

August 30, 2013

Dr. Houston D. Davis
Executive Vice Chancellor and Chief Academic Officer
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334

Dear Houston,

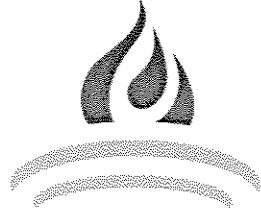
Please find enclosed the Middle Georgia State College Complete College Progress prepared by Dr. Venn and her staff. It is accurate and I am pleased with our progress in this important initiative.

Thanks for your support.

Most Sincerely,



John B. Black
Interim President



Middle Georgia State College

Complete College Georgia Status Report

August 30, 2013

COMPLETE COLLEGE GEORGIA STATUS REPORT: MIDDLE GEORGIA STATE COLLEGE
August 26, 2013

UPDATES, PROGRESS, AND FUTURE WORK

There are no significant changes to Middle Georgia State College's (MGSC) goals, however, in reviewing our status we decided to collapse goal 4 into goal 3 to address redundancy. In addition, we are taking the opportunity with the new institution to create a new infrastructure to support retention, progression and graduation, align our strategies across all five campuses and diverse student bodies, and eliminate duplication of strategies. The largest impediment to our ability to analyze our data in a timely fashion this year is the migration of the technology (Banner, BlackBoard Analytics, etc.) from the individual campuses to the new institution. This work is scheduled to be completed and implemented by the end of fall 2013.

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

Goal 1: Increase certificate, associate, and bachelor degree completion

- **Progress** - Substantive work has been done to adopt a common core curriculum for the institution, align curricula from the two institutions, and create policies and procedures that direct the work of Enrollment Services, Students Affairs, Residence Life, and Academic Affairs.
- **Progress** - One degree in Nursing is being offered fully on-line beginning fall 2013.

Degrees and Awards Conferred, FY2008-FY2013

Award Level	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Bachelor's	346	442	453	547	606	644
Associate's	687	607	693	702	673	692
Certificates	168	119	96	102	125	92

Source: USG Degrees Conferred Report, except for FY2013, which is preliminary data from MSC/MGC Offices of Institutional Research

Goal 2: Develop an institutional infrastructure to support retention, progression, and graduation.

- **Progress** - All vice presidents, along with key administrators for the institution, meet monthly to discuss infrastructure needs and resource allocations. This meeting is in addition to the weekly President's Cabinet meetings.
- **Progress** - Assigning Professional Advisors to each of the academic Schools on the Macon campus is yielding early and positive results as a retention strategy. Two additional Professional Advisors lines were allocated for the School of Nursing and Health Sciences and the School of Business. New positions have been established for two satellite campuses and replacement of professional advisors who leave is now a priority for MGSC.
- **Progress** - Given the number of students who transfer into Middle Georgia State College (758 in Fall 2012), as well as changes in transfer rules from the Board of Regents, three Transfer Advising Specialist positions have been created. Filling these positions is a priority.

- **Progress** - The Department of Mathematics created a very successful academic math tutoring center within the Math building on the Macon campus. The School of Liberal Arts will be bringing a new writing center on line fall 2013 on the Macon campus.
- **Progress** - Beginning fall 2013, the Office of Residence Life will be offering Living-Learning Communities (LLC) to resident students in Cochran, Eastman, and Macon. According to Tinto (*Completing College, 2012*), resident students who participate in LLCs tend to have higher GPAs (increasing the chances of earning or keeping the HOPE Scholarship), get involved in more activities, make more friends, and – most importantly – are more likely to graduate.
- **Progress** - Located on the Cochran campus, the First-Year Residential Experience (FYRE) LLC Program gives first year students the skills needed to progress through college by offering opportunities for personal and educational growth. To be involved in FYRE, students must register for a set of courses that include an English course and a FYE course. There are two FYRE cohorts being offered fall 2013.
- **Progress** - Beginning fall 2013 on the Macon campus, the Next Steps LLC Program will offer professional development to junior- and senior-level students, who have earned at least 64 credit hours, to help prepare them for life after college.
- **Progress** - The Office of Academic Affairs received approval to add two additional associate vice presidents through allocation of resources from the consolidation. A national search will start immediately seeking an individual with extensive experience in developing organizational systems for promoting retention, progression, and graduation. This individual will be charged to develop a freshman/sophomore college within the institution.

