

# East Georgia

STATE COLLEGE<sup>®</sup>

SWAINSBORO | STATESBORO | AUGUSTA | ONLINE

## Strategic Plan

**FY 2025 – FY 2028**

**Update 2025**

## Table of Contents

<b>VISION AND MISSION .....</b>	<b><u>1</u></b>
<b>STRATEGIC GOALS .....</b>	<b><u>2</u></b>
<b>INSTITUTIONAL STRATEGIES AND TACTICS .....</b>	<b><u>2</u></b>
<b>STUDENT SUCCESS .....</b>	<b><u>3</u></b>
<b>RESPONSIBLE STEWARDSHIP .....</b>	<b><u>10</u></b>
<b>ECONOMIC COMPETITIVENESS .....</b>	<b><u>16</u></b>
<b>COMMUNITY IMPACT .....</b>	<b><u>17</u></b>

**East Georgia State College Strategic Plan**  
**For Fiscal Years (July 1 – June 30)**  
**FY 2025 through FY 2028**  
**Update 2025**

**VISION AND MISSION**

(TC)

Presented below are the vision and mission statements of the University System of Georgia (USG) and East Georgia State College (EGSC). The USG statements are drawn from the USG *Strategic Plan 2029* as approved by its governing Board of Regents in August 2023. Serving as a point of access to the USG, EGSC’s vision statement provides the long-term context for pursuing a mission that focuses on extending the College's associate degree options to multiple student populations and developing baccalaureate degrees targeted to the needs of its service area. The EGSC strategic plan provides a blueprint for realizing the College's mission. As a guiding document, the plan is updated as needed.

**USG Vision Statement**

The University System of Georgia is determined to be recognized as the best system of higher education in the United States as it advances the prosperity of individuals, the state of Georgia, and the nation through education, research, engagement, and innovation.

**EGSC Vision Statement**

Through bold and transformative action, East Georgia State College aspires to significantly increase the educational achievement of its students and to be an indispensable pathway to a more fulfilling and prosperous future.

**USG Mission Statement**

Our mission is knowledge: to create it through research, transfer it through teaching, and apply it through service.

**EGSC Mission Statement**

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21<sup>st</sup> century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

**STRATEGIC GOALS**

(TC)

EGSC has four institutional strategic goals that correspond to the four system strategic goals articulated in *USG Strategic Plan 2029*. Both the EGSC and USG goal statements are presented below.

**USG Student Success:** The University System of Georgia will increase degree completion through a robust and intensive approach to access and student success, utilizing data analytics and best practices.

**EGSC Student Success:** East Georgia State College provides access to innovative academic programs and engages in college completion initiatives, transforming students and equipping them with tools for success.

**USG Responsible Stewardship:** The University System of Georgia will ensure affordability for students through the wise stewardship of resources and optimizing efficiency across the system.

**EGSC Responsible Stewardship:** East Georgia State College uses innovative cost control measures to deliver high quality, affordable degree programs.

**USG Economic Competitiveness:** The University System of Georgia will play a critical role in developing the talent and knowledge for current and future industry needs in the state of Georgia and beyond.

**EGSC Economic Competitiveness:** East Georgia State College is a catalyst for economic development through a variety of initiatives and degree programs that nurture effective student leaders equipped to transform communities in innovative ways.

**USG Community Impact:** University System of Georgia institutions will connect and collaborate with the communities and regions in which they serve to drive innovation and create opportunities for continued economic and quality of life impact.

**EGSC Community Impact:** East Georgia State College provides a rich array of public service programs through its Sudie A. Fulford Community Center to the communities it serves. In addition, the College hosts a variety of events on its home campus in Swainsboro and at its Augusta and Statesboro Locations.

**INSTITUTIONAL STRATEGIES AND TACTICS**

(TC)

This plan presents the strategies developed to support EGSC's strategic goals. For each strategy, corresponding tactics and action plans to implement the tactics are identified. The College's strategies and tactics are discussed below.

## STUDENT SUCCESS

(TC)

The College's three core strategies for promoting student success, along with tactics for implementing these strategies, are summarized in the table below.

