional students, many of whom have very different needs and obstacles, will require increased flexibility.

Specifically within Gwinnett County, public school enrollment has changed from being 80% white in 1996 to only 42% white in 2006. One in five students speaks a foreign language at home.

We have worked with Southern Association of Colleges and Schools, our regional accrediting body, to understand the criteria that have been established to ensure an institution is on sound footing. We have worked with the University System of Georgia to understand its strategic plan and how GGC can best support that plan. In working with the USG we have learned about the experience, support and assets the USG can provide GGC. And, we have taken into account the particular needs of the community and the surrounding area from which the majority of students will come.

The planning process has been thorough, inclusive, thoughtful, creative, and continuous. Plans have been developed over the last year, with active participation of all administrators and faculty, and with student input. Assessment plans have been developed in conjunction with the overall plans, enabling GGC to prepare for relevant assessments from day one.

A 21<sup>st</sup> century college should not merely be a college that was established in the 21<sup>st</sup> century. To be a 21<sup>st</sup> century college, GGC needs to break new ground while at the same time maintaining many of the positive aspects of existing colleges and universities. It is rare that a college has the chance to take the "best of the old" while at the same time design methods and structures that are specific to new needs and opportunities. GGC is, should be, and will continue to be, a different kind of college.

Our hiring practices exemplify how GGC will be a different kind of college. GGC has recruited very competent faculty and staff who “buy into” the opportunity to create something new and important, as evidenced by many giving up their tenure at their last institution for non-tenure positions at GGC. We have worked with, and will continue to work with, our faculty and staff to help overcome some of the inertia and inefficiency/ineffectiveness of doing things that we have unavoidably brought with us based on our past experiences.

GGC’s strategic plan is aggressive but realistic. We have enrolled almost 800 students in Fall 2007 and anticipate 3,000 students in Fall 2008. Our plan is to grow to 8,000 to 10,000 undergraduate students within only four or five years. We have begun substantial building projects to support this growth. By working with the USG and State government, we have helped them understand Georgia’s critical need for GGC and have secured financial support during our initial enrollment building years.

GGC’s strategic plan very much supports the USG’s overall goals and mission. The USG’s published goals to “...ensure access to academic excellence and educational opportunities for all Georgians...” are:

1. Educate graduates who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.
2. Expand participation by increasing access, enhancing diversity, improving service to nontraditional students, expanding use of distance education, advancing public library usage, and marketing the advantages of postsecondary education.
3. Increase academic productivity through improved recruitment, increased retention, accelerated graduation, expanded credit generation, augmented continuing education opportunities, and current technology.
4. Emphasize the recruitment, hiring, and retention of the best possible faculty, staff, and administration.
5. Help accelerate Georgia's economic development by providing needed graduates, offering appropriate academic programs, and marketing the System and its institutions as economic assets of the state.
6. Seek the most efficient, effective, and technologically sound business and service best practices, and regularly compare ourselves to national peers.
7. Provide and maintain superior facilities, funded by innovative mechanisms that shorten the time that elapses between approval and use.
8. Ensure coordination, where appropriate, between University System of Georgia policy and practices and those of the Department of Education (DOE) and the Department of Technical and Adult Education (DTAE).
9. Increase, diversify, and strategically allocate resources.

## **GGC Strategic Plan**

Carl Sandburg said, “Nothing happens without first a dream.” For GGC, our vision is our dream, and our mission is what we will do to accomplish our vision.

### **GGC Vision**

Georgia Gwinnett College will be a premier 21<sup>st</sup> Century Liberal Arts college where learning will take place continuously in and beyond the confines of the traditional classroom. Its cornerstones will be innovative use of educational technology and a commitment to an integrated educational experience that develops the whole person. GGC will be a wellspring of educational innovation. It will be a dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services.

Key elements in this vision include:

- Learning in and beyond the classroom
- Innovative use of educational technology
- An integrated educational experience (academic and co-curricular)
- Faculty engagement in teaching and mentoring to support student success
- A model for innovative approaches to education, student engagement, and services.

GGC’s mission supports our vision and directly addresses the need to improve access, particularly for students in this region of the state.

### **GGC Mission**

Georgia Gwinnett College provides access to targeted baccalaureate-level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It emphasizes the innovative use of technology and active-learning environments to provide students enhanced learning experiences, practical opportunities to apply knowledge, increased scheduling flexibility, and a variety of course delivery options. Georgia Gwinnett’s outstanding faculty and staff actively engage students in various learning environments, serve as mentors and advisors, and assist students through programs designed to enhance their academic, social, and personal development. GGC produces contributing citizens and future leaders for Georgia and the nation. Its graduates are inspired to contribute to the local, state, national, and international communities and are prepared to anticipate and respond effectively to an uncertain and changing world.

