



Submitted by: President Steve Dorman

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Please find attached Georgia College & State University's (Georgia College) Complete College Georgia final Campus Status Report

as organized in the following sections:

Updates, Progress, and Future Work

Partnerships

Key Observations and Evidence

Sharing Lessons Learned

Complete College Georgia Status Report for Georgia College & State University

Updates, Progress, and Future Work

The following table provides a summary of Georgia College’s (GC) efforts to meet its CCG goals established in 2012. Responses given will provide readers with an indication of whether goals were met, or not, and commentaries to explain successes and, where applicable, to highlight changes being made after one year of experience. The GC CCG steering committee responsible for achieving success include: Tom Ormond, Associate Provost; Suzanne Pittman, AVP for Enrollment Management; Ed Hale, Director of Institutional Research; Jane Hinson, Dean of the College of Education; and Jason Huffman, Director of Strategic Initiatives.

Goals & Objectives	Responses																		
<p>Goal #1. Increase graduation rates – in particular, by FY15 Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data.</p>	<p>Goal on track to be Met: The six-year graduation rate for the FY2006 FTF cohort was 57.3% (72.2% system-wide). Projections for the FY2007 FTF cohort (59.2%) and the FY2008 FTF cohort (61.2%) indicate that interventions implemented as part of GC’s CCG plan are having an impact and GC is on track to achieve the goal of a graduation rate of 62% by FY2015.</p>																		
<p>Goal #2. Increase retention of first year students – in particular, by FY15 Georgia College seeks to attain an 86% rate of retention of students from the first year into the second year, representing a 3-percentage point increase over current benchmark data.</p>	<p>Goal on track to be Met: Retention rate of first year students for the fall 2011 FTF cohort was 85.8%, the highest ever for GC. Projections for the fall 2012 FTF cohort (86.4%) and the fall 2013 cohort (86.6%) indicate that interventions implemented are having an impact and GC will achieve and maintain the goal of increasing the retention rate of first-year students by 3 percentage points (based on the benchmark year, fall 2010, rate of 82.9%).</p>																		
<p>Goal #3. Increase enrollment of students from traditionally underserved populations – in particular, by FY 15 Georgia College seeks to increase enrollment of students from traditionally underserved populations by 3% over current benchmark data.</p>	<p>Goal on track to be Met: In fall 2010, the benchmark year, the percentage of students from traditionally underserved populations was 15.5%. This percentage had increased to 17.1% as of fall 2012, an increase of 1.6%. Since fall 2006, the percentage of underrepresented students has increased by 3.5%. This increase, the result of enhanced recruiting efforts focused on these potential students, indicates that the goal of increasing the percentage of these students by 3% by FY 2015 is on track to be accomplished.</p>																		
<p>Objective 1.1: Increase high school completion in GC’s Early College program by 5% annually and earning of college credit by the time of high school graduation by 5% over the next two years.</p>	<p>Goal Partially Met: GCEC graduated its first class in 2012. The high school graduation rate at GCEC increased by 10% from 2012 to 2013; this portion of the goal was met. On average there was a slight decline in the number of college credits earned in dual enrollment 2012 to 2013. An intentional adjustment to decrease the number of credit hours attempted by students, however, supported students’ academic success in the program.</p> <table border="1" data-bbox="646 1057 1717 1206"> <thead> <tr> <th></th> <th>Total GCEC Enrollment</th> <th>Graduating High School</th> <th>% of Original Class of 55</th> <th>Continuing @ IHE</th> <th>Dual Enrollment Range of College Credits Earned by GCEC graduates</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>168</td> <td>10</td> <td>18.2%</td> <td>10</td> <td>15-29</td> </tr> <tr> <td>2012-13</td> <td>194</td> <td>11</td> <td>20%</td> <td>11</td> <td>13-26</td> </tr> </tbody> </table>		Total GCEC Enrollment	Graduating High School	% of Original Class of 55	Continuing @ IHE	Dual Enrollment Range of College Credits Earned by GCEC graduates	2011-12	168	10	18.2%	10	15-29	2012-13	194	11	20%	11	13-26
	Total GCEC Enrollment	Graduating High School	% of Original Class of 55	Continuing @ IHE	Dual Enrollment Range of College Credits Earned by GCEC graduates														
2011-12	168	10	18.2%	10	15-29														
2012-13	194	11	20%	11	13-26														
<p>Objective 1.2: Promote academic success and persistence for at-risk K-12 students through the Youth Enrichment Services (YES) Program by increasing the numbers served by 5% with a 100% success rate in students’ receiving their high school diploma.</p>	<p>Goal Met: The target increase of 5% for numbers served was greatly exceeded. From benchmark participation of 650 in FY12, the YES Program increased to 952 served in FY13, a 46% increase! Due to the cohort model (most high school participants in FY13 were in 10th or 11th grade) the numbers of seniors in the program was smaller than in FY12. However, all six seniors successfully completed their high school diplomas, achieving the second target of 100% H.S. success rate. Five of the six students will be matriculating to institutions of higher education.</p>																		