## EGSC Student Success Strategies and Tactics

Strategy No.	Strategy Description	Tactic No.	Tactic Description
1.1	Improve student success in core curriculum courses through focused initiatives	1.1.1	Integrate student learning communities (SLCs) into the core curriculum.
		1.1.2	Increase the percentage of new freshmen completing initial Writing/Math courses within their first academic year (fall through summer semesters).
		1.1.3	Increase the percentage of new freshmen who successfully complete 30 credit hours in their first year (fall through summer semesters).
1.2	Increase degrees conferred	1.2.1	Increase the annual number of degrees conferred to 300 by FY 2028.
1.3	Increase enrollment and retention	1.3.1	Increase fall semester enrollment
		1.3.2	Achieve targets for semester-to-semester retention rates for each of EGSC's four major demographic cohorts (Black men and women and White men and women) taking at least one class on campus.
		1.3.3	Achieve targets for fall to fall 1-year retention rates for each of EGSC's four major demographic cohorts taking at least one class on campus.

**Strategy 1.1: Improve Student Success in Core Curriculum Courses through Focused Initiatives**

EGSC's primary student success initiative is the introduction of student learning communities (SLCs), which is detailed in the College's quality enhancement plan (QEP) as part of its 2021 decennial reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

As is common with the implementation of a QEP, adjustments are being made to ensure the plan's success. When EGSC's QEP was developed and the first SLCs were formed prior to the Covid-19 Pandemic, EGSC had a larger faculty, staff, and student population than it had as of the end of FY

2022-23. Through the 2021-22 and 2022-23 academic years, SLCs were organized based on a co-requisite model that paired course sections in two different subjects. Because students were required to register for both course sections in an SLC, their course scheduling options were reduced. As the number of course sections being offered declined with fewer faculty and students, organizing SLCs based on the co-requisite model became unworkable.

The co-requisite model for organizing SLCs was replaced with a thematic approach in Spring 2023. With the Thematic Approach, four or five faculty members form a group and decide on a common theme they would share between their courses. The faculty notify the QEP Team of their interest in creating a Thematic SLC and seek approval for their proposal. If approved, each section that these faculty members teach of the course would be listed as a SLC. If a student registers for at least two of the courses within this particular thematic group, then the student would be considered as being part of the SLC. This allows students more flexibility in their choices for an SLC course. The implementation of the Thematic Approach is detailed in the following tactical action plan.

### Tactical Action Plan 1.1.1

Tactic	Responsible Office(s)	Action Steps	Status	Target
Integrate student learning communities (SLCs) into the core curriculum.	QEP Director	<ol style="list-style-type: none"> <li>1. Replace the co-requisite model with the thematic approach to increase scheduling flexibility and enhance student engagement.</li> <li>2. Introduce faculty to the Thematic Approach in Fall Semester 2023.</li> <li>3. Organize at least two SLC thematic groups for Fall Semester 2024.</li> </ol>	Spring 2024: Faculty recruited and trained to participate in thematic SLCs	Increase number of thematic SLC groups offered in Spring 2025, Fall 2025 and Spring 2026 semesters

Another core curriculum success initiative is to increase the percentage of new freshmen completing their initial writing/math courses within their first academic year. The writing courses are the ENGL 1101/1102 composition sequence. For students starting in the fall semester, progress will be tracked through the following summer semester. The implementation of this initiative is detailed below.

**Tactical Action Plan 1.1.2**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Increase the percentage of new freshmen completing initial writing sequence and mathematics courses within their first academic year.	Academic Affairs	<ol style="list-style-type: none"> <li>1. Redesign learning support courses for ENGL and MATH.</li> <li>2. Develop a first-year writing program.</li> <li>3. Review placement and advising process to ensure students are in the correct MATH course.</li> </ol>	25% of new freshmen complete initial writing sequence and math courses within first year	40% of Fall 2027 new freshmen will complete initial writing sequence and math courses within first year

The third core curriculum success initiative is to increase the percentage of new freshmen who successfully complete 30 credit hours in their first year. For students starting in the fall semester, progress will be tracked through the following summer semester. The implementation of this initiative is detailed below.

