

**Annual Report of
Institutional Progress
2004-2005**



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Introduction

The 2004-2005 academic year was Gordon's third academic year under its new administration and saw the attainment of several key accomplishments. Among the year's highlights were the following:

- ✓ Gordon's Office of Institutional Advancement published the third edition of *President's Report*, an annual magazine aimed at alumni and other supporters, in launching an effort to build a formal alumni organization.
- ✓ "Teaching Matters," Gordon's interdisciplinary conference on teaching, was held for a third time, establishing it as an annual event drawing educators from throughout Georgia and the Southeast.
- ✓ The Division of Business and Social Science faculty contributed to a preliminary application to offer a four year program in early childhood education and worked closely with alumni and former ambassador Luis Guinot to inaugurate the Gordon College International Speakers Series.
- ✓ Gordon College completed its first phase of Gordon's new student housing complex, completed in August, 2005.
- ✓ Gordon's renowned nursing program secured another ICAPP grant to establish a bridge program for transitioning LPNs to RN certification.
- ✓ Gordon continued to enhance its involvement with the community, with numerous presentations by faculty and administrators to local schools, organizations, and civic clubs.
- ✓ Gordon participated, for the first time, in the Community College Survey of Student Engagement (CCSSE) in the spring of 2005. This was a mandated survey by the Board of Regents for all colleges in the system and proved to be a useful assessment of student engagement for Gordon.

This was the second full year of operation under Gordon College's new strategic plan, adopted in spring 2003 for the five year period 2003-2008 and identifying the following strategic priorities:

- Priority 1: Gordon College will maintain a high quality instructional program with excellence in teaching as its defining characteristic.**
- Priority 2: Gordon College will provide quality community education training and non-degree programs that are responsive to local economic, workforce, and cultural needs.**
- Priority 3: Gordon College will provide quality enrollment management and student support programs.**
- Priority 4: Gordon College will enhance effectiveness through strategic personnel initiatives which promote the highest quality faculty and staff.**
- Priority 5: Gordon College will be a leader in the integration of technology with teaching and learning.**
- Priority 6: Gordon College will acquire and maintain equipment, facilities, and systems that improve effective operations and respond to growth and changing needs in a safe and hazard free environment.**
- Priority 7: Gordon College will pursue external relations which increase both enrollments and philanthropic contributions.**

Section A: Summary of Major Institutional Accomplishments

A1. Accomplishments Pertaining to the Educational Needs of the Area, the Region, and the State

Complementing Gordon's third strategic priority on enrollment and student support, the Regents' Core Mission Statement for Two Year Colleges mandates "A commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state."

As a two year residential college, Gordon College remains a major educational access point not only for its commuting students from the Atlanta and Macon metropolitan areas, but for students throughout Georgia who seek to begin their college educations at a full service, two year residential school. In Fall 2004, Gordon enrolled students from 85 counties throughout Georgia, largely from the Atlanta metropolitan area. There were also students from 5 states outside of Georgia, and 16 foreign countries.

Gordon's enrollment growth from fall 2002 to fall 2003 of nearly ten per cent was its highest growth rate in five years. This growth seemed to level in the last year or so. However, with a five year growth of 25 per cent, Gordon remains one of the fastest growing two year schools in the University System of Georgia.

	Fall 1999	Fall, 2000	Fall, 2001	Fall, 2002	Fall, 2003	Fall, 2004
Headcount	2,758	2,890	3,074	3,116	3,415	3,449
% Change	11.4%	4.8%	6.4%	1.4%	9.6%	0.10%
EFT	2,085	2,268	2,495	2,436	2,898	2,622
% Change	10.6%	8.8%	10.0%	-2.4%	19.0%	-9.5%

As the following table shows, Gordon has a diverse student body whose racial and ethnic composition mirrors that of the areas from which it draws its students.