Objective 1.3: Prepare more African-American men as elementary school teachers by enrolling five students into the Call Me Mister Program at GC in 2013.	<p>Goal Not Met Funding for a full-time Project Director was delayed in FY13 but is now approved for FY14 and the search is proceeding. Because of the delay, the first cohort of Call Me Mister students is anticipated to begin in Summer 2014. A subcommittee of the College of Education Diversity committee has developed a project implementation plan and timeline for project components. Three graduate assistantships are available to support enrollment of MAT candidates beginning July 2013.</p>												
Objective 1.4: Increase the number of K-12 teachers in STEM-related disciplines who participate in GC-sponsored STEM Learning Communities (LCs) by 10% annually.	<p>Goal Not Met: STEM Learning Communities (LCs) are funded through GC's competitive, peer-reviewed STEM mini-grant program. In FY13, only four LCs were approved for funding, down from five LCs in the benchmark year FY12. Consequently, the key metric of number of K-12 teachers collaborating dropped from 16 in FY12 to 12 in FY13, thus failing to meet the goal of a 10% increase. Worth noting is that other related metrics actually increased during the same time period: GC faculty participants increased from 12 to 13, GC college student collaborators/helpers from 60 to 97, and K-12 students impacted from ~1,200 to ~1,450. We anticipate successfully achieving the objective in FY14.</p>												
Objective 1.5: In 2013 the number of Dual Enrolled students taking GC classes and earning college credit prior to high school graduation will increase by 9% (48 students total)	<p>Goal Met</p> <table border="1" data-bbox="646 505 1528 581"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>Spring 2012</th> <th>Fall 2012</th> <th>Spring 2013</th> </tr> </thead> <tbody> <tr> <td>Dual Enrolled</td> <td>45</td> <td>45</td> <td>49</td> <td>49</td> </tr> </tbody> </table>		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Dual Enrolled	45	45	49	49		
	Fall 2011	Spring 2012	Fall 2012	Spring 2013									
Dual Enrolled	45	45	49	49									
Objective 2.1: Increase the number of online programs by 10% between 2011-12 and 2012-13.	<p>Goal Met: Effective Spring 2013 GC began offering the M.S. in Nursing: Family Nurse Practitioner and the M.Ed. Kinesiology: Health Promotion as 100% online delivery platform rather than 50% online. The new, online Doctorate in Nursing Practice program was implemented in summer 2012. This yields an increase from three (2011-12) to six (2012-13) online programs.</p>												
Objective 2.2: Enhance articulation agreements to increase access for students currently attending institutions with high transfer rates into GC	<p>Goal Met: GC's transfer agreement with Georgia Military College (GMC) was renewed on May 2, 2012 and its agreement with Georgia Perimeter College (GPC) on October 4, 2012. The GMC agreement resulted in 61 students enrolling during the academic year, while the GPC agreement resulted in 3 students enrolling. In addition, GC is working with Gwinnett Technical College to develop a transfer articulation agreement for students in their Associate of Science in Nursing program to transfer to GC and complete their Bachelor of Science in Nursing degree through our RN-BSN program.</p>												
Objective 2.3: Develop a minimum of two undergraduate courses tailored to the needs of military personnel and deliver 120 credit hours of course work.	<p>Goal Not Met: During registration for the spring 2013 term, all students completed a required online form to assess their military status. While the overwhelming majority was "non-military affiliated", 212 students (4.26%) indicated an affiliation with the military. Given the very low incidence of active/current military affiliation among GC students, this objective has been determined to be unattainable, not in line with the university's mission and dropped from the GC CCG plan. Advisors of students on active military service or in the National Guard and Reserves have been contacted and asked to ensure these students are provided assistance in resolving any difficulties resulting from their military affiliation.</p>												
Objective 3.1: In order to shorten time to degree increase the number of students who attempt CLEP by 5% annually and decrease time to degree by 10% in five years.	<p>Goal Not Met; however, overall prior learning assessment credit increased due to Advanced Placement (AP) and International Baccalaureate (IB) credit. The Center for Testing, the Registrar's Office, the Center for Student Success, and the Admissions Office increased outreach efforts to help students understand how CLEP testing could be used to decrease time toward degree completion. Information on CLEP testing was provided to all parents during Summer 2012 freshmen orientation. CLEP options were shared with incoming freshmen in freshmen seminar courses.</p> <table border="1" data-bbox="646 1317 1965 1425"> <thead> <tr> <th>Term</th> <th>Courses Earned through AP</th> <th>Courses Earned though IB</th> <th>Credits Earned through CLEP</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>1043</td> <td>33</td> <td>143</td> </tr> <tr> <td>Fall 2012</td> <td>1533</td> <td>45</td> <td>128</td> </tr> </tbody> </table>	Term	Courses Earned through AP	Courses Earned though IB	Credits Earned through CLEP	Fall 2011	1043	33	143	Fall 2012	1533	45	128
Term	Courses Earned through AP	Courses Earned though IB	Credits Earned through CLEP										
Fall 2011	1043	33	143										
Fall 2012	1533	45	128										

