

## In this Issue

Message from the Vice President

SES Scholars in Action

Data Updates

Presidential Priorities:  
Retention Completion Task Force

Academic Enhancement Center

GGC 1000: First Year Seminar

Undergraduate Education

SPARC Summer 2022

Momentum Learning Communities

Grizzly Mentor Collective

Cheers to Campus Collaborators



Dr. Michelle Rosemond, vice president  
for Student Engagement and Success

## Message from the Vice President

### Examining Where We Are: SES's Clear Vision

During summer 2022, SES is making time to gather for important reflection so we can focus on key tasks:

1. Fine-tune our goals and identify which new direction we should take
2. Celebrate accomplishments for our Retention Completion Blueprint
3. Thoroughly review and create a strategy to share results from the GGC Summary Analysis
4. Welcome our new students and nurture our returning students
5. Implement action items recommended by our nine SES leaders responsible for one of the Retention Completion Goals
6. Funding sources for Retention Completion initiatives and/or programs
7. Update the Retention Completion Blueprint.

I personally would like to thank you for taking a walk on the wild side, jumping in, or taking a risk with me over the last 2.5 years to explore, talk about, and diagnose retention and completion patterns at GGC. I have worked hard to get to know all of you, understand GGC culture, and learn quickly about your strengths and those of the institution. It has been my pleasure to leverage your interests and to find the “sweet spot” in the middle of my marching orders or institutional priorities from the various campus leaders. We’ve overcome challenges by huddling together to reposition the problem, consider various points of views, and pose new questions to be able to respond with a strategy.

May-June 2022

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Over time, we've built trust so we can work together seamlessly. It is not easy to follow someone you don't know very well; however, I appreciate all efforts to follow me into uncharted territory to create student success pathways for GGC 2.0.

As a leader, I know I'm not good at everything. I do know where my strengths are and where I need support. As a result, I am excited to share the space and make room for the greatness that lies in every one of our staff and faculty here. I invite you always to share with us your thoughts about retention in order for SES to do our very best. What can you do? To our campus partners, we invite you to review the SES Retention Completion Blueprint ([SES Strategic Blueprint May 2022](#)). We invite you to help expand our awareness of ways units can cross-pollinate, blind spots with our work, and opportunity gaps. Our Scholars in Action section creatively organizes new knowledge about GGC. Feel free to request any of the following presentations.

Best wishes,  
Dr. Michelle Rosemond

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## SES Scholars in Action

Ciudad-Simmons, N. (2022, April 22-26). *Where do I come from? Where am I headed? Retablos as a methodological approach for reflecting on my identity and my purpose* [Poster presentation]. American Educational Research Association, San Diego, California. <https://aera22-aera.ipostersessions.com/default.aspx?s=10-49-74-99-9D-98-FD-71-D8-B1-A2-CA-06-2A-82-36#>

Rosemond, M. M., Jernigan, J., Jackson, K., and Rowe, D. (2022) at the [2022 NASPA Conferences on Student Success in Higher Education](#). The research presentation is titled, "Optimizing Organizational Structures to Design Effective First-Generation Pathways."

Rosemond, M. M., Tanner, D., Bayers, J., and King, S. (2022). "Democratizing data on grades and retention and progression analytics." Association of Institutional Research Conference.

Rosemond, M.M., and Ren, J. (2022). Leveraging Analytics from Power BI to Increase Student Success Association of Institutional Research Conference.

Rosemond, M. M., Jernigan, J., and Zhang, M. (2022). "Protecting Student Growth Mindset and Faculty Engagement from COVID-19." USG Teaching & Learning Conference.

Thomas, C. (2022). "Shakespearean Affinities: Shared Equity Leadership and Women's Affinity Groups in Higher Ed" [Conference Presentation]. Shakespeare Association of America Conference, Jacksonville, Florida.

May-June 2022

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Anderson, W. & Carter, P. (2022, April 19-21). *Reframing Resistance to Change Readiness: Considering the Role of Embodied Cognition in Organizational Change* [Paper presentation]. AHRD 2022 International Conference, Virtual.

