

THE UNIVERSITY OF GEORGIA  
Complete College Georgia Plan

*Status Report September 2013*



## University of Georgia Complete College Georgia Status Report September 2013

The University of Georgia began implementation of its Complete College Georgia (CCG) plan in September 2012. The following narrative addresses the status of the UGA CCG plan by illustrating the efforts undertaken to achieve the principal goals of:

1. Increasing graduation rates at UGA to the mean of aspirational institutions;
2. Increasing scholarship funding at UGA for student financial support; and
3. Supporting college readiness.

Five primary strategies contribute toward achieving the CCG goals at UGA: 1) improving access, opportunity and completion, 2) enhancing instructional delivery, 3) advancing partnerships with K-12, 4) improving time to degree, and 5) restructuring learning support.

### Updates, Progress, Future Work

Since September 2012, considerable progress has been made toward implementing the CCG strategies and achieving the UGA CCG goals. While each of these goals is addressed individually, it is to be understood that they are unequivocally interconnected; supporting college readiness and increasing scholarship funding address critical environmental components that lead to student success and, ultimately, increased graduation rates. There is interdependency among these goals, the sum of which positively impacts student retention, progression and graduation. The figure below illustrates the relationship between our goals, strategies and initiatives.

	Strategy 1		Strategy 2		Strategy 3		Strategy 4	Strategy 5
	First-Year Odyssey	Gateway to Georgia	Under-graduate STEM Initiatives	Office of Online Learning	Pre-Collegiate Outreach	STEM Partnerships with K-12	Implementation of DegreeWorks	Intensive Multi-Component Program
<b>Goal 1</b>	x	x	x	x			x	x
<b>Goal 2</b>		x						
<b>Goal 3</b>			x		x	x		

**Goal 1:** Improve graduation rates to the mean of our aspirational peer institutions

**Goal 2:** Increase scholarship funding for student financial support

**Goal 3:** Support college readiness

**Strategy 1:** Improving access, opportunity and completion

**Strategy 2:** Enhancing instructional delivery

**Strategy 3:** Advancing partnerships with K-12

**Strategy 4:** Improving time to degree

**Strategy 5:** Restructuring learning support

### Goal 1: Increasing Graduation Rates

Current data indicate UGA retention and completion rates compare favorably to BOR peer comparator institutions. Based on the 2013 *U.S. News and World Report Rankings*, UGA has a higher six-year graduation rate (83%) than all but two of our twelve-comparator peer institutions (as defined by the BOR). UGA's first-year retention rate (94%) is higher than all but one of our peer comparator institutions. In addition, the four-year graduation rate increased to 60.7% and the five-year rate to 80.6%. Increases in the four-year and five-year rates

bode well for future increases in the six-year graduation rate. (See graduation and retention rate Tables 1-4 in Appendix A.)

Sustaining successful initiatives and integrating new initiatives will help preserve or even increase our high retention and graduation rates. The literature on retention shows that student engagement is critical to retention and graduation. Thus, UGA has developed programs to increase student contact with faculty and student participation in research, service-learning, and international education. Our data indicate that students who participate in these programs are generally retained at higher rates than students who do not participate, as demonstrated with our Freshman College Summer Experience program (see Table 7 in Appendix A).

The following programs have been designed to increase retention and graduation at UGA:

- **First-Year Odyssey Seminar (FYOS) Program.** UGA launched the FYOS Program in fall 2011 to transform student learning by providing all first-year students an academically challenging seminar during their first year of residence on campus. The FYOS Program signals a change in how UGA introduces its first-year students to the academic life and culture of the university. First-year students have the opportunity to take a small seminar course to help them understand the role and significance of research, instruction and service at UGA. Seminars focus on student-faculty interaction and promote discovery of the campus through attendance at academic and performing arts events. The use of tenured and tenure-track faculty is a uniqueness that connects students to faculty scholarship at a research university. In AY '12-13, more than 400 UGA faculty taught 5,483 first-year students enrolled in FYO seminars. In 2011, 5,780 first-year students completed an FYO seminar. This represents 100% of all first-year students from 2011-2013. Data from faculty and student evaluations indicate achievement of FYOS goals (see Tables 5 and 6 in Appendix A).
- **The Center for Undergraduate Research Opportunities (CURO).** CURO encourages and supports undergraduate students who want to conduct research with faculty. This high-impact practice is linked to greater student engagement and retention. For AY '12-13, there were 536 CURO courses, an increase of 21% from AY '11-12.
- **Undergraduate STEM Initiatives.** UGA created the Office of STEM Education (OSE) in 2008 to coordinate on-campus activities associated with the STEM Initiative. The primary goal of the OSE has been to serve as the campus-wide resource for information about and assistance with STEM teaching and learning. The number of undergraduates majoring in STEM disciplines has grown from 3,613 in 2006 to 4,578 in 2011. Data for AY '12-13 indicate 5,246 students majoring in STEM disciplines. STEM initiatives at UGA include:
  - *The newly approved UGA College of Engineering*, offering undergraduate degrees in civil engineering, electrical and electronics engineering, and mechanical engineering, anticipates a doubling of its undergraduate enrollment to more than 1,300 students by fall 2016. STEM Majors and Degrees awarded in AY '12-13 are reported in Table 8 in Appendix A.
  - *The pioneering of a new model for Science Education* focuses primarily on the teaching of introductory courses in physics, chemistry and biology by tenured and tenure-track faculty whose research is in the area of science pedagogy—not classical bench science. Science education faculty are developing new instructional methodologies, such as inquiry-based instruction in the large classroom setting in order to promote critical thinking skills. With an average enrollment of 4,400 students per year, the biological sciences program is impacting virtually every UGA undergraduate.
- **Intensive Multi-Component Program (IMP).** Beginning in fall 2012, UGA's Division of Academic Enhancement piloted IMP for entering learning support students. Completed in one semester, IMP is comprised of six components: 1) Enrollment in elective degree credit UNIV courses; 2) completion of the MyFoundationLab's individualized learning path; 3) transition information and assistance provided by licensed professional counselors; 4) weekly meetings with a faculty member to assess and assist student

progress; 5) biweekly electronic updates of the student's UNIV course performance, distributed to those working directly with the student; and 6) biweekly meetings between an academic specialist and the student to distribute and discuss individual monitor reports and to make referrals to the counselor or learning support faculty member as needed. The results of the pilot indicated that IMP streamlined the path to degree completion by removing several unnecessary academic burdens and improving student motivation (see tables outlining results in Table 9 in Appendix A).

- **Office of Online Learning (OOL).** UGA launched the OOL in August 2012. The Office of Online Learning will make the UGA learning experience accessible to more of our current and future students. Thirty-six high-demand undergraduate courses were developed for delivery in summer 2013. These new online courses satisfy General Education requirements, entrance requirements, and major requirements for many of our undergraduate students. More than 1,080 students enrolled in these courses during summer 2013. We anticipate that having more summer courses available online will have a positive impact on UGA's completion rate. (See Table 10 in Appendix A for a listing of courses, course enrollment, and course characteristics.)
- **Implementation of DegreeWorks.** DegreeWorks has been implemented in all schools and colleges with undergraduate programs. DegreeWorks provides the ability for advisors and students to easily determine remaining requirements and facilitates planning for graduation. Tools are being developed as needed to aid advisors and students in the planning process. A GPA calculator was recently added to allow students to anticipate grades needed for progression and completion. Integration of DegreeWorks with the new student information system (Banner) is underway.
- **Innovative Instructional Grants.** Twenty-two University of Georgia faculty projects designed to improve teaching were funded in 2012 through grants provided by the Office of the Vice President for Instruction, in collaboration with the Office of the Senior Vice President for Academic Affairs and Provost. This incentive to develop innovative teaching strategies is being provided in an effort to encourage new practices that will improve student learning. Many of these innovations will increase student engagement and, as a result, retention and graduation. Examples include "Developing Simulations, Activities and Technology to Engage Student Interest in Large Section Introductory Courses" and "Restructuring Introductory Genetics to Focus on Student-Centered Learning." (See Table 11 in Appendix A for a listing of grants.)