Overview of Gordon College Students: Fall 2004

	Number of Students	Per Cent of Total		Number of Students	Per Cent of Total
Male	1176	34.2%	Freshman	2326	67.4%
Female	2264	65.8%	Sophomore	1047	30.3%
Age under 21	1513	43.8%	Other	76	2.3%
Age 21-25	1314	38.1%			
Age 26-40	493	14.3%	Full Time	2297	66.6%
Age over 40	129	3.7%	Part Time	1152	33.4%
White	2368	68.7%			
Black	914	26.5%	Atlanta Metro	3060	88.7%
Hispanic	52	1.5%	Other GA	351	10.2%
Other	115	3.3%	Out of State	38	1.1%
Total Students: 3449					
EFT: 2622					

A2. Accomplishments Pertaining to Faculty Scholarship and Creative Work

Complementing Gordon's first strategic priority on quality instruction and fourth strategic priority on faculty/staff development, the Regents' Core Mission Statement for Two Year Colleges mandates "A commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs."

While Gordon's faculty emphasize teaching, over half of the faculty completed published works or presented papers at conferences last year. Gordon College faculty edited or authored the following books:

Carol MacKusick had two chapters related to nephrology accepted for a new critical care textbook to be released in October 2006.

Karen Guffey published *Barcelona for Students*.

Doug Davis wrote a chapter in *Rethinking Global Security: Media, Popular Culture, and the War on Terror*. Forthcoming from Rutgers University Press.

Anna Higgins wrote a chapter for *Great Events from History: The Ancient World, Prehistory-476 C.E.* Salem Press.

Ed Whitelock contributed a poem in the college textbook, *Literature & Ourselves*.

Rhonda Wilcox and David Lavery wrote an afterword in *Reading Angel: The Spinoff With a Soul* (Macmillan, 2005).

Jason Horn edited and published, *From Pupils to Students: A Collection of Papers*.

Ric Calhoun authored an instructor's manual, *A+ Guide to Managing and Troubleshooting Software*, published by Course Technology.

Gordon College faculty authored or reviewed articles or chapters in the following publications:

American Economic Association
Academic Exchange Quarterly
American Literature
Choice

Christianity and Literature
College Literature

Community Reader
Constructivism in the Human Sciences
Critical Studies in Television

Dictionary of Literary Biography
Driftwood
Florida Entomologist
Georgia Historical Association Newsletter
Georgia Association of Historians Newsletter
Georgia Academy of Science
Georgia Journal of Science
Georgia Runner Magazine

Go! Series with Microsoft Office
Gordon College Press

Journal of Constructivist Psychology
Journal of Military History
Journal of Economics and Finance Education
Journal of the Royal Astronomical Society of Canada
Journal of Entomological Science
Journal of the Association of Lunar and Planetary Observers
Literature and Ourselves
Math Horizons
National League for Nursing Summit

New Perspectives on the Eighteenth Century
North Carolina Literary Review
Paper Street
President's Report (Gordon College)
Psychology Teacher Network
Publication of the Modern Language Association
Scholastic Analysis and Applications
Slayage: The Online International Journal of Buffy Studies
Southern Economic Association
Studies in English Literature

History: Reviews of New Books
Handbook on World War I
Historical Abstracts
Journal of the Association of Lunar and Planetary Observers
Journal of Business Ethics

Studies in Popular Culture
Teaching of Psychology
Teaching English in the Two-Year College
XVIII: New Perspectives on the Eighteenth Century
Western American Literature

Gordon College faculty held office in and made presentations to the following organizations and conferences:

Academy of Economics and Finance	Georgia Southern University
American Accounting Association	Historical Association and the Society for Military History
American Association of University Professors	Lamar Arts Show
American Association of University Women	Lamar County Department of Family and Children Services
American Ballet Theatre's Summer Intensive	Louisiana State University
American Nephrology Nurses' Association	Modern Language Association
American Psychological Association	Monstrous Bodies in Science, Fiction, and Culture
American Sociological Association	National Taskforce for NLN Summit
Association for the Advancement of Computing in Education	Oxford Round Table, Oxford University
British Commonwealth and Postcolonial Studies Conference	Popular Culture Association of the South
Third International Conference on Buffy the Vampire Slayer	Science Fiction Research Association
Conference on College Composition and Communication	Snake Nation Press Conference on Literature
Consortium on Negotiation and Conflict Resolution	Society for Literature, Science, and the Arts
Coordinated Study Abroad Program	Society for Constructivism in the Human Sciences
Criminal Justice Association of Georgia	South Atlantic Modern Language Association
Eastern Economic Association	South Atlantic Review
Eyedrum	South Central Modern Language Association
Fayette Society of Art	Southeastern Theatre Conference
Fine Arts Society of Middle Georgia	Southeast Conference on Languages and Literature
Georgia Association for Associate Degree Nursing	Southern Economic Association
Georgia Consortium for International Studies	Southern Political Science Association
Georgia Academy of Science	Southwestern Baptist University
Georgia Association of Marriage and Family Therapists	Studies in the Humanities Academic Group
Georgia Association for Nursing Education	Teaching of Psychology in Community Colleges
Georgia Association of Economics and Finance	Teaching Matters Conference on Pedagogy
Georgia Association of Historians	University of Alabama
Georgia-Carolinas Communication Association	University of Wales
Georgia-Carolinas College English Association	University of West Georgia
Georgia Institute of Technology	University of Westminster – Harrow, England
Georgia Nurses Association	Who's Who Among America's Teachers
Georgia Political Science Association	Who's Who in America
Georgia Theatre Conference	William James Association
Georgia Sociological Association	
Georgia Perimeter College Mathematics Conf.	

A3. Accomplishments Pertaining to Excellence in the Teaching and Learning Environment

Complementing Gordon's fifth strategic priority on educational technology and its sixth strategic priority on facilities and administrative technology, the Regents' Core Mission Statement for Two Year Colleges mandates "A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning."

Gordon completed construction of a new housing complex, Gordon Commons, which began in August, 2004. The 55,395 square feet addition of 459 beds in August, 2005, added considerably to Gordon's housing capacity.

Hightower Library averaged 3,262 student visits per week (more than an 11% increase from 2004), and circulation transactions of over 16,000 during the 2004-2005 academic year. The collection grew to 93,450 volumes (a 6% increase) and presently houses 8,564 microforms and 5,557 audio-visual materials. Underscoring the library's role as a focal point for campus learning, the Library staff conducted 146 bibliographic sessions for 3,783 students and 120 classes involving 2,589 students who met in the Library for reference work.

The library paid for and added three databases this year: The full text database CINAHL (Cumulative Index to Nursing and Allied Health Literature) for our nursing students; RESEARCH LIBRARY, providing abstracts and indexing for over 4,000 scholarly and general magazines that cover the curriculum; and Books In Print (BIP). The Student Government agreed to fund the database, *Proquest*, which is within the GALILEO digital library. GALILEO is heavily used by Gordon students, as well as faculty and staff.

The Humanities Division created the Writing Center which opened at the start of the fall semester of 2004.

In the recent CCSSE survey this year, it was discovered that the Gordon students surveyed rated their instructors largely "helpful," "available," and "sympathetic." For full-time students, Gordon is about par with all other small colleges in positive feedback on instructor availability. On the seven-point scale, full-time Gordon students rated their instructors 5.4 compared to a 5.7 for all colleges. For part-time students, Gordon is slightly above that of other small colleges with 5.7 rating compared to 5.5 for all colleges, indicating a good deal of satisfaction with the way instructors interact with them.

A4. Accomplishments Pertaining to Community Education and Cultural Involvement

Complementing Gordon's second strategic priority on community education and its seventh strategic priority on external relations, the Regents' Core Mission Statement for Two Year Colleges mandates "A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence."

As an access point to higher education, Gordon College promotes diverse activities aimed at motivating K-12 students' interest in higher education.

- Gordon pursued partnerships such as the Partnerships in Education Program (PIE) formalizing its support of the Griffin-Spalding County School System.
- Gordon students not only assisted with the "I'm Going to College" program with the Community Education department, but with a visit and group activity for Henderson Middle School. They also participated in the Choices Program, a preparatory program for seventh and eighth graders, through Griffin-Spalding County School System.
- Assisted Delta Sigma Theta with informational programs like the Jabberwock Contest for college candidates.
- The Residence Life program at Gordon College coordinated Sexual Assault Awareness Week (Oct. 4-7) with the Griffin Sexual Assault Center and Public Safety which included counseling and student activities.
- Gordon again held the Academic Contest and Science Olympiad. Both are annual events bringing local high school students to the Gordon College campus and exposing them to a collegiate atmosphere while giving them an opportunity to demonstrate their academic skills in a competitive setting.