**Tactical Action Plan 1.1.3**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Increase the percentage of new freshmen who successfully complete 30 credit hours in their first year (fall through summer semesters).	Academic Affairs	<ol style="list-style-type: none"> <li>1. Review class schedule and course rotation.</li> <li>2. Implement a team-based approach to advising and student success support.</li> <li>3. Offer a summer academic program to incoming freshmen.</li> </ol>	12% of fall semester new freshmen complete 30 credit hours in first year	30% of Fall 2027 new freshmen will complete 30 credit hours in first year

**Strategy 1.2 Increase Degrees Conferred**

EGSC's access mission within the USG is realized both by the number of its students who graduate from the College and by the number who transfer successfully to other colleges and universities both inside and outside the USG. Two commonly used measures of success for students seeking an associate degree are the three-year transfer-out and three-year graduation rates of fall semester full-time, first-time cohorts reported to the Integrated Postsecondary Education Data System (IPEDS). Based on recent reports to IPEDS, the combination of these rates indicates that 70 percent or more of students in these cohorts either transfer-out or graduate from EGSC within three years.

Based on the College's implementation of its Complete College Georgia initiatives, the number of degrees conferred increased annually from a total of 168 in FY 2012 to over 300 beginning in FY

2016 and continuing through FY 2021. In Fall Semester 2017, EGSC launched fifteen associate degrees with disciplinary distinctions and an online Bachelor of Science Nursing Bridge degree, the third baccalaureate degree introduced by EGSC since the College was authorized by the USG to offer targeted bachelor degrees in 2011.

However, the impact of the COVID-19 Pandemic on enrollment starting in Fall semester 2020 reduced the number of degrees conferred to 282 in FY 2022, 239 in FY 2023 and 227 in FY 2024. Presented below in Table 2 is a summary of degrees conferred by EGSC from FY 2018 through FY 2024. Note the decline in the number of AA Liberal Arts degrees conferred and its corresponding decline as a percentage of all associate degrees conferred as more students earned associate degrees in specific disciplines through FY 2023.

### EGSC Degrees Conferred Summary

Degrees Conferred	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Total
AA Liberal Arts	200	163	151	136	110	90	114	964
Total Associate Degrees	297	295	282	307	250	220	227	1,878
AA Liberal Arts ÷ Associate Degrees	67.3%	55.3%	53.5%	44.3%	44.0%	40.9%	50.2%	51.3%
Bachelor Degrees	5	27	21	15	32	19	0	119
Total Degrees Conferred	302	322	303	322	282	239	227	1,997

While retaining its access mission, EGSC is undergoing a transition in how it realizes that mission. In August 2021, the College closed to new admissions its three baccalaureate and thirteen of fifteen associate degree programs that were introduced in Fall Semester 2017 because the number of degrees conferred in those programs were too low. Subsequently, to underscore its access mission, EGSC was approved by the USG to offer meta majors in the natural sciences and the social sciences and to begin offering degrees in collaboration with the USG's eMajor initiative. As of the start of FY 2024, the USG authorized the College to offer the following degrees:

- Associate of Arts in Elementary Education
- Associate of Arts in Liberal Arts (formally Associate of Arts, Core Curriculum)
- Associate of Arts in Social Sciences (beginning in Fall Semester 2021)
- Associate of Science in Business Administration
- Associate of Science in Natural Sciences (beginning in Fall Semester 2021)
- Associate of Science in Financial Technology eMajor (beginning in Spring Semester 2023)
- Bachelor of Science in Criminal Justice eMajor (beginning in Fall Semester 2023)
- Bachelor of Science in Organizational Leadership eMajor (beginning in Spring Semester 2024)



Over the next three fiscal years, EGSC is unlikely to award many bachelor degrees because the teach-out plans for the three baccalaureate programs that were closed to new admissions in Fall Semester 2021 has been completed and the two eMajor bachelor programs will be introduced in FY 2024. Close to 70 percent of the associate degrees conferred are awarded to students assigned to the Swainsboro Campus. Over the five-year planning horizon of this strategic plan, EGSC will endeavor to award an increasing number of associate degrees to its students on both the Swainsboro Campus and at EGSC-Statesboro located on the campus of Georgia Southern University as presented in Table 3 below. The implementation of this initiative is detailed in the Tactical Action Plan 1.2.1 that follows.

