

Georgia Highlands College

DATA APPENDIX

Overall Degrees Conferred

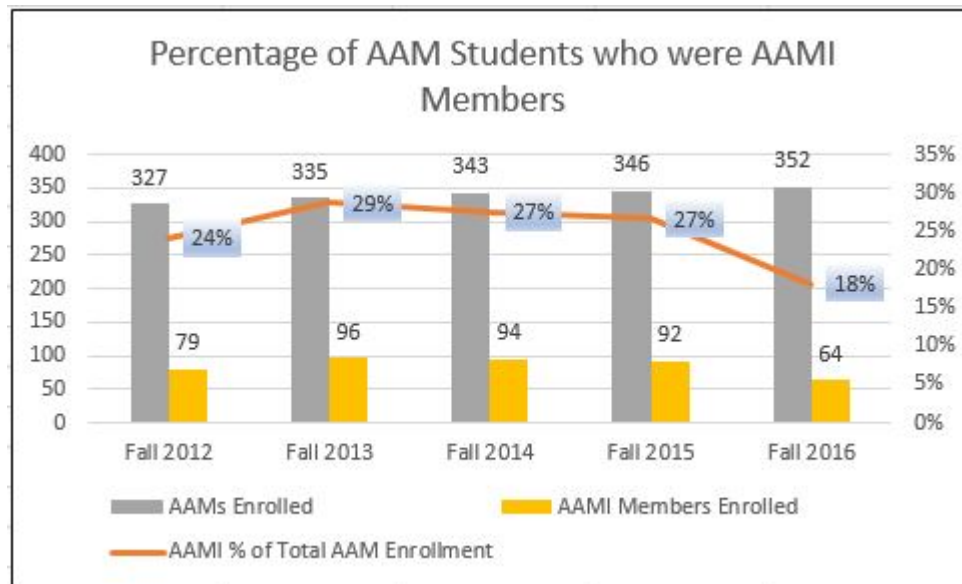
Degrees conferred for both associate and baccalaureate degrees are up for FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available. Increases reflect the addition of targeted baccalaureate degrees in health science, rising rapidly, and increased success efforts for multiple groups of students. Two targeted baccalaureate programs in business begin in Fall 2017.

Outcome Metrics, Degrees Conferred	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Associate degrees conferred	529	586	617	602	707
Baccalaureate degrees conferred	0	0	22	34	64
Total degrees conferred	529	586	639	636	771

African American Male Initiative (AAMI)

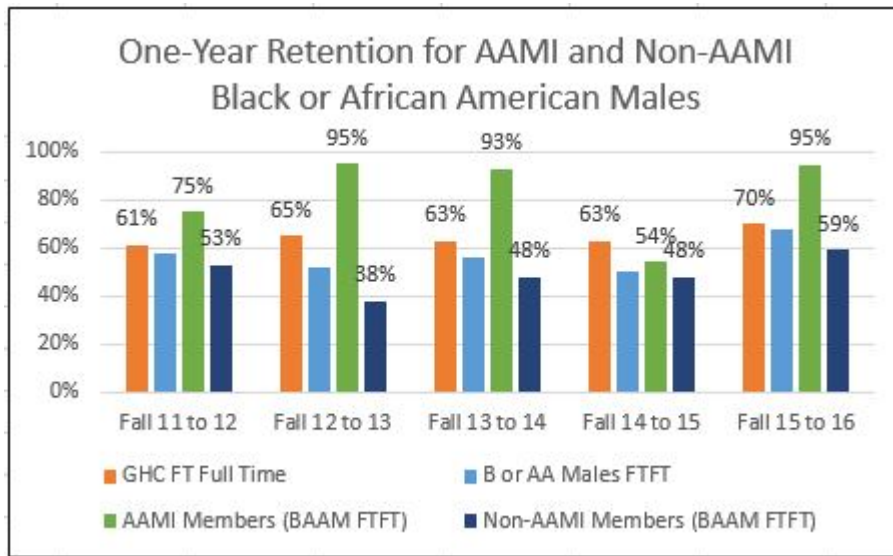
Participation in AAMI

Progress Metrics	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Total enrollment of Black or African American males	327	335	343	346	352
Members of GHC's AAMI	79	96	94	92	64
Percentage of Black or African American males participating in AAMI	24%	29%	27%	27%	18%