Gordon College's community education program completed its second full year of operation. Total enrollment for the year was 1534. Over the course of the year, the Community Education Department offered 33 instructional programs for K-12 students and 144 instructional programs for adults. A total of 1,267 students enrolled in courses offering continuing education units resulting in the award of 1,790.75 CEUs. To better serve and inform its constituency, the community education program established a web page from which the public can access the course catalog, press releases, and information on course changes and additions.

The Theater, Music, and Art Departments, along with Community Education, provided a number of cultural activities aimed at both the campus and the community. Gordon College and Lamar Arts did their first theatrical collaboration for *Oklahoma!* last summer. The Theater Department also staged the following productions:

Wonderful to Be Wicked, part II

Reynard the Fox

Antigone

Once Upon a Mattress

The Twelve Daze of Christmas

Poe's Midnight Dreary

The Guys

A5. Accomplishments Pertaining to Variety of Programs

Complementing Gordon's first strategic priority on quality instruction and its third strategic priority on enrollment and student support, the Regents' Core Mission Statement for Two Year Colleges mandates "A high quality general education program that supports well-chosen associate programs and prepares students for transfer to baccalaureate programs...and a limited number of certificate or other career programs to complement neighboring technical institute programs."

In May 2005, 409 students received associate degrees from Gordon College. AACC and ASCC transfer degrees were given in 35 different areas of concentration:

Art	Health Info. Management	Physics
Biology	Health/Physical Education	Political Science
Business (transfer)	History	Pre-Nursing
Chemistry	Information Systems	Pre-Pharmacy
Computer Science	Mathematics	Psychology
Criminal Justice	Music	Radiologic Technology
Dental Hygiene	Nuclear Medicine Technology	Secretarial Science
Diagnostic Medical Sonography	Nursing (ASN)	Social Work
English	Nursing (transfer)	Sociology
Foreign Languages	Occupational Therapy	Teacher Education
Forestry	Physical Therapy	Theatre (Drama)
General Studies	Physician Assistant	

In addition to transfer degrees, students were awarded the Associate of Science in Nursing as well as Associate of Applied Science Cooperative Degrees completed in cooperation with Griffin Technical College and Flint River Technical College.

The Nursing Program, marking its thirty-first anniversary at Gordon College, continues to be the top ranked two year program in the state, with 96 per cent of its 2004 graduates passing the National Council Licensing Exam. The Nursing Division also secured a \$505,684 award sponsored by the Intellectual Capital Partnership Program (ICAPP) to address the shortage of registered nurses in Georgia by providing a bridge program facilitating the transitions of LPNs to RN's. The program began in spring 2004 and graduated its first group of registered nurses in December, 2004. The second class graduated in May 2005.

Gordon is a member of the four college consortium designing the Southern Rings Project, with the objective of becoming an advanced technical education center (ATEC) through the National Science Foundation's ATE program.

Section B: Annual Progress in Institutional Strategic Planning

B1. Ongoing Annual Planning Cycle

The college completed its second full year under the Gordon College Planning Model adopted in 2003. The model's purpose is to integrate strategic and annual planning, and the cycle completed last year included the following steps:

- The President's Cabinet met in retreat during early summer to review the newly specified strategic priorities and relate them to outlines of department and division plans for the coming year.
- The Cabinet, along with academic division chairs and administrative directors, put together detailed plans for 2004-2005, stating objectives, outcomes, communications linkages, and timelines. The Office of Institutional Research again prepared a unified summary of all divisions' and departments' annual plans.
- The faculty again undertook a comprehensive revision of general education and program outcomes and assessment throughout the academic year.
- Late in the fall semester, cabinet members prepared reports on progress toward meeting annual objectives for review by the Faculty Senate Planning Committee.
- During the spring semester, the process of formulating the fiscal 2005 budget was linked to the college's strategic priorities.
- During the spring semester, the college utilized resources from a Title III Planning Grant to begin planning for a Title III Program Grant to enhance the overall quality of students' learning experiences at Gordon.
- In early summer, 2005, the cabinet prepared year-end progress reports on attainment of objectives for discussion at the annual retreat. The cabinet evaluated progress in pursuing strategic objectives and used their findings to outline plans for 2005-2006.