Future work is focused on student progress tracking, especially for special groups such as STEM, financially at-risk, first-generation students and "last-minute leavers." Academic performance trends will be tracked and results used to improve on-time academic progress. Federal Pell Grant recipients represent undergraduate students from low-income families who demonstrate the greatest financial need. In the most recent year, 72% of the Federal Pell Grant recipients have a family adjusted gross income of \$40,000 or less (between 175-200% poverty level); 28% are first-generation college students.

A study of UGA "last-minute leavers," students attaining senior status but who exit UGA without graduating, has been conducted. Examination of these data indicate that approximately 100 students per first-time, full-time cohort leave the university after gaining senior status. Twenty-three percent of the study sample received a degree at another institution. Seventeen percent leave UGA with a GPA below 2.0, and of this group, four percent obtain a degree elsewhere.

Communication to the campus regarding CCG accomplishments is planned through our Retention, Progression and Graduation partnership members. A new student information system (Banner) will "go live" beginning in September 2013 and continuing through June 2015 (See <http://connectuga.uga.edu/>). This new student information system will provide increased opportunities for data analysis and reporting on CCG goals.

## Goal 2: Increasing Scholarship Funding

A dramatic increase has taken place in the number of UGA students seeking Federal Pell Grants (92% increase since 2007-2008). Of students who were accepted but did not enroll, nearly half said the availability of merit-based and/or need-based aid was very important in selecting where they chose to attend college.

Despite the availability of myriad funding opportunities (both merit- and need-based), more than one-third of all UGA students who responded to the NSSE in 2011 (42% of freshmen and 35% of seniors) indicated that “after all financial aid is taken into consideration, I still have unmet financial need that makes pursuing a degree difficult.” Students receiving Federal Pell Grants and subsidized Federal Direct Loans have a lower graduation rate (8 percent lower) than students who are not receiving Federal Pell Grants or Federal Direct Student Loans (based on the 2005 Cohort of first-time, full-time freshmen). In response to this need and in light of the correlation between unmet financial considerations and completion rates, UGA has undertaken the following initiatives in the AY '12-13:

- **Increase of Georgia Access Funding:** Beginning in fall 2010, UGA committed institutional funds for a need-based institutional program, the Georgia Access Award, which is designed to assist Georgia undergraduate students who demonstrate the greatest financial need among Federal Pell Grant recipients. UGA was able to increase the amount up to \$2,500 per year for 236 students during AY '12-13. The goal is to increase these awards in dollar value and in number of students in the coming years.
- **Launch of the Gateway to Georgia Scholarship Initiative:** The Gateway Program will complement current awards such as the HOPE Scholarship and the Federal Pell Grant and assist students struggling with financial need by offsetting the costs associated with college attendance as well as serve as a competitive scholarship package for students high in academic merit. The three scholarships defined by the Gateway to Georgia program are Georgia Access, a need-based scholarship program; Georgia Opportunity, a merit-based program; and Georgia Gateway General, a general scholarship program that may be used for need, merit, or to attract students who bring special talents to the university. Publicly launched in November 2012, the Gateway Program has received over \$600K to date. In addition to the ongoing Georgia Access Scholarship Program, this funding provided sustainable relief to students whose Federal Pell Grants were unfunded due to reductions in the federal budget during the AY '12-13. (See Table 12 in Appendix B.)
- **Accessing Open Online Resources:** In Spring 2013, UGA received a USG Incubator Grant, which promises savings to students by making use of open online resources in lieu of expensive textbooks, thereby significantly reducing one aspect of financial consideration for students. A pilot is underway in an Introductory Biology course that is expected to save students approximately \$150,350 in textbook costs the first year as the project is being developed and \$198,850 in subsequent years.

As shown in Table 13 in Appendix B, resident students had an average financial aid gap in AY '12-13 of \$8,340. Future work will focus on addressing this gap and identifying strategies to both reduce expenses for students and increase need-based and merit-based financial aid. For example, expanding the Open Online Resources initiative to other courses that have high costs for books may be warranted pending results of the pilot project. With the expenses of college continuing to rise, increasing scholarship funds via the Gateway to Georgia Scholarship Initiative remains a priority. Increasing financial support for students has a demonstrable impact on retention, progression, and graduation. Therefore, future work will study the link between these outcomes and students' financial aid gap.

### Goal 3: Supporting College Readiness

Raising awareness of opportunities and setting realistic expectations about attending college are critical first steps in supporting college readiness among the citizenry of Georgia. Programs that pique the intellectual curiosity and fuel the self-efficacy of learners of all ages serve as early motivators for individuals who may not otherwise have considered themselves “college material.” UGA has a strong tradition of outreach with a focus on supporting programs that lead to the development of academic, leadership, and artistic skills among members of the community. UGA provides strong, proactive pre-collegiate readiness opportunities among local elementary, middle, and high school students. These college readiness strategies are expected to help students succeed at UGA and at other colleges throughout Georgia.

#### *Pre-collegiate Outreach*

- **The Center for Latino Achievement and Success in Education (CLASE).** CLASE, which began in 2002, is an educational research and development center at the University of Georgia that, among its other missions, provides program support in developing a pipeline to post-secondary education for Latino students statewide and aims to narrow the achievement gap of Latino students placed at risk due to poverty and language barriers. The Center has supported seven to nine doctoral students to work on a variety of outreach and research projects that help strengthen the pipeline for Latino students. For example, CLASE’s after-school tutoring program for English Language Learners in local elementary schools is foundational among UGA’s early outreach efforts for college readiness.
- **Early Recruitment Programs.** UGA’s Office of Undergraduate Admissions recognizes the vital importance of early outreach. From this belief, they have initiated programs that place representatives from UGA in local and regional middle schools where they deliver a series of activities and information sessions with a focus on how to get into college, emphasizing the application process (including the terminology) and the value that a college degree adds to the students’ lives. The school-wide visits are followed by an invitation for the eighth graders to visit the UGA campus, where they are able to experience a day on campus, touring the facilities and meeting students. An additional middle school program, supported in part with funds from the Goizueta Foundation, focuses on middle schools with large Hispanic populations; based on teacher recommendations, 20 students are selected from participating middle schools to visit campus for a daylong experience.
- **“College in Your Backyard.”** Each year, the Office of Admissions invites all local residents of the Athens community to attend the “College in Your Backyard” program. This program introduces local families to each of the Athens post-secondary institutions, including Piedmont College, North Georgia University, and Athens Technical College – as well as UGA. The target audience for this program is students and their families who may not realize the opportunities for college, and the focus is on helping more students in our community attend college, even if not at UGA.