We have identified a set of overarching institutional goals that relate to characteristics and capabilities of our future graduates, to student performance while attending GGC, to ways we deliver education, to how we interact with our communities, and to ensuring we have sufficient resources.

## GGC Institutional Goals

As a charter 21<sup>st</sup> Century Institution GGC will:

1. Produce graduates who can anticipate and respond effectively to the changing world.
2. Inspire graduates to be contributing citizens and community leaders.
3. Achieve significant levels of student success in retention, progression and graduation.
4. Innovatively design and deliver educational programs and support services.
5. Engage with Gwinnett and surrounding communities to support student development and community needs.
6. Create a culture devoted to the holistic development of students.
7. Acquire the resource base needed to accomplish its mission and vision.
8. Serve as a resource for innovation for the broader educational community.

One of the important benefits of starting a new endeavor with a small initial staff and faculty is that we were able to discuss in meaningful depth **how** we want to operate as an organization, and then use these operating principles from the start. These principles have guided us in hiring decisions and in all of our planning efforts. They will continue to guide us as we implement our plans.

## GGC Operating Principles

Georgia Gwinnett College is committed to:

- Continuous review, assessment, change, and experimentation
- Holistic development of students
- Building partnerships with its business and community constituents
- Developing a workforce of highly competent teachers and staff who are also action oriented and innovative
- Innovatively integrating technology into educational experiences
- Diversity and building a multicultural environment to prepare students to succeed in a global society
- Being the community of choice to work for faculty, administrators, and staff
- Providing a supportive work environment that encompasses involvement, open communications, a spirit of collegiality and an appropriate reward system

### GGC Strategic priorities

GGC is focusing efforts towards six essential strategic priorities that we believe are critical to our achieving our institutional goals, achieving our mission, and becoming a model success of a 21<sup>st</sup> century college.

**1. An integrated educational experience will develop the whole person, academically, socially, and personally.**

The entire college experience, both in and out of class, is critical to developing students into the type of graduates they need to be. GGC faculty and staff work together to develop appropriate experiences for students and do not arbitrarily divide the college into academic and student life silos. This approach is most clearly shown by establishing the position of Vice President for Academic and Student Affairs.

**2. Learning will take place in and beyond the confines of the traditional classroom, enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.**

GGC is developing and employs educational technologies that are designed to enhance learning, to enable students to learn at times and in places outside of traditional classroom experiences, and to make learning resources more available. Even the classrooms themselves, all of which are fully equipped with technology, enable new ways of learning within the classroom. A new library and access to every library document, book and journal within the entire USG system will ensure availability of a huge base of information from anywhere.

**3. Culture, staff, and processes will support student success, educational innovation and administrative efficiency and productivity.**

A hallmark of GGC since it was founded is that faculty and staff have been hired based on both their competencies and their “fit” with GGC’s culture. This culture is focused on effectively and efficiently supporting student success in everything that is done, and in a willingness to learn and implement new and better approaches to education.

**4. An appropriate administrative and operational infrastructure will support the needs of GGC.**

Visions and goals do not become reality unless there is sufficient infrastructure in place. GGC has had the opportunity, again because we are a new institution, to design an efficient and effective infrastructure that addresses our specific needs, rather than try to change an existing infrastructure that was designed for a previous day.

**5. Enrollment management will provide GGC with a robust diverse student body.**

GGC exists first and foremost to serve its students and we have aggressive but realistic enrollment goals. Many existing institutions have a relatively stable base of prospective students from year to year, but as a new institution GGC has to establish this base over the next several years. Initial analyses have provided important insights into the likely sources of students. Enrollment management activities and marketing are designed to communicate our message and interest students in the benefits of enrolling at GGC.

**6. GGC will have adequate financial resources to meet the capital and operating needs of the school.**

As a new state college, GGC does not fit the standard funding model for USG institutions, which is based largely on historic enrollment levels. GGC also does not have a long-standing fund-raising arm. However, GGC has been effective at explaining its needs to both the USG and the State and as a result, the Governor budgeted sufficient special initiative funding for GGC for 2007-2008, and USG will include that funding in future base funding. Our strategic plan also incorporates a strong Advancement component. State funding, student tuition and fees, auxiliary income and income from Advancement activities will be required to ensure adequate financial resources.

Ultimately this strategic plan will help to ensure that our students, the people for whom we exist, learn what they need to anticipate and respond effectively to the changing world and to be contributing citizens and community leaders. We have identified the important student outcomes goals as follows.