B2. Key Accomplishments of Strategic Priorities

Substantial progress was made this year on a number of strategic priorities:

- ✓ **Quality Instruction (Priority One)**
 - Gordon's nursing program received an ICAPP grant of \$505,684 to support an LPN to RN bridge program for fiscal 2006-2007.
 - Awarded National Student Nurses Association Promise of Nursing Georgia Nursing School Grant in the amount of \$ 25,000.
- ✓ **Community Education (Priority Two)**
 - Gordon again held two significant conferences on campus, the Teaching Matters Conference, and the Georgia Academy of Science Conference, which together enrolled over 300 participants.
 - There were a total of 144 programs for adults and 33 programs for children K-12. The enrollment for the year totaled 1534 participants with 1790 CEUs awarded.

- ✓ **Enrollment Management and Student Support (Priority Three)**
 - Gordon utilized funds from a Title III Planning Grant to plan application for a Title III Program Grant which will significantly enhance counseling, advising, and tutoring services to students.
 - The Task Force on Retention drew up a plan to ensure greater improvement in retention and graduation rates.
- ✓ **Faculty and Staff (Priority Four)**
 - Documented procedures for program review and assessment were developed, including an assessment cycle for general learning outcomes and new Area B (Colloquiums) requirements.
 - Improvement of the advising and registration process for students and faculty.
 - Instituted a literature requirement in Area C (Humanities).
- ✓ **Educational Technology (Priority Five); Facilities and Administrative Technology (Priority Six)**
 - Upgraded campus servers and upgraded to Banner 6.x.
 - Increased the number of buildings on campus with Gigabit bandwidth and separated dormitory connections from the rest of campus.
- ✓ **External Relations (Priority Seven)**
 - Gordon's Office of Institutional Advancement began systematic outreach to and organization of Gordon's alumni, communicating through the award winning *President's Report* magazine, which will be published annually.
 - President Larry Weill made individual visits to nearly all members of the Gordon foundation to secure their continued commitment and support.

Section C: Annual Progress in Assessing Institutional Effectiveness

C1. Revision of Gordon College General Education Outcomes

Led by the Faculty Senate Assessment Committee, Gordon's entire faculty participated in a review of the college's general education outcomes, last revised in 1996. The following set of general education outcomes were presented at the Spring 2004 general faculty meeting and approved in August, 2004:

1. Students will demonstrate competence in college-level reading and writing.
2. Students will demonstrate competence in oral communication.
3. Students will be aware of basic bibliographic research and resources.
4. Students will develop an awareness of aesthetic experiences as a dimension of life by demonstrating competence in at least one field of the humanities.
5. Students will conduct routine information technology tasks through the use of a variety of computer applications.
6. Students will be aware of the basic historical, political, and cultural development of society.
7. Students will demonstrate knowledge of the relationship of at least one of the social sciences to the problems and institutions of society.
8. Students will demonstrate a basic knowledge of the fundamentals of college-level mathematics.
9. Students will demonstrate a basic knowledge of and proficiency in using the scientific method.

Along with the formulation of revised general outcomes, the faculty began the process of specifying a new set of general education assessment protocols to be completed during the 2004-2005 academic year.

C2. Faculty Evaluation of Division Chairs

During the 2004-2005 academic year, systematic evaluation of division chairs by faculty was implemented. Standardized evaluation forms were distributed to the faculty for anonymous submission to the Vice President of Academic Affairs, who utilized the input in his annual evaluation of division chairs.

C3. Revision of Staff Evaluation Form

Early in the spring semester, an ad-hoc committee of administration and staff substantially updated and revised the personnel evaluation form. The intent was to both simplify the form and provide employees with clear, useful information in the evaluation process. The new form was implemented for spring 2004, evaluations.

