



Gordon College
Strategic Plan
2009 – 2013

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The Mission of Gordon College

Gordon College joined the University System of Georgia in 1972 as an associate level institution with a distinctive legacy of excellence in scholarship and service. From its founding in 1852, Gordon has grown and changed, not only in response to, but also in anticipation of, the educational needs of its community. Gordon's scope of influence now extends beyond the surrounding areas to include the rapidly growing suburban areas south of Atlanta, east of Columbus, and north of Macon. A community in flux, this area of Georgia is rich in diversity and reflects extremes in economic and population growth which demand a mission that includes focused two-year professional offerings, the traditional pre-baccalaureate curricula, and baccalaureate offerings targeting needs of the area. Gordon College fully serves the community by providing educational and cultural opportunities both within and beyond this area. The mission of Gordon College, therefore, is to:

1. Prepare students for transfer into and success in baccalaureate and professional degree programs through the college transfer program;
2. Prepare students for entry into and success in specific occupations and careers especially demanded by the surrounding community through appropriate associate and baccalaureate programs;
3. Strengthen the academic skills of students otherwise unprepared for entry-level college work through the learning support program; and
4. Serve the community by providing opportunities for life-long learning and professional development through community service programs.

Gordon College is dedicated to providing a superior climate of learning through excellence in instruction, attention to students' needs, and cooperation with other agencies to enhance Gordon's own resources. The College further commits itself to assembling a faculty with excellent credentials that is dedicated to teaching, service and active in the pursuit of scholarship.

Overview

Planning allows the college to efficiently distribute resources, react to alterations in the environment, and synchronize exercises that contribute to achieving the college's mission. Gordon College is dedicated to comprehensive institutional planning that is strategically focused, systematic, and has an emphasis on measurable outcomes. Planning and evaluation are included in college- and unit-level planning, budgeting, and evaluation processes. The planning process includes institutional effectiveness of the college's educational programs, student services, community relations and institutional management. Through planning, the college will promise that its policies, budgets and decisions reflect its mission.

Development Process

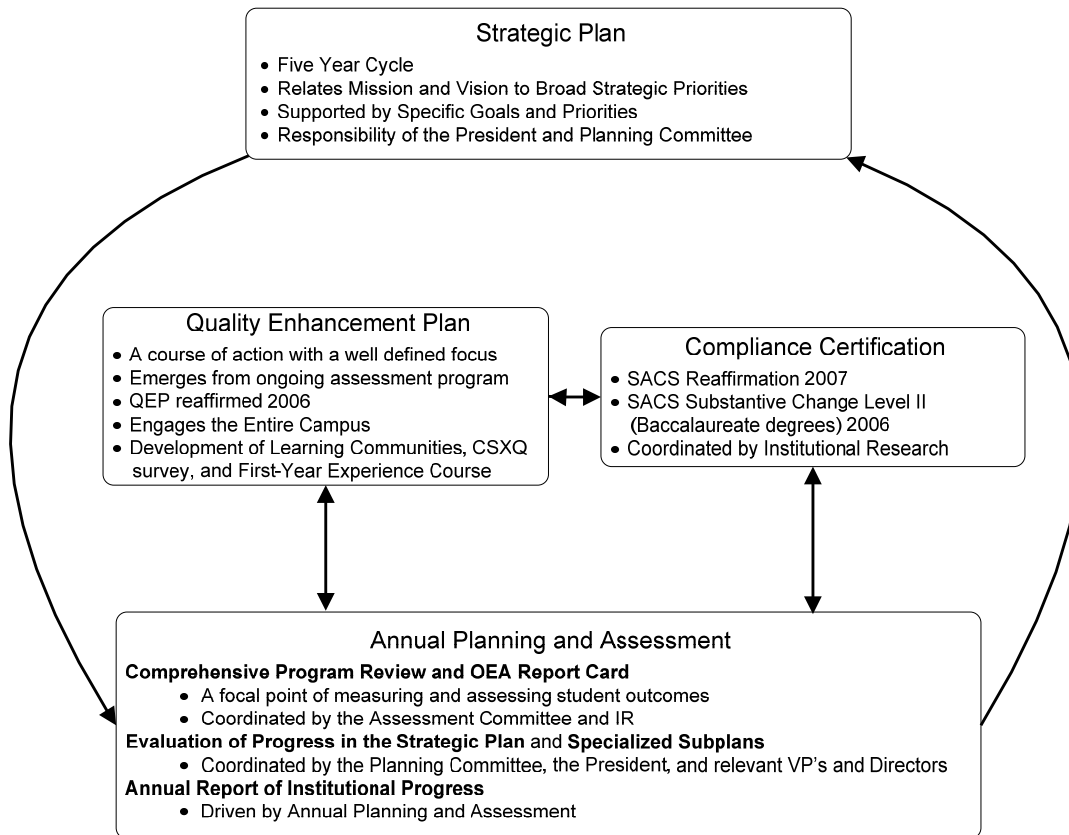
A strategic planning workshop was held for the Gordon College community in September 2008 by the Planning Committee. The meeting discussed the history of Gordon College, conducted a strengths, weaknesses, opportunities, and threats (SWOT) analysis, identified important opportunities and challenges. The planning workshop allowed input from the entire college community and resulted in the following strategic priorities:

Strategic Priority One:	Curriculum
Strategic Priority Two:	Facilitate Important Student Transitions
Strategic Priority Three:	Recruitment
Strategic Priority Four:	Gordon College Foundation
Strategic Priority Five:	External Relations
Strategic Priority Six:	Professional Community Service
Strategic Priority Seven:	Efficiency, Accountability, Sustainability

The 2008-2013 strategic plan serves as a foundation upon which a number of planning, implementation, assessment, and evaluation initiatives will be built over the next five years. The faculty, staff, and administration has worked to create an integrated planning model for Gordon College which brings together a variety of activities into an articulated planning process which involves the entire college community and works to the good of the college, its students, faculty, and staff.

The Gordon College Planning Model

The Gordon College Planning Model puts the various planning and effectiveness components into an integrated framework relating the different pieces to one another. The Planning Model identifies three related cycles of activity: strategic planning, annual planning, and quality enhancement planning.



Strategic Planning takes place every five years. A review of our mission, an environmental scan, and a campus and community wide evaluation of our strengths and weaknesses come together to lay the foundation for the next five-year cycle of planning, implementation, and evaluation. The strategic plan in turn drives specialized plans for various areas of the college.

Annual Planning keeps us on target toward our strategic goals. On an annual basis, each of the areas of finance, academic affairs, student affairs, technology, and facilities evaluates the previous year's activities and plans for the next. At the same time, the Assessment Committee undertakes annual program evaluation and assessment. Information gathered by these annual activities feeds into the Annual Report on Institutional Progress, prepared each summer for submission to the Regents. The Annual Report emphasizes the extent to which the previous year's activities have contributed to the realization of strategic and specialized goals.

Quality Enhancement Planning draws data from the annual planning process, focusing on specific aspects of the College's vision as set forth in the strategic plan. Motivation for quality enhancement planning as a separate activity, of course, stems partly from SACS' requirement for a Quality Enhancement Plan (QEP) tied to our next reaffirmation process. While the QEP is an integral part of reaffirmation, our planning model envisions quality enhancement planning as much more than a once-every-ten-year event.

Responsibilities for Planning at Gordon College

Success in planning and implementation depends on widespread participation throughout campus. The following specific responsibilities are to ensure such participation.

1. President

Ensures that the planning process fosters widespread participation, engaging faculty, staff, students, and the community.

2. President's Cabinet

Prepares specialized sub-plans, evaluates, and executes their implementation and progress.

3. Planning Committee

Works with the President in strategic planning and Quality Enhancement Planning. Evaluates implementation and progress.

4. Assessment Committee

Works with faculty on evaluation and assessment tools. Designs and oversees implementation of Comprehensive Program Review.

