




## MEMORANDUM

To: Houston Davis, Executive Vice Chancellor and Chief Academic Officer

From: G. P. "Bud" Peterson, President 

Copy: Rafael Bras, Provost and Executive Vice President for Academic Affairs

Date: September 3, 2013

Subject: Georgia Tech's Complete College Georgia Plan

I am pleased to provide an update on Georgia Tech's Complete College Georgia (CCG) plan.

This year, under the coordination of our "Complete College Georgia Tech" steering committee that was appointed by Provost Rafael Bras, we have made significant progress in supporting the goals of CCG. Briefly, some of our accomplishments include:

- organizational changes, which when fully operational, will lay the foundation for enhanced academic advising and academic support programs for students who are academically "at risk" as well as leverage the resources of the Clough Undergraduate Learning Commons;
- allocation of new resources to make CCG a campus priority. Resources were provided to support positions and programs for military veterans, students with disabilities, and students who are experiencing academic difficulties;
- continuation of strategic K-12 partnerships that seek to improve the readiness of K-12 students throughout Georgia for entry into STEM undergraduate degree programs as well as to support our students who seek K-12 teaching opportunities; and
- piloting of online undergraduate course offerings in the summer semester through Georgia Tech Professional Education (GTPE). It is our hope that this effort may reduce the time required for degree completion.

The following update report provides more information on our work. While Georgia Tech continues to maintain retention and graduation rates that are among the highest in the University System of Georgia, we recognize the importance of striving to do more, and we will continue to make CCG an Institute Priority in accordance with the USG's strategic plan.

## **Updates, Progress, and Future Work**

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Over the past academic year, Georgia Tech has made Complete College Georgia an Institute priority and has been actively engaged in work to support the goals outlined in our campus plan. Below are selected updates:

- *Promoted Georgia Tech's Complete College Plan to the Campus Community.* Georgia Tech's plan has been posted on Institutional Research and Planning's website for the entire campus to read, and presentations have been made at several standing committees, including the Enrollment Management Advisory Group (EMAG) and monthly meetings of the Associate Deans. The initiative has been featured in *The Daily Digest*, a campus e-publication, as well as highlighted in the student newspaper, *The Technique*.
- *Established a "Complete College Georgia Tech" (CCG-GT) Steering Committee.* As outlined in our plan, this committee has been formally established by Provost Rafael Bras. The committee is co-chaired by the Associate Vice Provost for Undergraduate Education, Steven Girardot, and the Executive Director of Institutional Research and Planning/Decision Support Services, Sandi Bramblett. Members include senior administrators from units that impact undergraduate education and faculty from each of the six colleges, who were nominated by their Deans. The committee is charged with overseeing the implementation of our Complete College Georgia plan; providing input and guidance for our undergraduate retention and graduation strategies; and promoting and disseminating college completion work to the campus community and other critical stakeholders. (See Appendix A for a list of members).
- *Transferred Oversight for Undergraduate Academic Advising Coordination to the Center for Academic Success (CAS).* Under the leadership of Vice Provost for Undergraduate Education, Colin Potts, the Office of Undergraduate Education was re-organized last fall. One component of this re-organization was to expand the mission of the Center for Academic Success to include academic support (tutoring, supplemental instruction, academic coaching, etc.) as well as coordination of academic advising across campus. By defining academic advising as a central component of students' academic success and by providing a visible administrator whose function is to align advising and academic support practices across the Institute, we expect to ensure that students receive a consistent, practical message about strategies and resources to help them graduate. Following a national search, a new Director of the Center for Academic Success was hired and began in February 2013.
- *Allocated new financial resources toward CCG.* In FY13, institutional funds were directed to support some of the priorities in our plan. Some examples include:
  - Funding was allocated to hire a new Learning Specialist in the Center for Academic Success to expand academic coaching services and to pilot intervention initiatives for students primarily in three categories: (i) those who are on academic probation; (ii) those who have been readmitted to Georgia Tech under contract; and (iii) those who receive multiple unsatisfactory ("U") grades at midterm. A search was conducted in Fall 2012, and the new Learning Specialist began February 1, 2013.
  - Funding was allocated for the Office of Assessment to conduct research on non-returning students to learn more about why students leave Tech (particularly those that left in good academic standing). More on this research is discussed below.
  - The Division of Student Affairs has received resources to support target populations identified by Complete College Georgia as priorities. In collaboration with Professional Education, Student Affairs established a new position, the Director of the Veteran's Resource Center. A new half-time coordinator position was created in the Office of Disability Services to assist with the increasing population of students with disabilities. In an effort to track and improve retention among these students the Division invested in a new Student Accommodations Management (SAM) system.