### Partnerships

UGA has a long history of outreach and partnerships with the K-12 community and the Athens community. In order to achieve university goals and complement goals outlined in the UGA Complete College Georgia plan, diverse, meaningful partnerships have been established both on and off of the UGA campus. These mutually beneficial relationships continue to reveal innovative and creative approaches that impact student preparedness, engagement, and completion. In addition to the powerful collaborations among and between academic departments, the Center for Teaching and Learning, the Office of Online Learning, the Division of Academic Enhancement, the Office of Service-Learning, and other units on campus, UGA values relationships

with our learning partners in the local and regional community to enrich student engagement, retention, and completion.

## **K-12 Partnerships**

UGA has a strong tradition of outreach and partnerships with the K-12 community. These partnerships include pre-collegiate programs aimed at college readiness, teacher preparation programs, and STEM initiatives that make science and mathematics teacher production a high priority in order to address Georgia's severe shortage of teachers in STEM areas. In AY '12-13, UGA awarded 110 degrees to students in STEM Teacher Education fields. Examples of local K-12 partnerships include the following:

- **Project FOCUS (Fostering Our Community's Understanding of Science).** Project FOCUS, which began in fall 2002, partners university students majoring in a science-related discipline with teachers in schools in the Athens community to help teach science to children in grades K-8. The program enrolls about 60 students each term and about 1,000 UGA students, and an equal number of K-12 teachers have participated since its inception. Project FOCUS students teach science lessons in compliance with Georgia Performance Standards two to three times each week during the 15-week semester. They also provide the elementary and middle school teachers with science expertise, hands-on lesson plans, and supplemental materials for continued use. During AY '12-13, 136 UGA students from five UGA colleges and schools participated in Project FOCUS in one of 10 schools in the Clarke County School District (eight elementary and two middle schools). UGA students participated in STEM education in 136 classrooms and worked with approximately 2,700 K-8 students.
- **Professional Development School District (PDS):** The PDS is a partnership between the Clarke County School District (CCSD) and UGA's College of Education (COE). This partnership was established in 2009. CCSD and UGA designed four different PDS school models with varying levels of COE involvement. Currently five schools include a COE Professor-in-Residence (PIR) on-site at the school for half-time (called Model 4 schools). PIR activities include teaching pre-service teacher education courses on-site, supervising student teachers, coordinating volunteer efforts and facilitating collaborative research and professional development activities at the school. Another five schools (called Model 3 schools) include COE On-Site Instructors who teach pre-service education courses on-site, supervise field placement students/student teachers on-site, and/or provide professional development to teachers and staff.
- **Experience UGA:** We have begun a program, "Experience UGA," in partnership with the Clarke County School District. The first "Biology Day at UGA" event will be held in spring 2014 in which every ninth grader enrolled in the two district high schools will spend a day on campus. This event will include a visit to the Medical Partnership campus for a firsthand look at UGA research facilities and classes.

## **Community Partnerships**

In 2010, UGA was recognized by the Carnegie Foundation for its institutional commitment to community engagement through teaching, research and public service with the Community Engagement Classification. UGA is one of 115 colleges and universities to achieve this elective classification in 2010 and joins the ranks of only 311 institutions nationally. Forging strong relationships with local and regional partners, UGA provides significant experiential opportunities for students to apply their learning in real-world contexts. These mutually rewarding and beneficial partnerships are generated and supported through curricula that emphasize authentic applications of theoretical content and through activities in the Office of Service-Learning. Exemplary programs organized and maintained through the Office of Service-Learning that significantly impact the local community are the Engagement Hub program and the Volunteer Connect program. In addition, partnerships with community and technical college programs regarding transfer articulation of courses continue.

- **Engagement Hubs:** Each year, the Office of Service-Learning sets priority areas to support campus-wide collaboration, community engagement, and interdisciplinary service-learning. Each “engagement hub” has one or more lead faculty members who help focus efforts, foster communication, and convene interested collaborators and community partners. In past years, these hubs have led to development of new coursework, successful funding of initiatives with federal grants, and innovative development of multi-disciplinary partnerships. In AY '12-13, OSL supported three Engagement Hubs: 1) The Community Food Engagement Hub, which includes projects such as the Local Food Systems Certificate Program, the UGA Campus Kitchen Project, the School and Community Garden Network, UGArden and partnerships with the Athens Community Council on Aging, Talmadge Terrace/Lanier Gardens Senior Living Community, and the Georgia Center for Continuing Education; 2) Service-Learning with Latino Communities Engagement Hub, which facilitates sharing of information between campus and community constituents and identifies opportunities for service-learning on Latino-oriented issues; and 3) the Service-Learning in K-12 Classrooms Engagement Hub, in which teachers in local elementary, middle, and high schools work with faculty members in UGA's College of Education, Office of Service-Learning, and other units to strengthen their ability to implement service-learning in their own classrooms.
- **Volunteer Connect:** Volunteer Connect is a collaborative program shared between the Office of Service-Learning, the Center for Leadership and Service, and HandsOn Northeast Georgia. Volunteer Connect links students and faculty members with community organizations and events. Faculty members can create and manage course-specific service-learning opportunities through Volunteer Connect, and students can find volunteer or service-learning opportunities, register to take part in community events, and create a unified archive of all their service hours and activities.
- **Transfer Articulation.** Partnerships continue with Athens Tech to ensure that high-demand courses such as Anatomy and Physiology are functionally equivalent. This allows students to more easily transfer credits between institutions and facilitate degree progress. A new transfer articulation agreement was created with Athens Technical College for programs in the College of Environment and Design. In fall 2012, UGA had 6,963 undergraduate transfer students. Transfer articulation is important to their success.

## Key Observations and Evidence

In order to clearly evaluate progress toward achievement, it is critical to collect, analyze, and triangulate data from a variety of assessment measures. The Retention, Progression and Graduation Partnership (RPG) in collaboration with the Office of Academic Planning (OAP) provides leadership for evidence-based decision making at UGA. The OAP provides the structure and expertise for ongoing studies to meet USG and federal reporting requirements. The Office of Institutional Research (OIR), a unit of OAP, provides ongoing analyses of faculty, staff, students, facilities, course offerings, credit hours, degrees, majors and a wide variety of other operational data and topics of institutional concern. These data are found in the yearly *UGA Fact Book* ([http://oir.uga.edu/fact\\_book](http://oir.uga.edu/fact_book)) and at <http://oir.uga.edu/>. A listing of ongoing UGA data collection and assessment methods focused on retention and graduation is included in the UGA Complete College Georgia Plan at <http://ovpi.uga.edu/initiatives/complete-college-georgia>. Baseline data and results to date for CCG initiatives are reported in the status report narrative or included in the Appendices.

The Office of Institutional Research at UGA tracks trends in retention and graduation rates by collecting, organizing, and analyzing data gathered from academic departments and colleges, the University Registrar, and the Undergraduate Admissions Office. Provided to the public in an annual “Common Data Set” and published yearly in the *UGA Fact Book*, these data enable a longitudinal tracking of retention and graduation rates. An



ongoing awareness of the trends in these data allows members of the university community and the RPG partnership to consider areas of institutional strength and identify areas we may target for intervention.

Our plan for ongoing data collection, analysis and reporting will integrate with the existing work of the OAP. This system has helped the university achieve its current level of success. The first-year retention rate has been at least 93% for the past eleven years. Our four-year completion rate has risen to 60.7%, while our six-year rate is 82.5% (up from 75% seven years ago).

