

GC  
JOURNEYS

ANNUAL REPORT  
2020-2021



**W**elcome to the 2020-2021 GC Journeys Annual Report. Not only was the university able to celebrate a several successes in forwarding our signature initiative, but we did so in the midst of a global pandemic. The fact that our faculty and staff were willing to be so flexible and to find ways to offer these experiences is a testament to the great things happening at GC.

In addition to our participation numbers, here are a few highlights from 2020-2021

- Hosted AAC&U webinar with over 800+ registrerees
- Presentations for AAC&U, AASCU, SACSCOC, and USG
- Participation in College and Beyond Research Project (Mellon, UMich)
- Grants- Mellon & Gates (forthcoming)
- Awards: CUR AURA award (top Undergrad Research program), USG Award (Curricular Innovation)
- Launched Undergraduate Research (national journal)

Thank you all for your participation and support of GC Journeys!

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## GC Journeys Assessment

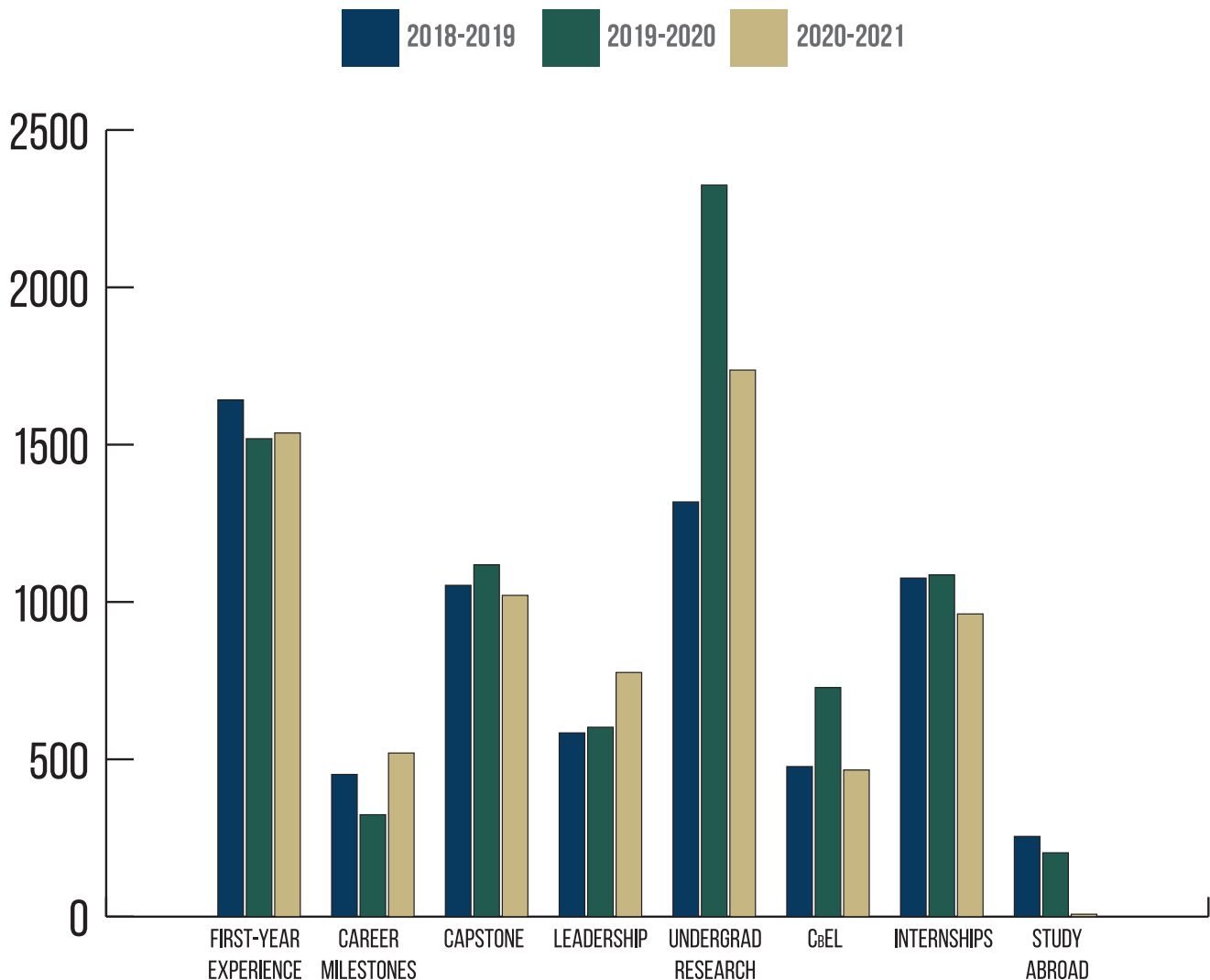
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## GC Journeys in the Strategic Plan

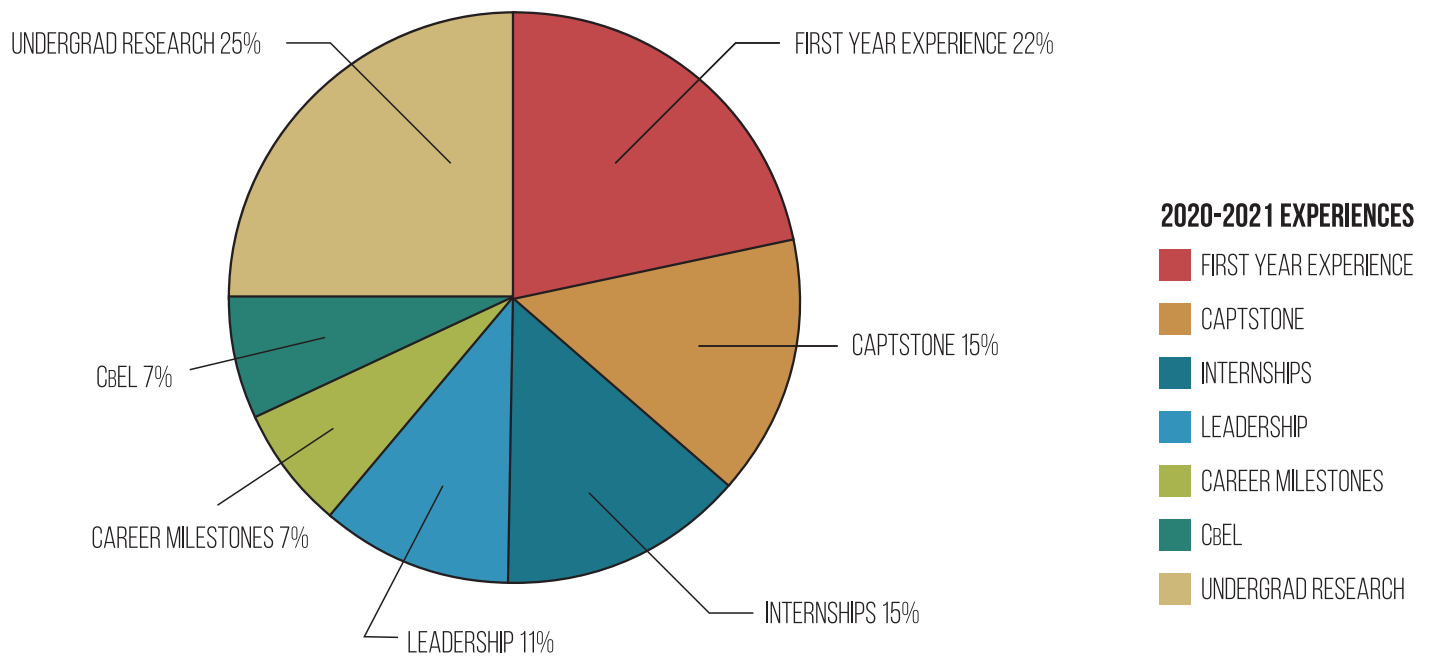
# GC JOURNEYS PARTICIPATION DATA

<b>Experience</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Difference</b>
First Year Experience	1,642	1,519	1,537	+18
Career Milestones	452	324	520	+95
Capstone	1,053	1,118	1,021	-97
Leadership	584	602	776	+174
Undergrad Research	1,318	2,325	1,737	-588
CbEL	477	728	466	-262
Internships	1,076	1,086	962	-124
Study Abroad	255	203	3	-200
<b>Total Student Participation</b>	<b>6,857</b>	<b>7,905</b>	<b>7,022</b>	<b>-883</b>

## 2018-19 (YEAR 1), 2019-2020 (YEAR 2), AND 2020-21 (YEAR 3)



# GC JOURNEYS PARTICIPATION BY EXPERIENCE



## GC JOURNEYS FACULTY DEVELOPMENT/INFO SESSIONS

### Programming

GC Journeys Info Sessions

CTL/ GC Journeys Faculty Development

HIPs Learning Community (Chancellors Learning Scholars)

HIPs Implementation Faculty

Summer High Impact Institute

### Sessions in 2020-2021

4

13

4 groups

4 scholars

1 summer-long course/

21 participants

# CTL/ GC JOURNEYS PROGRAMMING

## Fall 2020

The Science of Learning  
Making the Most of Student Teams. (C&I)  
Students as Partners in Research: Working with Students  
Facilitating Difficult Conversations

Cynthia Alby

## Spring 2021

Virtual Teambuilding: Connection Before Content  
Transformative Learning Experiences & Essential Learning Outcomes  
  
Developing Relationships in a Digital Environment  
Facilitating Difficult Conversations  
  
GC Journeys – Putting It All into Action with a Trip to Belize  
  
Developing Student Critical Thinking Through  
Higher-Order Questioning  
Engaging Students and Facilitating Interaction Using Technology

Liz Speelman  
Cynthia Alby and  
Simeco Vinson  
Simeco Vinson  
Jim with  
Stephanie McClure  
Kevin Hunt and  
Liz Speelman  
Simeco Vinson  
  
Jaclyn Queen

## Summer 2021

Engaging Students and Facilitating Interaction Using Technology  
Developing Student Critical Thinking  
Through Higher-Order Questioning

Jaclyn Queen  
Simeco Vinson



# GC Faculty Participate In First Ever Summer GC Journeys Course (Summer 2020)



This summer, 22 Georgia College faculty took part in the GC Journeys/ Center for Teaching and Learning “Incorporating Transformative Experiences in the Classroom” course. This course, which focused on delivering Transformative Experiences (also known as High Impact Practices) gave faculty time to learn about the Transformative Experiences at Georgia College, as well as to develop a Transformative Experience course.