	While GC did not see the increase in CLEP credit anticipated, we believe that this was due to the increase in the amount of AP credit that our incoming freshmen earned this year. The significant increase in AP credit decreased students' ability and need to seek CLEP credit, as AP and CLEP test in many of the same subject areas.												
Objective 3.2: Increase graduation rates across undergraduate degree programs by 1.5% in 2013 utilizing a department-level graduation incentive plan.	Goal Partially Met; also, six-year graduation rate did increase by 1.9% for 2006 entering cohort While over nine months was given to this objective, the Office of Academic Affairs and department chairs could not agree on the mechanism used to allocate incentives, consequently no funds were dispersed. Moving forward, the resources that would have been allocated to this strategy will be redirected to the Education Advisory Board: Student Success Collaborative, a system designed to help improve retention and graduation rates. GC will implement in June 2013.												
Objective 3.3: Increase retention rates by 0.5% for Y1:Y2 and 1% for Y2:Y3 annually for five years by implementing a centralized advising system utilizing professional advisors for first-year and second-year students.	Goal Partially Met The expansion of the Center for Student Success (CSS) into a centralized advising center to serve the vast majority of first-year and second-year students is a recent development. The GC CSS was previously composed of four advisors who served Undeclared students at Georgia College. In 2011, two full-time advisor positions were added, and three part-time advising positions in the departments of Biology & Environmental Science, Psychological Science, and Mass Communication were augmented to full-time and brought under the CSS umbrella. In January and February of 2012, the advisors from Nursing, Business and Kinesiology joined CSS as well. While it may be too soon to see an effect on retention data from this initiative, year-one retention increased from 83% to 86%. Year-one to year-two retention will be available Fall 2013.												
Objective 3.4: Increase students' Y1:Y2 retention rate by 0.5% annually for five-years by expanding GC's Undeclared Advising Model whereby academic advisors serve as students' First Year Academic Seminar instructors.	Still In Progress: During Fall 2012, CSS advisors taught 35 sections of First-Year Academic Seminars to a total of 1060 students, which equates to 81.5% of the incoming freshman class. Currently 88% of our freshmen cohort is registered for Fall 2013 which, although unofficial data, indicates increased retention. Year one to year two retention rates will be available Fall 2013.												
Objective 3.5: By the end of the third semester in residence, 95% of students will have an Academic Planner tool within the DegreeWorks. In so doing, students will reduce their time to degree by 5% within five years.	Goal Not Met: The Fall 2012 freshman class was the first cohort of students targeted for widespread use of the Academic Planner tool in the DegreeWorks system. As of 4/9/13, 1165 freshmen had Academic Planners in DegreeWorks, representing 89.6% of the freshman class. With the introduction of "year-long POUNCE" (pre-registering incoming freshmen for both Fall and Spring semesters), CSS advisors expect to place more emphasis on student training for the Academic Planning during Fall 2013 first-year academic seminars in order to meet our goal in FY14.												
Objective 4.1: Improve students' academic success by increasing the number of faculty participating in high impact pedagogy sessions by 10%.	Goal Partially Met: In FY 12, 74 GC faculty who participated in high impact pedagogy sessions. In FY13, four faculty development workshops were offered with 133 participants, an increase of 79.7%. While the number of participants increased by 79.7%, the types of professional development activities between both years was markedly different both in content and type hence the GC CCG team is pleased with the increases in faculty participation and the diversity of offerings. In FY 13, not all faculty participating in workshops were doing so to intentionally change their courses. Consequently, it was decided not to draw conclusions between participation in faculty development sessions and DFW rates.												
Objective 4.2: Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.	Goal Met: The College Algebra Emporium was piloted in Fall 2011. Modifications were made to the model in Fall 2012, including moving part of the class from the lab to a classroom and increasing class time from 50 minutes to 75 minutes. This allowed instructors to engage in more hands-on activities and enabled instructors to design more comprehensive tests. Homework, quizzes, and tests were adjusted to place more emphasis on those problems with which the students generally struggle. Here are the AB, DFW, and W-rates for the College Algebra Emporium: <table border="1" data-bbox="695 1317 1423 1432"> <thead> <tr> <th>MATH 1111</th> <th>AB</th> <th>DFW</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>FY12 (n=511)</td> <td>55%</td> <td>24%</td> <td>13%</td> </tr> <tr> <td>FY13 (n=535)</td> <td>67%</td> <td>20%</td> <td>9%</td> </tr> </tbody> </table>	MATH 1111	AB	DFW	W	FY12 (n=511)	55%	24%	13%	FY13 (n=535)	67%	20%	9%
MATH 1111	AB	DFW	W										
FY12 (n=511)	55%	24%	13%										
FY13 (n=535)	67%	20%	9%										