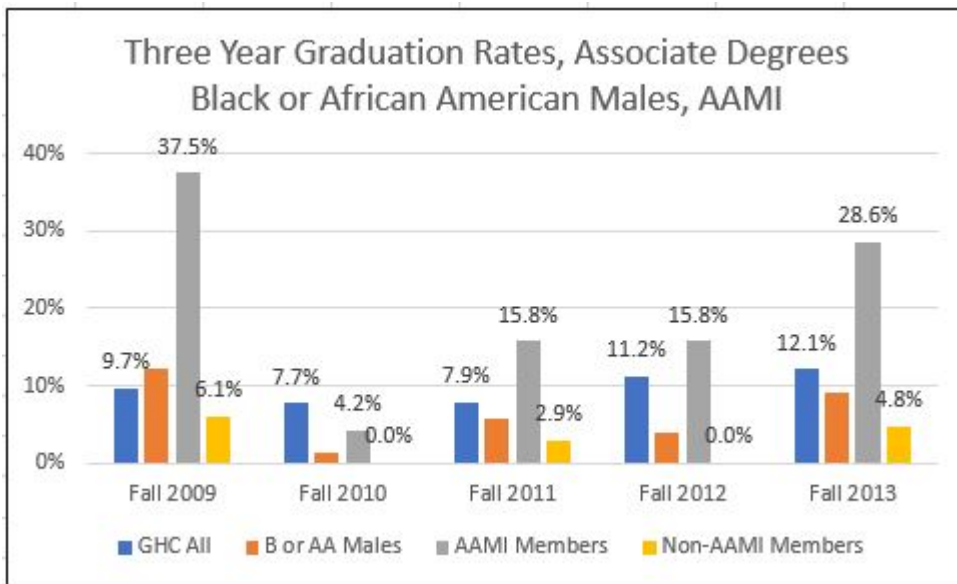


AAMI RETENTION

Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for African American male (AAM) students (FTFT)	58%	52%	56%	50%	68%
One-year retention for AAM members of African American Male Initiative (AAMI) (FTFT)	63%	95%	93%	54%	95%

**AAMI Three-Year Graduation Rate for Associate Degrees**

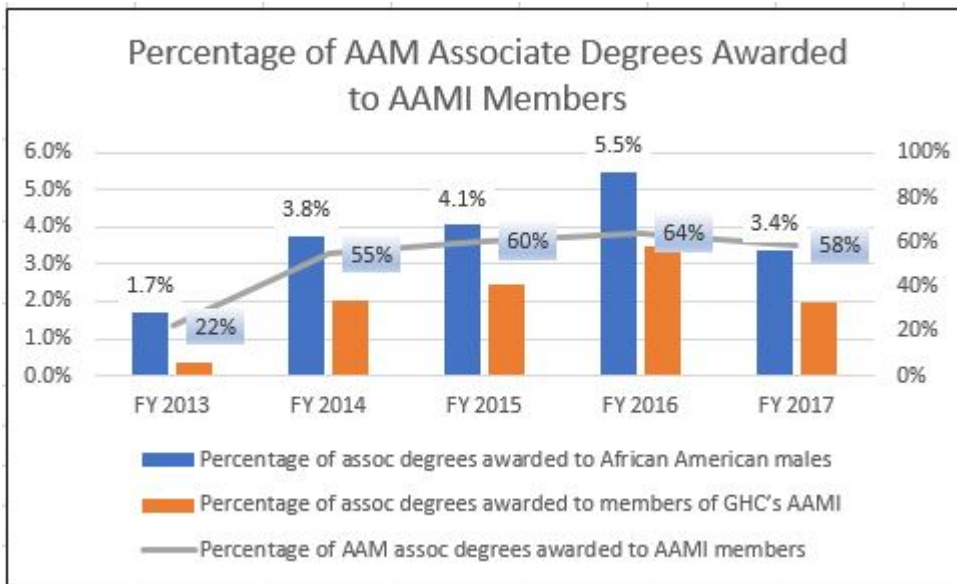
Progress Metrics	Fall 09 to 12	Fall 10 to 13	Fall 11 to 14	Fall 12 to 15	Fall 13 to 16
Three-year graduation for students who begin as full-time students (All FTFT) *	9.7%	7.7%	7.9%	11.2%	12.1%
Three-year graduation for African American male (AAM) students (FTFT)	12.2%	1.4%	5.7%	3.8%	9.0%
Three-year graduation for AAM members of African American Male Initiative (AAMI) (FTFT)	37.5%	4.2%	15.8%	15.8%	28.6%



AAMI Associate Degrees Conferred in FY 2017

No baccalaureate degrees were awarded to African American Males during FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available.