The course featured guest speakers, such as Dr. Jeff Galle, the Associate Vice Chancellor for the University System of Georgia and author of How To Be a “HIP” College Campus, as well as working internally with experts. Upon completion, all participants will have developed an experience to offer at Georgia College, as well as

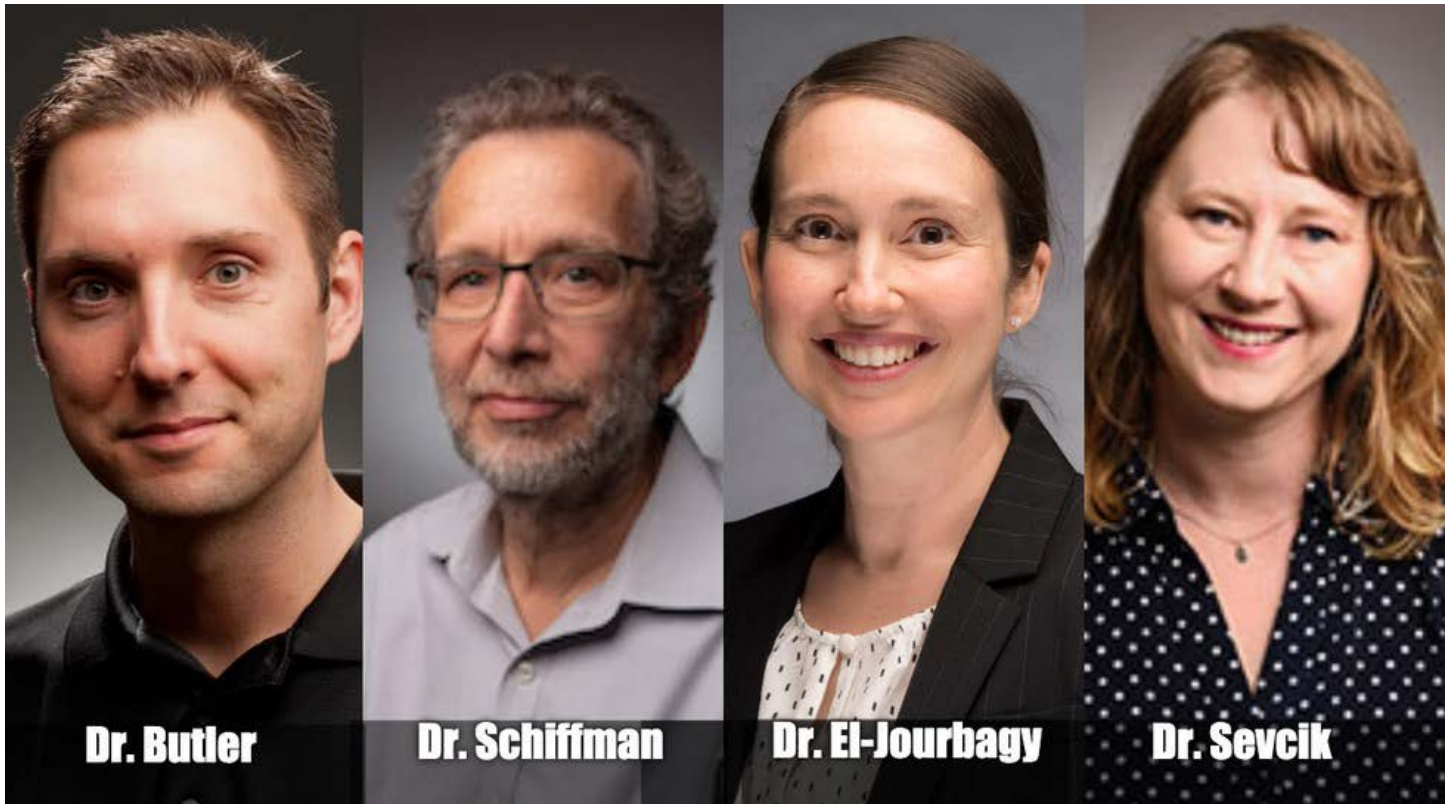
earning a Transformative Experience certification.

According to Jordan Cofer, Associate Provost, this is the first time the course has ever been offered. “When we first started advertising the course, I wasn’t sure we’d get enough interest to offer it,” said Cofer, “but instead, we received more applications than we had space.” The course was offered online by instructors Drs. Cynthia Alby, Simeco Vinson, Jordan Cofer, and Jim Berger, as well as champions from the Office of Leadership (Dr. Harold Mock & Ashley Cope-land), MURACE (Dr. Doreen Sams), CbEL (Dr. Karen Berman), and International Education (Dr. James Callaghan & Liz Havey). According to Dr. Cynthia Alby, “the course was such a hit, I can’t wait to offer it again!”

## Summer 2019 Participants

- **Kristin English,**  
*Associate Professor of Communication*
- **Jennifer Flaberty,**  
*Associate Professor of English*
- **Tony Alcarria,**  
*Senior Lecturer of Spanish and Italian*
- **Rodica Cazacu,**  
*Associate Professor of Mathematics*
- **Renee Fontenot,**  
*Professor of Marketing*
- **Jennifer Goldsberry,**  
*Assistant Professor of Nursing*
- **Virginia Teran,**  
*Lecturer of Spanish*
- **Joy Godin,**  
*Associate Professor of Management Information Systems*
- **Steve Elliott-Gower,**  
*Associate Professor of Political Science*
- **Mariana Stoyanova,**  
*Assistant Professor of Spanish*
- **Nicole DeClouette,**  
*Associate Professor of Special Education*
- **Stefanie Sevcik,**  
*Lecturer of English*
- **Glynnis Haley,**  
*Assistant Professor of Nursing*
- **Angela Crsicoe,**  
*Assistant Professor of Communication*
- **Susan Steele,**  
*Associate Professor of Nursing*
- **Wathsala Medawala,**  
*Assistant Professor of Nursing*
- **Talecia Warren,**  
*Lecturer of Nursing*
- **Hasitha Mahabaduge,**  
*Assistant Professor of Physics*
- **Kelley Ditzel,**  
*Assistant Professor of Public Administration*
- **Chad Whittle,**  
*Lecturer of Communication*
- **Kel-Ann Eyer,**  
*Associate Professor of Accounting*
- **Catherine Fowler,**  
*Assistant Professor of Nursing*

# Four Georgia College Faculty Selected As Chancellor's Learning Scholars



Four Georgia College faculty were recently selected for the University System of Georgia's Chancellor's Learning Scholars Program.

- **Dr. Scott Butler**, Professor of Public Health
- **Dr. James Schiffman**, Associate Professor of Communication
- **Dr. Jehan El-Jourbagy**, Assistant Professor of Business Law,
- **Dr. Stefanie Sevcik**, Lecturer of English

These faculty members went through the nomination/application process and were selected for this statewide program. As Chancellor's Learning Scholars, they will take part in faculty development opportunities related to online learning and high-impact practices with peers from all around the state. They will then bring their experiences and knowledge back to Georgia College and lead faculty learning communities for their peers. When asked about the program, Dr. Jordan Cofer, Associate Provost for Transformative Learning Experiences, said that it certainly speaks to the good work that GC faculty are doing. GC is known for innovation in the classroom and these four are certainly deserving of this honor. All Chancellors Learning Scholars serve a two-year term.

**NASH**  
National Association  
of System Heads

## GC JOURNEYS RECEIVES NATIONAL GRANT

Georgia College received a \$4,000 grant from the National Association of System Heads (NASH). The grant was awarded to support the Transformative Experiences in Georgia College's GC Journeys initiative. The grant serves as recognition for GC's work on developing high-impact practices as an institution. NASH has been involved in helping to support and scale High-Impact Practices across the nation. [www.hips.nashonline.org](http://www.hips.nashonline.org)



# NATIONAL SURVEY SHOWS GC STUDENTS MORE ENGAGED THAN PEERS

"The National Survey of Student Engagement (NSSE) is a national survey which is administered by almost every college and university in the United States," said Dr. Jordan Cofer. "It's designed to collect data from first-year and senior students to report the quality of the undergraduate experience to faculty, administrators, researchers and others."