	<p>The results for FY13 suggest that the College Algebra Emporium appears to be having a very positive effect on student success in freshman-level math. These results are extremely encouraging as measured by two key metrics: DFW-rate and AB-rate. Furthermore, the increase from 76% to 80% slightly outpaced the target set of 79.8% = (1.05)x(0.76), and the increase of students achieving A or B grades made a dramatic increase of 55% to 67%.</p>								
<p>Objective 4.3: Expand the highly successful Bridge Scholars Program by 25% (24 students).</p>	<p>Goal Met: Enrollment in the Bridge Scholars Program has grown by 24 students since Summer 2010:</p> <table border="1" data-bbox="646 280 1299 370"> <thead> <tr> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>98</td> <td>106</td> <td>122</td> </tr> </tbody> </table> <p>Future plans are to increase enrollment in this effective and successful program.</p>	2009	2010	2011	2012	76	98	106	122
2009	2010	2011	2012						
76	98	106	122						
<p>Objective 4.4: Early Alert MapWorks Transition Survey results for all freshmen students will be used to identify students who have the greatest risk of leaving the institution and provide intervention strategies to help these students remain at the university and be academically successful.</p>	<p>Goal Partially Met; Decision made to discontinue Mapworks Analysis of MAPWorks responses between the benchmark term, fall 2010, and the fall 2012 term, indicate:</p> <ol style="list-style-type: none"> 1. A 5.1% increase in the number of first-time freshmen (FTF) who are committed to completing their degree at GC (however only 74.3% of the FTF entering in fall 2012 are so committed); 2. An increase of 0.9% in the number of FTF who intend to return the following term; and, 3. An increase of 1.4% in the number of FTF who intend to return the following year. <p>These results, along with the actual and projected increases in the first year retention rate, indicate that the personal and organizational interventions developed at GC, some based on previous MAPWorks results, had the desired impact, increasing short-term retention. However, long-term retention, into the junior and senior year (currently 67.6% and 64.4% respectively) is cause for concern. Because one-year retention rates are on track to meet goals, a decision was made to focus more resources on increasing retention into the junior and senior years. GC will no longer use MAPWorks and is currently implementing the Student Success Collaborative (SSC), which has had great success at Georgia State University. GC anticipates increasing retention into the junior and senior classes by 2% and 1%, respectively, by FY15.</p>								

Partnerships

* Influence of Summit 2013 on your institution's focus on a regional approach moving forward.

- The 2013 Summit helped stimulate discussion about the need for community stakeholders to develop a more unified focus to create and implement solutions to reduce the economic plight of the region.

* How your institution will continue to build and incorporate partnerships (P-12, community, business) to affect student completion.