**Integrated Educational Experience Outcome Goals**

Georgia Gwinnett College's Integrated Educational Experience program will produce graduates who:

- Clearly communicate ideas in written and oral form.
- Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
- Demonstrate effective use of information technology.
- Demonstrate an ability to collaborate in diverse and global contexts.
- Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- Demonstrate an understanding of moral and ethical principles.
- Demonstrate and apply leadership principles.

The Cabinet and each academic and administrative unit have developed specific plans in support of this overall strategic plan. These plans identify specific actions, timing, and responsibilities that support these overarching strategic priorities. They are included in the plan document and clearly demonstrate the strong degree of collaboration and consistency that have been hallmarks of this planning process.

**GEORGIA GWINNETT COLLEGE**  
**STRATEGIC PLAN –COMPLETE FRAMEWORK**

The strategic analysis provides Georgia Gwinnett College with a comprehensive appreciation of the environment in which is and will be operating. *Briefly Note: Refer to GGC Strategic Analysis for further detail and for references.*

Globalization will become even more of a reality in the future; students must be prepared to work and live in a very interconnected and complex world. The U.S.'s intellectual prominence is no longer guaranteed. Technology will become even more pervasive and rapidly changing. "Place" will be less important, and access to information will be less important. The ability to judge and use information will be critical. We will be living in a knowledge-based economy. Students, faculty and staff must be comfortable adapting to new technologies, even before they have learned ones that become outdated.

Georgia, in general, and Gwinnett County, in particular, will continue to grow. Gwinnett County will become the largest county in the state, and its population mix will be diverse, with white, black, Hispanic and Asian populations all accounting for a significant number of residents. One in five families currently speaks a foreign language at home. The county's employment base will require teachers, nurses, government, and technology workers, in addition to lower-level skill service workers.

Higher education must change. Demands for accountability and outcomes are increasing; historic reputation will become less important in the future. Access must increase, as higher education will be the gateway to opportunity. Costs and financial aid issues will need to be addressed to support access. New modes of delivery including on-line and for profit institutions will become more common. Non-traditional students, who bring an array of special issues with them, are increasing in number. Faculty are not satisfied with the quality of students entering college (84% say students are not well prepared for college), and employers are not satisfied with the quality of graduates leaving college (77% of college graduates are not proficient in critical thinking). "Applied skills" such as problem solving, creative thinking, teamwork, communications, and leadership are as important as are basic skills.

The University System of Georgia's vision, to "... create a more educated Georgia, well prepared for a global, technological society..." and its goals that support "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians..." provide guidance for GGC. Goals, described in detail in the strategic analysis, include educating graduates who are intellectually and ethically informed individuals . . . , expanding participation by increasing access, diversity, service to nontraditional students . . . , increasing academic productivity . . . , hiring and retaining the best possible faculty, staff, and administration . . . , helping accelerate Georgia's economic development . . . , seeking the most efficient, effective, and technologically sound best practices . . . and providing and maintaining superior facilities . . . .



GGC's vision and mission were created within the context of this environment.

### **GGC Vision**

Georgia Gwinnett College will be a premier 21<sup>st</sup> Century Liberal Arts college where learning will take place continuously in and beyond the confines of the traditional classroom. Its cornerstones will be innovative use of educational technology and a commitment to an integrated educational experience that develops the whole person. GGC will be a wellspring of educational innovation. It will be a dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services.

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The college developed an overall strategic plan that identifies the overarching institutional goals, college-wide strategic priorities and broad actions that needed to support the priorities and goals. Additionally, each unit developed its individual plans to support GGC's institutional goals and strategic priorities. The overall college institutional goals and strategic priorities are discussed below. Individual unit plans are separate attachments.

## **Institutional Goals**

GGC's purpose is to **teach and develop students** to be contributing citizens and future leaders of a global society. As a charter 21<sup>st</sup> Century Institution GGC has developed the following institutional goals:

- Producing graduates who can anticipate and respond effectively to the changing world,
- Inspiring graduates to be contributing citizens and community leaders,
- Achieving significant levels of student success in retention, progression and graduation,
- Innovatively designing and delivering educational programs and support services,
- Engaging with Gwinnett and surrounding communities to support student development and community needs,
- Creating a culture devoted to the holistic development of students,
- Acquiring the resource base needed to accomplish its mission and vision, and
- Serving as a resource for innovation for the broader educational community.