Our CCG conceptual model recognizes the contribution of the UGA 2020 Strategic Plan, the Institutional Diversity Plan and two new campus initiatives, ConnectUGA and the RPG Partnership. The implementation of the new student information system with leadership from ConnectUGA will enhance the planning and evaluation process by serving as an integrated data source for student information. To monitor our plan, ConnectUGA will support focused analytics and reporting to inform our CCG goals, and the RPG Partnership will support and promote campus-wide coordination and communication. The RPG Partnership members, in collaboration with the OAP, will recommend and conduct-focused studies to better understand factors related to access, retention and graduation at UGA.

Business intelligence software has been acquired. In addition, interaction with consultants from the Educational Advisory Board's Student Success Collaborative and AdAstra's Platinum Analytics have been fruitful in identifying opportunities for increasing campus capacity for analysis of student data. Future work will focus on introducing the campus to analytic concepts and tools for decision-making.

## Sharing Lessons Learned

UGA has high retention and graduation rates relative to national peer universities. We have found that a focused two-pronged effort is most likely to support our continued upward trajectory on those metrics. In support of the theoretical and empirical literature on learning and development, UGA strives: 1) to create and support an empowering and engaging environment designed for the success of all students, and 2) to focus on specific programs targeted to the most at-risk students. This report presents numerous examples of both types of initiatives, and this concluding section on lessons learned highlights one of each. The FYOS program is an excellent example of strengthening UGA's culture of student engagement, and the IMP program is an example of a program targeted on at-risk students. The success of these programs teaches us important lessons to share. This early intervention strategy may prove applicable to other at-risk groups.

- **Early Intervention Leads to Student Empowerment.** Results from the pre- and post-IMP pilot study reveal a measurable change in student completion of the learning support program after the implementation of IMP. The program was successful in providing a stronger foundation of skills for learning support students in a shorter period of time, thus impacting the number of students who completed and exited the program. The program exit rate for two consecutive semesters using the traditional learning support model was 36% and 33%; the program exit rate for two consecutive semesters utilizing the IMP was 93% and 100%. These data suggest that the implementation of the new IMP will have a greater impact on student readiness, which may lead to an increase in retention and completion among students in need of learning support.
- **Engaging Students in the Academic Culture of the University Leads to Student Retention.** Evaluative data from the two-year implementation of the FYOS program indicate that students are being introduced to and assimilated within the academic culture of the university; 100% of all incoming freshmen over the past two academic years have enrolled in FYO seminar courses in which they engage in small group discussions throughout the semester with tenured and tenure-track faculty. Of the nearly 11,000 students

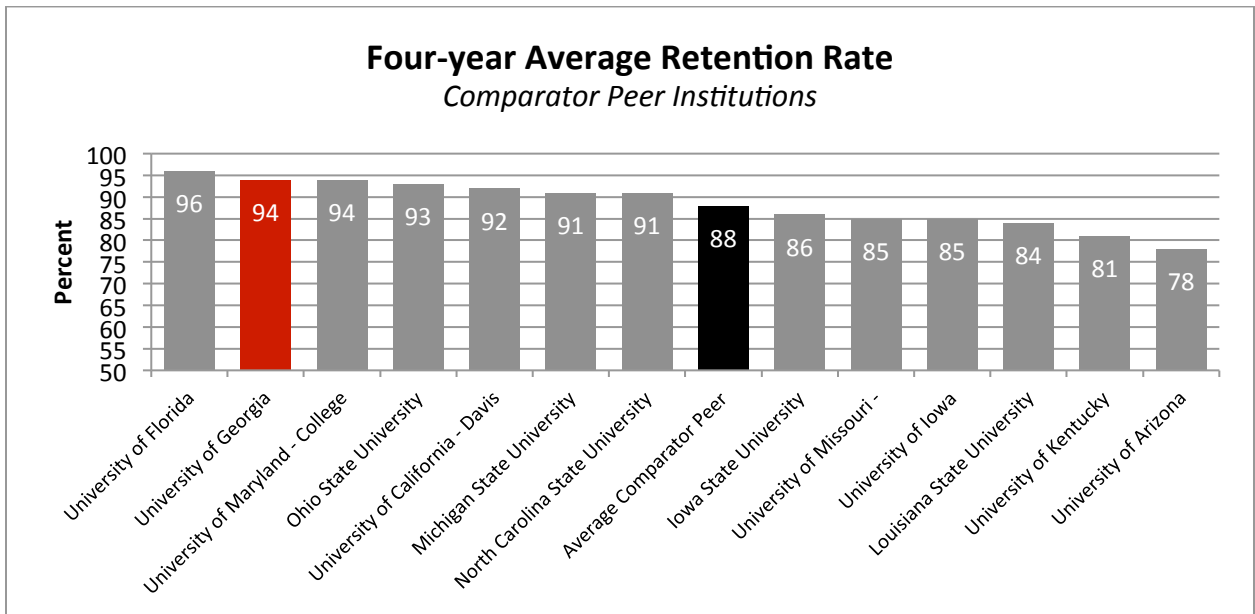
who have participated in the FYOS program, 65% indicated that their experiences in the FYO seminar course helped them understand the importance of taking responsibility for their learning. Further, 56% of the first-year students indicated that their experiences in the FYO seminar course helped them understand their personal goals for learning and helped them make plans for their future learning. This emphasis on intentional learning has longitudinal implications for student retention and completion.

In order to better manage and coordinate the range of CCG programs and activities at UGA, we are creating a model that will structure the inputs, outputs, activities and outcomes associated with our CCG plan. Also, a graduate student coordinator will join our team to facilitate communication among partners and coordination of activities.