Progress Metrics	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Number of associate degrees awarded to African American Male students	9	22	25	33	24
Percentage of total associate degrees conferred that were awarded to African American Male students	1.7%	3.8%	4.1%	5.5%	3.4%
Number of associate degrees awarded to AAMI members	2	12	15	21	14
Percentage of total associate degrees that were awarded to AAMI members	0.4%	2.0%	2.4%	3.5%	2.0%
Percentage of associate degrees awarded to African American Male students that were awarded to AAMI members	22%	55%	60%	64%	58%



Success Coaching Programs

FALL 2015/SPRING 2016 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- Of the 1485 first-time, full-time freshmen, **938** of Students Assigned a Coach
- **187** total faculty and staff volunteers as Success Coaches
- **135** coaches logged their interactions in TutorTrac
- **2116** interactions were logged by coaches
- **64% (1363)** of logged interactions were unsuccessful
- **36% (753)** of logged interactions were successful
- **52** coaches did not document at least one interaction
- **618** of Students Assigned a Coach Retained in Fall 16
- **204** of Students that Responded to their Coach Retained Fall 16

Excerpts from resigning coaches:

"I have tried emails, phone calls, and post cards to contact/assist my list of students without any success. I am uncomfortable reaching out to them again."

"having students on the same campus, in my opinion, is really the only way this program can work long-term"

"I have found it difficult to keep on task with this program last semester as I have heavy reading and grading schedule... of the five students that I contacted... only one responded [to say that she did not need a coach]"

"please remove me from the Success Coach list at this time"

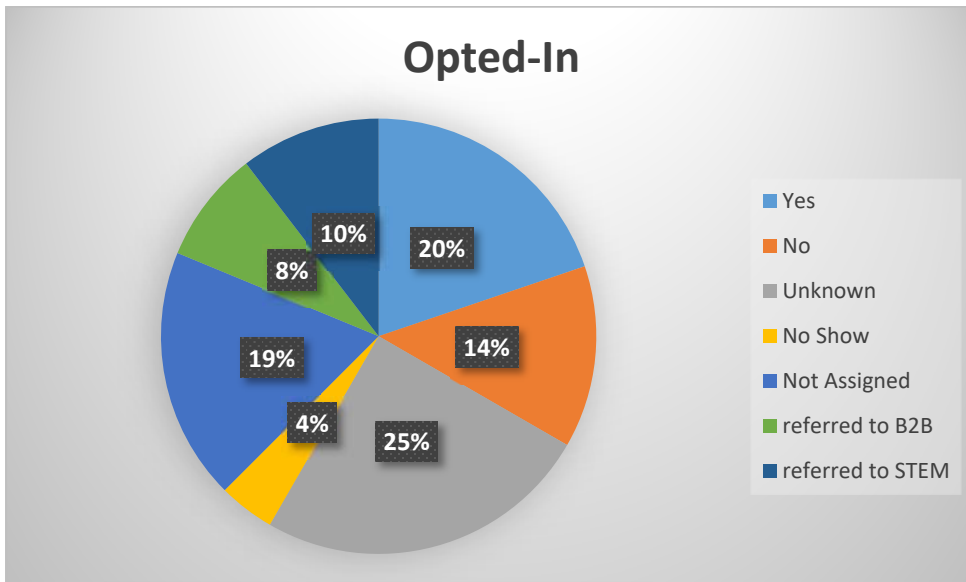
"I was not able to make contact with any of my mentees last semester, and this semester I am slammed with just trying to mentor my students in my classes."

"[my students] have ignored me the whole time."

"Please remove me... I need to maintain focus for the upcoming academic year."

FALL 2016/SPRING 2017 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- **731** general studies students receive email outreach
- **All** students received an announcement in their D2L
- **83** faculty, staff, administrators volunteered as coaches
- **97** students opted-in to the program



Out of 97 students who opted in, we know that 20% participated in the program. As the Opted-In chart illustrates, 14% did not respond to the initial contact made by the coach; 4% made appointments but were no shows; and 25% is unknown at this time because the coach has not logged the interaction. Multiple attempts have been made to contact the coach. An opportunity for growth is to reach out to the 19% of students who opted in but were not assigned because they opted in to the program at the end of the Spring 17 semester. 2016-2017 retention data is not available at this time.