The survey compares Georgia College students with peers from across the country based on several factors. Georgia College first-year students showed no significant difference



when compared to other universities. However, Georgia College seniors exceeded national peers in a variety of categories including "Collaborative Learning," "Student-Faculty Interaction," "Supportive Environment," "Reflective & Integrated Learning" and "Discussions with Diverse Others."

"This means while GC first-year students enter on par with our peer groups, they leave as seniors exceeding their peer groups in several different areas," said Cofer. "This is an important indicator of the effectiveness of the engagement and experiences that students receive during their time at GC."

The survey highlights GC student's high participation rates in high-impact practices, which make up part of the GC Journeys Initiative. Overall participation in high-impact practices at GC exceeds all peer groups.

## Research Round-Up brings students and faculty together to discuss undergraduate research opportunities

With over 60 people in attendance, students were able to connect virtually with faculty from all different disciplines to learn about research opportunities across the campus.

In its third year, the Undergraduate Research Circle, a student-led club, hosted the event which connects students interested in research opportunities with faculty who are leading these experiences. The Undergraduate Research Circle teams up with MURACE (Mentored Undergraduate Research and Creative Endeavors) to host the event. Although the event was virtual, and held at the end of the Fall semester, the event had a record turnout. In fact, it was so popular, many students requested the club to repeat the event.

### Faculty Mentors in Attendance:

- **Dr. Allison Miller**, Professor of Management
- **Dr. Amy Pinney**, Associate Professor of Theater
- **Dr. Doreen Sams**, Professor of Marketing
- **Dr. Katie Stumpf**, Assistant Professor of Biology
- **Dr. Kel-Ann Elyer**, Associate Professor of Accounting
- **Dr. Kelly Massey**, Associate Professor of Exercise Science
- **Dr. Mary Kay Rickard**, Assistant Professor of Marketing
- **Dr. Stephanie Jett**, Assistant Professor of Psychology
- **Dr. Tsu-Ming Chiang**, Professor of Psychology
- **Dr. Karen Berman**, Professor of Theatre

# GC Journeys wins Regents' Momentum Year Award for excellence

The University System of Georgia (USG) awarded its "2021 Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation" to GC Journeys — a program where every Georgia College student participates in at least five transformative experiences in their college years.

"We strongly value the success of our students and realize the impact of the intentional and supportive opportunities a program like GC Journeys offers to their college experience," said Dr. Costas Spirou, provost and vice president of Academic Affairs.

“”

**...they voted unanimously to recommend GC Journeys program as this year's winner.**

– Dr. Tristan Denley, USG

"We are dedicated to providing all our students access to these high-impact practices," he said, "and will continue to nurture and develop GC Journeys so our students are career or graduate school ready."

In a congratulatory letter announcing the award, Dr. Tristan Denley, executive vice chancellor and chief academic officer for USG, wrote: "We received many outstanding nomination portfolios this year and each was thoroughly reviewed by a panel of faculty and administrators from across the University System. When the



*Student collects millipedes for research*

review committee met to discuss the nominations and finalize their recommendations, they voted unanimously to recommend GC Journeys program as this year's winner."

The path to this honor started last year when Dr. Jordan Cofer, associate provost of Transformative Learning Experiences, and Dr. Cynthia Alby, professor of Secondary Education, agreed GC Journeys would be "extremely competitive." Last fall, Cofer worked with various departments to capture steps they were taking to provide students transformative experiences. These included undergraduate research, internships, study abroad, leadership opportunities,

community-based learning and career planning

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**It's not a department initiative, rather it's a university-wide initiative. While it was conceived and driven by faculty, it's taken the entire university working together to focus on student success, which is at the heart of a liberal arts education. Its this type of collaboration that really helped set us apart.**

– Dr. Jordan Cofer

Cofer also worked with officials at Institutional Research and Institutional Effectiveness to collect assessments and documentation that proved the effectiveness of GC Journeys. Then,



*Students use film equipment*

he joined Dr. Dana Gorzelany-Mostak, the university's faculty success coordinator, to format an approach for application.

GC Journeys is "comprehensive" and "ambitious," Cofer said, and that's what helped propel it to award-winning success.

"It's not a department initiative, rather it's a university-wide initiative," he said. "While it was conceived and driven by faculty, it's taken the entire university working together to focus on student success, which is at the

heart of a liberal arts education. Its this type of collaboration that really helped set us apart."

GC Journeys puts high-impact practices at the center of student experience and at every level of undergraduate curriculum and this, according to Denley, was a distinguishing feature. The university integrates curricular and co-curricular experiences, which serves "as a springboard for students to explore career pathways, engage with local and global communities, develop leadership skills and cultivate an aca-

ademic mindset," Denley wrote. These are all elements of USG's Momentum Year award, as well.

The award will be formally presented at a future Board of Regents meeting.

"I'm so excited about the award," Cofer said, "because it's external recognition of the great work our faculty and staff are doing. It helps confirm that quality education that GC students receive."

# GC JOURNEYS SPONSORS WINTER ADOPT-A-STREAM SERVICE PROJECT



*Students tested their knowledge of streams at Champion Creek at Lake Laurel.*

Some Georgia College students will be doing a lot of streaming on winter break—but not the kind you do on Netflix.

Home for the holidays, they're not idle. Fifty students from all majors have turned 'citizen scientist' to monitor waterways in 26 counties across Georgia. They'll make visual assessments, analyze chemical markers and log information to the state's Adopt-A-Stream database.

"This is truly a unique, cooperative and co-curricular experience that only a place like Georgia College could provide," said Dr. Jordan Cofer, associate provost of Transformative Learning Experiences. "Our students are extremely interested in service and sustainability," he said, "so this project really appealed to them. They're able to help give back to their communities, while learning more about their local environments."

This new program allows students to

be actively engaged outside during an unusually long winter break. It also satisfies one of five transformative experiences they need in the GC Journeys program, in order to graduate.

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**This is truly a unique, cooperative and co-curricular experience that only a place like Georgia College could provide.**

– Dr. Jordan Cofer

Before leaving campus for the semester, students began learning and preparing. Some are environmental science and chemistry majors. But a majority are not. Majors from areas like business, psychology, nursing, computer science, health sciences and communications are learning to visually assess and chemically test streams.

"This is a wonderful opportunity to promote the efforts of Adopt-a-Stream and get our students excited about water quality. The best part is that their small efforts can have a big impact," said Ruth Eilers, director of Academic Outreach and regional coordinator for Georgia Adopt-A-Stream.

So many students were interested in this alternative winter break activity that additional training sessions were offered. In November, students took workshops with Eilers, lasting any-

where from three hours to half a day. Some students learned to observe subtle changes in streams by examining the physical appearance and structure of streams and how they change over time. This tells a lot about the health of a stream and the quality of habitats for small organisms.

“”

**It's really valuable for these students to show they're engaged in these citizen-science efforts. They were willing to get substantial training and follow through with it. These are all skills that'll benefit them when they look for jobs after graduation.**

– Dr. Allison VandeVoort

Half the students were trained in chemical monitoring. They learned to test dissolved oxygen, pH acidity, electrical conductivity and temperature.

"It's really valuable for these students to show they're engaged in these citizen-science efforts," said Dr. Allison VandeVoort, associate professor of environmental science. "They were willing to get substantial training and follow through with it. These are all skills that'll benefit them when they look for jobs after graduation."

"I'm encouraged so many of them care about their environment," she said. "They care about sustainability,

and they're excited to engage in this cool citizen-science effort."

Students tested their newfound knowledge in Champion Creek at Lake Laurel in November and are now state certified in the Adopt-A-Stream program. They'll continue to participate in online discussion boards and web meetings to talk about what they've learned and the challenges they're facing. There'll also be online guest speakers to teach students more about water quality issues, community engagement and sustainability.

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**This will be a snapshot, if you will, of what water quality looks like across Georgia at this moment.**

– Dr. Vandervoort

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Junior psychology major Mara Lami volunteered to observe and chemically test a stream directly behind her house in Fortson, Georgia, called Standing Boy Creek. It's a fascinating area surrounded by overgrown forest and swampland. She also hopes to monitor Mulberry Creek, a popular spot in her community for fishing. Lami is using a form for visual notes that includes weather observation and the color, clarity and odor of water. She'll calculate the stream's flow as a chemical tester, as well, filling out a form for air and water temperature, pH levels and amounts of dissolved oxygen.

"The most challenging part, so far, has been the weather," Lami said. "Rain keeps popping up on days, when I can actually go to the streams."

"Getting to test the streams on my own is going to be fun. Mixing chemicals to learn new information about streams is exciting. I really look forward to getting into the streams with my rain boots on and testing the water."

Junior environmental science major Molly Hooks is minoring in geology and biology. She's glad to use her education to "contribute important findings and data" to the Georgia Adopt-A-Stream database.



*Junior Molly Hooks at Tybee Island.*

Hooks already conducted tests at two coastal sites. While vacationing at Tybee Island, she tested waters only accessible by boat like Jack's Cut, Little Tybee Slough and Buck Hammock. She also plans to test waters in her hometown of Augusta during break.

"Interpreting data, while in the field, is definitely challenging," Hooks said. "But it's also fun, because you get to spend time outside, while also conducting important research."

Sydney Brown of Canton, Georgia,

just graduated in December with degrees in biology and psychology. She enjoys freshwater conservation and is excited to make "an important contribution to a large body of science," like Adopt-A-Stream.

