

Clayton State University
Complete College Georgia Status Report
September 2013
Updates, Progress, and Future Work

Institutional progress to date in meeting the goals outlined in the plan.

The original plan proposed four main goals that aligned to the main areas that campuses were asked to address: 1) improving retention, progression, and graduation of first-time full-time freshmen; 2) improving college readiness through partnerships with P-12; 3) improving college access and completion for students traditionally underserved; 4) shortening time to degree; 5) restructuring instructional delivery; and 6) transforming remediation. Table 1 summarizes progress relative to the goals.

Table 1: August 2012 Major Goals

Area	Goal	Baseline	Actual
1	Increase First-Time, Full-Time Retention by 2% by Fall 2014	Fall 2012 Retention: 67.84%	Fall 2013 Retention: 72.15%* 4.31% Increase
2	Increase Dual Enrollment (DE) Students by 10% by Fall 2014	Fall 2012 DE: 270	Fall 2013 DE: 431* 55.9% Increase
4	Increase undergraduate degrees awarded by 5% from FY 2012 to FY 2014	2011-12 Degrees: 1103	2012-13 Degrees: 1059 3.8% Decrease
6	Increase the percentage of students earning grades A, B, or C in Math Learning Support	Fall 2012 MATH 0099 A, B, or C Grades: 53.3%	TBD

*Preliminary as of August 30, 2013.

Significant Changes in the goals and strategies from the campus plan that should be noted along with plans developed or significant work undertaken not identified in the original plan.

Based on peer feedback on both the original plan and the progress update, Clayton State proposes to focus on high impact “game-changing strategies” and to align these strategies with clear, measurable goals.

Table 2 summarizes the revised goals, strategies, and metrics.

Table 2: September 2013 Revised Goals and Strategies

Goal	Strategies	Baseline	Target	Actual
1. Increase First-Time, Full-Time Retention and Graduation Rates.	1.1 Monitor First Year Freshmen using MAP-Works.	Fall 2012 Retention: 67.84%	2% Increase by F2014	Fall 2013 Retention: 72.15%* 4.31% Increase
	1.2 Implement DegreeWorks. 1.3 Match students’ interests using MajorFocus, a major/career exploration program.	2006 Cohort Graduation 4 year %: 10.70 6 year %: 27.63	2% Increase for 2008 cohort	TBD

Goal	Strategies	Baseline	Target	Actual
2. Maintain Dual Enrollment.	2.1 Continue to partner with high schools in Fayette, Coweta, Henry, Clayton, and South Fulton. 2.2 Support Henry Career and College Academy and development of a similar academy in Fayette County.	Fall 2012 DE: 270	Maintain Dual Enrollment Students	Fall 2013 DE: 431* 59.6% Increase
3. Meet students' unmet need to support retention and graduation.	3.1 Award scholarships through <i>DreamMakers</i> .	N/A	Award 75-150 scholarships in FY 2015	TBD
4. Increase percentage of students earning Grades A, B, or C in 1000 level or lower core math and science courses.	4.1 Add faculty-led recitation sections to BIO 1107, CHEM 1151, and MATH 1111 in Fall 2013.	Fall 2012 A, B, or C Grades BIO 1107: 70.5% CHEM 1151: 52.8% MATH 1111: 76.5%	Increase pass rate by 3% in sections with recitation	Fall 2013 TBD
5. Increase the percentage of students earning grades A, B, or C in math learning support.	5.1 Add a lab component to Math 0099.	Fall 2012 MATH 0099 A, B, or C Grades: 53.3%	Increase pass rate by 5% by Fall 2014	Fall 2013 TBD

*Preliminary as of August 30, 2013.

Goal 1: Improve the first-time, full-time freshmen retention and graduation rates.

Since opening in Fall 2011, the First-Year Advising and Retention Center (FYARC) has coordinated advising for freshmen, learning communities, a major exploration program, the first-year reading program and services projects, and the freshman seminar course.