Finally, in the Counseling Center, a new post-doctoral position has recently been established to provide in-house, disability-related testing services to students.

- Institute Diversity has hired an Assistant Director for Retention Initiatives in the Office of Minority Education (OMED) who began in May 2013. This person will enhance the programmatic breadth and depth of the Team Coach program, a year-long peer mentoring program— primarily for underrepresented students— that pairs incoming freshmen and transfer students with successful upperclassmen to provide continuous support, counsel and monitoring during their first year. In addition, a new graduate assistant was hired for the GT-PRIME program, an African-American Male Initiative (AAMI) supported partially by a USG AAMI grant and designed to address retention and academic performance gaps of African-American males at Georgia Tech.
- *Conducted Research Studies on Retention and Graduation.* The Office of Assessment, the Office of Undergraduate Education, Enrollment Services, and Institutional Research and Planning (IRP), have taken the lead on several research studies this past year. Some were outlined in our CCG plan, but we have also expanded the scope of our plan. Brief descriptions of these studies, and their current statuses are as follows:
  - One of the first projects undertaken in Spring 2013 was a survey of non-returning students. The target population for this survey was 488 students who were eligible to enroll at Georgia Tech (in good standing or on academic warning/probation) but who have been absent for at least two consecutive semesters. These students' last enrolled term at Georgia Tech was between Spring 2011 and Summer 2012. Students were contacted via email and/or telephone and asked to complete a ten minute survey regarding their current status (e.g. employed, enrolled elsewhere, current major, etc.), their reasons for leaving Tech, and their intentions to return to Tech in the future. Respondents were also asked to reflect on their original academic goals and experiences—including their academic and social engagement while enrolled. These items were drawn from extant surveys such as the CIRP Freshman Survey and the National Survey of Student Engagement (NSSE). Responses of non-returning students will be compared to those who remained at GT to see if those who left differed significantly in terms of motivation and engagement from those who chose to remain. The survey was conducted over the course of four weeks in March-April 2013, with two email contacts, and three follow-up attempts via telephone for those who did not respond to the email invitations. A total of 116 people completed the survey, for an overall response rate of 23.8%. The obtained sample was representative of the non-returning student population on the basis of gender, ethnicity, residency, citizenship, student level, and GPA quartile. Approximately 40 of these 116 students indicated that they would like to be contacted by Georgia Tech to discuss options for re-enrollment. The Vice Provost for Enrollment Services, Paul Kohn, is directly contacting each of these students to determine next steps to support their progression toward their undergraduate degree.
  - A small pilot study was also conducted in Spring 2013. Four focus groups were conducted to explore time-to-degree completion factors and potential hindrances to graduation from Georgia Tech. Using the data from 623 graduation petitioners in Spring 2013, three groups were formed: a) students taking between 4.71 and 4.99 years to complete their requirements, b) students taking between 5.71 and 6.99 years to complete their requirements, and c) students taking seven or more years to complete their requirements. Two focus groups were held with 24 students taking under five years to graduate (out of 518 students). An additional focus group was held with six students who took between five and six years to graduate (out of 87 students). Because none of the students who took longer than seven years to graduate were willing to participate in a focus group, their academic advisors were contacted. Seven advisors participated in this focus group. Each focus group lasted about one hour, and a guided question route was used. The questions explored a) the degree to which students felt prepared for the academic rigor of Georgia

Tech, b) academic advising, c) course availability, and d) kinds of academic, co-curricular, and extracurricular involvement.

- Institutional Research and Planning investigated the effects of participation in Georgia Tech's cooperative education and internship program on graduation rates of students in the 2004-2006 freshman cohorts. Preliminary findings from this study were released in Spring 2013, and of note, co-op/internship students are more likely to graduate within six years than students without any co-op or internship terms (94.2% compared to 73.3%).
- *Created a Comprehensive Proposal for Intervention Policies and Strategies for Students who are Academically "at risk" or "off course."* The Center for Academic Success (CAS) continues supporting existing interventions for underachieving students and preparing new initiatives for Fall 2013 for targeted at-risk groups. A comprehensive proposal has been prepared for internal review, with highlights of ongoing and proposed programs below.