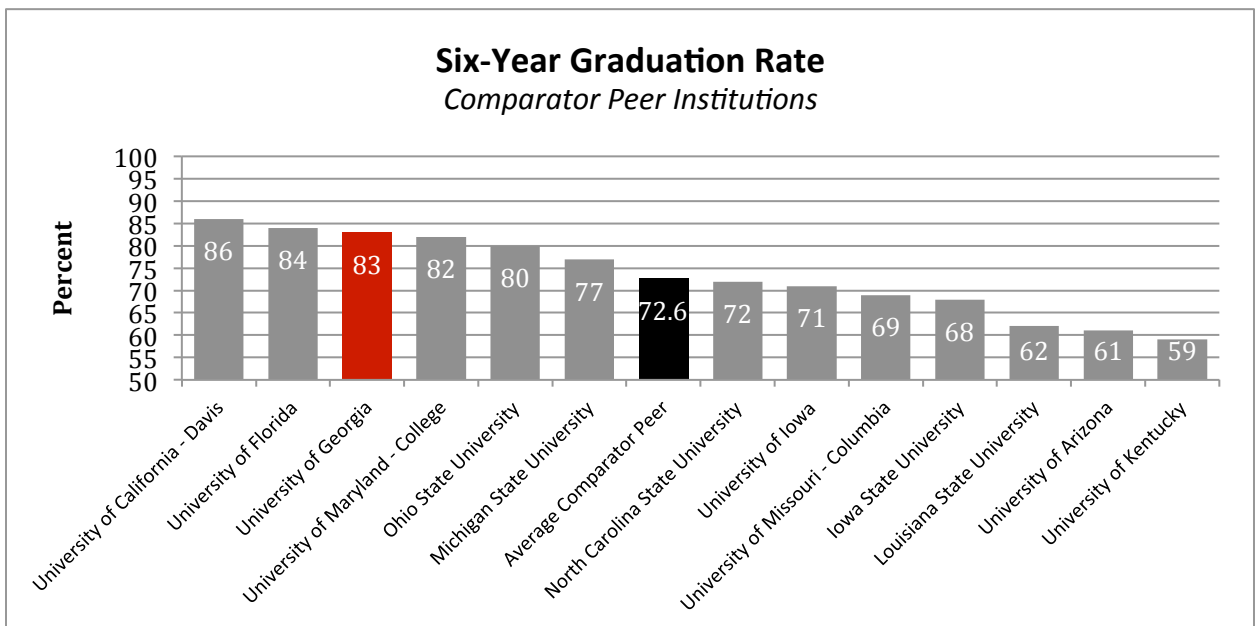
# Appendices

## Appendix A: Increasing Graduation Rates

**Table 1. UGA Comparisons to BOR Peer Comparator Institutions**

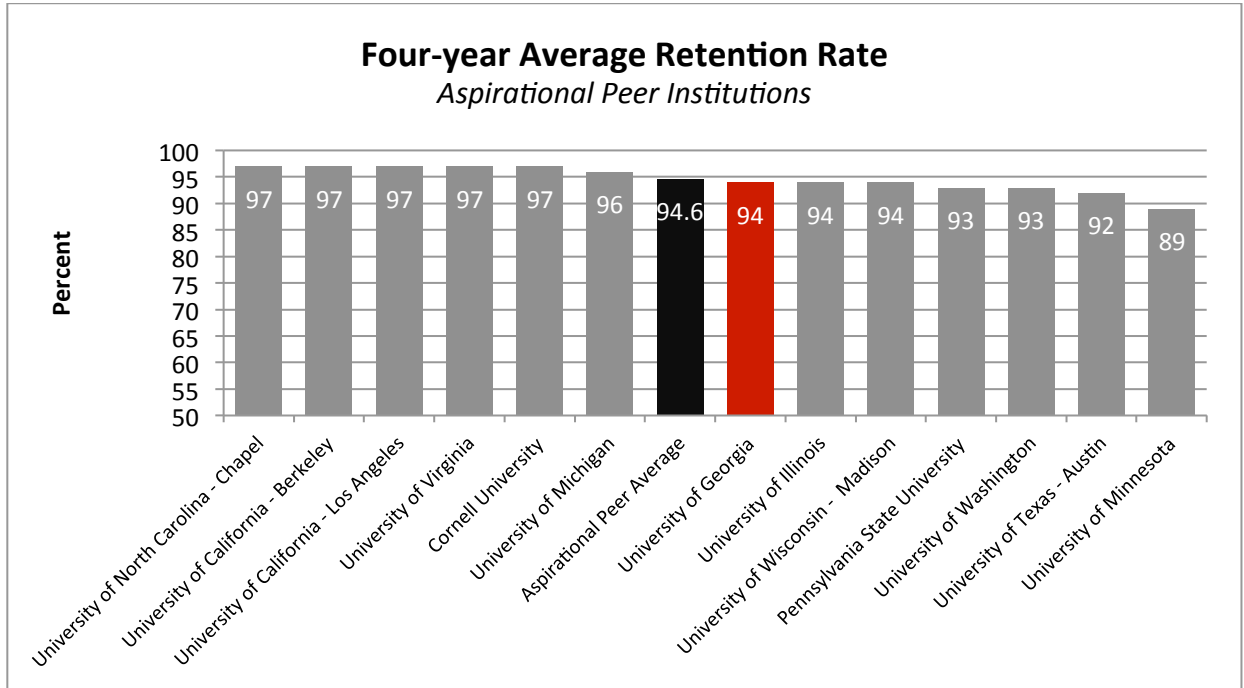


Note: First-time, Full-time Freshmen Retention Rate (4-year average, fall 2007-2009 Cohorts)  
Source: 2013 U.S. News and World Report Rankings



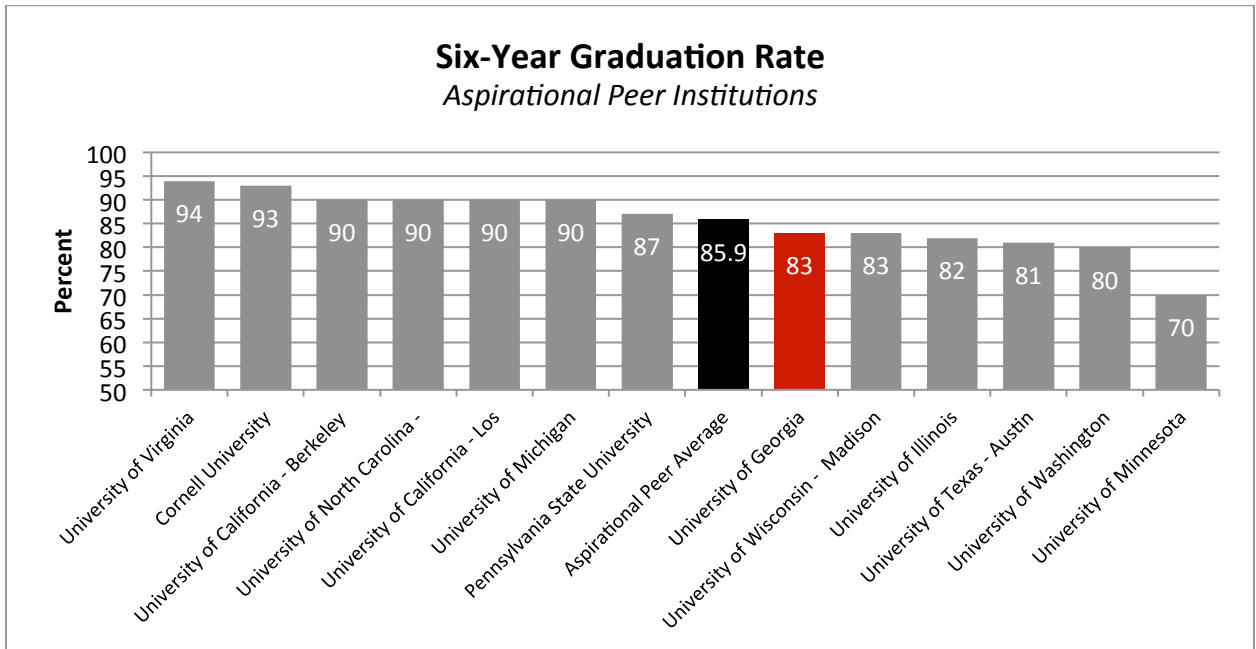
Note: First-time, Full-time Freshmen Graduation Rate (fall 2005 Cohort)  
Source: 2013 U.S. News and World Report Rankings

**Table 2. UGA Comparisons to BOR Aspirational Peer Institutions**



Note: First-time, Full-time Freshmen Retention Rate (4-year average, fall 2007-2009 Cohorts)