**Projected Associate Degrees Conferred**

Associate Degrees Conferred	FY 2025	FY 2026	FY 2027	FY 2028
EGSC Statesboro	50	55	60	65
Swainsboro Campus	190	200	215	235
Total Associate Degrees	240	255	275	300

**Tactical Action Plan 1.2.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Increase the annual number of degrees conferred to 300 by FY 2028.	Academic Affairs	<ol style="list-style-type: none"> <li>1. Implement a team-based approach to advising and student success support.</li> <li>2. Implement “graduation before transfer” initiatives.</li> <li>3. Provide professional development opportunities for faculty that focus on teaching excellence.</li> <li>4. Offer additional bachelor’s degree programs.</li> </ol>	FY 2024: 227 degrees conferred	FY 2028: 300 degrees conferred

**Strategy 1.3 Increase Enrollment and Retention**

**Increase Enrollment on Campus**

Presented in following table is a summary of EGSC fall semester headcount enrollment by location/mode of delivery for college students and dual enrolled students from Fall Semester 2020 to Fall Semester 2024, along with projected enrollment through Fall Semester 2027. The last row in the table lists the target percentages for each location/mode of delivery and dual enrolled students for fall semesters 2025 through 2027. During the COVID-19 pandemic, online only students accounted for a third of headcount enrollment. Reducing the target percentage for online only students increases the targets for students taking at least one in-person class at all locations.

**EGSC Fall Enrollment 2020-2024 and Projected Enrollment to Fall 2027**

Fall Term	Percent Change	Total Enrollment	Swainsboro Campus	EGSC Statesboro	EGSC Augusta	Online Only	Dual Enrolled
2020	-11.9%	2,415	589	612	236	658	320
2021	-16.2%	2,023	501	409	222	570	321
2022	-6.1%	1,900	520	403	177	445	355
2023	-6.9%	1,768	480	363	178	366	381
2024	3.3%	1,826	532	351	163	377	403
2025	2.8%	1,877	601	394	169	338	375
2026	7.1%	2,010	643	422	181	362	402
2027	9.5%	2,200	704	462	198	396	440
Target % of Fall Enrollment			32%	21%	9%	18%	20%

Several actions are being taken to address and reverse recent declines in fall semester enrollment. In collaboration with Modern Campus, EGSC has completed the redesign of its website, focusing on attracting new students. Thanks to generous support provided by the USG, EGSC will be utilizing the Slate customer relations management (CRM) platform to attract and retain students. In addition, the College will emphasize the recruitment of high school students to take classes in person through dual enrollment. The implementation of this initiative is detailed in the tactical action plan below.

**Tactical Action Plan 1.3.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Increase fall semester enrollment.	Provost/VP Academic and Student Affairs	<ol style="list-style-type: none"> <li>1. Implement Slate CRM for recruitment and admission.</li> <li>2. Increase engagement with high schools for dual enrollment opportunities.</li> <li>3. Offer additional bachelor's degree programs.</li> </ol>	Fall 2024: 1,826 headcount enrollment	Fall 2027: 2,200 headcount enrollment

**Increase Semester to Semester Retention on Campus**

Starting with the FY 2018 academic year, student retention by location and mode of delivery for each of the College's four major demographic cohorts are analyzed and updated annually. These cohorts include Black and White men and women. Retention rates were calculated for fall-to-spring, spring to fall, and fall to fall retention. The highest retention rates occurred from fall-to-spring and the lowest rates occurred from fall to fall semesters.

**Swainsboro Campus**

The COVID-19 Pandemic has triggered challenges to student retention on the home campus in Swainsboro. Overall, the fall-to-spring retention rate dipped from 81% for Fall 2019 to Spring 2020 to 71% for Fall 2020 to Spring 2021, before recovering to 78% in the subsequent two years and

increasing to 82% for Fall 2023 to Spring 2024 and Fall 2024 to Spring 2025.

The spring-to-fall retention rates on the Swainsboro Campus were lower than the fall-to spring rates. After fluctuating between 51% and 56% from 2019 through 2022, the 2023 retention rate declined to 45% and recovered slightly to 47% in 2024.