Brown expects to do chemical testing at Fishing Creek near her home in Milledgeville. It runs into the Oconee River and is a popular fishing spot.

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**I think it'll be really fun to have a mini field-work experience and contribute to citizen science, which is a super-cool concept. I will always jump at an opportunity to work with water.**

– Sydney Brown, recent graduate

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Students report their findings online at the Adopt-A-Stream database. In January, they'll provide Milledgeville representatives with a report on local waters. If any streams prove to be problematic, information from students could prompt action from politicians and environmental professionals.

"This will be a snapshot, if you will, of what water quality looks like across Georgia at this moment," Vandervoort said. "I think it's really important for students from all majors to be able to engage with their environment, and I'm encouraged so many of them care about sustainability."

# GC Wins Top Undergraduate Program in the Nation

Georgia College has been named a recipient of the 2020 Campus-wide Award for Undergraduate Research Accomplishments (AURA) by the Council on Undergraduate Research (CUR). This annual award recognizes institutions with exemplary programs that provide high-quality research experiences for undergraduates.

"We have seen the value undergraduate research can bring to a student's education and have chosen to provide as many opportunities as we can for our students to participate in research," said Dr. Costas Spirou, provost and vice president for academic affairs. "This national recognition is a reflection of the exceptional work of our dedicated faculty who are strong supporters of students in their research efforts, and that is key to their success."

Georgia College makes undergraduate research opportunities for students a priority. Over the years, undergraduate research has grown from a small, faculty-driven initiative into a "transformative experience" in which the university purposefully encourages all students to take advantage of during their time here.

Now in its sixth year, the AURA award draws on CUR's Characteristics of Excellence in Undergraduate Research (COEUR), which outlines criteria for exceptional undergradu-



*Student assistants in Special Collections at the Russell Library examine a botanical illustration.*

Lindsay Currie. "Amid the many challenges of the COVID-19 pandemic, it is inspiring to see the steadfast commitment of these higher education institutions to excellence in undergraduate research, scholarship, and creative inquiry on their campuses."

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**During the 2019-2020 academic year, at least 2,325 of our students participated in an undergraduate research experience."**

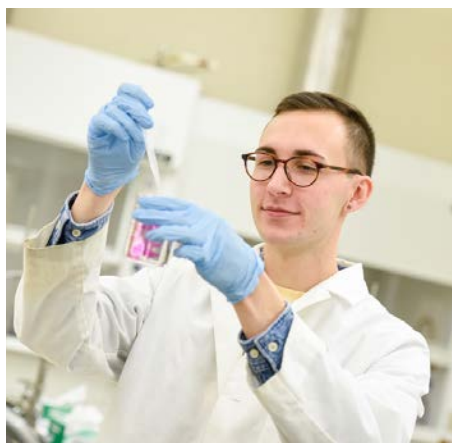
*– Dr. Jordan Cofer,  
associate provost for  
transformative learning experiences*

According to CUR, Georgia College showed impressive growth of its un-

dergraduate research experience," said Dr. Jordan Cofer, associate provost for transformative learning experiences. "That's about 40 percent of our student body."

Georgia College provides opportunities for students across every major and department ensuring all students can take part in undergraduate research. But it all started from humble beginnings.

"Our story is really compelling because in 2011 we had a group of faculty get together to create learning communities, and they really investigated what it would be like to centralize undergraduate research," Cofer said. "Those initial faculty



Student conducts lab research.

members really helped build our undergraduate research program from the ground up.”

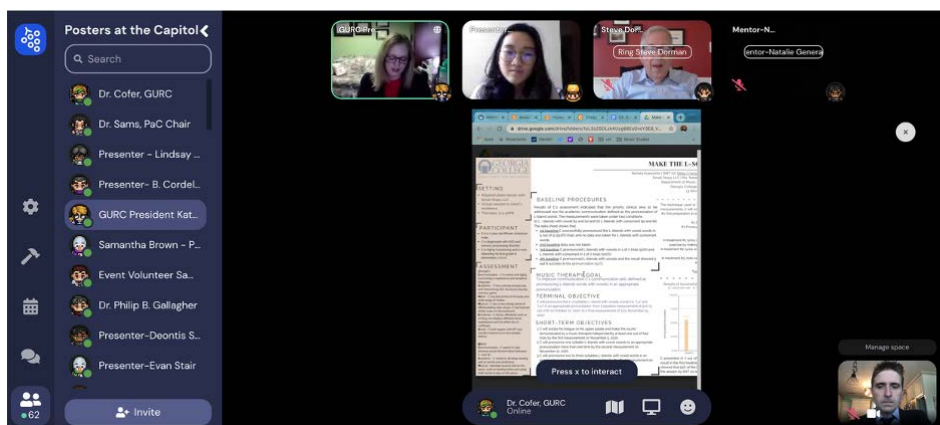
Undergraduate research continues to grow and expand at the university with the latest endeavor being the launch of a new national journal in early 2021.

“It fits our mission,” Cofer said. “It’s

an important practice to do and getting national recognition for something we do really well. I think that’s really important—especially for the faculty to be recognized for something they’ve done and have been doing.”

The AURA award will be given out during a virtual ceremony Thursday, April 22.

## Six Students Present Virtually at 3<sup>rd</sup> Annual ‘Posters at the Capital’



On February 24th, six Georgia College undergraduate students presented their research virtually at the 3rd Annual iPosters at the Capitol this week. That’s the highest participation in the University State System and second highest of any participating school in the state.

Normally held at the Statehouse in Atlanta, this year’s event will be online with Georgia legislators, lobbyists, university presidents and other faculty and administrators in attendance. from across the state.

Georgia College students presented work in physics, chemistry and music therapy. Participants include physics major Catherine Boyd of Columbus, chemistry major Allison Spent of Johns Creek and music therapy majors Avery Garrett of Martinez, Abby Hearn of Loganville, Sidney Johnson of Douglasville and Renata Kuswanto of Indonesia.

Posters at the Capitol was founded by Georgia College in 2018 as a way to share emerging research with state legislators. Now run by the Georgia

Undergraduate Research Collective (GURC), the exhibition is modeled after iPosters on the Hill in Washington D.C., which is hosted by the Council on Undergraduate Research (CUR).

Posters at the Capitol is highly competitive with only 25 applications accepted . iThe fact that we had so many students accepted to a conference with such limited capacity is a sign of the quality of undergraduate research at Georgia College," said Jordan Cofer, Associate Provost for Transformative Learning Experiences. Nearly forty percent of students participate in undergraduate research at Georgia College. Recently, the university launched a national journal on undergraduate research and was recognized nationally by CUR for its accomplishments in this area.

# 4 GC Faculty Chosen as USG HIPS Implementation Team



Dr. Angela Criscoe, Dr. Damian Francis, Dr. Joy Godin, Dr. Joanne Previts

Four faculty members from Georgia College were chosen to participate in the new USG Initiative centered around High-Impact Practices: Dr. Joy Godin, Associate Professor of Management Information Systems, Dr. Angela Criscoe, Assistant Professor of Mass Communication, Dr. Joanne Previts, Chair of Teaching Education, and Dr. Damian Francis, Assistant Professor of Public Health.

As part of the GC HIPS Implementation Team, the members will attend webinars and training from experts around the state and nation on dynamic pedagogies, then bring the knowledge back to campus to help with programming around high-impact practices. Furthermore, these members will work with the Center for Teaching and Learning and GC Journeys on an assessment project.

## Office of Leadership Hosts Creating High-Impact Leadership Experiences Course

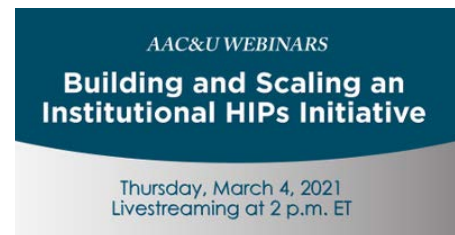
The Office of Leadership Programs hosted an intersession course for GC staff members on "Creating High-Impact Learning Experiences."

The course taught participants the principles of backwards design in creating learning experiences and effective methods for meeting learning outcomes. The course offered group learning sessions and one-on-one

and small-group conversations as participants designed learning experiences.

Ashley Copeland, assistant director of leadership programs, led the course. Pamela Booker, GC's Alex Gregory Leader in Residence, and Simeco Vinson, instructional design specialist, also facilitated.

## GC JOURNEYS HOSTS NATIONAL AAC&U WEBINAR



On March 4th, Drs. Costas Spirou, Jordan Cofer, Cynthia Alby and Hasi-tha Mahabaduge will present "Building and Scaling an Institutional HIPS Initiative" for Association of American Colleges & Universities (AAC&U), a national webinar.

This webinar, which is expected to have an audience between 500-800, will share Georgia College's efforts to address these challenges through GC Journeys, a faculty-driven HIPS initiative. GC Journeys asks students to complete five high-impact practices during their undergraduate experience. It also maps their core curriculum to AAC&U's Essential Learning Outcomes.

This webinar will also explore the scope of challenge and opportunity associated with launching an ambitious large-scale HIPS initiative. Panelists will also share best practices to support such initiatives and include faculty voices who are leading these transformative experiences.



# 24<sup>th</sup> Annual Student Research Conference Goes Virtual

The 24th Annual GC Student Research Conference, hosted by the Mentored Undergraduate Research and Creative Endeavors (MURACE), on March 26th was a resounding success. Using the GatherTown, over 120 people in attendance.