One-Year System-Wide Retention Rates

Cohort Year	Fall 2009		Fall 2010		Fall 2011	
Beginning Cohort	2,005		1,774		1,519	
Retained or Graduated	#	%	#	%	#	%
FTFTF All Degree Types	1,162	58.0	1,089	61.4	982	64.6
Three-Year Average			60.8%		61.3%	

Source: USG Retention Rate Reports

Three-Year Associate Degree System-Wide Graduation Rates

Cohort Year	Fall 2007		Fall 2008		Fall 2009	
Beginning Cohort	1,665		1,703		1,774	
Graduated	#	%	#	%	#	%
FTFTF	119	7.1	143	8.4	133	7.5
Three-Year Average			7.9%		7.7%	

Source: USG Graduation Rate Reports

Six-Year Bachelor's Degree System-Wide Graduation Rates

Cohort Year	Fall 2004		Fall 2005		Fall 2006	
Beginning Cohort	68		75		46	
Graduated	#	%	#	%	#	%
FTFTF	16	23.5	23	30.7	14	30.4
Three-Year Average			25.6%		28.2%	

Source: USG Graduation Rate Reports

Goal 3: Increase student success, especially for diverse learners and underrepresented groups (i.e., minorities, military, adult learners, low income, first generation, students with disabilities).

- **Progress** - The School of Education was awarded a grant to establish an Adult Learning Center. Opened in spring 2013, the center offers a centralized location where adult learners can access all services of MGSC as well as additional resources such as a professional clothes closet to assist students with obtaining professional attire for interviews, class presentations, and internships.
- **Progress** - MGSC applied to become a Servicemembers Opportunity College and has completed the necessary steps to be designated a “military-friendly” campus.

Number and Percent of Enrollment for Underrepresented Groups, Fall 2008 – Fall 2012

Student Population	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	#	%	#	%	#	%	#	%	#	%
Minorities	4,279	43.4	4,494	43.9	4,196	43.1	3,856	42.3	3,852	43.6
Adult Learners	3,532	35.8	3,691	36.1	3,490	35.9	3,303	36.2	3,103	35.1
Pell Eligible	4,423	44.8	5,091	49.8	5,218	53.6	4,989	54.7	4,955	56.0
Students w/Disabilities	293	3.0	371	3.6	399	4.1	417	4.6	340	3.8

Adult learners are defined as age 25 or older at reported term.
 Number of students with disabilities includes unduplicated count for the academic year.
 Source: MSC/MGC Offices of Institutional Research

Goal 4: Implement specific strategies that support student success throughout a college career.

[Will be collapsed into Goal #3]

Course Completion Ratio (Credit Hours Earned vs. Credit Hours Attempted), Fall 2009–Fall 2012

Term	Earned Hours	Attempted Hours	Ratio	3-year average
Fall 2012	72,637	93,801	77.4%	76.4%
Fall 2011	73,258	96,384	76.0%	
Fall 2010	76,320	100,748	75.8%	
Fall 2009	75,495	106,052	71.2%	

Grades of A, B, C, S were counted as successful; grades other than A, B, C, D, F, S, U, W, WF were removed from calculations.
 Source: MSC/MGC Offices of Institutional Research

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

The only significant change is the decision to eliminate the PREP Academy. This decision was reached after a review by the President’s cabinet. The concept was worthy to pilot however the return on investment in the PREP Academy is very low. The students who entered Middle Georgia College after completion of PREP and exiting learning support were not successful in the entry level core content area. The PREP Academy was offered for the last time in summer 2013. The funds will be redirected to support the development of a math tutoring center and a writing tutoring center on the Cochran campus. The Cochran campus serves the largest student body with learning support requirements of the five campuses.

PARTNERSHIPS

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

Both Macon State College and Middle Georgia College had a regional focus as evidenced in their mission statements. The summit was useful in making our thinking more focused within our consolidation work for Middle Georgia State College and as a result new partnerships have been sought out in the community to provide additional educational opportunities to MGSC students. In addition to the original KPIs identified in the MGSC CCG plan, OIRP will develop new quantitative assessments (such as number of enrolled students in internships, satisfactory evaluation of student performance, or competency based evaluations) to ensure continuous improvement and growth of each partnership.