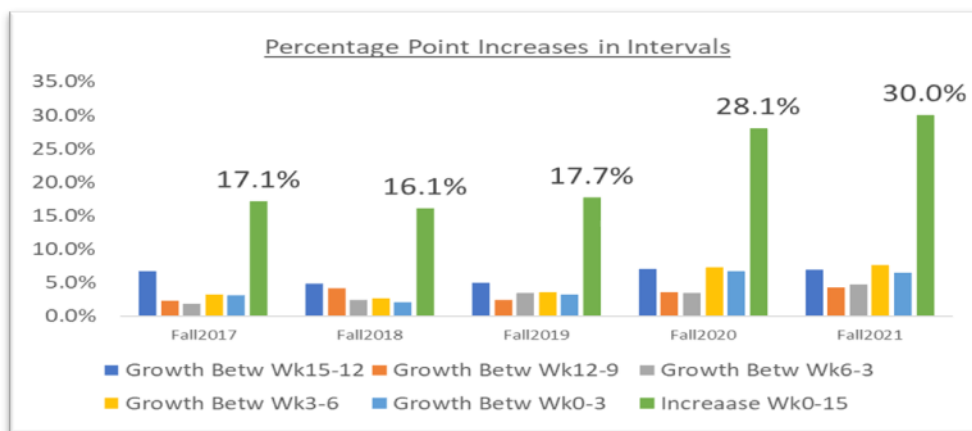
Jackson, K. & Troy, C. (2022, February 15-22). *Supporting First-Generation Students in Virtual Spaces During Covid-19 and Beyond* [Conference Presentation]. FYE 2022 Conference, Orlando, Florida.

## Data Updates

### Re-enrollment Data Patterns for Eligible Returning Students

The percent of eligible students who re-enrolled at GGC decreased over the last five years: 82% in fall 2017 to 80% in fall 2021. In its peak year, 96-97% of the eligible students in the School of Health Sciences re-enrolled. On the other hand, in its lowest year, 38% of the students with no school designated re-enrolled.

1. What comes to mind with GGC re-enrollment student patterns?
2. What can we do from your perspective?



May-June 2022

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| Georgia Gwinnett College Total |          |          |          |          |          |
|--------------------------------|----------|----------|----------|----------|----------|
| Row Labels                     | Fall2017 | Fall2018 | Fall2019 | Fall2020 | Fall2021 |
| Week15                         | 64.7%    | 67.4%    | 66.4%    | 52.9%    | 49.7%    |
| Week12                         | 71.3%    | 72.2%    | 71.3%    | 59.9%    | 56.7%    |
| Week9                          | 73.6%    | 76.4%    | 73.8%    | 63.5%    | 60.9%    |
| Week6                          | 75.5%    | 78.8%    | 77.2%    | 66.9%    | 65.7%    |
| Week3                          | 78.7%    | 81.4%    | 80.8%    | 74.3%    | 73.2%    |
| Week0                          | 81.8%    | 83.4%    | 84.1%    | 81.0%    | 79.8%    |
| Growth Betw Wk15-12            | 6.7%     | 4.8%     | 4.9%     | 7.0%     | 7.0%     |
| Growth Betw Wk12-9             | 2.3%     | 4.2%     | 2.4%     | 3.5%     | 4.2%     |
| Growth Betw Wk6-3              | 1.9%     | 2.4%     | 3.5%     | 3.5%     | 4.7%     |
| Growth Betw Wk3-6              | 3.2%     | 2.7%     | 3.6%     | 7.3%     | 7.6%     |
| Growth Betw Wk0-3              | 3.1%     | 2.0%     | 3.3%     | 6.7%     | 6.5%     |
| Increase Wk0-15                | 17.1%    | 16.1%    | 17.7%    | 28.1%    | 30.0%    |