One of the "at risk" programs CAS offers is "Reboot," a voluntary, non-credit program with no penalties for noncompliance. The short-term, primary goal of the program is to help students improve their term GPA and Academic Standing by facilitating positive learning skills and strategies, building confidence, and connecting students with campus resources. The long-term goal is to help students become self-regulated learners who continue to hone skills and improve their academic performance, successfully graduating. Our plans for improving academic performance and retention are based on the success of the Reboot program, and some preliminary data from the program are shown in Appendix C.

The Center also conducts outreach to students with two or more midterm "U's" (unsatisfactory grades). Currently, the Center sends a direct email to these students. This message reminds those students to meet with their academic advisors and faculty members and to seek CAS services. Plans are underway to refine and expand intervention with these students in the future by coordinating a consistent message from advisors to students in this category, making its "Success from Midterms to Finals" workshop available online, and cataloguing the various messages students receive from different units on campus to ensure consistency. Students who receive midterm "U's" are urged to take advantage of academic coaching, offered through CAS. With the addition of the new Learning Specialist position, CAS has seen a significant increase in coaching. The new staff member held 81 coaching appointments in the first three months of her employment, and the majority of these students enjoyed an improvement in term GPA.

CAS will launch two new programs in the fall. For students on probation, it will host a "Success Summit," a half-day event that will introduce students to CAS and other academic support resources and provide more than a dozen brief sessions targeting specific skills such as time management, test preparation, and discipline-specific study tips. Similar programs at Clemson and Cal Poly have improved academic performance for attendees. For students returning from academic dismissal, a semester-long academic recovery class modeled on the "Reboot" program (describe above) for struggling freshmen and sophomores will be offered. Our goal is to make the course a readmission requirement in the 2014-2015 catalog.

- *Enhanced Programs that Target Retention of Underrepresented Students.* Within the Office of the Vice President for Institute Diversity, several initiatives are being enhanced and are yielding results. The Challenge program is a summer bridge program targeting incoming underrepresented minority freshmen to provide them with a five-week, residentially based, immersive experience that simulates many aspects of the Georgia Tech student environment. On average, Challenge participants continue to outperform their non-Challenge underrepresented counterparts academically. The performance gap between underrepresented minority students from Challenge and the rest of the freshman class continues to shrink substantially. During the past academic year, Tech experienced record numbers of Goizueta Scholarship applications (funded by The Goizueta Foundation). A total of 236 applications were received, and we supported 33. In the Fall of 2012, the Institute celebrated the 10<sup>th</sup> anniversary of the Goizueta awards at

Georgia Tech. The awardees participated in numerous recruitment, enrichment, cultural, mentoring and outreach activities, and the Office of Hispanic Initiatives (OHI) strengthened relationships with community and professional organizations, Spanish-language media, and many middle and high schools.

- *Piloted a Summer Online Undergraduate Program (SOUP)*. During Summer 2013, Georgia Tech Professional Education (GTPE)– in partnership with the Colleges of Computing, Engineering, Science, and the Ivan Allen College– offered undergraduate classes through distance learning for the first time. The goals for this pilot were to offer students the opportunities to take courses that might not otherwise be available on campus during summer; take courses that may help them reduce heavier loads during subsequent fall and spring semesters; or take courses while they intern, co-op, or study abroad. A total of 12 courses in CS, ECE, HTS, MATH, and ME were offered, and 112 students enrolled. Students could register for any of these courses but could not simultaneously be enrolled in an on-campus course. GTPE plans to track these 112 students to assess whether there is an impact on time-to-degree completion. In addition, a survey is being conducted to solicit feedback on the learning experience and what additional courses may be beneficial to offer. Plans are underway to repeat this program in Summer 2014 as well as potentially offer online undergraduate courses in fall and spring semesters.

## **Partnerships**

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A focus of Tech's College Completion plan is its partnerships with the K-12 community, which involve not only regional school systems but also partnering with local USG schools such as Georgia State University and Kennesaw State University. Four specific examples are given below to illustrate the types of partnerships and programs that we are pursuing.

We have two sponsored programs that build on strong partnerships with the regional school systems. Our GoSTEM project was described in our original plan – it involves a deep partnership with the Gwinnett County School System – working both within the schools in the Meadowcreek High School cluster (elementary through high school) and in the community at large with parents and family members. The overarching goal of this project is to promote and facilitate STEM education and career aspirations among the Latino students in the community. GoSTEM just completed its first full year of implementation. Here are some of the selected results (the full, 131-page evaluation report is available for detailed review): There were 75 high school and 99 middle school students involved in the Pathways part of the project. The teachers and mentors said in interviews that the program made the students more interested in college attendance and pursuing STEM careers. They also showed increases in organizational and time management skills. A total of 16 of the 19 seniors in Pathways (84.2%) were accepted into college and have plans to attend this fall. One of the Graduate Student Teaching Fellows helped to create a Junior Chapter Club of the Society of Hispanic Professional Engineers at Meadowcreek High School. The robotics teams generated so much interest that the high school needed to staff three new robotics courses this school year (over the one initial one last year). A total of 273 K-12 students and 206 parents attended one of the four GoSTEM Community events. The evaluation results were overwhelmingly positive for each of these events.