- In May 2013, GC hosted The Work Force Development Summit to discuss ways to create a top-tiered workforce that will attract new jobs and investments. Summit attendees were from the Middle Georgia Region, and participants agreed that we must work together because our workforce needs go beyond county lines. The goal is to hold community stakeholder conversations to discuss ways to help grow our businesses. A survey of existing businesses currently underway in Baldwin County points to an enhanced awareness of some of the resources available to assist in the workforce development. The cooperation exhibited by the Middle Georgia Economic Alliance seems to be taking root and a follow up Workforce Summit is being planned in the Warner Robins area for the Fall.
- GC supports a number of robust P-12 partnerships to enhance student completion at the secondary and post-secondary levels. In addition to various programs such as GC Early College and STEM Learning Communities identified in CCG objectives, GC also offers the successful High Achievers and the Youth Enrichment Services programs with significant impact. Together, these P-12 partnerships bring students, faculty and staff from GC and five local

schools for afterschool educational activities such as tutoring, mentoring, and leadership training. In 2012-2013, the two programs combined to serve 952 students in grades 3 through 12 from partnering schools.

- The GC School of Nursing is partnering with the Medical Center of Central Georgia in the implementation of a Dedicated Education Unit for student clinical learning. This model combines intense student/staff nurse interaction at the patient bedside with SON faculty providing development for staff.

Key Observations and Evidence

- How your institution is tracking and analyzing data to assess progress made to date.
 - Utilizing the SAS Enterprise Intelligence System for Education (EISE), the Office of Institutional Research and Analysis at GC has developed analytic models used to track the metrics associated with the various objectives within GC's CCG plan (See Appendix A).
- The campus-specific metrics your institution has or will monitor as indicators of success.
 - In addition to the standard USG metrics, campus specific metrics referenced in the above table are also housed in the SAS EISE.
- The strategies that have been or will be developed to sustain data collection and evaluation of effectiveness on your campus.
 - The data will be stored in the institutional data warehouse which provides easy and timely access for campus decision-makers. The Director of IR is responsible for maintaining the CCG data and ensuring the system is extracting data and providing reports as needed.

Sharing Lessons Learned

The “big lessons’ learned from the campus plan process that should be shared with others, how data has informed them, and the implications for others and the USG System.

- When data and analytics indicate a need for change in focus or strategy, the institution benefits by being flexible and willing to make appropriate adjustments. For example, GC has terminated the use of the MAPWorks product and will pilot the Education Advisory Board: Student Success Collaborative tool after a careful analysis of pertinent data revealed the need for a changed institutional approach.
- Improvements in the advising process can lead to greater student success. For example at GC the following enhancements have been incorporated:
 - Deans, department chairs, and advisors will now receive a report at the end of each term with the name of any student on good standing whose term GPA fell below a 2.0 for the term.
 - Beginning with the 2013 POUNCE season, GC advisors are now preparing both the Fall AND Spring class schedules. By registering students in advance for their entire first year, we expect to see increased rates of student progression since more students are anticipated to achieve 30 credit hours by the end of their first year.
 - Beginning Fall semester 2013, in addition to the S-Satisfactory response, GC faculty will have the following options for mid-term grade feedback: Unsatisfactory – Attendance, Unsatisfactory – Grades, Unsatisfactory – Participation, and Unsatisfactory – Multiple Factors. These latter options replace the previous single option of only U - Unsatisfactory. This additional, more nuanced information about students’ mid-term performance will assist academic advisors in developing appropriate intervention strategies with student advisees and will decrease referrals back to the instructors for clarification.

APPENDIX A
Georgia College & State University - USG Metrics: 2000 to 2012

Increased Efficiencies

A Graduation and Retention Rates*

a FTFTFR (Entering First-time Freshman)**

	Entering Cohort Year											
	2000	2001	2002	2003	2004	2005	2006	2007	2008			
Graduation Rate												
3Yr Avg of 4Yr Rate	NA	NA	22.3	22.7	26.7	31	34.6	35.6	37.8			
3Yr Avg of 6Yr Rate	NA	NA	43	45.4	49.8	54.8	57.4					
3Yr Avg of 8Yr Rate	NA	NA	45.9	47.4	52.6							
	Entering Cohort Year											
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
One Year Retention Rate												
3Yr Avg of 1Yr Rate	NA	NA	74.4	76.5	79.3	82.3	83.3	83.4	83.4	84.6	84.2	84.7