### Advising Data Fall 2021 and Spring 2022

The Advising Center has advisors in three locations at GGC: The Building D Advising Center, the Daniel J. Kaufman Library & Learning Center second floor Advising Suite, and in Building W. During spring semester 2021, we had 1,281 students and completed 3,946 visits, 61% of which were virtual. In fall semester 2021, we had 2,472 students and completed 6,026 student visits. For spring semester 2022, we had 3,539 students assigned to advisors in the Advising Center and completed 4,158 appointments, with 57% of those appointments being virtual. Over 77% of the students in the Advising Center were able to visit with their advisor before registration season began in March/April. We are continuing to reach out to those who have not registered for the fall semester. With many faculty on break this summer, we support students on campus, visit with students virtually who are not on campus, conduct advising presentations, and assist with registration for 21 orientation sessions. We also participate in SPARC during the summer.

### AEC Data Spring Term and Fall 21 and Spring 22

During the 2021-2022 school year, the AEC served 1,000 students and offered a total of 3,914 in-person appointments. The AEC also supported 3,179 virtual appointments through tutor.com for a total of over 7,000 appointments combined. AEC attendance was also positively correlated with academic performance, with students who attended 6+ appointments in fall 2021 earning 3.04 grade point average. In the fall 2022 semester, the AEC plans to expand its footprint by hiring more staff members to support the need and demand for academic support services at GGC, reigniting the Tutors Across Campus program to bring AEC services to high-traffic areas across campus, and hosting the Peer Supplemental Instruction program.

## Presidential Priorities

### Strategy and Implementation Plan

Moving Beyond Campus Conversation to Implementation: Our pledge to do better for incoming students in fall 2022 is detailed below.

### Retention Completion Task Force continues work

SES has continued to convene the Retention Completion Task Force this spring semester. The task force is supported by eight smaller working groups, each of which provides valuable input on a range of strategic areas with direct impact on student success. Below is a guide to the working groups, including the primary point of contact for each group:

| Working Group                                    | Point of Contact  |
|--|---|
| First-Year Seminar                               | Office of Student Success   |
| Corequisite Math and English                     | Marvin DeWitt, undergraduate education coordinator                            |
| First-Generation Students                        | Diana Rowe, senior student success advisor                                    |
| Military-connected and Adult Learners            | Wendy Anderson, senior student success advisor                                |
| HACER and HSI                                    | Nancy Ciudad-Simmons, senior student success advisor                          |
| Transfer Students                                | Dr. DeAnna Jackson, director of Student Success Advising Center               |
| Student Experience in Gateway Courses and Equity | Dr. Jerome Lee, director of Academic Enhancement Center                       |
| Data and Dashboards                              | Dr. William Zhang, executive director of Institutional Research and Analytics |

## Top Takeaways from Each Working Group

### First-Year Seminar

- Hire a FYS director or coordinator (or equivalent) to manage scaling up GGC 1000.
  - Alternatively, hire a FYE director as POC for FYS and LCs.
- Address budget needs for FYS to hire additional instructors.
- Offer GGC 1000 as a two- or three-credit course with a place in the curriculum.
  - Integrate GGC 1000 with the GGC Reads program.
  - Track student success in FYS and LCs with layered HIPs.
  - Tailor GGC 1000 to different focus areas.
  - Digital literacy module adjusted by focus area
  - Information literacy module adjusted by focus area
  - Career module adjusted by focus area

May-June 2022

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### **Corequisite Math and English**

- Implement an LS presentation that addresses the co-requisite learning support model before enrollment in LS by summer 2022.
- Implement an Early Alert System for LS students to refer them to the AEC for academic assistance by summer 2022.
- Implement an LS prep course for students who want to prepare for the ACCUPLACER, or who performed below the placement standard, by end of spring 2023.
- Military connected and Adult Learners
- Implement a marketing campaign that creates an awareness of military-connected and adult learners on campus before the end of fall 2022.
- Implement a robust schedule of events for military-connected and adult learners before the end of fall 2022.
- Implement Green Zone Training for faculty and staff before the end of fall 2022.