A new project funded by the National Science Foundation, AMP-IT-UP (Advanced Manufacturing & Prototyping Integrated to Unlock Potential) is in partnership with the Griffin-Spalding County Schools (GSCS) – primarily at the secondary level. This involves curricular elements, co-curricular programming, and involvement of Georgia Tech researchers and students with the goal of providing a pathway for students to learn more about STEM fields through the lens of advanced prototyping (three-D printing and manufacturing). The main accomplishments thus far have been all related to getting the foundation laid for a successful project. These include: meeting with the teachers regarding curriculum development, meeting and visiting with local industry partners (Caterpillar, Norcom, 1888 Mills), setting up partnerships with other educational partners (UGA Griffin, Southern Crescent Technical College), participating in the Griffin Community Festival (May Fling), initial design and development of GT-GSCS joint programs including a week-long Maker's Camp, fieldtrips, and presentations at faculty gatherings, and starting baseline data collection.

At the university level, we have strong links with both Kennesaw State University and Georgia State University. We have National Science Foundation funding for scholarships for students to pursue MAT degrees in STEM fields at Kennesaw State and we have aligned our coursework to allow our students to make an easy transition to these programs. We also have a BOR approved BS-MAT joint program with Georgia State University to allow students to earn both degrees and be ready to enter the classroom to teach. In addition, we are working closely with faculty at Georgia State to design a pathway that will eventually allow some of our students to become certified teachers through the College of Education at Georgia State in conjunction with their BS degrees at Georgia Tech.

Finally, our pre-teaching advisor is building partnerships across the state to facilitate our students' efforts to become effective K-12 teachers. She has been asked (and has accepted the invitation) to serve on a USG task force that is looking the Area F requirements for pre-teaching system-wide. We are seeing a great increase in students interested in pursuing teaching careers. In the 2011-12 application cycle, 22 applicants checked the box on the application for admission that expresses interest in Pre-Teaching. Of these, 7 were admitted and 5 matriculated. For 2012-13, the numbers were 20, 14, and 8. This year, however, the numbers were 271, 59, and 38. The pre-teaching advisor is following up with all matriculated students who checked that box to ensure that they receive proper advising and support. As an example of another pre-teaching partnership, we are working with Centennial Place Elementary School to offer an internship for undergraduate students interested in K-12 teaching careers and had the first participant this past summer. That will be repeated in both the spring and summer of each year. Plans are also being initiated for an internship at Grady High School. The Georgia Tech Division of Professional Practice (which oversees our internship and co-op programs) is committed to supporting this program. More details about these, and many of our K-12 partnerships, may be found at [www.ceismc.gatech.edu](http://www.ceismc.gatech.edu) or [www.cetl.gatech.edu](http://www.cetl.gatech.edu).

## **Key Observations and Evidence**

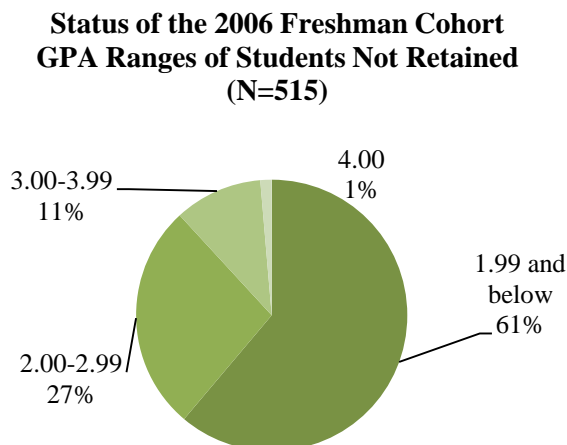
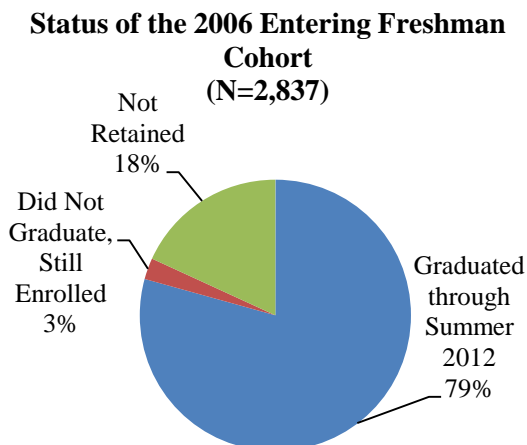
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The overall goal of Georgia Tech's Complete College Georgia plan is to reach and consistently maintain an 80% six-year graduation rate and then work to increase this rate gradually to 84%, which is the average of our peer institutions. To achieve this goal, we have made it a priority to identify target populations of students that *want* to graduate from Tech but are unsuccessful. The research studies described earlier should offer insights and evidence into these students. As the data from these studies are analyzed, and studies being planned for this year are completed, we anticipate having more insight on how we can design interventions and strategies to retain these students and support degree completion.