IPEDS Cohort of First Time Students with and without Success Coaches					
One-year retention					
No subdivision by contact made					
IPEDS FTFT	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	USG published rate
Coach	880	618		70%	
No Coach	123	85	2	70%	
	1003	703	2	70%	70%
IPEDS FTPT					
Coach	15	6		40%	
No Coach	454	256		56%	
	469	262	0	56%	56%
Not IPEDS					
Coach	36	11	1	31%	
No Coach	4240	1828		43%	
	4276	1839		43%	NA

Sub-division by contact made

	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	
IPEDS FTFT					
Coach	880	618		70%	
Contact Made	281	204		73%	
Contact Not Made	599	414		69%	
No Coach	123	85	2	70%	
TOTAL IPEDS FTFT	1003	703	2	70%	
IPEDS FTPT					
Coach	15	6		40%	
Contact Made	4	3		75%	
Contact Not Made	11	3		27%	
No Coach	454	256		56%	
TOTAL IPEDS FTPT	469	262	0	56%	
Not IPEDS					
Coach	36	11	1	31%	
Contact Made	14	3		21%	
Contact Not Made	22	8	1	38%	
No Coach	4240	1828	542	49%	
	4276	1839	543	49%	

Learning Support – Corequisite Remediation and Math Pathways

Math Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 70%. For Math, the gateway classes are MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra). The figures shown are for IPEDS first time, full time students. At Fall 2014, the target of 70% was met with 71% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 81% of those starting in co-requisite remediation in math passed the gateway classes in two terms.

	IPEDS FTFT Students	TERM 1				By TERM 2				Gateway in Two Terms
		Passed M 0099				Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	
Fall 2009	86	60				5	5	46	24	34%
		70%								
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2014	128	56	43	72	43	1	0	11	5	71%
			77%		60%					
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
			84%		62%					

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 40%. Math follow-on classes are MATH 2200 or MATH 1113. For fall cohorts the third term combines completers in the following summer and fall terms.

	IPEDS FTFT Students	By TERM 3		
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2009	86	5	6	13%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2014	128	34	15	38%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2016	90			
		*Available end of Fall 2017		

Focus on Fall 2106 Cohort of Math Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 24% co-requisite, 76% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

Fall 2016	Non-STEM	STEM	All LS IPEDS FTFT
Co-requisite	38	52	90
Foundations	138	146	284
	176	198	374
% Co-req	22%	26%	24%

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support Math with math pathways, including a look at how the students who got through the gateway courses in Fall 2016 took and performed in follow-on courses in Spring 2017. Both groups (STEM and Non-STEM) did well when taking Statistics (MATH 2200) as the follow-on with pass rates of 100% and 70% respectively. A lower percentage (60%) of those who took Pre-Calculus (MATH 1113) passed on the first try.

One concern is the relatively low percentage of students who are eligible to take a follow-class in the second term

who take one. In Fall 2016, 24 of the 64 eligible students (38%) took a follow-on in the second term.

		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
			84%		62%					
Spring 2017			Took M 2200	Passed M 2200	Took M 2200	Passed M 2200	Passed M 2200	Passed M 1113	Total	Follow On in Two
F 2016 Follow on	90		10	7	4	4	11	6	17	19%
			31% of eligible	70% of takers	13% of eligible	100% of takers				
			Took M 1113	Passed M 1113	Took M 1113	Passed M 1113				
			0	0	10	6				
					31% of eligible	60% of takers				

English Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 75%. The figures shown are for IPEDS first time, full time students. For English analyses, students enrolled in Health Science Career programs are split out because they are not required to proceed past English 1101 into English 1102.

At Fall 2014, the target of 75% was met with 77% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 89% of those starting in co-requisite remediation in English passed the gateway classes in two terms.

		TERM 1	By TERM 2			
		200908	201002			
	IPEDS FTFT Students	Passed E 0099 or R 0999	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2009 HS Career	6	4	4	3	75%	50%
Fall 2009 Non-HS	40	38	29	20	69%	50%
Total Pass Percentage		91%				
			201502			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2014 HS Career	9	6	0	0	NA	67%
Fall 2014 Non-HS	34	25	4	2	50%	79%
Total Pass Percentage		72%				77%
			201702			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 60%. For fall cohorts the third term combines completers in the following summer and fall terms. For the Fall 2014 cohort, the goal of 60% was not met, with 35%

of students completing the follow-on class in three terms.