5. Office of Institutional Research

Ensures continuity of an ongoing measurement and assessment program and timely reporting of results to regents, SACS, and others. Coordinates composition of the Compliance Certificate and builds the data archives to support.

Strategic Priority One: Curriculum

Gordon College will expand the curriculum to improve access and meet workforce needs.

Objectives

1. Review and improve existing curriculum (with attention to both learning support courses and college-level courses) to ensure that the curriculum is supporting student success and is providing the quality education needed by its citizens of the twenty-first century.
2. Develop new baccalaureate majors that serve the workforce needs of the region and the state.
3. Collaborate with other University System of Georgia (USG) campuses to offer baccalaureate and graduate degrees on the Barnesville campus or off-campus centers.
4. Be attentive to needs to develop new Area F's and other academic concentrations to provide additional opportunities for Gordon students intending to transfer after two years of college.
5. Improve off-campus centers by providing staff support and course rotations appropriate for the mission of the centers.
6. Develop quality online courses and programming to address the needs of targeted student populations.
7. Provide, maintain, and ensure access to a full range of library technology and resources to support teaching and learning.

Measures of Success

- Multi-metric program review (Objective 1)
- Annual assessment of program and curriculum objectives (Objective 1)
- Retention and graduation rates for four groups of students: learning support students, college prepared students, outstanding students, and baccalaureate degree students. (Objective 1)
- Success rates of students who transfer from Gordon into other universities. (Objective 1)
- Statistical follow-up to the QEP plan. (Objective 1)
- Either the SOPAS or the CCSSE instrument. (Objective 1)
- Results from assessment of advisement. (Objective 1)
- The number of baccalaureate majors available in the Gordon College curriculum and the number of students completing the Gordon College majors. (Objective 1)
- The number of baccalaureate majors and graduate degrees offered in Barnesville and at satellite locations by sister institutions of the University System of Georgia and the number of students completing those degrees. (Objective 2)
- The number of new Area F's and other concentrations available to students and the number of students who transferred and moved to graduation in the majors represented by these new Area F's and concentrations. (Objective 3)

- The number of students completing a significant amount of their academic work at an off-campus center. (Objective 4)
- The existence of policies related to online course work. (Objective 5)
- The number of courses and sections available online and increased numbers of the targeted students using those courses as part of their studies. (Objective 5)
- Survey to measure satisfaction with library resources. (Objective 6)
- Benchmarking resources against peer institutions. (Objective 6)

Achieving Our Goal

2008-2013: As we identify baccalaureate majors that will serve our region and state and that we have the faculty and physical resources to offer, we will seek permission from the University System of Georgia to offer those majors.

2008 – 2013: As we identify baccalaureate majors and graduate degrees that will serve critical needs in our region but that we are unable to offer, we will seek USG partners in making those programs available on the Barnesville campus or one of our off-campus centers.

2008 – 2013: As we identify new Area F's and areas of concentration that will serve students intending to transfer we will seek to supply course work and advising to support those areas.

2009: Acquire Georgia Tech Regents Engineering Transfer Program (RETP) status and develop courses and advising guidelines that will support pre-engineering students on the Gordon campus

2010: Hire half-time coordinator (or more) at Fort Valley Center, Fayette Center and Henry Center, develop strategies to provide advising, and announce a well-defined rotation of courses.

2010: Develop systematic policy and well-defined support structure for online courses.

2011: Offer the entire core (less required laboratory courses) in an online format.

2012: Offer at least one Area F in online format, thereby enabling the completion of a degree from remote locations for students who have transferred two laboratory courses.

Strategic Priority Two: Facilitate Important Student Transitions

Gordon College will develop programs that will increase student success in the crucial transitions: from learning support courses to college level courses, from college level to successful transfer; from college level courses to our majors, from our majors to the workforce.