### **First-Generation Students**

- Facilitate First-Gen Talking Circles sessions throughout the academic year to get student perspectives on programming and discuss relevant student issues/concerns.
  - Work with IRA to develop plan and execute plan for focus groups.
  - Use data to inform student support and programming.
- Identify current campus efforts that are targeted to first-gen students.
  - Inquiry campus partners.
  - Identify areas of collaboration to maximize resources and avoid duplication .
- Host events/activities where GGC first-generation students/faculty/staff/alumni can interact.
  - Identify GGC first-generation faculty/staff/alumni.
  - Plan first-gen meet-and-greet with faculty, staff and students.
  - Encourage faculty/staff to participate in all First-Gen Week activities.

### **Military-connected and Adult Learners**

- Marketing
  - Webpage, signage, brochures, email
- Events
  - Onboarding week (Aug. 15-19)
  - National Adult Learner Celebration Week (Nov. 7-11)
- Programming
  - Green Zone Training Program

May-June 2022

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**Student Experience in Gateway Courses and Equity** – The student experience team is focusing on ways to collect better data around students' experiences. The three priorities we will work on are listed below.

- Designing a protocol for collecting and disseminating student data
- Creating pathways to incentivize faculty and staff participation in the data collection process
- Identifying policies and practices that may be an unnecessary hinderance to retention

### **HACER and HSI**

This retention and completion group comprised the following members:

- Nancy Ciudad-Simmons (POC) – Senior student success advisor
- Marcela Cadavid – Student success advisor
- Diana Gonzalez – Student success advisor
- Dr. Adrian Heinz – Professor of information technology
- Dr. Andrés Hajar – Assistant professor of history
- Dr. Luis Mora – Professor of Spanish
- Alejandro Osorio – Student/HACER peer mentor
- Dr. Clemente Quiñones – Assistant professor of political science
- Dr. Carlos Ruiz – Professor of management
- Dr. Luis Torres – Associate professor of marketing

They have been working on several initiatives. The ones that will be considered for developing during the summer and fall semesters are the following:

- Improve communications to serve the family members or guardians of our Latino/ Hispanic students.
- Work with Communications to provide more visible and extensive translation of information in Spanish on the GGC website.
- Work with communications to enhance Spanish communications for fall commencement.
- Improve Latino/ Hispanic outreach for involvement/engagement of students and their family members or guardians through:
  - HACER, HOGAR, LPFA, SACNAS, OLAS meetings and events
  - Individual schools being involved in GGC preview days to inform family members or guardians in Spanish about specific majors.
  - HACER Futuro event and a virtual package given at the end of the event with a list of all services, of faculty and staff interested in or who are part of the Latino/Hispanic culture and who speak Spanish, and of tips for a successful academic and college experience.
  - HACER events
- Offer different ways for Latino/Hispanic students to learn about their roots and culture:
  - during Hispanic Heritage Month (September 15 - October 15)
  - through HACER living learning community (SPAN 2002 + GGC 1000)

May-June 2022

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### **Transfer Students**

- Conduct comprehensive, campuswide faculty and staff training about transfer policies, credits and the course substitution process.
- Work with Communications to develop a robust and welcoming landing page for transfer students with links to transfer student information, a GGC course equivalency tool and charts, and transfer student policies.
- Conduct research with GGC transfers (pre/post admissions and transfers out of GGC). Formalize programs and processes after recommendations from research. (Name created by SES for transfer students: *TOPS Transfers Optimized and Prepared for Success*).