		By TERM 3		
		201005 or 201008		
	IPEDS FTFT Students	Took E 1102	Passed E 1102	Follow-on in Three
Fall 2009 HS Career	6			
Fall 2009 Non-HS	40	15	14	35%
		201502, 201505, or 201508		
		Took E 1102	Passed E 1102	Follow-on in Three
Fall 2014 HS Career	9			
Fall 2014 Non-HS	34	19	12	35%
		201702, 201705, or 201708		
		Took E 1102	Passed E 1102	Follow-on in Three
Fall 2016 HS Career	4			
Fall 2016 Non-HS	23			
*Available end of Fall 2017				

Focus on Fall 2106 Cohort of English Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 22% corequisite, 78% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support English, including a look at how the students who got through the gateway course in Fall 2016 took and performed in the follow-on course in Spring 2017. As noted earlier, the Fall 2016 cohort is on track to exceed 35% completion of the follow-class in three terms, having 48% of the cohort through English 1102 by the end of Spring 2017. In addition, the 95% of students eligible to take the follow-on class who did take it is encouraging.

		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%
		Spring 2017				
		Took E 1102	Passed E 1102	Follow On in Two		
F 2016 Follow on		18	11	48%		
		95% of eligible	61% of takers			

Retention

Retention Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for students entering in	55%	59%	57%	63%	67%

Learning Support					
One-year retention for students NOT entering in Learning Support	64%	68%	67%	62%	72%
Retention rate gap	-9%	-9%	-10%	+1%	-5%

Completions

Completion figures come from the National Student Clearinghouse to include any credential from any institution.

IPEDS FTFT Math students starting in Fall 2009

Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2012	Assoc by end of Spr 2012	Bacc by end of Spr 2012	Total 2.75 Yr Completions	% 2.75 Yr Completions
Fall 2009	M 0097	264	1	18	0	19	7%
	M 0099	86	5	9	0	14	16%
	LS Total	350	6	27	0	33	9.43%
	No LS Math	582	8	71	1	80	14%

IPEDS FTFT Math students starting in Fall 2014

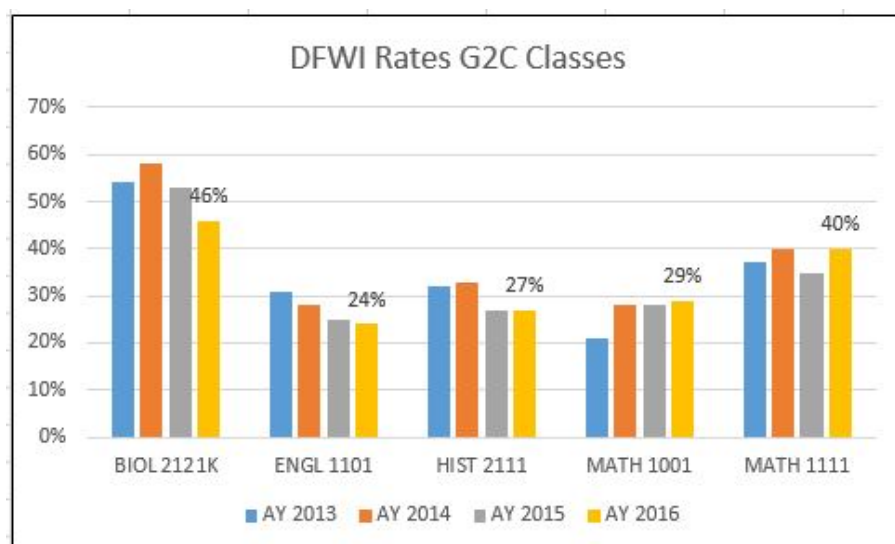
Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2017	Assoc by end of Spr 2017	Bacc by end of Spr 2017	Total 2.75 Yr Completions	% 2.75 Yr Completions	
Fall 2014	M 0989	126	2	6	0	8	6%	
	M 0987	115	1	9	0	10	9%	
	Tot Foundations	241	3	15	0	18	7%	
	M 0999	72	1	6	0	7	10%	
	M 0997	56	1	10	0	11	20%	
	Tot Co-Req	128	2	16	0	18	14%	Gap 2014 vs 2009 LS Completions
	LS Total	369	5	31	0	36	9.76%	0%
	No LS Math	559	7	65	0	72	13%	Gap in No-LS Completions
								-1%

Gateways to Completion

Baseline Volume and DFWI Rates in Gateways to Completion Classes by Academic Year

Some work on gateway class success had already begun in AY 2016, especially in BIOL 2121K and ENGL 1101. The increase in students taking MATH 1001 in AY 2014 resulted from the use of math pathways at GHC starting in Fall 2014.