Objectives

1. Develop a “best in class” advising system (and mechanism for assessing advisement) with particular attention to these crucial transitions: from learning support courses to college level courses, from college level to successful transfer; from college level courses to our majors, from our majors to the workforce.
2. Provide additional opportunities for students to “learn” outside of traditional classroom environments.
3. Facilitate student involvement in and engagement with co-curricular activities that will build leadership skills and provide connections to the college community.
4. Continue to move the Quality Enhancement Program (with its emphasis on the first year experience and learning support) from theory to practice, modifying and enhancing the program in response to what is learned from the data.

Measures of Success

- Retention and graduation rates for four groups of students: learning support students, college prepared students, outstanding students, and baccalaureate degree students. (Objectives 1, 2, 3, 4)
- Success rates of students who transfer from Gordon into other universities. (Objectives 1, 2, 3, 4)
- Statistical follow-up to the QEP plan. (Objectives 1, 2, 3, 4)
- Either the SOPAS or the CCSSE instrument. (Objective 3)
- Results from assessment of advisement. (Objective 1)

Achieving Our Goal

- 2009: Create and distribute an advising handbook and then place an electronic version on the web.
 Create a website for each division giving advising information specific to each Area F and baccalaureate major in the division and a two-year course rotation for the division.
 Open the Student Success Center and begin the process of achieving a balance between tutorial services, advising services, and testing.
 Collect first data relative to the Quality Enhancement Program.
- 2010: Create an instrument and plan for assessment of advisement.
 Improve the Quality Enhancement plan based on data collected.

2011-2015: Monitor the data on retention, graduation rates and transfer rates for the various subpopulations of the student body and modify (or create new) interventions depending on what is learned.

Strategic Priority Three: Recruitment

Focus recruitment process to support capacity expectations and curriculum growth.

Objectives

1. Enhance targeted recruitment.
2. Populate new programs fully.
3. Offer attractive learning experiences.

Measures of Success

- Overall enrollment growth with 7.5% growth goal for first-time Gordon College students and enrollment growth in honors and majors. (Objectives 1, 2, 3)
- Enrollment growth in targeted majors. (Objectives 1, 2)
- Increase in student grade point average profiles. (Objective 1)

Achieving Our Goal

2009 – 2013: Work with Cabinet to define new enrollment goals. Re-assess recruitment strategies and territory management based on enrollment expectations.

Target recruitment strategies to major-specific areas based on enrollment expectations, effective use of Gordon College resources, and baccalaureate program and career markets.

Continue to actively recruit for Honors Program and encourage ACCEL enrollment to raise student profiles and grade averages.

Modify enrollment management plan based on recruitment statistics.

2010-2011: Conduct College Student Expectation Questionnaire (CSXQ) to re-evaluate student expectations. Work with Academic Literacy Task Force, Planning Committee, and Cabinet to modify enrollment expectations and recruiting practices based on CSXQ survey results.

Strategic Priority Four: Gordon College Foundation

Gordon College will engage the Gordon College Foundation as an active partner in securing funds for the College.

Objectives

1. Expand the Foundation Trustees involvement in fundraising.
2. Build undeveloped segments of the alumni association.
3. Create scholarships reflective of our state college status.
4. Develop private support for faculty/staff development reflective of state college status.
5. Increase unrestricted funding to fully support the Foundation operating budget.

Measures of Success

- Increase in the number of trustees involved in fundraising. (Objective 1)
- Increase in amount of monies raised through trustee involvement. (Objective 1)
- Increase in participation of the all-alumni reunion as well as individual class and affinity group reunions. (Objective 2)
- Increase in the number of scholarships available for areas where we have baccalaureate programs. (Objective 3)
- Increase in funds for faculty/staff development. (Objective 4)
- Support of the Foundation operating budget increases. (Objective 5)

Achieving Our Goal

- 2009: Work with leadership to define the mission of the Foundation and the plan for implementation.
- 2010-2011: Conduct self assessment and strategic planning exercises similar to those conducted by the College involving full board of Foundation.
- 2011-2013: Establish active, engaged committees and structures.