- **Progress** - Preliminary applications for fall in dual or joint enrollment have increased. In addition, applications for the G.A.M.E.S. program on the Cochran campus have increased. One individual has been assigned to coordinate enrollment support and retention for the dual enrollment programs. Recruiting emphasis for dual enrollment programs included hosting informational sessions for parents and students in spring 2013, awarding \$300 recruitment awards through MGSC Preview Events to several dual enrollment students attending MGSC during fall 2013, and awarding several \$500 Recruiter Awards for those transitioning from dual enrollment to regular admission.
- **Progress** - MGSC has reestablished its relationship with Tattnell Academy and will offer courses in history and English fall 2013.
- **Progress** - MGSC is now recognized by the Georgia Home Education Association as a Homeschool Friendly College <http://www.ghea.org/pages/hsc/colleges.php>.
- **Progress** - MGSC is in conversation with the U.S. Air Force Community Partnering Initiative, Robins Air Force Base about internship programs. The purpose of the Partnership is to provide a forum to share organizational needs and capacities between the base and community organizations.
- **Progress** - MGSC met independently with Brian Owens, Commissioner of the Department of Corrections, and Tim Bearden, Director of the Georgia Public Safety Training Center, to discuss the possibility of developing and hosting online courses for their agencies. This has led to a dialogue about the possibility of the college developing a Public Safety Degree Program.
- **Progress** - Through established business partnerships in Eastman we applied for a grant from the U. S. Department of Labor to develop an Advanced Manufacturing Degree program using the stacked/lattice credentialing strategy.

KEY OBSERVATIONS AND EVIDENCE

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

Macon State College invested in BlackBoard Analytics at a cost of \$140,000(+). In spring 2013, the MGSC CCG dashboard and scorecard were built and became the design template for dashboards and scorecards for the Deans and Chairs of the academic programs. Professional development was provided

to each Dean and Chair on their dashboards and they were given access to their data in order to further refine and add metrics. The Office of Institutional Effectiveness provides continued development and technical support to each academic school and department. In order to make full use of BlackBoard Analytics on the consolidated Banner data warehouse (Banner C), we will spend an additional \$140,000(+). BlackBoard Analytics will need to be installed on Banner C and it will require a new round of validation (MSC and MGC did not have the same codes), as well as, rebuilding the college-wide dashboard and new dashboards for the nine academic schools and associated departments. This purchase was made summer 2013 with the goal of full implementation of BlackBoard Analytics by the end of fall 2013. [See page six for a sample dashboard and scorecard.]

Campus-specific metrics your institution will monitor as indicators of success

Indicators of success include enrollment trends, retention and graduation rates, course completion rates, and number of degrees conferred disaggregated by demographics of traditionally under-represented groups, e.g., minority, military, low income or first-generation students.

Strategies that have been or will be developed to sustain data collection and evaluation of effectiveness

- BlackBoard Analytics dashboards and scorecards customized for schools, programs, and strategic initiatives.
- Creation of data teams within the Office of the VPAA and within each school to justify personnel lines, professional development, and strategic initiatives.
- Redesign of annual evaluation criteria to reflect alignment with strategic plan and key initiatives of the institution.