Ultimately this strategic plan will ensure that Georgia Gwinnett College's students, the people for whom the college exists, learn to anticipate and respond effectively to the changing world and to become contributing citizens and community leaders. The college identified the important educational outcomes goals to be:

### **Integrated Educational Experience Outcome Goals**

Georgia Gwinnett College's Integrated Educational Experience program will produce graduates who:

- Clearly communicate ideas in written and oral form.
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- Demonstrate effective use of information technology.
- Demonstrate an ability to collaborate in diverse and global contexts.
- Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- Demonstrate an understanding of moral and ethical principles.
- Demonstrate and apply leadership principles.

To attain these goals and to ensure students achieve the educational outcomes, Georgia Gwinnett College is committed to six strategic priorities which are summarized below and then discussed in more detail:

### **Strategic Priorities** (Overview)

- 7. An integrated educational experience will develop the whole person, academically, socially, and personally.**
- 8. Learning will take place in and beyond the confines of the traditional classroom, and be enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.**
- 9. Culture, staff, and processes will support student success, educational innovation and administrative efficiency and productivity.**
- 10. An appropriate administrative and operational infrastructure will support the needs of GGC.**
- 11. Enrollment management will provide GGC with a robust student body.**
- 12. GGC will have adequate financial resources to meet its capital and operating needs.**

## Strategic Priorities

### **STRATEGIC PRIORITIES:**

To help determine what must be done to address a strategic priority it is useful to first take a step back and **describe what Georgia Gwinnett College will be like when the priority has been achieved**. How will the college be acting, what will it be accomplishing; how will students be interacting and learning; what measurable outcomes will the college have achieved?

Once a consensus vision of the future is agreed to, it becomes easier to develop plans. Therefore, this portion of the strategic plan first describes the future for each of the six strategic priorities, and then lists the major action areas that are being implemented to address the priority. These priorities also provide a “top-level” perspective that each of the individual units used as they developed their individual plans.

#### **1. An integrated educational experience will develop the whole person, academically, socially, and personally.**

##### Description of the Future

- GGC will have excellent academic programs that reflect the changing educational needs of a knowledge-based economy.
- GGC’s programs will be globally oriented.
- While GGC will begin with programs in business, biology, psychology, and IT, it will expand programs as enrollment grows so that the needs of its students and community can be served.
- Learning will take place at the intersection of multiple disciplines, for example business and biology, psychology and business, IT and business, and psychology and biology.
- Innovation will take place within and across disciplines.
- Technology will support innovation and the pedagogical goals of the school. Educational needs will drive the use of educational technology; technological tools will not be the drivers.
- GGC’s definition of “success” will include graduation and retention, job placement and salaries, and additional assessment criteria.
- GGC will have a very collaborative active learning environment focused on achieving student outcomes. Faculty will be engaged in teaching and mentoring students and students will be active participants in their learning and development process.
- Students will have practical opportunities to apply knowledge afforded by GGC’s partnerships with business and community constituents.

## Strategic Priorities

### Action Areas and Activities

<b>Strategic Priority: 1. An integrated educational experience will develop the whole person, academically, socially, and personally.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<b>A. Implement academic and student life program planning process.</b> <ul style="list-style-type: none"> <li>○ Establish <b>institutional goals</b> that incorporate both academic and student life</li> <li>○ Create <b>the Integrated Education Plan</b> <ul style="list-style-type: none"> <li>○ Curriculum planning, including active learning pedagogy</li> <li>○ Programs and services planning</li> <li>○ Establish goals</li> </ul> </li> <li>○ Establish culture and mechanism for <b>on-going monitoring</b> of educational needs of the local, regional and global knowledge based economy. Include:           <ul style="list-style-type: none"> <li>○ Environmental scanning</li> <li>○ Curriculum review</li> </ul> </li> </ul>	Cabinet, Fac VPA&SA  IE  IE Deans	Complete Complete  On-going  On-going On-going
<b>B. Develop and begin to implement assessment plans for academic and administrative units</b> <ul style="list-style-type: none"> <li>○ First round by end of the Fall 06 semester.</li> <li>○ Define performance measures and success relative to institutional, program and academic goals so that they can be assessed.</li> <li>○ Define objectives for retention, progression, graduation           <ul style="list-style-type: none"> <li>○ Include baseline measurements</li> <li>○ Include after graduation surveys (alumni and employer)</li> </ul> </li> </ul>	IE Deans, VPs IE  Cabinet IE IE	Complete In progress  Fall 07 On-going June 08
<b>C. Develop curriculum for programs</b> <ul style="list-style-type: none"> <li>○ Develop and implement degree programs in business, biology, psychology and IT</li> <li>○ Plan for additional degrees in the future (e.g. Education and Nursing)</li> </ul>	Deans/ faculty Deans/ faculty	Complete On-going
<b>D. Develop a structure that promotes innovation in active learning pedagogy</b> <ul style="list-style-type: none"> <li>○ Establish Center for Teaching Excellence to promote and encourage active learning</li> <li>○ Conduct faculty workshops, both discipline specific and non-discipline specific to provide awareness of what is available, currently being done</li> <li>○ Library faculty to conduct workshops on available resources, e.g. Galileo, Merlot</li> <li>○ Coordinate with facilities planning to ensure space for student collaborative learning/projects</li> </ul>	VPA&SA VPA&SA Center for Teaching Excellence	Complete On-going  Complete June 09



## Strategic Priorities

### 2. Learning will take place in and beyond the confines of the traditional classroom, and be enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.