C4. Survey of Presently Attending Students

Gordon's Office of Institutional Research conducted the second of what is planned as an annual Survey of Presently Attending Students (SOPAS). Questions on the

survey are selected on the basis of input from the entire faculty, staff, and administration of the college, so that the survey addresses issues of specific concern to the Gordon Community. The second round revealed some encouraging indicators of increased student involvement and satisfaction.

- 65.9 per cent of the sample is first generation college students (compared to last years' 63.4) with neither parent having completed a four year college degree.
- 79.4 per cent "intend" to obtain a two year degree from Gordon (compared to last years' 71.7) with a stronger commitment to the two year degree from the older, less traditional students.
- Regardless of intention to pursue a two year degree, a significant majority—92.5 per cent—(compared to 87.4 last year) of the students intend to pursue a four year degree.
- 62.4 per cent of the sample (compared to 61.5 in 2004) indicated interest in pursuing a four year degree on the Gordon campus if a program in their intended major were available with higher proportions of pre-nursing and teacher education majors expressing such interest.
- On average, Gordon students still spend about a half hour in preparation for each class hour. Class time, preparation, and commuting typically take up an average of 20.7 hours a week for full time students.
- Students reported increased satisfaction with the registration and advisement process compared to last years' findings.
- Over a third of the students expressed a preference for more late afternoon classes and 39.6 per cent wanted more evening classes at off campus locations.
- 83.2 per cent of the sample said they would choose Gordon College again compared to 81.3 last year.

Results of the survey have been widely used for a number of purposes such as planning student activities, putting together the retention plan, and writing the Title III Program Grant Proposal.

C5. Ongoing Assessment of Institutional Effectiveness

Each of the academic divisions of the college conducts assessment activities on an ongoing basis.

The Division of Business and Social Science completed revision of learning outcomes for all programs and reinstated an annual cycle of learning outcomes assessment.

The Division of Mathematics and Natural Sciences made a number of program improvements based on its ongoing assessment program. Highlights included:

- Learning Support faculty worked with Prentice-Hall Publishing to develop a math text that was custom made for Gordon College.
- New textbooks were adopted in computer science, natural science, college Algebra, Chemistry I and II, and pre-calculus.
- A new math course, Math 1001, Quantitative Skills and Reasoning, was adopted to replace Math 1101, Math Modeling.

- Eleven faculty members have been nominated for “Who’s Who Among America’s Teachers for 2004 and/or 2005.

The Division of Nursing and Health Sciences also employed a number of assessment methodologies:

- 96% of the program’s 2004 graduates passed the State Nursing Boards.
- 96.4 percent of the 2004 graduates passed the NCLEX on first take. The two students who had to retake passed on the second retake. All LPNs in the December 2004 class passed NCLEX on the first take of the exam.
- The annual six months post graduation surveys of graduates was mailed to 55 graduates with an 18 survey return. Of the 144 possible responses from the eight nursing courses, 142 rated the nursing courses excellent or good.

In addition to the academic divisions, the Office of Student Affairs regularly assesses effectiveness of student programming along several lines of inquiry:

- The Office of Residence Life forwarded to appropriate departments information collected at meetings of the Residence Hall Activity Team and the Residence Hall Safety and Maintenance Team. Appropriate staff met with students throughout the academic year and received input from students.
- Commuter and non-traditional students are targeted and encouraged to participate in student surveys and open forums. Relevant information is forwarded to appropriate departments for consideration. There were 80 new activities implemented based on survey results. These included additional recreational and counseling activities.
- In 2004-2005, an effort was made to provide an array of programming to ensure that each and every student demographic was targeted. Approximately 128 different activities were held.

Section D: Improving Student Retention and Graduation

D1. Ongoing Attainment of Retention Goals

Gordon's retention rates have kept ahead of retention goals submitted to the Regents in late 2002. The following table, comparing retention targets to actual retention in the first two years of the five year retention target horizon, shows that institutional retention of full time first time students has been running approximately 1 ½ per cent above our targets. In 2004-2005, this dropped nearly four points, close to the retention rate of 55.6% in 2001-2002. This was preceded by a spike of 59.2% in 2000-2001. Our objective is to bring this rate back in line to the trend over the last five years.