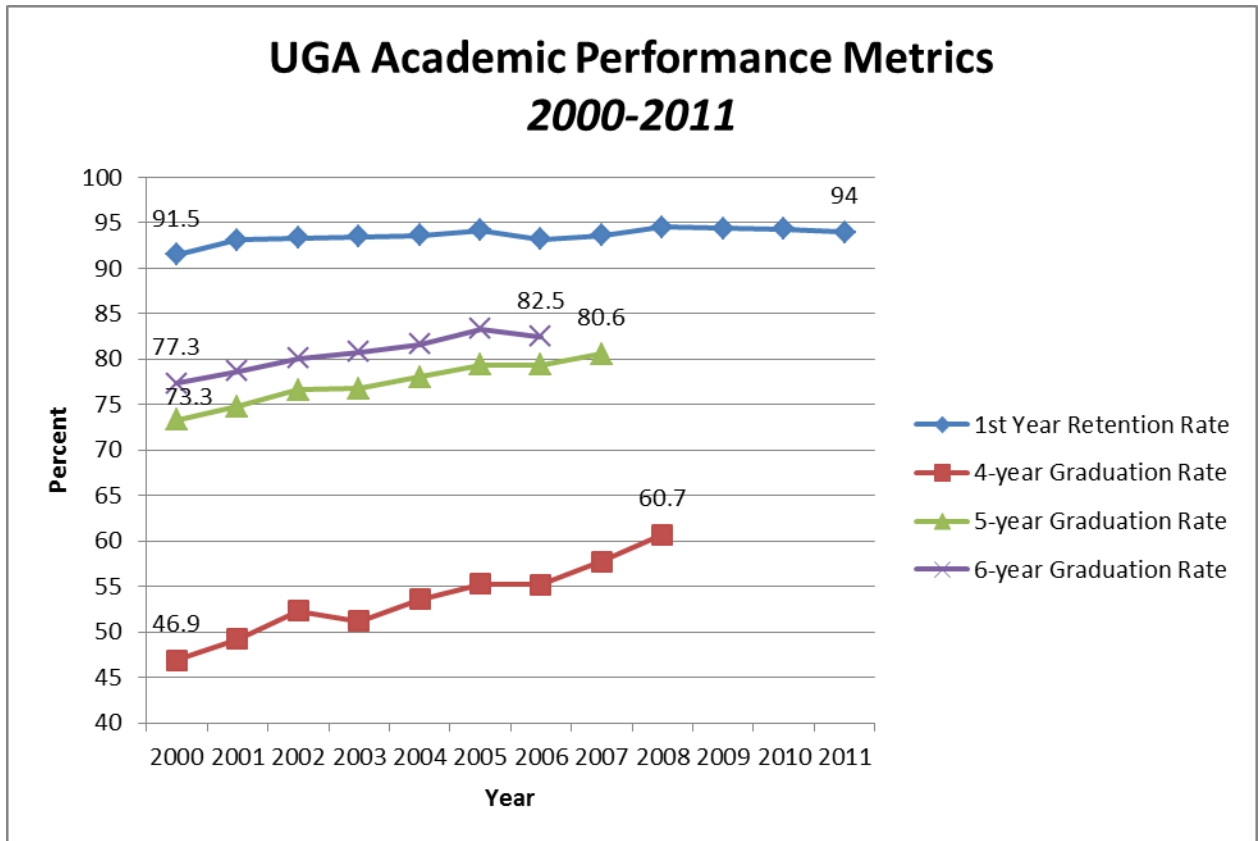
Source: 2013 U.S. News and World Report Rankings



Note: First-time, Full-time Freshmen Graduation Rate (fall 2005 Cohort)

Source: 2013 U.S. News and World Report Rankings

**Table 3. Summary of UGA Academic Performance Metrics**



**Notes:** The percentage of UGA first-time, full-time freshmen returning for their second year has risen from 89.9% for the 1999 cohort to at least 94% for the five most recent freshman classes. The six-year completion rate for the 2006 cohort was 82.5%, after reaching 80% for the 2002 cohort. Four-year completion rates have risen from 46.9% for the 2000 cohort to 60.7% for the 2008 cohort, remaining above 50% for the most recent seven cohorts.

**Table 4. UGA Freshmen Retention and Completion Rates (1999 – 2011)**  
*Baseline Data*

**UGA Freshmen Retention Rates**

<b>Cohort</b>	<b>N</b>	Retention Rates (as of Fall Terms)					
		<b>1Yr</b>	<b>2Yrs</b>	<b>3Yrs</b>	<b>4Yrs</b>	<b>5Yrs</b>	<b>6Yrs</b>
<b>1999</b>	4375	89.9%	83.4%	81.3%	78.2%	77.1%	77.8%
<b>2000</b>	4203	91.5%	84.9%	82.3%	79.5%	79.2%	79.7%
<b>2001</b>	4454	93.1%	87.3%	84.2%	81.0%	80.4%	81.0%
<b>2002</b>	4281	93.3%	87.5%	85.1%	82.3%	81.4%	82.2%
<b>2003</b>	5156	93.5%	88.3%	85.5%	82.7%	82.2%	83.0%
<b>2004</b>	4500	93.6%	88.1%	85.6%	82.7%	83.0%	83.3%
<b>2005</b>	4654	94.2%	89.2%	87.1%	84.8%	84.3%	84.6%
<b>2006</b>	5059	93.2%	89.0%	87.2%	83.9%	83.8%	84.3%
<b>2007</b>	4675	93.6%	89.2%	87.7%	84.4%	84.5%	
<b>2008</b>	4778	94.5%	90.5%	88.2%	85.5%		
<b>2009</b>	4675	94.5%	90.8%	88.2%			
<b>2010</b>	4667	94.4%	89.2%				
<b>2011</b>	5470	94.0%					

**UGA Freshmen Completion Rates**

<b>Cohort</b>	<b>N</b>	Cumulative Completion Rates (through Summer Terms)				
		<b>2Yrs</b>	<b>3Yrs</b>	<b>4Yrs</b>	<b>5Yrs</b>	<b>6Yrs</b>
<b>1999</b>	4375	0.8%	2.6%	44.2%	70.1%	74.9%
<b>2000</b>	4203	0.7%	2.5%	46.9%	73.3%	77.3%
<b>2001</b>	4454	0.5%	2.6%	49.2%	74.8%	78.7%
<b>2002</b>	4281	0.9%	3.1%	52.3%	76.6%	80.1%
<b>2003</b>	5156	0.7%	2.9%	51.2%	76.8%	80.8%
<b>2004</b>	4500	0.7%	2.7%	53.6%	78.0%	81.6%
<b>2005</b>	4654	0.7%	2.6%	55.3%	79.4%	83.3%
<b>2006</b>	5059	0.7%	3.0%	55.2%	79.4%	82.5%
<b>2007</b>	4675	0.8%	3.0%	57.8%	80.6%	
<b>2008</b>	4778	0.8%	3.3%	60.7%		
<b>2009</b>	4675	0.6%	2.5%			
<b>2010</b>	4667	0.6%				
<b>2011</b>	5470					

NOTE: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition).