The winner for the best research poster went to Jenna Bryson, a senior Graphic Design major and Marketing minor from Loganville, Georgia, who was mentored by Dr. Abraham Abebe, an Assistant Professor in Art, Graphic Design. Ms. Bryson started her undergraduate research on SEIZURE: A

Safety Protocol & Data Collection Application in the Fall of 2020. The idea for this research stemmed from her personal experience battling epilepsy. Her mobile application design is two-fold: (1) it focuses on a straightforward data collection system for seizure-related information and (2) it provides a built-in timer and safety protocol list to keep seizure patients safe.

The winner for the Best Oral Presentation went to Katie-Rose Borrello, a senior, graduating this May with Bachelor's degrees in English Literature and Spanish Language and Culture. Her

faculty mentor is Dr. Katie Simon, an Associate Professor of English. Ms. Borrello has specialized in studying British Romanticism and Flannery O'Connor. Both student winners will receive a check for \$75.

Additionally, the following students were chosen to represent Georgia College at the COPLAC Conference: Ruth Hagler, Jenna Bryson, Sidney Johnson, Katie-Rose Borrello, Lillian Daniels, Catherine Boyd, Zachary Leffler, and Savannah Webb. Congratulations to these students and their mentors.

## GC Faculty Present on Service Learning for Georgia Educators



Dr. Kelley Ditzel



Dr. Karen Berman

On April 9th, Dr. Kelley Ditzel, Assistant Professor of Public Administration, and Dr. Karen Berman, retired Professor of Theatre, will be featured alongside faculty from University of Georgia and College of Coastal Georgia in a statewide webinar on Service Learning.

The webinar is part of the University System of Georgia's HIPs Implementation Teams initiative, in partnership with AAC&U's LEAP. The webinar will cover best practices in service learning and feature Q&A, attendance will include faculty from across the state of Georgia.

# DR. CHIANG WINS "MENTOR OF THE YEAR" AWARD FROM SEPA



Dr. Tsu-Ming Chiang, Professor of Psychology, won the Southeastern Psychological Association (SEPA) Mentor of the Year Award. SEPA, a regional psychological association affiliated with the American Psychological Association (APA), is the Southeastern region's premier organization for professional and academic Psychologists. This year's field was the most competitive in the history of the award. Dr. Chiang has mentored several undergraduate research students who have presented at state-wide, regional, and national conferences.

# Record Number of Students Admitted to Leadership Certificate Program



Georgia College Leadership Programs has admitted 56 students into the Leadership Certificate program for academic year 2021-22. The incoming class is the most academically talented and diverse in the program's history, with a cumulative grade-point average of 3.6 and twenty majors represented. The Leadership Certificate Program re-

ceived nearly 400 nominations from GC faculty.

In the Leadership Certificate Program, students can customize their leadership pathway to their respective fields of study. The gateway course, "How to Change the World," explores the principles of effective leadership. In addition to an upper-

level leadership seminar, program students can practice their leadership across the state and around the world. GC leadership students design and complete community-based practicum projects; intern in Washington, D.C.; or study intercultural leadership at the European Study Center in France, receiving practical training in human rights, dispute resolution, peace-building, and intercultural negotiation.

For more information, contact Harold Mock, Director of Leadership ([harold.mock@gcsu.edu](mailto:harold.mock@gcsu.edu))

# GC Launches National "Undergraduate Research" journal

Scholars with impressive projects from prominent schools all over the country vied recently for a spot in a new academic journal based on undergraduate research.

Kind of neat, then, that this new research journal came from Georgia College—a small public liberal arts school with about 6,000 undergraduates. In fact, Google "undergraduate research," and you'll likely to find Georgia College in the top pickings.

"More and more, colleges are going to start integrating and trying to grow their undergraduate research programs and start seeing the value of undergraduate research, and we've just got such a great head start," said Dr. Jordan Cofer, associate provost for Transformative Learning Experiences.

"What we're seeing is we're a leader in this area," he said. "We've got a national reputation for doing great work both internally and externally."

This month marked publication of the first edition of "Undergraduate Research," founded at Georgia College and put together by two Georgia College assistant professors: Dr. Kelly Massey in Exercise Science and Dr. Alesa Liles in Criminal Justice. Three other faculty served as associate editors: Cofer; Dr. Doreen Sams, profes-

sor of Marketing; and Dr. Kasey Karen, assistant professor of Biology.

The 174-page magazine showcases research by students in their freshman, sophomore, junior or senior years of college. The journal is free and one of few in the nation to highlight undergraduate work in all disciplines.



Back cover art by junior Mary Douberly.

The cover and back artwork are by two Georgia College art majors. The front, by senior Joshua Worthy, is an "intaglio print" of a wolf wearing a mask. The back, by junior Mary Douberly, is a "multi plate color intaglio etching" of intertwining snakes.

Fifteen Georgia College faculty signed up to review research projects. Each submission was given a "blind review" by two academic

scholars before decisions were made on what to include. This means reviewers saw content only—not which student or school it came from. Reviewers worldwide came from schools like the New York Institute of Technology; University of California, Berkley; University of South Africa; Notre Dame of Maryland University; and the University of Wisconsin.

The editorial board had members from distinguished schools, as well, and representatives from CUR (Council on Undergraduate Research) and the AACU (American Association of Colleges & Universities).

Out of 45 submissions, only six—about 13 percent—were accepted. To compare, 60 to 70 percent of all applicants are accepted to undergraduate research conferences and just less than half are admitted to the annual "Posters on the Capital" exhibit.

"Our publication rate was harder than most journals," Cofer said. "It was pretty selective. I think that makes the journal more prestigious. It just means you're getting a better quality of work."

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**There are some disciplinary journals for one university or on one topic. But we wanted to be an undergraduate research journal for all disciplines, so any student can submit. Our hope is it will continue to grow; it'll start to gain some prestige and draw attention to the work we're doing here,**

— Dr. Jordan Cofer

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The six submissions came from a variety of schools like the University of Virginia College at Wise, University of North Carolina, Columbus State University and Middlebury College. Topics ranged from the effects of parental relationships on academic success and music education to reflections from 1st-Century Christianity and Chicano identity. Diversity of topics from multiple disciplines is what makes Georgia College's publication special.

"There are some disciplinary journals for one university or on one topic. But we wanted to be an undergraduate research journal for all disciplines, so any student can submit," Cofer said. "Our hope is it will continue to grow; it'll start to gain some prestige and draw attention to the work we're doing here."

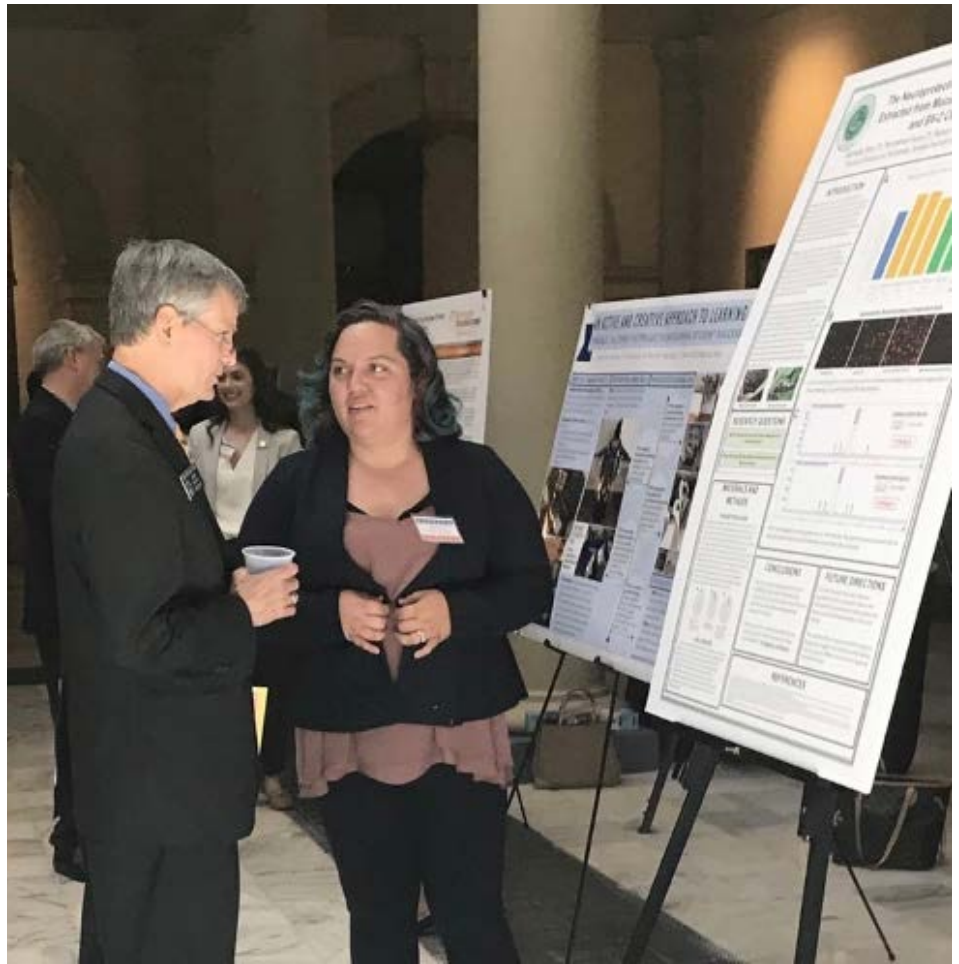
In the front of the journal, there's a section called "About Georgia College," which describes the university as a place "where practical education meets life-altering, real-world experiences." There's a letter from Dr. Costas Spirou, provost and vice president for Academic Affairs, who called undergraduate research "transformative" and a "central focus" at Georgia College.