### **Data and Dashboards**

The Data and Dashboard group will accomplish these tasks below and present the results:

- We will examine the retention and graduation trends of GGC's first-time undergraduate students. We have pulled 2015 thru 2021 fall semester-entering cohorts' data, but will have to examine it, perhaps to pull in additional independent variables.
  - We plan to pull another data set on our transfer students to do a similar analysis as we do on the first-time cohorts. But we may postpone the transfer group to a later time and focus on the first-time students in the summer of 2022.
- We need to run some statistical tests, culminating in regression analysis on the most powerful predictors of retention and maybe on graduation depending on the data.
  - Dashboards will be constructed out of the data; specific contents of the dashboards will be determined as a result of examining the data set(s).
- We will collect data from among the Retention and Completion sub-groups to analyze their impacts on retention. Meaningful results will be presented and, if possible, dash-boarded.

### **Academic Enhancement Center News**

The AEC is excited to announce that Jenny Chen and David Marshall were selected as the 2021-2022 Barry Biddlecomb Outstanding Tutor Award winners. Named after the former dean of the School of Transitional Studies, the Barry Biddlecomb Outstanding Tutor Awards recognize one professional and one peer tutor who have gone above and beyond to support the GGC community. We are also thankful for the opportunity to use this moment to honor the life of Svetlana Olifer, who was posthumously named the 2020-2021 Barry Biddlecomb Outstanding Professional Tutor.

May-June 2022

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We celebrated our amazing staff at the Barry Biddlecomb Outstanding Tutor Awards ceremony in April.



The AEC has been pleased to share its resources with prospective students and families at this spring's Preview Day events. Pictured here is Emily Morris, '22, peer tutor and PSI leader.

May-June 2022

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### **GGC 1000 First-Year Seminar**

This spring marks the conclusion of the GGC 1000 grant project, “Advancing Equity Through Creating a No-Cost Textbook for the First-Year Seminar.” Through this Affordable Learning Georgia grant, the team of Dr. Catherine Thomas, Dr. Roy Marquez, Dr. Jennifer Hurst-Kennedy and Kenan Kurspahic, along with former GGC staff member Cara Werner Charlotte Reames, '21, produced an open educational resource (OER) textbook for the course. This free, online text is available to all students, in all sections of the course through their D2L course shells. In May, Student Success evaluated the correlated impact on pass rates for this equity intervention, as well as collecting student feedback on their experience through a survey and focus groups. Spring semester savings for students were estimated at \$1280.00 and will grow as enrollment in GGC 1000 scales for fall 2022.

### **Undergraduate Education**

Marvin DeWitt, undergraduate education coordinator (UEC), shared Accuplacer and HS GPA placement and course success data at the Council to Advise Student Engagement and Success meeting in March and during the SES Spring Data sharing tour in April. These efforts will help the Student Success team, SST, SLA and other campus collaborators to develop strategies to track and improve English and math retention rates for students in Learning Support.

DeWitt also facilitated emotional intelligence workshops for the Elite Scholars African American Male Initiative and Peer Supplemental Instruction leaders to assist them with understanding how to build relationships, reduce team stress, defuse conflict and improve skill development.

Finally, the UEC coordinated efforts this spring to pilot the Hi-FYVE (First-Year Volunteer Experience) initiative, which is a program that promotes professional leadership development and first-year student sense of belonging on campus. The UEC collaborated with the STaRS planning committee and the Career Development and Advising Center to provide volunteers for their April campus events. The Hi-FYVE pilot for spring 2022 will provide additional evaluation data to build the program for GGC 1000 First-Year Seminar students in the upcoming 2022-2023 academic year.

## **SPARC: Summer Preparatory Academic Resource Camps for 2022**

SPARC: Summer Preparatory Academic Resource Camps provide special summer sessions in June and July for new, returning and transfer students. These sessions give students a head start on the fall semester. At SPARC, students meet with and get to know faculty and staff. During the sessions, students learn more about their major or academic focus area. Each focus area is represented by a color, and each student attending SPARC receives a band that corresponds to their focus area. A summary of the academic focus areas is below:

**BUSI:** Business – Green bracelets

Major concentrations in business administration. Career examples: accountant, financial advisor, project manager, public relations.

**EDUC:** Education – Blue bracelets

Majors: Elementary education, special education. Career examples: educator, child development center director.