**Table 5. First-Year Odyssey Seminar Program Student Evaluation Data  
(Fall 2011-Spring 2013)**

*Baseline Descriptive Statistics (Means and Standard Deviations) Based on a Five-Point Scale*

Item	Fall 2011 (n=3,511)		Spring 2012 (n=404)		Fall 2012 (n=2956)		Spring 2013 (n=605)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>FYOS Goal 1- engage in academic culture</b>								
1. I participated in class discussions.	4.09	0.84	4.05	0.81	4.13	0.81	4.05	0.87
2. Class discussion increased my understanding of the seminar topic.	4.21	0.85	4.09	0.92	4.24	0.81	4.17	0.87
3. Assignments increased my understanding of the seminar topic.	4.06	0.90	3.99	0.90	4.10	0.84	4.03	0.92
4. I reflected on the topic of the seminar through class discussions.	4.11	0.86	4.03	0.85	4.13	0.81	4.07	0.84
5. I reflected on the topic of the seminar through written communication.	4.00	0.92	3.86	0.93	3.98	0.90	3.98	0.91
6. Discussions encouraged reflection on the topic of the seminar.	4.19	0.84	4.14	0.84	4.22	0.77	4.15	0.83
7. Assignments encouraged reflection on the topic of the seminar.	4.17	0.83	4.09	0.85	4.20	0.78	4.13	0.83
8. My experience in this seminar helped me understand the importance of taking responsibility for my learning.	3.71	1.06	3.65	1.07	3.77	0.99	3.69	1.05
9. My experience in this seminar helped me make plans for future learning.	3.58	1.13	3.49	1.15	3.64	1.06	3.47	1.14
10. My experience in this seminar helped me understand my personal goals for learning.	3.54	1.11	3.48	1.12	3.61	1.06	3.48	1.12
<b>FYOS Goal 2- student-faculty interaction</b>								
1. I had interaction with the instructor in class.	4.27	0.76	3.31	1.10	3.16	1.15	3.20	1.13
2. I had interactions with the instructor outside of class.	3.21	1.16	3.30	1.10	3.16	1.16	3.21	1.12
3. I interacted with the faculty through written to communication.	3.71	0.99	3.67	0.93	3.68	0.95	3.60	0.98
4. I was introduced to the faculty member's role at the University (instruction, research, service).	4.11	0.88	3.94	0.89	4.07	0.86	3.99	0.88
5. The faculty member described the experiences that led them to their work at the University.	3.98	1.00	3.91	0.99	3.93	0.97	3.94	0.95
<b>FYOS Goal 3- engage in mission of Univ.</b>								
1. I learned about opportunities to participate in research at UGA (e.g., Center for Undergraduate Research Opportunities, summer research programs).	3.53	1.13	3.51	1.10	3.52	1.13	3.54	1.11
2. I learned about opportunities to participate in public service at UGA (e.g., Archway partnership, student scholar program).	3.33	1.14	3.41	1.09	3.33	1.12	3.39	1.10
3. I learned about opportunities to participate in learning <i>outside of the classroom</i> (e.g., study abroad, internship, practicum, service learning).	3.67	1.11	3.62	1.04	3.69	1.08	3.69	1.05



**Table 6. First-Year Odyssey Seminar Program Faculty Evaluation Data  
(Fall 2011-Spring 2013)**

*Baseline Descriptive Statistics (Means and Standard Deviations) Based on a Five-Point Scale*

Item	Fall 2011 (n=183)		Spring 2012 (n=36)		Fall 2012 (n=107)		Spring 2013 (n=32)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>FYOS Goal 1- engage in academic culture</b>								
1. I had frequent discussions with students in my seminar.	4.38	0.82	4.08	1.20	4.30	0.88	4.22	0.87
2. A majority of students participated in seminar discussions.	3.74	1.10	3.53	0.97	3.68	1.14	3.86	0.79
6. Students took responsibility for their own learning.	3.65	0.94	3.70	1.00	3.71	0.96	3.69	0.66
<b>FYOS Goal 2- student-faculty interaction</b>								
3. I had interactions with my students outside of the seminar.	3.42	1.10	3.31	1.17	3.29	1.10	3.38	1.05
4. Students understood my role as a faculty member at the University.	4.10	0.80	4.03	1.06	4.23	0.75	4.24	0.51
<b>FYOS Goal 3- engage in mission of Univ.</b>								
5. Students learned about campus culture and academic opportunities (e.g., Center for Undergraduate Research Opportunities, Service Learning, Study Abroad).	3.79	1.01	3.40	1.00	4.03	0.83	3.79	0.90

**NOTES:** Based on the cumulative findings of the student end-of-term FYOS course evaluations since the first FYOS implementation in fall 2011, the objectives outlined as the three principal goals of the FYOS program are being met across the seminars each semester:

- Data taken from the FYOS course evaluations indicate a high level of agreement that the seminar assignments and discussions encourage students to reflect on the topic of the seminar and to reflect on their own behaviors and goals as learners in the University setting ( $M=3.95, SD=0.92$ ).
- The data further support the development of positive, sustained interactions between faculty and students. These relationships are cultivated through the FYOS faculty sharing their own personal academic journeys with their FYOS students and encouraging them as they begin their own academic pursuits ( $M=3.69, SD=0.99$ ).
- In addition, the data from the FYOS course evaluations reveal that a majority of the students enrolled in the seminars attended at least three campus events during their semester in FYOS and were made aware of the instructional, public service, research, and international missions of the University ( $M=3.51, SD=1.11$ ).

**Table 7. Freshman College Summer Experience**  
*Baseline Data*

Table 1. Retention rates and graduation rates for participants in the Freshman College Summer Experience.

Year	Freshman College Enrollment	Freshman College Retention Rate	Overall UGA Retention Rate	Freshman College 4-year Graduation Rate	Overall UGA 4-year Graduation Rate	Freshman College 6-year Graduation Rate	Overall UGA 6-year Graduation Rate
2001	268	98 %	93.1	57 %	49.2%	79 %	78.7%
2002	273	96 %	93.3	61 %	52.3%	82 %	80.1%
2003	271	94 %	93.5	60 %	51.2%	83 %	80.8%
2004	259	96 %	93.6	61 %	53.6%	84 %	81.6%
2005	274	96 %	94.2	62 %	55.3%	86 %	83.3%
2006	274	94 %	93.2	62 %	55.2%		
2007	275	96 %	93.6	62 %	57.7%		
2008	274	98 %	94.5				
2009	269	98 %	94.4				
2010	274	98 %	94.3				
2011	280	98 %					
2012	217						

*Note. UGA percentages obtained via <<https://facts.oir.uga.edu/facts/Ret-FTF-R.cfm>>*

**NOTES:** The Freshman College Summer Experience is a month-long residential experience allowing regularly admitted first-year students the opportunity to earn six hours of course credit toward graduation. Unlike regular summer school, the Freshman College offers a comprehensive learning experience for new first-year students. Freshman College participants attend daily classes and complete rigorous and challenging coursework, while also participating in a series of programs and events “beyond class” designed to introduce the varied and exceptional resources at UGA. Beyond Class programs are an integral part of Freshman College and each program is designed to help immerse participants in campus life and to assist new students in reaching their fullest potential at UGA.