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**Georgia College has made yet another mark in undergraduate research and has become a force to reckon with.**

— Dr. Kelly Massey

At back, there's an ad for earning graduate degrees at Georgia Col-



lege. There's also the website link: [www.undergraduateresearch.org](http://www.undergraduateresearch.org), where a digital copy of the journal will soon be housed.

Massey called the first issue a "great success" and especially thanked the university's administrators, faculty and Brooks Hinton, Print Shop manager and lead graphic designer, "for making sure the journal is a shining example of the greatest that is Georgia College. In just six months, Georgia College has made yet another mark in undergraduate research and has become a force to reckon with." Plans are ambitious to publish Georgia College's "Undergraduate Research" journal twice a year. Editions were mailed to schools throughout the United States—with an introductory letter from President Steve Dor-

man—and copies given to each reviewer and student submitter.

This is just one of many efforts to highlight undergraduate research on campus. There's already an internal undergraduate conference and internal undergraduate journal. Georgia College helps host the statewide undergraduate research conference, as well, and founded "Posters at the Capitol," a research exhibit by undergraduates from around the state before legislators.

"There aren't a lot of schools that are expanding in the area of undergraduate research. Especially right now, everyone's tightening the belt," Cofer said, "But we're putting in the resources here, and we've invested, so I really think it'll continue to pay off."

# GC READS 2020 SUMMARY REPORT

Seventy-three GCReads microseminars were held on Monday August 10th and Tuesday August 11th. Microseminar sessions were scheduled for 90 minutes, and were held both virtually and in-person. On Monday August 10th we held 35 sessions, of which 13 were in-person and 22 were virtual. On Tuesday August 11th we held 38 sessions, of which 14 were in-person and 24 were virtual. We had 52 faculty, staff, and administrators volunteer to facilitate sessions with representatives from every college.

Students were informed about GCReads during their summer orientation session, and sent follow-up reminders via email. If students did not register themselves for a microseminar, they were assigned to one. This year 15 essays were selected for GCReads. These essays were available to students at no cost through a libguide created by the GC library. Registration for GCReads was also facilitated via LibGuide. Across the two days 1,323 first-year students attended a GCReads microseminar.

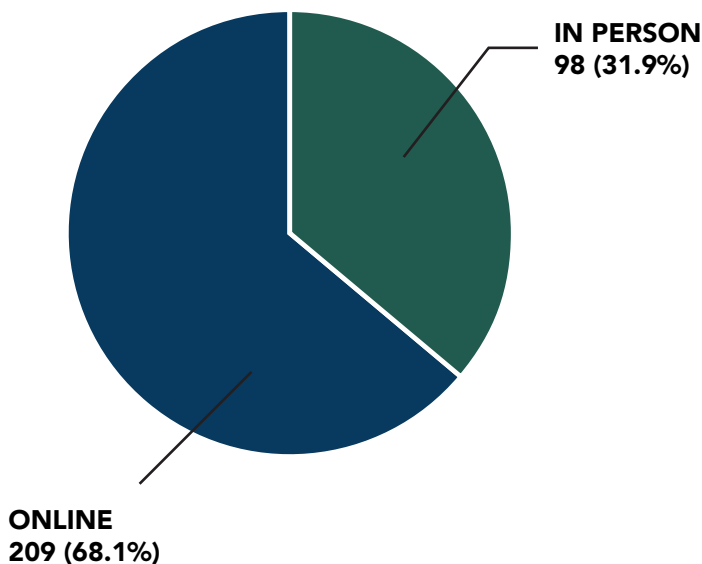
## Student Feedback

307 students responded to the GCReads Student Survey.

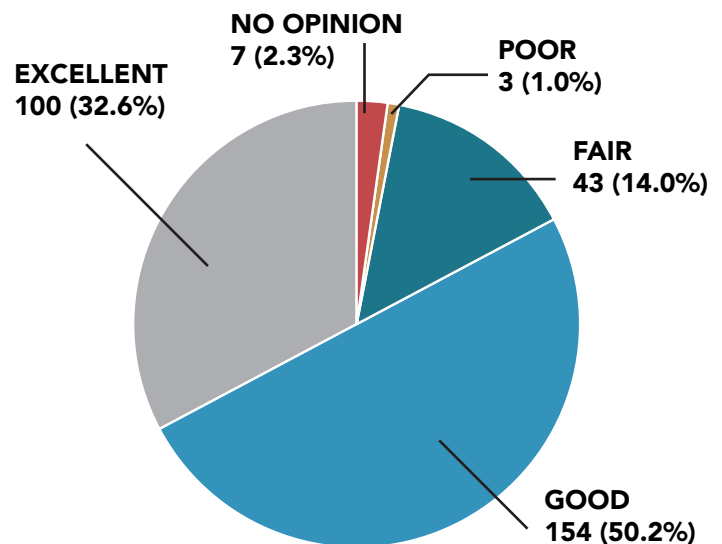
Of these respondents:

- 99.3% of students indicated they read their assigned essay
- 91.5% of students felt GCReads was a good introduction to academics at Georgia College
- 82.8% of students rated their GCReads experience as "excellent" or "good"

What Type of Seminar Did You Attend?



What Type of Seminar Did You Attend?



# NSSE (NATIONAL SURVEY OF STUDENT ENGAGEMENT) DATA 2020

Read the full report [here](#).

Georgia College National Survey of Student Engagement 2020

## Executive Summary

- Background
  - The National Survey of Student Engagement (NSSE) is designed to collect data from first-year and senior students to report the quality of the undergraduate experience to faculty, administrators, researchers, and others. NSSE uses 47 core items to report on 10 Engagement Indicators (EI) that are grouped into 4 themes. Each EI measures specific aspects of student engagement which allows for targeted improvement strategies. Themes and EIs are summarized below:
- **Theme: Academic Challenge**
  - EI: Higher-Order Learning
  - EI: Reflective & Integrative Learning
  - EI: Learning Strategies
  - EI: Quantitative Reasoning
- **Theme: Learning with Peers**
  - EI: Collaborate Learning
  - EI: Discussions with Diverse Others
- **Theme: Experiences with Faculty**
  - EI: Student-Faculty Interaction
  - EI: Effective Teaching Practices
- **Theme: Campus Environment**
  - EI: Quality of Interactions
  - EI: Supportive Environment

Georgia College selected 3 groups for comparison including USG institutions, Comparator peers, and all other NSSE 2020 completers. NSSE 2020 provides a thorough report of the overall results. The majority of this report breaks the data down by college at GC. Students were asked to self-report a major which allowed grouping into college. Please note that not all students provided a major; therefore, some were not grouped into a college. The following data table is a summary of the number of respondents by college used in the bulk of this report:

## FIRST-YEAR RESULTS: ENGAGEMENT INDICATORS

Georgia College's first-year students (n=226) show no significant difference when compared to other USG institutions, GC's comparator peers, and NSSE 2020 in most areas. The only exception is in the area of Collaborative Learning which shows GC students exceed the average when compared to all 3 comparison groups. Questions utilized to assess those topics are as follows:

### Collaborative Learning:

Percentage of students who responded that they "Very Often" or "Often"

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course materials with other students
- Worked with other students on course projects or assignments

## SENIOR RESULTS: ENGAGEMENT INDICATORS

Seniors (n=205) exceeded the University System of Georgia, Comparator Peers, and the NSSE 2020 national means in Collaborate Learning and Study-Faculty Interaction. Questions utilized to assess those topics are as follows:

### Collaborative Learning:

Percentage of students who responded that they "Very Often" or "Often"

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course materials with other students
- Worked with other students on course projects or assignments

### **Student-Faculty Interaction:**

Percentage of students who responded that they "Very Often" or "Often"

- Talked about career plans with a faculty member
- Worked with faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Georgia College seniors also exceeded its Comparator Peers and NSSE 2020 national mean in the area of Supportive Environment. Questions utilized to assess those topics are as follows:

### **Supportive Environment:**

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

- Providing support to help student succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be socially involved
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

Georgia College seniors exceed the NSSE 2020 national mean for Reflective & Integrated Learning and exceed its Comparator Peers in the area of Discussions with Diverse Others. Questions utilized to assess those topics are as follows:

### **Reflective & Integrated Learning:**

Percentage of students who responded that they "Very often" or "Often"...