1.1 MAP-Works - The FYARC uses MAP-Works to advise freshmen and monitor student success.

The web-based success retention management system uses a combination of admission data, grades, and survey data to provide information on students' strengths and weaknesses and to assign a risk factor for success (Green, Yellow, or Red). Students complete two surveys as part of the freshman seminar course during Weeks 3 and 10. During mandatory advising sessions, advisors discuss survey results with students and refer them to pertinent campus resources based on survey answers.

During the fall, the MAP-Works Risk Indicator successfully predicted risk. Average GPA and fall to spring retention were highest for the lowest risk students (green) and lowest for the highest risk students (Red and Red₂). Low risk students had an average GPA and retention of 3.18 and 99.0%. By comparison, medium risk (yellow) students had an average GPA of 2.60 and 96.6% retention and high risk (Red and Red₂) students had the lowest average GPAs and retention rates: GPAs of 1.28 and 0.97 and retentions of 73.3% and 82.5%.

1.2 DegreeWorks Implementation – Over the next year, Clayton State will implement DegreeWorks, a web-based tool that combines Clayton State University's degree requirements and an inventory of the coursework students complete. The tool also allows students, academic advisors, and faculty members to track student progress in major programs.

1.3 MajorFocus – The FYARC requires all first-year students to take MajorFocus, a major/career exploration assessment, to help them choose majors based on skills, interests and values. To supplement the assessment, faculty provide MajorFocus workshops to address learning experiences unique to specific majors (internships, research opportunities, etc.), post graduate options for majors (graduate school, additional training, etc.), and possible career choices. About half of all new students advised by FYARC (327) took MajorFocus in Fall 2012. For the students who participated in the faculty-led MajorFocus workshops, 95% agreed the information was useful and 84% agreed that the presenters stimulated their interest in the major, indicating the faculty-led workshops are helpful for students' major selection.

Goal 2: Maintain Dual Enrollment

Clayton State works with high schools in Fayette, Coweta, Henry, Clayton, and South Fulton counties to provide students the opportunity to earn college credit while in high school. The University also was a partner in the new Henry County College and Career Academy that opened in Fall 2013 and is a partner in the development of the Fayette County College and Career Academy. Fall 2013 was a record year of dual enrollment with 431 dual enrollment students, a 59.6% increase over the previous year.

Goal 3: Meet students' unmet need to support retention and graduation

The University launched the scholarship initiative *Dream Makers* in August 2013 to help students who are achievers, are close to achievement, or both. Fundraising will occur in fiscal year 2014 and scholarships will be awarded starting fiscal year 2015.

Goal 4: Increase percentage of students earning Grades A, B, or C in 1000 level or lower core math and science courses.

Clayton State is engaging in several initiatives to encourage instructional redesign. In Spring 2013, the Engaged Learning Innovation (ELI) committee offered its first mini-grants to faculty for course redesign to improve success rates in courses. Priority was given to proposals for courses with high DWF rates. Math 0099 redesign, one of the eight ELI awardees, is discussed in Goal 5. In addition to ELI, four math and science courses have added faculty-led mandatory recitation sections. The goal of these mandatory recitation sections is similar to that of supplemental instruction (SI). Both SI and recitation sections assist students in working through additional problems to reinforce the material. The two main differences between recitation and SI are that recitation attendance is mandatory versus optional for SI and sessions are faculty-led versus student-led.

Goal 5: Increase the percentage of students earning grades A, B, or C in math learning support.

Two student populations are served by learning support mathematics courses: (1) nontraditional students, as defined by the Board of Regents, who place into learning support mathematics via the COMPASS Test and (2) traditional freshmen and transfer students who place into learning support via the ACCUPLACER, the University's placement test.

In Fall 2012, approximately 6% of the undergraduate population of 6808 enrolled in a math learning support course (Math 0097 or Math 0099). Sixty-five percent of students earned an A, B, or C in Math 0097 and 53% earned an A, B, or C in Math 0099.

To increase Math 0099 success rates, the math faculty piloted a lab version of the course this past spring, summer, and fall. The lab class includes a short lecture followed by time for students to work through the material and assignments in class and ask questions as needed. Clayton State will analyze student success in the lab sections compared to non-lab sections in terms of success rates, course repeat patterns, and progression. The University is also exploring alternative delivery/course offerings for students requiring additional support.