#### Description of the Future

- Students will be attracted to GGC in part because of its flexible course delivery options.
- The demands of students and the environment will inform the distribution of course delivery options.
- The character of each discipline and course will be considered when determining what formats are used for each course.
- Student capabilities will be considered (e.g. through advising) to determine their capacity for learning via different formats.
- On-line classes may exist, but students will not be able to graduate with only on-line courses. All courses will have student interaction with faculty.

#### Action Areas

<b>Strategic Priority: 2. Learning will take place in and beyond the confines of the traditional classroom, and be enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<b>A. Develop an institutional core competency in using educational technology and resources to enhance learning</b> (includes skills and infrastructure) <ul style="list-style-type: none"> <li>○ Training               <ul style="list-style-type: none"> <li>▪ In-classroom technology</li> <li>▪ Exchange</li> <li>▪ Center for Teaching Excellence                   <ul style="list-style-type: none"> <li>▪ Web CT</li> </ul> </li> <li>▪ Maintenance of skills as technologies evolve</li> </ul> </li> <li>○ Developing communities of use               <ul style="list-style-type: none"> <li>▪ General technologies, discipline specific and course specific,</li> <li>▪ Provide sufficient support</li> <li>▪ Linked to promotion, credentialing and hiring</li> </ul> </li> <li>○ Develop technology transition strategies (to maintain core but trade-up to new technologies)</li> <li>○ Engage faculty in the innovation process (see previous strategic priority)</li> </ul>	VP ET  Dir CTE  Faculty Tech Comm.  VP ET, Dir CTE Faculty Comm.	On-going  On-going  On-going  On-going On-going



## Strategic Priorities

**Strategic Priority: 2. Learning will take place in and beyond the confines of the traditional classroom, and be enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.**

Action area, activities	Who	Timing									
<p><b>B. Develop Educational Technology plan</b></p> <ul style="list-style-type: none"> <li>○ ET vision “Technology as Mediator” which supports the pedagogical goals of the college using relevant technologies and creating a ubiquitous ET environment</li> <li>○ Engage faculty and students in ET innovation and evaluation of current and potential technologies               <ul style="list-style-type: none"> <li>▪ (To date) Cell phone pilot (spring), focus groups and surveys re JOVO (spring/summer), faculty technology committee, involvement of SGA</li> </ul> </li> <li>○ Develop the IT backbone               <ul style="list-style-type: none"> <li>▪ Strategy to expand bandwidth quickly and continuously (CISCO and Sprint)</li> </ul> </li> <li>○ Develop ET funding streams that are linked to strategic priorities and that identify costs for specific needs               <ul style="list-style-type: none"> <li>▪ \$750K approved for build-out</li> </ul> </li> <li>○ Create corporate partnerships to support ET (partnerships have been initiated with some corporations               <ul style="list-style-type: none"> <li>▪ Microsoft (including case study), Sprint, Rave, Palm, Cisco</li> </ul> </li> <li>○ Engage in R&amp;D (including pilot studies Spring 2006, Fall 2007)</li> <li>○ Ensure supportability, stability, scalability and sustainability</li> </ul>	<p>VP ET</p> <p>VPET IE - evaluation</p> <p>VPET</p> <p>Cabinet</p> <p>VP ET, Advancement VP ET</p> <p>VP ET</p>	<p>Complete</p> <p>1<sup>st</sup> cycle complete</p> <p>Phase I complete, on-going 2007 On-going</p> <p>In progress On-going On-going</p> <p>On-going</p>									
<p><b>C. Develop flexible (not necessarily convenient) learning opportunities (place and time)</b></p> <table border="1" data-bbox="394 917 1180 1190"> <thead> <tr> <th></th> <th>Same time (Synch)</th> <th>Different times (Asynch)</th> </tr> </thead> <tbody> <tr> <td>Co-located (One location)</td> <td>Traditional learning</td> <td>Different sections, individual mentoring</td> </tr> <tr> <td>Distributed location</td> <td>Distributed classrooms, teleconference</td> <td>On-line</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Determine philosophy of what GGC will offer from total on-line to hybrid to traditional courses, consistent with institutional goals. (Note: GGC will not offer correspondence courses and or totally/primarily on-line degrees)</li> <li>○ Determine appropriate use by discipline and by student’s capabilities</li> <li>○ Determine support resources needed</li> </ul>		Same time (Synch)	Different times (Asynch)	Co-located (One location)	Traditional learning	Different sections, individual mentoring	Distributed location	Distributed classrooms, teleconference	On-line	<p>VP A&amp;SA, VPET, Dir CTE, Deans</p>	<p>On-going</p>
	Same time (Synch)	Different times (Asynch)									
Co-located (One location)	Traditional learning	Different sections, individual mentoring									
Distributed location	Distributed classrooms, teleconference	On-line									
<p><b>D. Library - continually develop electronic resources and services</b></p>	<p>Dir Library,</p>	<p>On-going</p>									