DFWI Volumes and Rates	AY 2013		AY 2014		AY 2015		AY 2016	
	Stu	DFWI	Stu	DFWI	Stu	DFWI	Stu	DFWI
BIOL 2121K	1,046	54%	966	58%	863	53%	640	46%
ENGL 1101	2,113	31%	2,046	28%	2,197	25%	2,254	24%
HIST 2111	1,011	32%	956	33%	1,147	27%	1,162	27%
MATH 1001	554	21%	1,000	28%	955	28%	872	29%
MATH 1111	1,692	37%	1,734	40%	1,759	35%	1,873	40%
All Credit Level Classes		26%		26%		24%		23%
Unduplicated FY Enroll.	7,287		7,122		7,580		7,809	(est)



Baseline DFWI Rates in G2C Follow-on Classes by Academic Year

Progress Metrics	AY 2013	AY 2014	AY 2015	AY 2016
BIOL 2122K	26%	29%	28%	29%
ENGL 1102	31%	29%	27%	25%
Any HIST class other than HIST 2111	30%	30%	24%	24%
MATH 2200	20%	23%	24%	21%
MATH 1113	43%	37%	33%	38%
All Credit Level Classes	26%	26%	24%	23%

Progress Example: Anatomy and Physiology

The team working on the first course in the Anatomy and Physiology sequence (BIOL 2121K) reported the following transformations and outcomes at the Gateways to Completion national conference in February 2017.

Changing textbook to Open Educational Resources (thereby enabling more students to have access to textbook materials)

Textbook to OER	DFW	Pass
Traditional textbook	61%	39%
Eight-week	48%	52%

- Significant difference between the treatments ($p < .0001$, $df=1$) using Chi Square Goodness of Fit. Data represented 718 students using traditional textbooks and 544 students using OERs.

Offering the Anatomy and Physiology sequence as two eight-week classes (thereby enabling students to take one fewer different class and still maintain full-time status) (Spring 2016 pilot)

Eight-week sessions	DFW	Pass
Full session BIOL 2121K	55%	45%
Eight-week	45%	55%

- Significantly lower DFW rate ($p < 0.001$, $df=1$) in the 8-week course compared to the traditional 16-week course using Chi Square Goodness of Fit. In Spring 2016 there were 2 sections of 8-week courses with 46 students enrolled and 14 sections of 16-week courses with 298 students enrolled.

Increasing the number of lab practical exams from two to four

Eight-week sessions	DFW	Pass
2 practical exams	57%	41%
4 practical exams	39%	61%

- Significantly lower DFW rate ($p=0.0089$, $df=1$) in the classes that received 4 lab practical exams compared to those who received 2. In spring of 2016 there were 4 sections giving 4 lab practical exams representing 90 students, and 12 sections giving 2 lab practical exams representing 241 students.

Institutional Participation

One goal of the Gateways to Completion project is widespread participation among faculty and staff at the college. The following departments have participated in the first year.

- Academic Deans from all five academic divisions
- Academic Success (Advising, Tutoring, Early Warning)
- Admissions
- Adult Learning
- Center for Excellence in Teaching and Learning
- eLearning Support Services
- Faculty members from all five academic divisions
- Library
- New Student and Retention (Orientations, Success and Retention Programs)
- Planning, Assessment, Accreditation, and Research
- Student Support Services (Counseling and Disability)
- Vice President for Academic Affairs

These 15 units comprise 60% of the 25 or so divisions and departments of the college.

The course design teams for the selected courses are composed of faculty leaders and participants. So far, 23 of the 123 full time faculty members (19%) at GHC in Spring 2017 are actively updating and piloting classes.

Baseline Retention Rates

One-year Institutional Retention	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT)	61%	65%	63%	63%	70%
State College Average for FTFT students	53%	57%	61%	60%	60%
One-year retention for students who begin as part-time students (All FTPT)	50%	55%	55%	60%	56%
State College Average for FTPT students	40%	44%	46%	51%	46%

Baseline Graduation Rates

Three-year Institutional Associate Degrees	Fall 09 to Sum 12	Fall 10 to Sum 13	Fall 11 to Sum 14	Fall 12 to Sum 15	Fall 13 to Sum 16
Three-year grad rate for GHC students who begin as full-time students (All FTFT)	9.7%	7.7%	7.9%	11.2%	12.1%
State College Average for FTFT students	9.6%	9.1%	8.7%	11.1%	13.6%
Three-year grad rate for GHC students who begin as part-time students (All FTPT)	NR	NR	6.4%	4.4%	4.8%
State College Average for FTPT students	3.2%	2.8%	3.0%	2.8%	4.4%