Partnerships

P-12

Clayton State has a diverse array of P-12 outreach partnerships ranging from AmeriCorps tutoring to hosting Lego League competitions. There are a few key, formal partnerships, however, that most closely link to CCG goals: Dual Enrollment (discussed above) and the Math Science Partnership Grant with Clayton County Public Schools.

Summer 2013 marked the first year of implementation of the Clayton County Public Schools Math Science Partnership (MSP) program grant. Natural science and math faculty provided summer workshops to grades 5-8 math and science teachers to enhance their instruction of mathematics and sciences and to share techniques they can use in the classroom to prepare their students for eventual college matriculation. Pedagogical content knowledge of the teachers will be measured in the Learning Mathematics for Teaching (LMT) for mathematics and MOSART for science. The Reformed Teaching Observation Protocol will rate the design and delivery of quality instruction. Student gains will be measured by CRCT score comparisons from previous years.

Community

The Clayton State University Mission Statement emphasizes community engagement, which requires strong community partnerships: “Clayton State University cultivates an environment of engaged, experienced-based learning, enriched by active community service that prepares students of diverse ages and backgrounds to succeed in their lives and careers.”

Currently, the Division of Student Affairs conducts co-curricular and service-learning activities with the local community such as the Service Learning Series, connection with AmeriCorps, and the Alternative Spring Break Program. Academic student engagement and public service are also the proposed University-wide focus of the new SACS required Quality Enhancement Plan (QEP), which will incorporate service learning in a systematic way. The University is piloting academic service learning experiences and activities this fall in the freshmen seminar course.

In addition to service learning, the University has a new program that promotes partnership between the University and businesses. The Office of Development launched the Clayton State Corporate Partners Program in Fall 2012 to develop, enhance and support partnerships between the business sector and Clayton State University. During the inaugural year of the program, Clayton State partnered with twelve

companies/organizations that ranged from healthcare to finance to supply chain management. The corporate partners spoke in classrooms, participated in career services events, and involved students in their companies through part-time and full-time job opportunities. The goal of these programs and events is to help students see the connections between their academic coursework and future careers.

Key Observations and Evidence

How your institution is tracking and analyzing data to assess progress made to date.

Several entities are involved in collecting and analyzing the data. The Enrollment Planning Analyst currently serves as a coordinator and primary analyst for the data. Institutional Research provides ongoing analyses of trends in retention and graduation rates. The Department of Administrative systems assists with extracting data relative to the CCG goals in terms of Crystal Reports or queries.

The campus-specific metrics your institution has or will monitor as indicators of success

Clayton State proposes revised metrics to monitor success in Table 2. The institution will also continue to monitor enrollment of key populations (first time, transfer, nontraditional, military, online, and dual enrollment); retention of these groups; DWF rates by course; PLA credit awarded; and number of degrees awarded.

The strategies that have been or will be developed to sustain data collection and evaluation of effectiveness on your campus.

Currently, most data on student performance is collected in Banner and provided to Clayton State's Office of Institutional Research and the Enrollment Planning Analyst in Crystal Reports or queries. However, during the past few months of evaluating the CCG data, it has become clear that there is a growing need to create campus-wide policies and definitions for evaluation and management of data. To address this need, Clayton State formed a data management team that will work with each area of campus data to establish standardized definitions. The first data to be defined will be Admissions due to implementation of a new data warehouse and corresponding dashboards in 2013-2014.

Clayton State has committed to partner with the Educational Advisory Board on their Student Success Collaborative products to increase the capacity for analysis of student success. Additionally, the Dean of Assessment and Instructional Developments will also be analyzing and evaluating institutional effectiveness measures in the coming year that can align, where possible, outcomes for the University strategic plan and CCG in Compliance Assist.

Lessons Learned

The biggest lesson learned over the past few months, and reiterated in feedback, is "the simpler, the better." Clayton State has revised its strategies and metrics and will be tracking the effectiveness of these changes during the coming year. Preliminary results on retention of first-year freshmen appear to indicate that intensive advising leads to the retention of students.