**EGSC Statesboro**

Fall-to-spring retention rates for EGSC Statesboro have been 7 to 13 points lower compared to those on the Swainsboro Campus. The fall-to-spring retention rate dipped from 74% for Fall 2019 to Spring 2020 to 64% for Fall 2020 to Spring 2021 and 65% for Fall 2021 to Spring 2022 before recovering to 72% for Fall 2022 to Spring 2023. The retention rate dipped to 69% for Fall 2023 to Spring 2024, but then increased to 73% for Fall 2024 to Spring 2025.

The spring-to-fall retention rate at EGSC Statesboro was only 1.6 points below the rate on the Swainsboro Campus in 2019. From 2020 through 2022 the EGSC Statesboro spring-to-fall retention rates were 8-10 points below the rates for the Swainsboro Campus but increased to 57% in 2023 and 50% in 2024.

In April 2022, EGSC hosted a ribbon cutting to celebrate the opening of its new location on the campus of Georgia Southern University in Statesboro. Previously, EGSC served its students at an off-campus site in Statesboro. With the relocation of EGSC Statesboro to the Georgia Southern campus, EGSC seeks to retain a higher percentage of its students in Statesboro through conferral of an associate degree.

**EGSC Augusta**

Fall-to-spring retention rates for EGSC Augusta have been lower than the Swainsboro Campus but have improved in the last two years. The Fall 2024 To Spring 2025 retention rate was 78%. The EGSC Augusta spring-to-fall retention rates ranged from 46% in 2021 to 41% in 2023 but declined to 32% in 2024.

The College’s tactical action plan to improve campus retention rates is presented below.

**Tactical Action Plan 1.3.2**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Achieve targets for semester-to-semester retention rates for each of EGSC’s four major demographic cohorts taking at least one class on campus.	Provost/VP Academic and Student Affairs	<ol style="list-style-type: none"> <li>1. Implement Slate CRM for student success.</li> <li>2. Implement a team-based approach to advising and student success support.</li> <li>3. Update programs of study to ensure students take at least one course related to their discipline of choice in the first year.</li> </ol>	On campus fall to spring retention averages 72%; On campus spring to fall retention averages 50%	Raise on campus fall to spring retention to an 80% average; raise on campus spring to fall retention to a 65% average

## Increase Fall to Fall Retention on Campus

### Swainsboro Campus

The fall to fall retention rate on the Swainsboro Campus reached its highest point for Fall 2019 to Fall 2020 (47%) but then slipped by 10 points for Fall 2020 to Fall 2021 (37%), before partially recovering for Fall 2021 to Fall 2022 (42%). The retention rate declined again for Fall 2022 to Fall 2023 to 35% but increased to 40% for Fall 2023 to Fall 2024.

### EGSC Statesboro

The EGSC Statesboro fall to fall retention rates were 9 to 12 points below those on the Swainsboro Campus for 2019 through 2021. The Fall 2022 to Fall 2023 retention rate of 44% exceed that of the Swainsboro Campus but declined the next year to 37%.

### EGSC Augusta

Because EGSC students in Augusta are offered only 30 credit hours, the successful outcome for these students is expecting to transfer to another college or university. Therefore, EGSC Augusta students are not included in the target fall to fall retention rate for the College.

### Tactical Action Plan 1.3.3

Tactic	Responsible Office(s)	Action Steps	Status	Target
Achieve targets for fall to fall 1-year retention rates for each of EGSC's four major demographic cohorts taking at least one class on campus.	Provost/VP Academic and Student Affairs	<ol style="list-style-type: none"> <li>1. Implement Slate CRM for student success.</li> <li>2. Implement a team-based approach to advising and student success support.</li> <li>3. Update programs of study to ensure students take at least one course related to their discipline of choice in the first year.</li> </ol>	On campus fall to fall retention rates Swainsboro/ Statesboro averages 38%	Raise on campus fall to fall retention in Swainsboro/ Statesboro to 50% average

### RESPONSIBLE STEWARDSHIP

(TC)

Presented in the tables below are three strategies and several supporting tactical action plans prepared by the offices of Institutional Advancement, Grants and Data Analytics, and Information Technology to foster responsible stewardship through a variety of additional funding sources and cost management approaches. Some of these tactical actions have already been implemented and others will be Implemented within the time frame of this strategic plan.