One Year Retention of First Time Full Time Students

	2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006	2006 to 2007
Retention Target:	57.0%	58.4%	59.8%	61.2%	62.6%
Attained Retention	58.3%	60.0%	55.9%		

An evaluation of more recent transfer rates and system-wide retention, critical to Gordon's mission as an access point to the University System of Georgia, awaits data from the Board of Regents.

Gordon College has undertaken several initiatives over the last few years which will help in pursuing retention goals.

- Earlier this year an analysis was done on Gordon students and USG Two-year College averages on the Regents' Test. Gordon students' performance had risen over the past five years to approximate the average for two-year schools in the University System and, at times, to rise above the average. At the same time, Gordon students' performance on the Reading test roughly paralleled the decline in student performance across two-year schools in the System.
- The Nursing Program's Camp-I-Can program, in which newly matriculating nursing students along with their families complete orientation sessions familiarizing new students with the routines, requirements, and demands of the Nursing program, continues successfully and has retention as a primary objective. The number of students progressing from the first semester to the second in nursing has increased by 6% over the previous year.
- The Department of Enrollment Services' developed a coordinated marketing and recruitment plan where new materials were published and put into use and a director of admissions was hired. Student orientation now employs group advising so that students can be with peers.
- The Department of Student Affairs continued to provide a broad range of activities and clubs through both Campus Programming and Athletics and Recreation. A special effort was made to schedule additional daytime activities in order to engage commuting and non-traditional students in the college community.

D2. Gordon College Retention Plan

Over a year ago, the Retention Task Force identified a number of positive and negative influences on retention at Gordon College. Some of the areas identified by the Task Force have undergone significant improvement including:

- Academic Advising
- New Student Orientation
- Learning Support (program and academic enhancement for students)
- Student Services

To improve Regents' Test performance, Gordon's Regents' Test Task Force was charged this last spring to "achieve greater coordination among faculty, especially English and Learning Support faculty, and resources in preparing students to pass the Regents' Test and carry improved writing and reading skills with them as they graduate." The Chair of Humanities, under which the Regents' Test is administered and under whom English and Learning Support courses fall, has been working with faculty to accomplish the following:

- Share pedagogical practices among faculty members in English and Learning Support English and Reading. These discussions have occurred after the division meeting and further meetings are planned to discuss more formal approaches to information.
- Develop and emphasize the English 1102 course objective concerning Regents' Tests.
- Change college policy so that students are not allowed to take the test until after they complete English 1102, unless students have earned 30 credit hours.
- Develop the Writing Center as a resource for further improving student skills in writing and reading. Workshops in Citations, Quotations and Paraphrasing have been held and additional workshops are scheduled this fall in Comma Use, Fragments, and Splices. An ESL instructor has been hired, tutors in the Writing Center, and is available to ESL students during office hours.
- Develop a website with a link on the college's homepage providing items such as a summary of general information about the test and additional practice reading tests.
- Hiring of the ESL instructor who teaches an ESL section in the Learning Support program, including RGTE and RGTR, the Regents' Test skills classes.
- Procure a full-time Writing Center Coordinator, or faculty member with 12 hours release time.
- Work with the LS Coordinator to collect and analyze data to an even greater extent. This year this will be accomplished by the Chair of Humanities, who is also the Learning Support Director and Regents' Test Coordinator, and the LS Coordinator. Together, they will be producing a new report of data that will be presented to college administration and faculty.

The Learning Support (LS) faculty in English and Reading, under the Division of Humanities, continues to operate the Minority Advising Program (MAP). Each semester, these Learning Support faculty follow up with personal contacts of all students in Learning Support English and Mathematics who have failed their LS courses and regular for-credit courses at midterm. The purpose is to circumvent any stop-out or drop-out situations and encourage students to continue with LS assistance, thus encouraging enrollments and continued learning. The English and Reading LS faculty is provided a complete data chart of these students by the Office of Institutional Research.