**Strategic Priorities**

<b>Strategic Priority: 2. Learning will take place in and beyond the confines of the traditional classroom, and be enabled by innovative and appropriate technologies, scheduling flexibility, and course delivery options.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>○ Develop innovative and/or best practice instruction programs</li> <li>○ Collection development in all formats, including electronic resources</li> <li>○ Serve as institutional repository</li> <li>○ Continually upgrade access technology</li> </ul>	Faculty Library Comm.	

## Strategic Priorities

### 3. Culture, staff, and processes will support student success, educational innovation and administrative efficiency and productivity.

#### Description of the future

- GGC will have a workforce of highly competent teachers and staff who understand and support the GGC vision and who are also action oriented and innovative, and GGC will have recruitment and retention programs that maintain the quality and dedication of the workforce.
- Diversity and development of a multicultural environment will be priorities. “Diversity” will be broadly defined.
- GGC will subscribe to continuous review, assessment, change, and experimentation regarding pedagogies, curricula, and technologies.
- GGC will develop a supportive work environment encompassing involvement, teamwork, open communications, and a spirit of collegiality to facilitate decision making. The result will be that faculty and staff will be able to make effective decisions on a timely basis and to involve others who need to know.
- An appropriate reward system will be in place.

<b>Strategic Priority: 3. Culture, staff, and processes will support student success, educational innovation and administrative efficiency and productivity.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<b>A. Recruit and retain an outstanding faculty and staff</b> <ul style="list-style-type: none"> <li>○ Selection           <ul style="list-style-type: none"> <li>▪ Faculty</li> <li>▪ Staff - USG procedures</li> <li>▪ Implement plans to target underrepresented populations.</li> </ul> </li> <li>○ Orientation: Develop at least partially joint faculty/staff orientation 1 or 2 x a year           <ul style="list-style-type: none"> <li>▪ Faculty</li> <li>▪ Staff</li> </ul> </li> <li>○ Develop and maintain an effective credentialing, evaluation and promotion process (see next strategic priority)           <ul style="list-style-type: none"> <li>▪ Faculty</li> <li>▪ Staff</li> </ul> </li> <li>○ Develop and implement an effective professional development program           <ul style="list-style-type: none"> <li>▪ Described in faculty manual</li> <li>▪ Described in staff handbook</li> </ul> </li> </ul>	Fac.Sel.Comm HR HR  Fac.Sel.Comm. HR  Fac P&C HR  Fac Comm HR	Complete for 07-08, on- going