## EGSC Responsible Stewardship Strategies and Tactics

Strategy No.	Strategy Description	Tactic No.	Tactic Description
2.1	Raise funds to support students	2.1.1	Increase the number and amount of grants awarded to EGSC.
		2.1.2	Raise student scholarship funds through correspondence with donors and friends of the College
		2.1.3	Fall “Casino Night” fund raising event
2.2	Leverage resources to improve student services and outcomes	2.2.1	Leverage PowerBI reports and data dashboards that support the improvement of student services and outcomes.
		2.2.2	Build centralized resources for instructional content, lecture notes, video lectures, and textbooks.
		2.2.3	Provide faculty and students training in information technology to use it more effectively.
2.3	Implement information technology initiatives to increase its effectiveness and efficiency	2.3.1	Create self-service portals for students and faculty to handle basic tasks.
		2.3.2	Implement software tools that help monitor and manage energy usage across the campus.
		2.3.3	Train IT staff in multiple disciplines to increase flexibility and reduce the need for specialized hires.
		2.3.4	Share information technology costs with other USG units through collaborative purchasing agreements and shared IT services

**Responsible Stewardship Tactical Action Plans**

**Strategy 2.1:** Raise funds to support students.

EGSC will secure additional funds through the work of our Office of Grants and Data Analytics and our Office of Institutional Advancement. We will actively pursue grants from government agencies, private foundations, and other organizations to support the expansion of educational opportunities for our students. Concurrently, we will strengthen our fundraising efforts, involving the EGSC community, alumni, and local industry partners, to generate resources through donations and special events. Together, these funding sources will play a pivotal role in our commitment to student success and institutional growth.

**Grants Tactical Action Plan**

**Tactical Action Plan 2.1.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Increase the number and amount of grants awarded to EGSC.	Office of Grants and Data Analytics	<ol style="list-style-type: none"> <li>1. During each summer semester identify potential federal grants to apply for during the upcoming fiscal year.</li> <li>2. Determine if currently awarded grants can be renewed annually.</li> <li>3. Review requests for proposals on an ongoing basis for alignment with EGSC’s mission, viability and suitability</li> </ol>	FY 2025: \$1.519M	\$1.5M annually

**Institutional Advancement Tactical Action Plans**

**Tactical Action Plan 2.1.2**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Raise student scholarship funds through correspondence with donors and friends of the College.	Institutional Advancement	Identify and contact current and potential donors of the college; communicate current college information to them.	Establish a running list of current and potential donors of the college; consistently communicate with them; collect information and data.	Establish a follow up communication process and a scholarship appreciation event for donors and recipients.

**Tactical Action Plan 2.1.3**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Fall “Casino Night” fund raising event.	Institutional Advancement	<ol style="list-style-type: none"> <li>1. Update all documentation from past fundraising event.</li> <li>2. Create a plan for promotion of the event.</li> <li>3. Contact all vendors for event.</li> </ol>	FY 2025: Net Income: \$31,854.39 Sponsorships: \$25,000 Tickets: \$8,600.00	10% increase in net income annually

**Strategy 2.2:** Leverage resources to improve student services and outcomes.

The Office of Grants and Analytics will continue to develop and enhance dashboards and reports to provide critical insights that inform decision-making and drive continuous improvement. This approach will enable the development of targeted interventions, optimize resource allocation, and personalize student support services.

By integrating technology solutions and sharing expertise, the Information Technology Department will support the development of innovative tools and platforms that streamline administrative processes, improve access to IT support, and reduce IT related costs. This collaborative approach will ensure that all departments can effectively utilize technology to provide an enhanced work environment for faculty and staff and an enriched learning experience for students.

**Data Analytics Tactical Action Plan**

**Tactical Action Plan 2.2.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Leverage PowerBI reports and data dashboards that support the improvement of student services and outcomes.	Office of Grants and Data Analytics	<ol style="list-style-type: none"> <li>1. Meet with end-users to determine: (a) data sources, (b) metrics that need to be visualized, to create a report or dashboard.</li> <li>2. Create the report and dashboard and receive feedback for the end-user.</li> <li>3. Attempt to automate the updating of the report or dashboard depending on the data sources so that end-user can have real-time access.</li> </ol>	Currently using 9 workspaces that include 20 reports and 5 data dashboards.	Continue to add PowerBI reports and data dashboards to inform the improvement of student services and outcomes.