We will continue to track and analyze retention and graduation data through our Office of Institutional Research and Planning (IRP). IRP produces an annual first-year retention study. Our most recent analysis revealed historic high third-year (92%), fourth-year (88%), and sixth-year (85%) retention rates for the 2010, 2009, and 2007 cohorts, respectively. Second-year (95%), fifth-year (85%) and seventh-year (82%) retention rates were maintained at historic high rates for the 2011, 2008 and 2006 cohorts, respectively. Four-year graduation rates declined from our historic high of 41% for the 2007 cohort to 37% for the 2008 cohort; however five-year graduation rates rose to an historic high of 76% for the 2007 cohort; and six-year rates were maintained just under the historic high of 80% at 79% for the 2005 cohort. (See Appendix B for excerpts from the annual study.)

In addition, we have begun performing an analysis of non-retained students annually. This analysis was updated for the Fall 2006 first-year cohort. In Fall 2006, one of Georgia Tech's largest freshman cohorts enrolled for classes with 2,837 students beginning their pursuit of a bachelor's degree. Of the 2,837 students in this cohort, 79% graduated within six years by the end of Summer 2012; 3% did not graduate but were still enrolled during Fall 2012; and 18% (515) left Georgia Tech. It should be noted that of the 515 students who left Georgia Tech without their bachelor's degree, 61% had a cumulative GPA of 1.99 or less while 39% had a cumulative GPA of 2.00 or greater. Of these 515 students, 171 students earned degrees elsewhere, and 66 earned degrees in disciplines offered at Georgia Tech. If we had retained and graduated the 66 bachelor's

recipients who received their degrees elsewhere even though the discipline was available at Georgia Tech, our six-year graduation rate would be 82% for the 2006 freshman cohort.



Finally, another strategy Tech is exploring is centralized early alert monitoring for students who are in good academic standing but may not be returning. We plan to pilot a web-based survey that will go out to any continuing undergraduate student who is not enrolled in classes for the subsequent semester after Phase I (early) registration. This brief survey will simply ask students why they have not registered. If a student indicates they are considering leaving, a staff member in Undergraduate Education will contact them.

## **Sharing Lessons Learned**

In the first year of our CCG work, we have identified several “big lessons” to share with the USG community, but two overarching themes are as follows:

- While retention and completion are issues that must involve all constituencies in the university, they must have visible leadership. Our establishment of a steering committee has invited a number of campus leaders to engage with and explore issues around these topics. We have been intentional in ensuring that the committee is representative of all parties, including Student Affairs, Campus (Auxiliary) Services, Academic Affairs, Decision Support Services, and faculty from every college. Further, the decision to appoint co-chairs representing both undergraduate education and institutional research underscores the notion that data and analytics must guide and inform this process.
- Academic advising— and the role it plays in retention and progress toward degree completion— is central and critical to our work. Dr. Charlie Nutt, the Executive Director of NACADA (the global professional organization for academic advising) and a well-recognized authority on advising writes, “Any retention effort must clearly recognize the value of academic advising to the success of students and the necessity that advising become a central part of a collaborative campus-wide focus on the success of our students.”