## Strategic Priorities

<b>Strategic Priority: 3. Culture, staff, and processes will support student success, educational innovation and administrative efficiency and productivity.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>○ Develop and maintain an effective compensation structure               <ul style="list-style-type: none"> <li>▪ Faculty – using Oklahoma SU benchmark</li> <li>▪ Staff salary plan</li> </ul> </li> </ul>	VPBA & HR	Completed
<b>B. Develop on-going and integrated institution-wide planning process</b> <ul style="list-style-type: none"> <li>○ Develop GGC’s first comprehensive strategic plan</li> <li>○ Establish institutional goals and objectives</li> <li>○ Develop goals, objectives and plans for each unit</li> </ul>	Cabinet, IE  Each unit	Completed
<b>C. Develop assessment protocols (academic and administrative)</b> <ul style="list-style-type: none"> <li>○ Develop pedagogies, curricula, technologies, policies and procedures</li> <li>○ Populate with first year data, analyze and inform change for future semesters.               <ul style="list-style-type: none"> <li>• Re admin and academics: convene committee to review prior to Jan 15; awareness surveys, error tracking (among faculty, staff and students)</li> <li>• Each department will track, assess and have results by 1/31.</li> </ul> </li> </ul>	IE, Deans  IE	On-going  Completed
<b>D. Develop Institutional Review Board</b>	Fac Comm., IE	Completed
<b>E. Design and implement guidelines and tools to support decision making and planning.</b> <ul style="list-style-type: none"> <li>○ Guidelines</li> <li>○ Systems and tools such as business intelligence, dashboarding, academic intelligence, SharePoint for Collaboration, Parature for Request Tracking (education technology, business and academic)</li> </ul>	Cabinet VP ET	Design Complete, Impl. on-going
<b>F. Develop an on-going process for instituting and maintaining GGC values (to faculty, staff and students).</b> <ul style="list-style-type: none"> <li>○ Modeling the management style</li> <li>○ Multi-way communications (up, down, sideways); continuous reminders of values</li> <li>○ Develop teamwork, leadership development, educational innovation and admin efficiency and productivity –training programs               <ul style="list-style-type: none"> <li>• E.g.: Faculty orientation</li> </ul> </li> <li>○ Develop a system to reward behavior that promotes the values and culture of GGC               <ul style="list-style-type: none"> <li>• E.g.: Convocation, faculty evaluation system, staff evaluation system to come</li> </ul> </li> <li>○ Provide education and experiences that capture the multiple dimensions of human diversity for students, faculty and staff.</li> </ul>	Cabinet  Cabinet VPS A&SA, B&F, HR, Dir CTE Cabinet  Faculty speaker comm., clubs,	On-going  On-going Initiated Nov 07  Dec 07  FY 09





## Strategic Priorities

<b>Strategic Priority: 4. An appropriate administrative and operational infrastructure will support GGC's needs.</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>○ Administrative               <ul style="list-style-type: none"> <li>▪ HRMS – enhancements to minimize manual data entry</li> <li>▪ Financials (PeopleSoft) –upgrades and on-line budget reports</li> <li>▪ Communications                   <ul style="list-style-type: none"> <li>• Leverage technology and the web for real-time communications, maintaining adequate security procedures.</li> <li>• Mobile Extension integrating IP and Cell communications,</li> </ul> </li> </ul> </li> </ul>	HR VP B&F VP ET	In-prog In-prog Complete
<b>D. Create effective and efficient staffing configuration to support</b> Academic (Professional and support), Student oriented (Professional and support), and Administrative (Professional and support)	VPs B&F, A &SA, HR	In- prog
<b>E. Maximize use of technology, consistent with 21<sup>st</sup> century college vision:</b> <ul style="list-style-type: none"> <li>○ Use educational technology innovatively to positively impact student learning and outcomes. Model innovative approaches to education and highly efficient student, facility and administrative services</li> </ul>	VPET	On-going

## **5. Enrollment management will provide GGC with a robust student body**

### Description of the future

- GGC's enrollment will be in the range of 8,000 to 10,000 students by Fall 2011, with strong representation from NE metro Atlanta.
- GGC's student population will be diverse (age, race, interests, preparation, income levels) and will be reflective of the needs of the community and surrounding areas.
- GGC will have and be implementing a comprehensive marketing plan that will communicate GGC's relevance and attributes to all constituents.
- Prospective students will have easy access to information about GGC through a variety of ways (in-person, on-line, other technology, and mail).
- GGC's reputation in the community and among prospective students will be strong and will interest a large number of prospective students.
- GGC will have and will be maintaining strong relationships with all external constituents.

### Action Areas

<b>Strategic Priority: 5. Enrollment management will provide GGC with a robust student body</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<b>A. Determine the appropriate enrollment (number, by class, composition)</b>		