**Information Technology Tactical Action Plans**

**Tactical Action Plan 2.2.2**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Build centralized resources for instructional content, lecture notes, video lectures, and textbooks.	Information Technology  Academic Affairs	Increase utilization of tools such as Microsoft OneDrive and increase buy-in from faculty and staff on its use to store and share instructional content.	FY 2025: 34% of faculty and staff actively use Microsoft OneDrive for file storage and collaboration	FY 2028: Increase active OneDrive usage among faculty and staff by 5% each fiscal year, reaching approximately 39% by next fiscal year and continuing this growth annually until FY 2028.

**Tactical Action Plan 2.2.3**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Provide faculty, staff, and students training in information technology to use it more effectively.	Information Technology  Human Resources	Offer training programs to Faculty, staff, and Students to improve IT literacy to reduce load on IT Help Desk	FY 2025: Offering cybersecurity and additional role-based training to faculty and staff.	FY 2025: Establish baseline data points for Help Desk inquiries and identify focus areas to deploy further training. FY 2026 – FY 2028: Reduce specific Help Desk inquiries by 5% annually through focused training.



**Strategy 2.3:** Implement information technology initiatives to increase its effectiveness and efficiency.

The Information Technology Department will collaborate with the College’s students, faculty and staff and partner with the USG to enable everyone to accomplish a wider range of tasks in less time and at lower costs.

**Tactical Action Plan 2.3.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Create self-service portals for students, faculty, and staff to handle basic tasks.	Information Technology	Create self-service portals for students, faculty, and staff to reset passwords, install software, access common services, etc.	In Progress	Thru FY 2028: Deploy an awareness campaign to highlight currently available self-service options.

**Tactical Action Plan 2.3.2**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Implement software tools that help monitor and manage energy usage across the campus.	Information Technology  Plant Operations	1. Replace older, inefficient hardware with energy-efficient models that consume less power and generate less heat. 2. Implement software tools that help monitor and manage energy usage across campus.	In Progress	Thru FY 2028: Continue to replace older hardware as it reaches end of life. Meet with Plant Ops to explore remote usage management

**Tactical Action Plan 2.3.3**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Train IT staff in multiple disciplines to increase flexibility and reduce the need for specialized hires.	Information Technology	Train IT staff in multiple disciplines	In Progress	Thru FY 2028: Implement role shadowing and develop documentation and a knowledge base to facilitate continuity of tasks.

**Tactical Action Plan 2.3.4**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Share information technology costs with other USG units through collaborative purchasing agreements and shared IT services.	Information Technology  Business Affairs	Partner with other USG units to purchase software licenses, hardware or IT services in bulk to reduce costs	FY 2025: 9.5% of current software purchases are through USG/ITS partnerships	By FY 2028: Increase percentage of software purchases through USG/ITS partnerships to 12%

**ECONOMIC COMPETITIVENESS**(TC)

The EGSC's goal of promoting economic competitiveness will be realized in coming years by the introduction of a variety of institutional and eMajor degree programs that open career opportunities for its students and help supply its service area with employees possessing the needed skills.

The College began offering an Associate of Science in Business Administration in Fall Semester 2017. Starting in Fall Semester 2022, a totally online option was added to the program. The program's percentage of all degrees awarded has risen from 5.0 percent for FY 2018 to 20.7 percent for FY 2024. Since its introduction, the AS in Business Administration program has generated 10.5 percent of all the degrees EGSC has awarded. The College's first collaboration with USG's eCampus, the AS in Financial Technology, was launched in Spring Semester 2023.

Bachelor degree programs targeting workforce needs include the Bachelor of Business Administration (BBA), launched in Spring Semester 2025. The BBA program offers the following concentrations through collaboration with USG's eCampus:

- Financial Technology
- Healthcare Administration
- Office Administration and Technology
- Logistics and Supply Chain Management

In addition, the Bachelor of Science in Criminal Justice and Bachelor of Science in Organizational Leadership are offered through collaboration with USG's eCampus.

Career Readiness has been selected as the Institutional Priority within Core IMPACTS. New courses include *BUSA 1000 Professionalism in the Workplace* and *BUSA 4900 Internship*. A co-curricular professional development program is in development and will be available to all EGSC students. The tables below summarize EGSC's economic competitiveness strategy, along with supporting tactics and actions plans to implement these tactics.