Strategic Priority Five: External Relations

Gordon College will promote economic development through partnerships with local, state, and regional entities.

Objectives

1. Establish partnerships with local government, industrial recruitment boards, and area chambers of commerce.
2. Conduct surveys and research to identify likely economic development areas and business types that the college community could support.
3. Work with city leaders to establish appropriate zoning.
4. Seek grants in support of the businesses and the college.
5. Working with local government, establish incentives for businesses to begin.
6. Emphasize the cultural and educational benefits for industrial recruitment purposes.
7. Encourage a “College town” commerce area through steps 1-6.
8. Provide workforce and business training in support of area businesses and industries.
9. Establish designated office and/or business incubator space as appropriate.

Measures of Success

- Organization and structure developed in support of this objective. (Objectives 1, 6, 9)
- Number of new businesses. (Objectives 3, 4, 5, 7)
- Completion of an economic needs assessment of the region. (Objectives 7, 8, 9)
- Identification of target market based on results of survey. (Objectives 2, 7)
- Establishment of a college commerce area. (Objectives 7, 8)
- Obtaining grant funding. (Objective 4)
- Results of student surveys. (Objectives 2, 9)
- Increase in training numbers. (Objective 8)

Achieving Our Goal

2009: Develop community/college committee to begin partnership.
 Conduct needs analysis. Survey students on areas of support.

2010-2011: Identify potential commerce area.
 Establish industrial training programming.

2011-2013: Establish appropriate zoning with local government approval.
 Write grant applications.

Strategic Priority Six: Professional Community Service

Gordon College will enhance a culture of professional community service.

Objectives

1. Provide professional expertise to government and social agencies.
2. Provide programming for high school teachers.
3. Seek ways to connect to P12 community for a seamless P16 experience for the youth of our service area.
4. Target specific efforts to middle school population that expand the “I’m Going to College” experience.

Measures of Success

- Increase in number of professional services for government and social agencies. (Objective 1)
- Creation of new programming for P12 offered at Gordon College. (Objective 3)
- Increase in activities provided by Gordon faculty and staff to area P12 schools. (Objective 3)
- Increase in outreach activity directed to area middle and high schools. (Objectives 2, 4)

Achieving Our Goal

- 2009: Survey of area agencies to determine educational and professional needs.
- 2010-2011: Work with Griffin Regional Education Service Agency to establish subject matter refresher courses for area classroom teachers
Identify and secure grant-funding to support programs and events.
Work with local youth council to provide student interaction with community groups
Strengthen ties and support for drug court
Increase in ACCEL program participation in area high schools
- 2011-2013: Implement identified programming.
- 2009-2013: Continue current efforts including blood drives, Academic Contest, Science Olympiad, recitals, plays, Southern Culture and other existing programs, activities and events.

Strategic Priority Seven: Efficiency, Accountability, Sustainability

Increase efficiency, accountability, and sustainability.

Objectives

1. Develop and implement Lean Six Sigma process at Gordon College.
2. Provide training and resources necessary for the Lean Six Sigma projects on campus.
3. The first six project teams will develop and implement the initial and second phase projects in Fiscal Year 2009.
4. Gordon will conduct an assessment of the Six Sigma Implementation and prepare for the Six Sigma Success Symposium conducted by the USG.

Measures of Success

- An improved process for textbook requisitions. (Objectives 1, 2, 3, 4)
- An improved process for enrollment verification. (Objectives 1, 2, 3, 4)
- The development of Foundation Scholarship Award Procedures. (Objectives 1, 2, 3, 4)
- The implementation of a Gordon College Call Center for Financial Aid. (Objectives 1, 2, 3, 4)

Achieving Our Goal

2008-2013: Establish a project identification, execution, and evaluation cycles to reduce late textbook orders and changes in textbook orders; reduce errors in faculty reporting and the number of reinstatement forms submitted; increase distribution of applications, number of awards, and number of applications received; reduce abandoned calls; and improve the process for textbook requisitions.