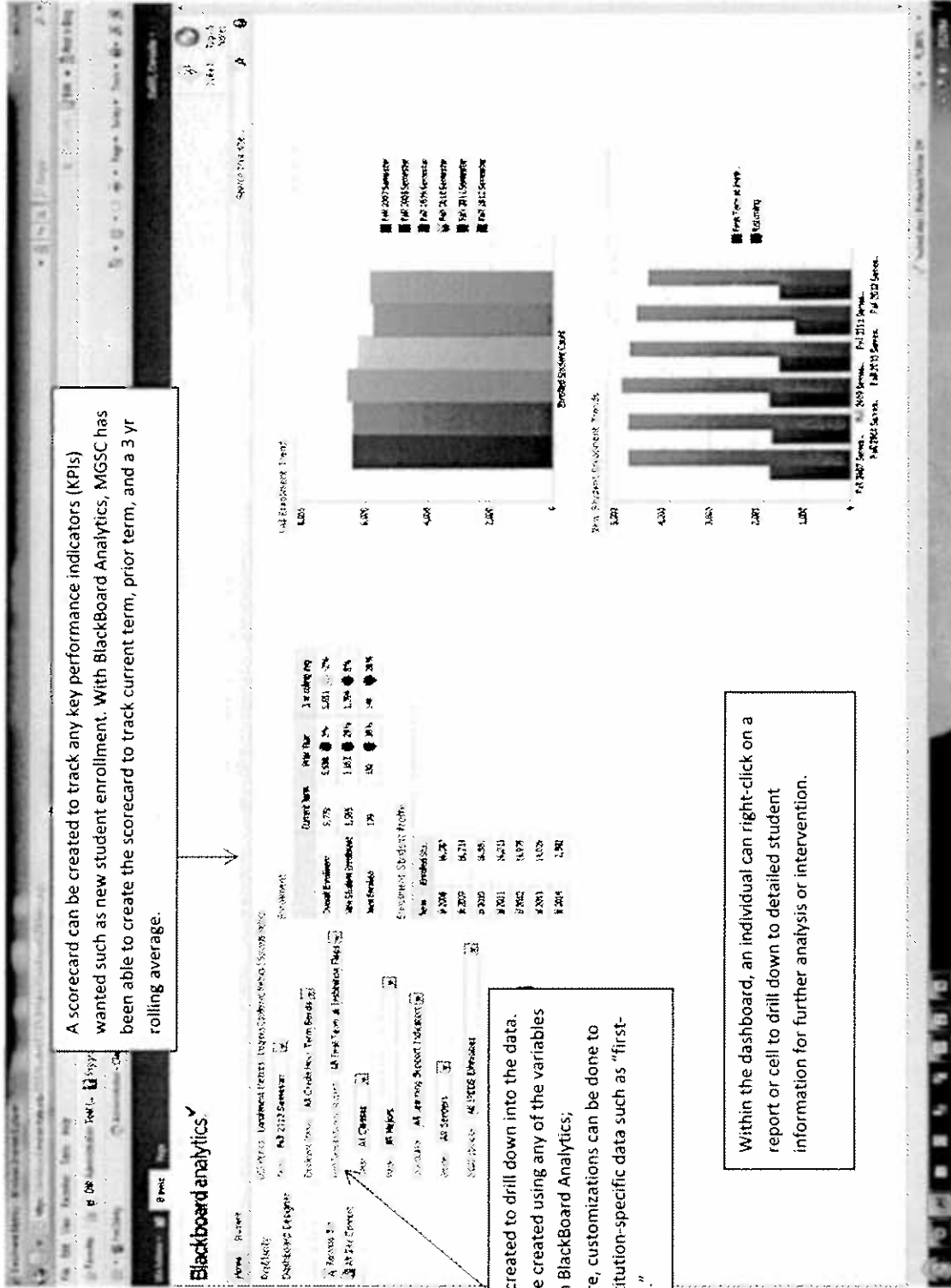
SHARING LESSONS LEARNED

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

Consolidation of a historic two-year institution with an emerging four year institution afforded the new institution an opportunity to review program pathways and identify barriers to a student’s success. All existing policies, practices, forms and procedures for the former institutions continue to undergo scrutiny and re-design. One illustrative example effected a change in admission policy. Through our ability to quickly analyze our data with BlackBoard Analytics, we found that students who were permitted to enroll during the first week of classes often had to be admitted on a probationary status and were not successfully retained the next semester. For example, 58.5% of fall 2012 transfers with GPAs less than 2.0 did not return spring 2013. Beginning fall 2013, probationary admission has been discontinued and new students will not be admitted during late registration unless they meet all admission requirements and can pay tuition and fees at the time of admission. In addition, we found that our transfer student population was just under 30% and that in disaggregating the data by hours we learned we were accepting students with 90 to 140 (+) credit hours. These students often did not have their transcripts analyzed until mid-semester. Going forward, we are creating transfer specialist advisors

who will assist these students from day one, analyze their transcripts and “fast track” them on a degree plan.

Sample Dashboard CCG Metric: Enrollment, Degrees Awarded, Course Completion





Middle Georgia State College

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