**EGSC Economic Competitiveness Strategy and Tactics**

Strategy No.	Strategy Description	Tactic No.	Tactic Description
3.1	Become a primary resource for employee development and advancement in the local economy.	3.1.1	Increase enrollment in bachelor's degree programs that target workforce needs.
		3.1.2	Emphasize career readiness throughout all degree programs.

**Tactical Action Plan 3.1.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Increase enrollment in bachelor's degree programs that target workforce needs.	Academic Affairs	Launch BBA Program in Spring 2025	Spring 2025: 45 Students	1. Spring 2025: 30 students 2. FY 2028: 68 students

**Tactical Action Plan 3.1.2**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Emphasize career readiness throughout all degree programs.	Academic Affairs	Place students in internships	Spring 2025: no students	1. FY 2028: 7 BBA students 2. FY 2028: 10 non-BBA students

**COMMUNITY IMPACT**

(IC)

The Sudie A. Fulford Community Learning Center and Magnolia Midland Georgia Youth Science and Technology Center (MMGYSTC) provide summer camps and other programs to local schools. The MMGYSTC is housed at the Fulford Center.

The Sudie A. Fulford Center and Magnolia Midland GYSTC intend to continue to broaden outreach through community engagement. A yearly family astronomy night is typically planned during the fall. Family Astronomy night consists of planetarium shows, crafts/STEM activities related to space, star gazing and, in the past, has consisted of a visit from a real-life astronomer. The Fulford Center and MMGYSTC also offer a variety of summer camps during the summer months consisting of astronomy camp and camp invention. MMGYSTC offers a STEM camp and nature camp as well. Facts about the college are incorporated into each community event held to encourage young children to choose one day to continue their education at EGSC. The table below summarizes EGSC's community impact strategies and supporting tactical action plans.

**EGSC Community Impact Strategies and Tactics**

Strategy No.	Strategy Description	Tactic No.	Tactic Description
4.1	Engage and enrich the communities in the College’s service area with a variety of events and programs.	4.1.1	Market the broad range of activities offered at The Sudie A. Fulford Center to local school systems and organizations in the community.
		4.1.2	Expand GYSTC STEM educational opportunities to the community and school systems (K-8th grades).
		4.1.3	Increase the number of students (K-8th grades) that participate in GYSTC programs.
		4.1.4	Increase the number of participating school systems memberships in Magnolia Midland GYSTC until 50% of the defined region is attained.

**Community Impact Tactical Action Plans**

**Tactical Action Plan 4.1.1**

Tactic	Responsible Office(s)	Action Steps	Status	Target
Market the broad range of activities offered at The Sudie A. Fulford Center to local school systems and organizations in the community.	Institutional Advancement	<ol style="list-style-type: none"> <li>1. Send press releases to local media outlets including newspapers.</li> <li>2. Send flyers to local schools and community groups.</li> <li>3. Utilize social media to maintain continuous communications with schools and community.</li> </ol>	FY2024: Each event was advertised on at least two different platforms.	Stay current on the latest trend to engage our diverse community.

**Tactical Action Plan 4.1.2**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Expand GYSTC STEM educational opportunities to the community and school systems. (K-8th grades)	Magnolia Midland GYSTC	Recruit part-time STEM teacher	FY 2024: 90 events held	Increase the number of programming with member and nonmember school systems by 2% from the previous year.

**Tactical Action Plan 4.1.3**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Increase the number of students (K-8th grades) that participate in GYSTC programs.	Magnolia Midland GYSTC	MMGYSTC continually recruits new school systems	FY 2024: 6,239 students participated	Increase number of students served from previous year by 2 % annually.

**Tactical Action Plan 4.1.4**

<b>Tactic</b>	<b>Responsible Office(s)</b>	<b>Action Steps</b>	<b>Status</b>	<b>Target</b>
Increase the number of participating school system memberships in Magnolia Midland GYSTC by adding at least one new member school system each year.	Magnolia Midland GYSTC	Visits and emails are used to recruit school systems.	FY 2024 Members: Baldwin, Emanuel, Candler, Jefferson, and McIntosh Counties.	Increase the number of participating school systems memberships until 50% of the defined region is attained.