Increased Efficiencies

Graduation and Retention Rates

FTPTFR (Entering Part-time Freshman)*

Admit Type	Cohort Year	Base	Retained Soph Year	
		N	N	%
Full-Time	2000	820	593	72.4
	2001	879	665	75.7
	2002	984	740	75.2
	2003	1027	808	78.7
	2004	918	772	84.1
	2005	1030	866	84.1
	2006	1137	929	81.8
	2007	1198	1009	84.2
	2008	1177	990	84.1
	2009	1206	1031	85.5
	2010	1200	996	83
	2011	1204	1033	85.8
Part-Time	2000	20	9	45
	2001	23	12	52.2
	2002	5	3	60.0
	2003	5	3	60.0
	2004	4	3	75.0
	2005	3	1	33.3
	2006	2	2	100.0
	2007	3	3	100.0
	2008	1	1	100.0
	2009	0	0	NA
	2010	1	0	0.0
	2011	4	4	100.0

Increased Efficiencies

Graduation and Retention Rates

FTFTFR (Entering First-time Freshman) by Federal Financial Aid status

FTFTFR Students Receiving Federal Aid												
		Entering Cohort Year										
		2000	2001	2002	2003	2004	2005	2006	2007			
Graduation Rate												
3Yr Avg of 4Yr Rate		NA	NA	19.4	20.1	23.6	26.2	30.6	32.8			
3Yr Avg of 6Yr Rate		NA	NA	36.7	39.1	41.4	44.6					
3Yr Avg of 8Yr Rate		NA	NA	39.2	40.9							
		Entering Cohort Year										
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
One Year Retention Rate												
3Yr Avg of 1Yr Rate		NA	NA	73.5	74.7	78.7	81.3	83.4	82.7	83.5	84.3	84
FTFTFR Students NOT Receiving Federal Aid												
		Entering Cohort Year										
		2000	2001	2002	2003	2004	2005	2006	2007			
Graduation Rate												
3Yr Avg of 4Yr Rate		NA	NA	23.9	24.4	28.7	34.2	37.4	37.5			
3Yr Avg of 6Yr Rate		NA	NA	47.1	49.9	55.3	61.6					
3Yr Avg of 8Yr Rate		NA	NA	50.2	52.1							
		Entering Cohort Year										
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
One Year Retention Rate												
3Yr Avg of 1Yr Rate		NA	NA	75	77.8	79.9	83.1	83.4	83.9	83.1	85.2	84.7

Increased Efficiencies

Credit hours at time of completion

	Academic year of Graduation										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
New Freshman	121.9	122.9	122.8	123.7	124.2	124.5	124.9	126.5	126.1	125.8	126.5
Transfer	135.4	134.4	136.7	136.0	135.5	137.2	136.8	136.7	136.7	137.6	136.9
Total	131.5	128.9	129.5	129.2	129.0	129.5	129.1	129.8	129.7	129.3	129.8
	3 Yr Avg										
New Freshman			122.5	123.1	123.6	124.1	124.5	125.3	125.8	126.1	126.1
Transfer			135.5	135.7	136.1	136.2	136.5	136.9	136.7	137.0	137.1
Total			130.0	129.2	129.2	129.2	129.2	129.5	129.5	129.6	129.6

Increased Efficiencies

Course completion Ratio

	Academic Year												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Grades of A,B,C,S,S%,V	28849	34837	36596	38389	42640	44545	44744	47076	51689	53546	56005	57559	58772
Percent of all grades	74.88%	77.11%	79.00%	79.39%	79.37%	79.90%	81.96%	82.96%	84.18%	84.20%	85.65%	85.17%	86.43%
All Grades	38529	45179	46326	48354	53722	55748	54590	56746	61400	63594	65389	67582	67997
3 Yr Avg - % of all grades			77.12%	78.52%	79.26%	79.57%	80.42%	81.61%	83.08%	83.81%	84.69%	85.02%	85.75%

Increased Numbers

Degrees conferred annually												
USG Academic year of Graduation												
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
705	713	651	673	792	768	785	850	911	982	998	1108	1180
3 Yr Avg												
		689.7	679.0	705.3	744.3	781.7	801.0	848.7	914.3	963.7	1029.3	1095.3

Increased Numbers

Increased access

First-generation

No Data to report at this time

Increased numbers

Increased access

Pell eligible

Fall Term												
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
1396	1988	1612	1193	1287	1285	1117	1045	1010	1042	1054	1378	1789

Increased numbers

Increased access

Adult learners

Fall Term												
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
10	8	10	8	8	8	11	9	5	4	8	5	9