## **Appendix A: Georgia Tech’s Complete College Georgia Steering Committee (2012-2013 Academic Year)**

- Ms. Cassandra Belton, Director of Institutional Research and Planning
- Ms. Sandi Bramblett, Executive Director of Institutional Research and Planning/Decision Support Services\*\*
- Dr. Rebecca Burnett, Director of Writing and Communication & Professor, LMC, Ivan Allen College of Liberal Arts\*
- Dr. Jonathan Clarke, Associate Professor & Associate Dean for Undergraduate Programs, Scheller College of Business\*
- Dr. David Collard, Professor, School of Chemistry and Biochemistry & Associate Dean, College of Sciences\*
- Dr. Shannon Dobranski, Director of the Center for Academic Success
- Ms. Lynn Durham, Assistant Vice President and Chief of Staff, Office of the President
- Dr. Al Ferri, Associate Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering\*
- Dr. Bonnie Heck Ferri, Professor and Associate Chair for Undergraduate Affairs, School of Electrical Engineering\*

Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education\*\*  
Ms. Lisa Grovenstein, Director of Media Relations, Institute Communications  
Dr. George Johnston, Professor & Chair of the School of Architecture, College of Architecture \*  
Dr. Paul Kohn, Vice Provost for Enrollment Services  
Dr. Donna Llewellyn, Associate Vice Provost for Learning Excellence & Director, CETL  
Dr. Leo Mark, Associate Dean for Academic Programs and Student Affairs, Professional Education  
Dr. Carole Moore, Assistant Vice Provost for Academic Affairs & Professor, HTS  
Mr. S. Gordon Moore, Executive Director for Student Diversity and Inclusion  
Dr. Usha Nair-Reichert, Associate Professor, School of Economics & Director of Undergraduate Programs  
Ms. Reta Pikowsky, Registrar  
Dr. Colin Potts, Vice Provost for Undergraduate Education & Associate Professor, College of Computing  
Dr. William Schafer, Vice President for Student Affairs  
Mr. Dene Sheheane, Executive Director of Government and Community Relations  
Dr. Paul Strouts, Vice President of Campus Services  
Mr. David White, Assistant Dean for Academic Programs, College of Computing\*  
*\*College Representatives*  
*\*\*Co-Chair of Steering Committee*

## **Appendix B: Excerpts from Georgia Tech's Annual First-Time Freshman Retention Study (Fall 2012)**

Institutional Research and Planning has studied the retention of Georgia Tech students from 1993 through 2012. Cohorts have been defined as first-time students who entered in the respective summer or fall terms and were full-time in the cohort-year fall term. Retention is defined as being enrolled as of (taking classes or participating in co-op/internship programs) or having graduated by each successive fall term. Chi-Square tests of significance ( $p \leq 0.05$ ) on each cohort's progression were conducted by these characteristics. Second-year retention was examined by an expanded set of characteristics for the 2007 through 2011 cohorts (see Table 2 and Table 3).

### **Retention Highlights**

- Significant differences in second-year retention were noted for the following characteristics: ethnicity, state residency, citizenship, Greek, and academic standing for the 2011 cohort.
  - Academic standing was the characteristic most frequently observed to have significant second-year retention differences among the five most recent cohorts. Additionally, state residency and GT1000 enrollment were also observed to have significant second-year retention differences.
  - Students in good academic standing as of the end of their freshman year were retained to the second year at higher rates than those on warning or academic probation.
  - The characteristic least observed to have significant second-year retention differences were college of entry (see Table 2).
- Significant differences in second-year retention were also noted for the following characteristics: SAT Math, High School GPA, Admissions Index and First-Year GPA for the 2011 cohort.
  - High School GPA, Admissions Index and First-Year GPA were the characteristics most frequently observed to have significant second-year retention differences among the five most recent cohorts.
  - The characteristics least observed to have significant second-year retention differences were SAT Math and SAT Verbal (see Table 3).



Table 1: Retention Rates Overall

Freshman Cohort		Retention Rates (to next Fall term)					
Year	n	2nd Yr	3rd Yr	4th Yr	5th Yr	6th Yr	7th Yr
1993	1955	85%	78%	74%	72%	72%	71%
1994	2012	85%	78%	73%	73%	72%	73%
1995	2120	85%	76%	73%	71%	71%	71%
1996	2120	85%	77%	73%	72%	72%	72%
1997	2069	86%	79%	75%	75%	74%	74%
1998	2487	86%	80%	77%	75%	75%	75%
1999	2298	90%	83%	81%	80%	79%	79%
2000	2243	90%	84%	81%	79%	79%	79%
2001	2225	91%	84%	82%	81%	80%	80%
2002	2277	90%	84%	82%	80%	80%	80%
2003	2225	92%	86%	84%	82%	82%	82%
2004	2575	92%	86%	84%	82%	82%	83%
2005	2419	93%	87%	84%	82%	82%	82%
2006	2838	92%	87%	84%	83%	82%	82%
2007	2624	93%	88%	87%	85%	85%	
2008	2633	93%	88%	86%	85%		
2009	2655	94%	90%	88%			
2010	2706	95%	92%				
2011	2692	95%					