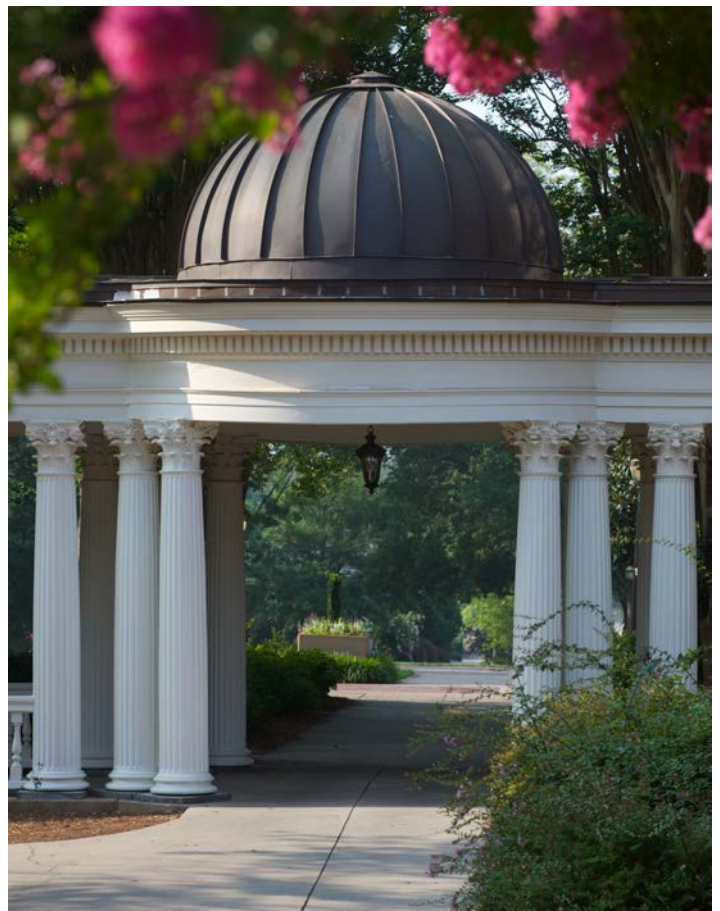
- Combined ideas from different courses when completing assignments

- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

### **Discussions with Diverse Others:**

Percentage of students who responded that they "Very often" or "Often" had discussions with

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own



## HIGH-IMPACT PRACTICES

NSSE defines High-Impact Practices (HIPs) as “enriching, educational experiences that can be lifechanging.” HIPs that are measured using NSSE are as follows:

- Learning Communities (First-year and Senior)
- Service-Learning (First-year and Senior)
- Research with Faculty (First-year and Senior)
- Internship or field experience (Senior only)
- Study Abroad (Senior only)
- Culminating senior experience (Senior only)

### First-year results:

#### High Impact Practices

Of the first-year respondents, 84% plan to complete an internship, co-op, field experience, student teaching, or clinical placement; 56% plan to participate in a student abroad program; and 63% plan to complete a culminating senior experience. Overall percentages at GC exceed all 3 peer groups.

### Senior Results:

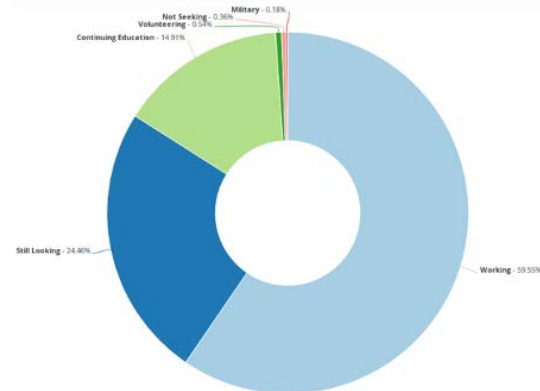
#### High Impact Practices

66% of GC students report that some or most of the courses have a service-learning component which exceeds the percentage report by all 3 peer groups. 33% of seniors have participated in a learning community, 43% have worked with a faculty member on a research project, 52% have completed an internship or earned field experience, 24% have studied abroad, and 56% of completed a culminating senior experience. With the exception of internships and field experience at our comparator peers, a higher percent of GC students participate in high impact practices.

## First Destination Survey- Career Center

<b>Overall Response Rate</b>	<b>63.6%</b>
<b>Working</b> (includes Working, Continuing Education, Military and Volunteering)	<b>75.2%</b>
<b>Still Seeking</b>	<b>24.5%</b>
<b>Not Seeking</b>	<b>.36%</b>

## SURVEY HIGHLIGHTS



Career Outcomes Rate	75.2%
Working	59.55%
Continuing Education	14.91%
Military	.18%
Volunteering	.54%
Still Seeking	24.46%
Not Seeking	.36%

## ANALYSIS OF WORKING RESPONSES

### Top 20 Employers

Northside Hospital	GEICO
Gwinnett County Public Schools	Cherokee County School District (GA)
NCR Corporation	Baldwin County Board of Education
Fulton County School District	Piedmont Healthcare
Navicent Health	Savannah-Chatham County Public Schools
Frazier & Deeter, LLC	Nolan Transportation Group
Georgia College & State University	Emory Healthcare
Bibb County Board of Education - GA	Cobb County School District
Techtronic Industries(TTI)	Houston County Schools
Children's Healthcare of Atlanta	PricewaterhouseCoopers (PwC)

## ANALYSIS OF CONTINUING EDUCATION RESPONSES

### Top 10 Continuing Education Responses by School Name

Georgia College & State University
The University of Georgia
Georgia State University
Augusta University
Mercer University
Georgia Southern University
Emory University
Georgia Institute of Technology
Brenau University
North Carolina State University



# GC JOURNEYS



**OVERALL:**

The overall quality of the TEs is very high across departments and faculty. This confirms that the TEs that comprise GC Journeys are actually producing “transformative” outcomes in students.

**MOST SATISFYING THING:**

What students find most “transformative” about their experiences are going out into the world to do new things that elicit growth in themselves.

**LEAST SATISFYING THING:**

Students are quite satisfied with the TEs that comprise the GC Journeys Program. Their experiences are very demanding and require a lot of work. A significant portion of complaints are somewhat isolated and individual (“Other”).

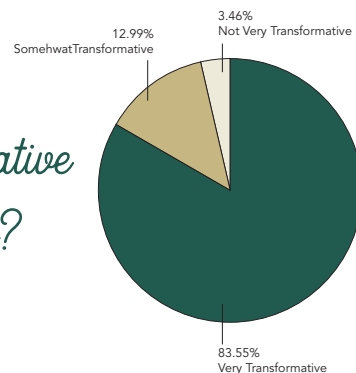
## PROGRAM ASSESSMENT

In Spring 2021, GC Journeys administered a program assessment for students completing their capstone courses. A total of 317 of 1021 students (31.0%) responded to the survey. They self-identified as having completed 851 total Transformative Experiences—an average of 2.68 TEs/student.

GC Journeys Program Outcomes:

Georgia College graduates are:

- Critical and creative problem solvers
- Ethical, reflective and engaged citizens
- Skilled communicators
- Service-oriented leaders and professionals who are dedicated to excellence



*How Transformative Is GC Journeys?*



## CHALLENGES:

### **CHALLENGE 1: RESPONDENT COHORT AND COVID-19**

Most of the capstone students likely entered GC in 2017, before GC Journeys was fully established as a distinct, signature entity on campus. This would have an impact on visibility, buy-in, and student understanding of the program. Additionally, this cohort of students completed their Capstone year during the COVID-19 pandemic, which disrupted delivery modalities across the university from March 2020 through Spring 2021.

### **CHALLENGE 2: TE COURSE CODING AND VISIBILITY**

Only 230 Capstone students (of 317 total respondents) self-identified as taking a Capstone course and only 190 identified as taking a First-Year Experience. However, all 317 student respondents of the survey were in the process of completing a Capstone course. Apparently, students completing TEs are not always cognizant of the fact that they are completing these “built-in” components of GC Journeys, so it is difficult to determine to what extent students accurately self-reported completion of these experiences.

### **CHALLENGE 3: LOWER SELF REPORTED RATES OF PARTICIPATION**

Of the 317 students who completed the survey, students self-reported participating in 851 TEs—an average of only 2.68/student. This falls well below the minimum number of 5 TEs laid out in the GC Journeys Program guidelines. Students need to increase participation in TEs by an average of 2.32/student to meet the current benchmark of 5 TEs before graduation. Students need to be reinforced when they are completing TEs.

### **CHALLENGE 4: INCONSISTENCY IN QUALITY OF “BUILT-IN” TEs:**

FYE and Career Milestones Among the 8 TEs, students felt least challenged by all four categories in FYE and Career Milestones. Although the numbers for FYE (54%) and Career Milestones (69.4%) are not alarmingly low, some effort could be made to bring them to the level of the third foundational TE, Capstones (90% feel “very much” or “quite a bit” challenged). This is especially important since all students at Georgia College must complete the three foundational TEs.

### **CHALLENGE 5: INCONSISTENCY IN “PERSONALIZABLE” TES: CBEL AND STUDY ABROAD/STUDY AWAY**

Among the 5 “personalizable” TEs, students felt least challenged by all four categories in CbEL and Study Abroad/Study Away (Though, these two TEs were both rated consistently higher than FYE and Career Milestones.). It would improve the overall success of the GC Journeys Program to improve the quality of these programs to be consistent with the other three “Personalizable” TEs: Leadership, MURACE, and Internships.

### **CHALLENGE 6: EXPOSURE TO AND ACCESSIBILITY OF “PERSONALIZABLE” TES**

The five “personalizable” TEs have fairly low levels of participation that could be due, in part, to exposure and accessibility of these experiences. Of the “personalizable” TEs, Internship has the highest rate of participation at 35.5% and students in most departments have access to internships in their majors. The remaining four “personalizable” TEs have rates of participation below 20%: MURACE 18.8%, CbEL 15.8%, Leadership 12.4%, and Study Abroad 5.8%.