## Strategic Priorities

<b>Strategic Priority: 5. Enrollment management will provide GGC with a robust student body</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>○ Set annual enrollment criteria, goals appropriate to facilitate enrollment of 8,000 to 10,000 by Fall 2011               <ul style="list-style-type: none"> <li>● Criteria re qualifications</li> <li>● Demographic segments (e.g. 1<sup>st</sup> yr, transfer students, commuter/ live adjacent to campus, traditional/non-traditional, underrepresented populations)</li> </ul> </li> </ul>	En Mgmt Comm	1 <sup>st</sup> cycle complete
<p><b>B. Develop and implement sufficient marketing programs to attract traditional aged and non-traditional students annually that will include:</b></p> <ul style="list-style-type: none"> <li>○ Developing consistent message/positioning.               <ul style="list-style-type: none"> <li>● Develop marketing materials that communicate the benefits of a 21<sup>st</sup> century college education</li> </ul> </li> <li>○ High school visits: principals and counselors (introduction, traditional recruiting visits).               <ul style="list-style-type: none"> <li>● Gwinnett and adjacent counties</li> <li>● Administration and faculty</li> <li>● Recruiting materials such as search pieces, flyer, giveaways, CD, displays/tablecloths are budgeted.</li> </ul> </li> <li>○ Enhance Website</li> <li>○ Develop and implement appropriate advertising               <ul style="list-style-type: none"> <li>● Commit to adequate budget (print, Billboards, radio). Initial budget was too small, adjustments being assessed.</li> <li>● Create positive brand name recognition among prospective students, parents, high school counselors</li> </ul> </li> <li>○ Develop and implement targeted activities to specific target groups including:               <ul style="list-style-type: none"> <li>● SAT/ACT lists, on-campus open houses, marketing to current GPC students who will be graduating, correcting misperceptions among current GPC and Gwinnett Tech staff</li> </ul> </li> <li>○ (Understand and address the reality of not being accredited, including its impact on financial aid)</li> </ul>	AVP En Mgmt, Advancement  Advancement  Advancement AVP En Mgmt	On-going   1 <sup>ST</sup> cycle complete, next Jan 08 On-going  Completed for FY07, budget not yet identified for FY08
<p><b>C. Conduct market research to understand the marketplace's needs and student interests (to inform faculty hiring decisions).</b></p>	AVP En Mgmt	Complete 2006, and continuous
<p><b>D. Develop staff adequate to support enrollment management needs and goals.</b></p> <ul style="list-style-type: none"> <li>○ First year, rely primarily on current staff and faculty. Early 2007 - additional staff/support will be required.</li> </ul>	AVP En Mgmt	25% complete, on- going
<p><b>E. Develop core competency in retention of students</b></p>	Student Success	On-going



## Strategic Priorities

<b>Strategic Priority: 5. Enrollment management will provide GGC with a robust student body</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
<ul style="list-style-type: none"><li>○ See strategic priority #4 re infrastructure</li><li>○ Additional plans and activities</li></ul>		2008

## Strategic Priorities

### 6. GGC will have adequate financial resources to meet the capital and operating needs of the school

#### Description of the future

- GGC will have communicated sufficiently and convincingly to USG and the state to ensure that they understand GGC's needs. The state, through the USG system and special initiative funding, will provide reliable and adequate funding for academic needs.
- GGC will have an integrated, collaborative and stable financial model that ensures adequate overall funding. The financial model will include state resources, tuition and fees, auxiliary enterprises and fund-raising, and will involve public and private monies for the overall financial portfolio including portions of academic funding.

#### Action areas

<b>Strategic Priority: 6. GGC will have adequate financial resources to meet the capital and operating needs of the school</b>		
<u>Action area, activities</u>	<u>Who</u>	<u>Timing</u>
A. <b>Create a financial resource model</b> (4 year plan) that includes state appropriations, tuition, student fees, auxiliaries, student facility fees and University Advancement efforts. University Advancement goals and plans will include goals for the GGC Foundation, including gifts, corporate support, special events and fund raisers, Grants (Research and foundations), and PPV (Public Private Ventures)	VPB&F VP Advancement	Completed, excluding Advancement, grants
B. <b>Create positive brand name recognition</b> to attract resources from business community, foundations, etc. <ul style="list-style-type: none"> <li>○ Implement umbrella philosophy to marketing that encompasses fund-raising, other PR, admissions, marketing activities</li> <li>○ Develop integrated marketing plan that identifies current perceptions, creates a marketing positioning and corrects possible misperceptions.</li> <li>○ Develop plan of comprehensive marketing tactics to communicate positioning that includes an innovative website, an integrating advertising campaigns and admissions marketing.</li> </ul>	Dir PA  Dir PA, AVP En mgmt  Dir PA, AVP En mgmt	On going Completed  Plan for FY07 is complete, plan for FY08 is ongoing Plan for FY07 is complete, plan for FY08 is ongoing
C. <b>Develop strong relationships with key constituents</b> (students, legislators, civic leaders/business, foundations, donors, etc.) <b>to support fund raising.</b> <ul style="list-style-type: none"> <li>○ Develop and implement integrated plan to community and public relations that involves faculty staff and administrators who assist the college in all aspects of fund-raising, marketing and name recognition.</li> </ul>	Advancement	On going

**Strategic Priorities**

○ Build partnerships with key constituents to encourage involvement, contributions (not just financial) by seeking suggestions and advice, and setting up advisory boards.		
<b>D. Develop strategies, tactics and plans for a comprehensive fund-raising effort for GGC, involving the trustees and Board of Trustees, community and business leaders.</b>	Advancement	Fall 06