Table 2: Chi-Square Results to the Second Year

First Fall Term	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Cohort	93.2%	93.0%	94.2%	94.9%	94.8%
Female	94.4%	*94.9%	94.9%	95.9%	95.2%
Male	92.6%	92.1%	93.8%	94.3%	94.6%
Asian	94.5%	95.3%	*96.6%	95.7%	*97.3%
Black or African American	94.0%	91.4%	94.9%	92.4%	93.4%
White	92.9%	92.9%	94.6%	95.4%	94.9%
Hispanic or Latino	91.7%	90.6%	93.6%	95.2%	95.6%
Other <sup>1</sup>	93.6%	87.7%	92.9%	92.7%	92.7%
International	93.1%	92.6%	88.6%	91.4%	91.6%
International	93.1%	92.6%	*88.6%	*91.4%	*91.6%
Underrepresented Minority <sup>2</sup>	93.1%	90.4%	94.1%	93.9%	94.2%
Not Underrepresented Minority	93.2%	93.4%	95.0%	95.4%	95.3%
In-State	*94.5%	*94.3%	*95.8%	95.5%	*95.9%
Out- of-State	91.1%	90.6%	91.8%	93.8%	93.1%
International	93.1%	92.6%	*88.6%	*91.4%	*91.6%
U.S. Resident	93.2%	93.0%	94.9%	95.2%	95.2%
Fraternity/Sorority	93.9%	*95.6%	95.6%	96.1%	*97.2%
Non-Member	93.0%	93.0%	93.8%	94.6%	94.0%
On Campus Housing	93.2%	93.1%	94.3%	*95.0%	94.9%
Off Campus	94.2%	90.4%	91.2%	90.2%	93.1%
Enrolled in GT1000	*94.8%	*94.2%	*95.0%	*95.9%	95.2%
Not Enrolled in GT1000	91.2%	90.8%	92.5%	92.8%	94.3%
Freshman Experience	*93.8%	93.0%	94.5%	95.1%	94.9%
Non-Freshman Experience	91.0%	93.0%	93.1%	94.3%	94.5%
GT1000 & FE	*95.2%	*94.0%	*95.3%	*96.6%	95.3%
GT1000 or FE or Neither	91.5%	91.7%	93.0%	93.3%	94.2%
Pell	*95.6%	94.2%	93.3%	93.5%	94.8%
No Pell	92.6%	92.7%	94.4%	95.2%	94.8%
Architecture	89.6%	93.0%	92.6%	95.6%	93.5%
Computing	93.9%	93.6%	94.5%	94.8%	94.8%
Engineering	93.2%	93.2%	94.4%	95.1%	95.0%
Ivan Allen	92.9%	93.5%	91.7%	96.0%	94.5%
Scheller Business	97.5%	92.9%	96.4%	93.8%	97.1%
Sciences	91.3%	90.6%	93.7%	93.4%	93.0%
Good Standing	*95.8%	*95.4%	*95.8%	*96.7%	*96.5%
Warning	72.6%	75.2%	82.1%	74.0%	71.9%
Probation	32.7%	27.3%	39.1%	26.5%	36.4%

\*Significant Difference ( $p \leq 0.05$ )

<sup>1</sup> Other includes: American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Unknown and Two or More Races.

<sup>2</sup> Underrepresented Minority includes American Indian or Alaskan Native, Black or African-American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

Table 3: *t*-test Results for Retention to the Second Year

Category	Retention Status	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
SAT Math	Retained	694	700	704	*705	*712
	Not Retained	694	691	698	679	700
SAT Verbal	Retained	651	653	*652	*664	672
	Not Retained	645	656	639	639	676
SAT Writing	Retained	629	*634	*633	*645	654
	Not Retained	619	619	616	610	655
High School GPA	Retained	*3.74	*3.76	*3.82	*3.87	*3.89
	Not Retained	3.65	3.64	3.7	3.75	3.83
Admissions Index	Retained	*2.87	*2.95	*3.01	*3.07	*3.12
	Not Retained	2.8	2.82	2.88	2.88	3.06
First-Year GPA	Retained	*3.09	*3.08	*3.14	*3.17	*3.22
	Not Retained	2.04	2.01	2.27	2.12	2.35

\* Significant difference ( $p \leq 0.05$ )