**HEPR:** Health professions – Orange bracelets

Majors: nursing, health sciences. Career examples: nursing, health care patient navigator.

**HUAR:** Humanities and arts – Red bracelets

Majors: Cinema and media arts production, English. Career examples: writer, filmmaker, visual artist.

**SOSC:** Social sciences – Purple bracelets

Majors: Criminal justice/criminology, history, human development and aging services, political science, psychology. Career examples: police officer, social worker, lawyer, historian, therapist.

**STEM:** Science, technology and math – Gold bracelets

Majors: biology, chemistry, environmental science, exercise science, information technology, mathematics. Career examples: engineer, doctor, dentist, veterinarian.

SPARC encourages a mindset of success and reflection on academic and career goals. For more information about SPARC, please contact [sesevents@ggc.edu](mailto:sesevents@ggc.edu).



May-June 2022

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## **Momentum Learning Communities**

GGC will offer Momentum Learning Communities (LCs) beginning in fall 2022, and SES is pleased to support this high-impact practice. To help clarify what the Momentum LCs entail, below are four key elements that we expect these learning communities to include.

### Momentum Learning Communities Key Elements\*:

- Tightly linked learning community sections are registered and dropped/added as a unit, which means that the linked courses share all or almost all students.
- An integrative assignment that is shared among the linked classes allows students to make connections across their LC courses.
- Career Readiness (e.g., Mastering Career Readiness D2L modules) and co-curricular elements are offered as part of the LC, so students can be directed to engage with resources that are relevant to their focus area.
- Enhanced faculty communication leads to shared student support across the linked sections of each Momentum LC.

\* As we implement these elements, we ensure that the Momentum LCs meet the definition of Learning Communities as a High-Impact Educational Practice (see Kuh, O'Donnell, & Schneider, 2017).

SES support for the Momentum Learning Communities includes hosting collaborative LC planning sessions in April. During these sessions, which were offered jointly with the Center for Teaching Excellence (CTE), faculty teaching in fall learning communities had the opportunity to explore the elements of the Momentum LCs and spend time planning for integrative assignments and other key elements. SES thanks Dr. Mei Miranda Zhang, associate provost, director of the Center for Teaching Excellence, and professor of finance/internationalization, for providing the CTE conference room space for these important discussions.

## **Grizzly Mentor Collective**

Launched during the 2020-2021 academic year, the Grizzly Mentor Collective is a peer mentoring program that links new and transfer students with current students who have experienced many of the same challenges and gone on to succeed. During the 2021-2022 academic year, over 1,700 new students were matched with 334 mentors. SES would like to thank the alumni who volunteered their time for the program due to the overwhelming requests for mentors.

Find out more about the Grizzly Mentor Collective at: <https://www.ggc.edu/student-engagement-and-success/grizzly-mentor-collective/>

May-June 2022

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Dr. Justin Jernigan and son, Royce Jernigan, perform an original song in Portuguese at this April's World Music and Poetry event, part of Global Awareness Week activities on campus.



Dean Jernigan presents Student Academic Awards to Alejandro Osorio, '23, information technology, for Outstanding Student in Student Engagement and Success; and Jessica Dunnagan, '23, middle grades education, for Outstanding Student in the School of Education, at this year's ROAR Awards in April.

May-June 2022

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## Cheers to Campus Collaborators



SES celebrates Frank Hardymon, vice president for Business and Finance, and Beki Myers, general counsel and chief legal affairs officer.



SES applauds Jennifer Hendrickson, associate vice president of Advancement, and Holly Lisle, director of Alumni Engagement.

May-June 2022

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A million thanks to Dr. Justin Jernigan, senior associate vice president, and Juan Ren, senior institutional research associate, for putting in the extra effort to sustain us from November 2021 - March 2022.



We salute our students and student leaders.  
They are why we do this every day.



We salute our campus partners, Carl Woods,  
director of Wellness and Recreation, and  
Carlos Llorens, deputy chief, Public Safety.