2016-2021 Georgia College Strategic Plan  
FY2020 Annual Report on the Implementation Plan

<b>Color Key:</b>	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.	A concern has been identified or suggestion made by the Steering Committee.	A new Action Item is recommended by the Steering Committee.
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**Goal 2: Develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences.**  
Transformative experiences include but are not limited to: undergraduate research; creative projects; study abroad; service learning; community-based learning; leadership development; diversity and global learning; field and clinical-based practice; apprenticeships, preceptorships, and internships.

**Initiative 1: Establish an institutional framework for student participation in GC Journeys that broadly support student development and individual growth.**  
o Departments and colleges will establish expectations for student participation in transformative experiences that support student learning, course curricula, and academic unit missions.

G211	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Champion: Associate Provost for Transformative Learning Experiences, Registrar	Action Item 1: Establish operational definitions for each transformative experience; distribute these to faculty and staff	Associate Provost will work with the GC Journeys Advisory Council and champions of each TE to establish a definitions of each experience. These definitions will be used for official tracking and assessment purposes	FY20	No new operational funds needed - use existing funding	Although definitions have been established, have they been distributed widely? Do department chairs know what differentiates each experience?	MET	It would be helpful to integrate this into trainings for department chairs, and/or for faculty to make sure they have access to these definitions.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Champion: Center for Teaching and Learning	Action Item 2: Provide faculty development opportunities for development of TE, and LEAP core implementation.	Hold no less than 14 faculty development opportunities, Fall and spring semester (Monthly info sessions; Transformative Experiences workshops; Essential Skills workshops, etc)	Ongoing	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Workshops, courses, and info sessions have been very well attended with positive feedback. This has probably been one of the most impactful outcomes from Journeys to date. Lack of personnel to keep offering them at the level they have been.	Ongoing	Consider the use of faculty who have completed the Chancellor's Learning Scholars program to serve as workshop facilitators.	Concerns with the ability to continue offering a wide variety of faculty development for TEs due to lack of personnel.
	Champion: Associate Provost, Director of GC Journeys; Director of CTL	Action Item 3: Create and offer resources for faculty and staff in support of GC Journey Handbook; create a learning community for transformative experiences; offer mini-grants to support faculty in these experiences	Create GC Journeys Student Handbook; create GC Journeys Faculty Handbook; create a learning community for transformative experiences; offer mini-grants to support faculty in these experiences	FY20	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Faculty resources are continuing to be developed by both the Office of Transformative Learning, CTL, and the Office of First Year Experiences. The Student handbook is created, the advisory council finalized definitions; GC Journeys puts out a monthly newsletter and hosts monthly trainings. Continue to leverage the Chancellor's Learning Scholars program to support faculty.	MET	Continue to provide on-going and relevant resources to support faculty in implementing HPS and TEs.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Champion: Director of Institutional Effectiveness	Action Item 4: Provide summer training for department chairs.	The LAC Coordinators will schedule three meetings during summer 2017 with groups of department chairs, with one in June, one in July, and one in early August.	FY18	No new operational funds needed - use existing funding	There needs to be more communication with department chairs. They Department chair need more sessions throughout the year, or a short series of sessions in the summer in order to make Journeys more of a reality. Chairs Academy will occur annually beginning July 2021.	MET	Provide systematic and ongoing Chair's training and professional development on a annual basis.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 2: Design, implement, measure, and communicate student, faculty, and staff participation in transformative experiences.**

- o Track the level of utilization of course-embedded transformative experiences.
- o Assess learning outcomes from co-curricular experiences.

G212	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Champion: Director of Academic Advising	Action Item 1: Update Degree Maps/LEAP assessment. Fall 2017: Transformative Experiences Highlighted for each degree/major	Each degree plan has the three embedded TEs clearly marked; indicates a pathway for 5 TEs; encourages students to complete career milestones each year	FY20	No new operational funds needed - use existing funding	According to the Director of Advising these maps have mostly been finished, although at least one of the curricular maps hasn't been finished. The success of GC Journeys depends on a strong relationship with academic advising. GC Journeys onboarding should happen in FY18, but also advisors should be a touch point. The relationship between CTL and Advising could be stronger.	MET	Retire this AI since it has largely been accomplished.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Champion: Director of Institutional Effectiveness	Action Item 2: Design and implement Journeys LEAP assessment. Fall 2017: Phase I Implementation (GCJY, Area A); Spring 2018: Phase II Implementation (GCJY, Area C); Fall 2018: Phase III Implementation (Area D, Area E).	Metrics will include the number of courses carrying each ELO and number of faculty in courses completing implementation (signature assignments and assessments).	FY19	Redirect existing funds (approval required) or request new funding in the regular budget cycle	Each core course is mapped to the institutional core outcome but new is also mapped to one of AACU Essential Learning Outcomes (ELOs). We have a first full year of data (18-19) on the OIRE website under 'Student Achievement' and are in the process of advising 19-20. We are concurrently collecting FY21 data.	MET	Given more time and resources, calibration workshops for faculty using rubrics would be immensely beneficial and would increase our data validity and reliability. This can be retired since it has been accomplished but a new AI could be written to move the project further along. Maybe a new AI could relate to creating additional and more sophisticated data visualizations for core data for the core website.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Champion: Director of Institutional Effectiveness	Action Item 3: Establish new assessment requirements and thresholds for core assessment.	Metrics can not be determined until after baseline data are collected, however, targets will be set similar to what we currently report to SACSCOC. New requirements, based on the new core assessment, should be completed early due to impact on SACSCOC standards regarding general education and the assessment of student learning outcomes in the core.	FY20	No new operational funds needed - use existing funding	Thresholds have been determined. Unable to determine what AI means in regards to "create new assessment requirements."	MET	While tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys. Retire this AI.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Liberal Arts Council, Registrar Champion: Registrar	Action Item 4: Work with the Registrar to develop course attributes/tagging system & digireworks system to alert students and advisors on when students have completed experiences	Development of system to tag applicable courses with TE tags (U, SA, NT, CAP, FYE, PATH); create a digireworks module for students to be able to see experiences created	FY20	No new operational funds needed - use existing funding	Courses have been tagged. A new Degree Works portal now shows students how many experiences they have created. A new software called the Student Opportunity Center hopes to create a landing page for GC Journeys experiences.	MET	None to report.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.

**Initiative 3: Redesign the liberal arts curricula to best reflect the distinction of a public liberal arts institution.**  
o Support integration of Liberal Education and America's Promise (LEAP) outcomes into the general education and degree program curricula.

G213	RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW	FINDINGS	MET/NOT MET	INTERPRETATION/ NEXT STEPS	RECOMMENDATIONS TO CABINET
	Champion: Director of FYE, Director of GC Journeys, Director of Advising	Action Item 1: Redesign Freshmen seminar, and, if necessary, redesign senior capstone.	In progress. FYE Office was recently moved under the Office of Transformative Learning Experiences, which should streamline the process	FY21	Redirect existing funds (approval required) or request new funding in the regular budget cycle	First Year Experience office along with academic advising should collaborate on redesigning First Year Academic seminar. FYAS is an opportunity to onboard GC Journeys for all Freshmen.	Ongoing	Continue to next year, possibly splitting into two more specific AIs, one for FYAS and one for Capstone	Concerns related to the First Year experience and its effectiveness in its current design and implementation.
	International Education Center, Leadership Programs, Career Center, TE Champions Academic Departments Champion: Associate Provost	Action Item 2: Increase transformative experience offerings for: Study Abroad, Community-based Engaged Learning, Career Milestones, Leadership, MURAGE, and Internships.	establish baseline and target increase for FY21 for each transformative experience.	FY21	Redirect existing funds (approval required) or request new funding in the regular budget cycle	GC Journeys saw a 15.1% increase in HPS participation. The increase in HPS is promising, especially in areas such as undergraduate research. However, tagging courses and tracking them are going to continue to be more important than ever to make sure there is good data.	MET	Continue this AI yearly.	Action Item has been accomplished and operationalized, so there is no need to continue it as an active action item.
	Champion: Director of Institutional Effectiveness	Action Item 3: Track participation rates annually in GC Journeys to assess participation/success	Retention/graduation rates prior to 2018 cohort and after.	Annually	No new operational funds needed - use existing funding	The curricular tagging system is helping to track curricular experiences (as well as co-curricular experiences in leadership). While tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys?	Ongoing	Continue this AI, while tracking is helpful, there needs to be better metrics tied to the effectiveness of GC Journeys.	No change.
	Champion: Associate Provost	Action Item 4: Establish annual transformative experiences focus groups for assessment of experiences (students and faculty).	Have the GC Journeys Advisory Council Assess annual completion data; run at least one student focus group on success of GC Journeys	FY20	No new operational funds needed - use existing funding	This was not attempted, partially due to COVID. Since these weren't attempted, the program is missing valuable feedback that could happen from focus groups.	Ongoing	Continue this AI in FY22 to gather needed data on student and faculty experiences with GC Journeys.	No change.
	Champions: Associate Provost for Transformative Experiences, Director of Institutional Effectiveness	Action Item 5: Evaluate the overall effectiveness of GC Journeys in meeting its intended goal.	Performance Indicators and metrics, both direct and indirect, should be used that align with program outcomes.	FY21	No new operational funds needed - use existing funding		NEW		New action item about overall program evaluation methods.

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