### Graduation Highlights

- Significant differences in four-year graduation rates were observed for all cohorts in this study for all three characteristics examined: gender, ethnicity, and college of entry.
  - Females consistently graduated at significantly higher rates than males.
  - Asian students consistently graduated at higher rates (when the small numbers of American Indian, Native Hawaiian, Two or More races, and Unknown Race/Ethnicity students were excluded), while Black/African-American students consistently graduated at lower rates. However, historic high four-year graduation rates were observed for Black/African-American members of the 2008 cohort (34.4%).
  - International students consistently graduate at a higher rate than all other ethnicity categories.
  - Students entering the Ivan Allen College most frequently graduated at higher rates, while entrants to the College of Engineering most frequently graduated at lower rates.
- Similarly, significant differences in five-year graduation rates were observed for all cohorts examined in this report by gender and ethnicity.
  - Significant differences were most consistently observed by gender and ethnicity.
  - Females graduated at significantly higher five-year rates for all cohorts.
  - International students most frequently graduated at higher five-year rates, except for the 2005 and 2007 cohorts where Asian students graduated at the highest rates. Black/African-American students consistently graduated at lower five-year rates.
  - Many of the cohorts examined exhibited significant differences in five-year graduation rates by college of entry. Entrants in the College of Computing consistently graduated in five years at lower rates, while students in the College of Architecture most frequently graduated in five years at higher rates for the earliest cohorts; higher rates in the College of Management and the Ivan Allen College were observed for more recent cohorts.

- Significant differences were observed less frequently by college of entry for six-year graduation rates as compared to four- and five-year graduation rates.
  - Females graduated at significantly higher six-year rates for all cohorts studied.
  - Six-year graduation rates were significantly different by ethnicity for all cohorts reported and were consistent with the patterns observed for four- and five-year graduation rates.
  - College of entry was significant for only one (2004) out of the seven cohorts examined.
  - The most recent five- (67.7%), and six-year (75.9%) graduation rates for Hispanic students were the lowest observed for this group in recent years.

Table 4: Graduation Rates Overall

Freshman Cohort		Graduation Rates (through Summer term)		
Year	n	4 Yrs	5 Yrs	6 Yrs
1993	1955	20%	56%	69%
1994	2012	18%	57%	69%
1995	2120	21%	57%	68%
1996	2120	23%	59%	68%
1997	2069	24%	60%	69%
1998	2087	26%	62%	72%
1999	2298	29%	68%	76%
2000	2243	34%	69%	77%
2001	2225	33%	69%	78%
2002	2277	31%	70%	77%
2003	2225	31%	71%	79%
2004	2575	33%	72%	80%
2005	2419	31%	72%	79%
2006	2838	34%	72%	79%
2007	2624	41%	76%	
2008	2633	37%		

**Appendix C: Select Assessment Data from the Center for Academic Success’ “Reboot” Program**

As shown in Table 1, in Spring 2012, twenty students participated in the program. Seven were second-semester Freshmen, and 13 were Sophomores. Nineteen of the 20 were in STEM majors. The average incoming cumulative GPA for the group was a 1.87. The average term GPA for the semester prior to enrolling in Reboot was a 1.55. Only 8 of the 20 students were in Good standing; 8 were on Warning, and 4 on Probation. Participants made significant improvement during the term they participated in Reboot. The new average cumulative GPA jumped to a 2.30, a 23% increase. The average term GPA was a 2.50, a 61% increase, and 15 students were in Good standing at the end of the semester.

Table 1: GPA Data for 20 Active Participants in Reboot, Spring 2012

GPA information	Incoming	REBOOT Semester (Spring 2012)	At end of Spring 2013
Mean Term GPA	1.55	2.50	2.60
Mean Cumulative GPA	1.87	2.30	2.50

Long-term measures also indicate the efficacy of this program. The next table tracks the academic standing of the 20 students who began Reboot in Spring 2012 through Spring 2013. As the table indicates, at the end of Spring 2013—a full year after participating in the program—19 of the 20 students, 95%, were still enrolled at

Tech. At the end of Spring 2013, 13 of the students were in Good academic standing (7 of these made either Dean’s List or Faculty Honors), 3 were on Warning, and 3 were on Probation.

*Table 2: Academic Standing Data for 20 Active Participants in Reboot, Spring 2013*

<b>Academic Standing</b>	<b>Incoming</b>	<b>REBOOT Semester (Spring 2012)</b>	<b>At end of Spring 2013</b>
Good	8	15 (5 on Dean’s List/Faculty Honors)	13 (7 on Dean’s List/Faculty Honors)
Warning	8	3	3
Probation	4	2	3
Dismissal	N/A	N/A	1