As part of its reaffirmation of accreditation in 2006, Gordon College's committee on SACS compliance has formulated a Quality Enhancement Plan, based partially on an internal survey that will focus on academic literacy across the curriculum. "Academic Literacy" here has been defined as, "the necessary skills, practices, and attitudes for successfully engaging oneself within the academic community and ensuring continued academic progress."

This plan will address concerns drawn from the recent CCSSE survey and Gordon's internal survey of students regarding support for learners, especially in the areas of academic planning, effective study habits, career counseling, coping with non-academic responsibilities, and belonging to a community of learners.

Section E. Management of Campus Conflict and Change

Fortunately, there were no personal conflict resolution issues to handle this year at Gordon College. Nonetheless, it would be worth noting that Gordon College enjoys a well-structured organization and process for dealing fairly with actual and potential conflict whether that involves faculty, staff, or students.

Grievance procedures for faculty and staff outline the steps necessary for redress and the responsibilities of the Grievance Committee. These are found in the College Statutes on the college website, www.gdn.edu/statutes/chapter3D.pdf . The Staff Council, which is essentially all employed staff at Gordon College, and the Faculty Senate have met and elected members for a new Grievance Committee for 2005-2006.

In the same Statutes, there is found Appeal of Academic Evaluation and Student Conduct (Academic Irregularity) www.gdn.edu/statutes/chapter5A1.pdf , as well definitions and procedures for handling issues of sexual harassment, www.gdn.edu/statutes/chapterE5.pdf .

The Academic Judicial Committee determines if and when a student violates college policy or regulations and "recommends appropriate discipline when deemed necessary." The Academic Judicial Committee meets as needed when a grievance is filed. "The Faculty Senate Chair will select, by lot, a panel of four faculty and three students to serve on the committee for that grievance. ." www.gdn.edu/statutes/AppendixA.pdf

The responsibility for ensuring compliance and continual affirmation implementation of the Equal Employment and Affirmative Action policies is assigned to the Director of Human Resources, Ms. Peggy Warren, who is

designated the Affirmative Action Officer of the College. Dr. Peter Boltz, communications faculty, is Gordon's designated liaison for Alternate Dispute Resolution (ADR). ADR is a confidential process intended to be non-threatening and accessible to all employees and students of Gordon College and employs mediation that seeks mutually agreeable terms for resolution of conflict. See: www.gdn.edu/statutes/chapter3D.pdf.

Section F. Overall Institutional Health

Gordon plays a unique role in the higher education of Middle Georgia. Located on the boundary between two growing metropolitan areas, Gordon provides a full range of services to residential and commuting students alike. With primary focus on both access and excellence, Gordon continues to seek ways to expand the contribution it makes to the education and culture of its community, even in an environment of growing budgetary constraints. Gordon has obtained state funding for planning our Academic Success and Retention Center, which will maximize all of our students' opportunities for success, and we will continue to seek funding for construction.

The Gordon Foundation continues to play a critical role in supporting and promoting higher education in Middle Georgia and Gordon College. Total philanthropic giving was \$106,968 in academic year 2004-2005 and there were a total of 415 donors contributing to the Foundation last year, a record for Gordon College. The Foundation's corpus for the year remains over \$5 million.

During the 2004-2005 academic year the Office of Institutional Advancement took new initiatives in its marketing and public relations:

- The annual *Presidents' Report* magazine is now in its third year of publication.
- The Raiser's Edge database continues to be an integral part of the development plan. Each year's graduates are added into the system along with newly discovered alumni.
- Plans are drawn for another faculty/staff annual giving campaign with a goal of 100 per cent participation in annual giving.
- An IPOD Contest around the theme, "Have you seen the new Gordon logo"?
- Plans are made to hire an Alumni Relations Coordinator by years end.

Gordon's reaffirmation process, to culminate in fall 2006, is proceeding well. Along with its committed faculty, administration, and Learning Support endeavors, Gordon is confident that its Quality Enhancement Plan will contribute greatly to the increased development and retention of students. Additionally, the expected outcomes and achievements stated in this report will provide a significant set of changes and structures that will keep the college's mission as a point of access solidly unchanged and will endeavor to place Gordon as a benchmark college in the west central Georgia region.