**Table 8. STEM Majors and Degrees Awarded AY '12-13**

<b>University of Georgia</b>	
<b>STEM Majors and Degrees Awarded AY 2012 - 13</b>	
<b>TOTAL STEM MAJORS</b>	<b>AY2012-2013 (Summer 2012, Fall 2012, and Spring 2013)</b>
	<b>5246</b>
<b>A. STEM Discipline</b>	<b>4935</b>
Biology and Biological Sciences	2979
Chemistry	447
Computer Science and Information Technology	356
Mathematics and Mathematical Sciences	374
Physics	113
Geology, Earth Science, and Environmental Science	98
Engineering (Please specify subfields in Report Narrative)	568
Other (Please Specify in Report Narrative)	
<b>B. STEM Education</b>	<b>311</b>
B.S. in Mathematics Education (BSED)	139
B.S. in Science Education (BSED)	60
B.S. in Early Childhood/Elementary Education w/ STEM concentration	
B.S. in Middle School Education w/ STEM concentration	76
M.A., M.S., or M.Ed. in Mathematics Education	
M.A., M.S., or M.Ed. in Science Education	
M.A.T. in Mathematics Education	15
M.A.T. in Science Education	21
M.Ed. in Early Childhood/Elementary Education w/ STEM Concentration	
M.Ed. in Middle Grades Education w/ STEM Concentration	
M.Ed. in Secondary Education w/ STEM Concentration	
Georgia Tech B.S./M.A.T. collaboration	
Ed.S. with STEM concentration	
Ed.D. with STEM concentration	
Other (Certificate, K-5 Endorsement, Certification in Secondary Science Education, etc. - Please specify in Report Narrative)	
Teacher Ed - MS Grades (Associate Degrees)	
Teacher Ed - HS Education (Associate Degrees)	
<b>TOTAL STEM DEGREES AWARDED</b>	<b>AY2012-2013 (Summer 2012, Fall 2012, and Spring 2013)</b>
	<b>945</b>
<b>A. STEM Discipline</b>	<b>835</b>
Biology and Biological Sciences	558
Chemistry	49
Computer Science and Information Technology	51
Mathematics and Mathematical Sciences	71
Physics	13
Geology, Earth Science, and Environmental Science	23
Engineering (Please Specify Subfields in Narrative)	70
Other (Please Specify in Narrative)	
<b>B. STEM Education-Teacher Production</b>	<b>110</b>
B.S. in Mathematics Education (BSED)	27
B.S. in Science Education (BSED)	14
B.S. in Early Childhood/Elementary Education w/ STEM concentration	
B.S. in Middle School Education w/ STEM concentration	42
M.A., M.S., or M.Ed. in Mathematics Education	
M.A., M.S., or M.Ed. in Science Education	
M.A.T. in Mathematics Education	11
M.A.T. in Science Education	15
M.Ed. in Early Childhood/Elementary Education w/ STEM Concentration	
M.Ed. in Middle Grades Education w/ STEM Concentration	
M.Ed. in Secondary Education w/ STEM Concentration	
Georgia Tech B.S./M.A.T. collaboration	
Ed.S. with STEM concentration	
Ed.D. with STEM concentration	
Other (Certificate, K-5 Endorsement, Certification in Secondary Science Education, etc. - Please specify in Report Narrative)	1
Teacher Ed - MS Grades (Associate Degrees)	
Teacher Ed - HS Education (Associate Degrees)	

## Table 9. Intensive Multi-Component Program (IMP)

### AY '12-13 Pilot Results Compared with Prior Learning Support Method Results

<b>Table 1</b>			
<b>Pilot Results from Intensive Multi-component Program (IMP)</b>			
<b>Fall 2012</b>		<b>Spring 2013</b>	
Number of Students	<b>14 LS Students</b> (all new to the program)	Number of Students	<b>6 LS Students</b> (1 student repeated; 5 were new students)
Percentage (Number) that <i>Exited</i> the Program	<b>93% (n = 13)</b>	Percentage (Number) that <i>Exited</i> the Program	<b>100% (n = 6)</b>
Percentage (Number) that <i>Failed to Exit</i> the Program	<b>7% (n = 1)</b>	Percentage (Number) that <i>Failed to Exit</i> the Program	<b>0% (n = 0)</b>

Note. All students satisfied the requirements to exit the learning support program by the end of spring semester 2013.

<b>Table 2</b>			
<b>Learning Support Program Utilized Prior to IMP</b>			
<b>Fall 2011</b>		<b>Spring 2012</b>	
Number of Students	<b>14 LS Students</b>	Number of Students	<b>9 LS Students</b>
Percentage (Number) that <i>Exited</i> the Program	<b>36% (n = 5)</b>	Percentage (Number) that <i>Exited</i> the Program	<b>33% (n = 3)</b>
Percentage (Number) that <i>Failed to Exit</i> the Program	<b>64% (n = 9)</b>	Percentage (Number) that <i>Failed to Exit</i> the Program	<b>67% (n = 6)</b>

Note. Six students did not satisfy the requirements to exit the learning support program by the end of spring semester 2012.

**Table 10. Online Courses Developed for Summer 2013 Delivery**

*Enrollment and course linkages to curriculum*

Course ID	Course Title	Seats Taken (Su'13)	Core Curriculum: Areas I - VI	Entrance Requirements	Major Required Courses
ACCT 2101E	Prin of ACC I	27	X	X	X
ACCT 2102E	Prin of ACC II	38	X	X	X
ARTS 2000E	Art Appreciation	55	X		
ASTR 1420E	Life in Universe	32	X		X
BIOL 1103E	Concepts in Biology	20	X	X	X
HDFS 3930E	Dev of Inter Rel	25			X
CLAS 1030E	Medical Terms	39	X	X	X
COMM 1500E	Interpersonal Comm	16	X	X	
COMM 2200E	Rhetoric/Society	21			
ECON 2105E	Prin of Macroecon	37	X	X	X
ECON 2106E	Prin of Microecon	38	X	X	X
EDES 4270E/6270E	Environmental GIS	12			
EDUC 2110E (2 Sections)	Critical Issues ED	37	X	X	X
EDUC 2120E(2 Sections)	Critical Issues ED	30	X	X	X
ENGL 1102E	English Comp II	20	X	X	X
ENGL 2310E	Eng Lit to 1700	16	X		
ENGL 4330E	Shak II: Topics	23			X
ENGR 2120E	Engr Statics	30	X	X	X
FDNS 4050E	Nutr Life Span	31			X
FINA 3000E	Financial Management	31			X
GEOG 3630E	Intro Urban Geog	14			X
GRMN 2001E	Intermed German I	16	X		
HACE 3250E	Surv of Finc Plan	38			X
HDFS(SOCI) 4610E	The Family	34			X
LEGL 2700E	Legal & Reg Env Bus	45	X	X	X
LLED 5730E	L1 & L2 Acq & Devel	20			X
MARK 3000E	Prin of Mkt	39			X
MATH 2250E	Calc I Sci Eng	27	X	X	X
MGMT 3000E	Principles of Mgmt	38			X
MIST 2090E	Intro to Info Sys	38	X	X	X
MSIT 3000E (2 Sections)	Stat Ana for Bus I	61			X
PEDB 1950E	FFL Walking	15			
POUL 1010E	Birds in our Lives	61			
PSYC 3260E	Human Sexuality	17			X
SPAN 1110E	Accelem Spanish	25	X		
TXMI 4290E	His Dress 19 Pres	19			X
Updated 7/26/13 SNH	<b>Total</b>	<b>1085</b>			

**Table 11. Summer 2012 Innovative Instruction Faculty Grants**

Jim Affolter, horticulture, College of Agricultural and Environmental Sciences: <i>"Using QR Code Technology to Unlock the Secrets of the Latin American Ethnobotanical Garden"</i>
Norris Armstrong, biological sciences and genetics, Franklin College of Arts and Sciences: <i>"Introducing a Supplemental Instruction Program to a Large Lecture Class to Support Student Learning"</i>
Jeff Berejikian, international affairs, School of Public and International Affairs: <i>"Back to Reality? Simulation, Virtual Worlds and the Modern Classroom"</i>
Robert Bringolf, fish biology and ecotoxicology, Warnell School of Forestry and Natural Resources: <i>"Aquaponics: Sustainable Fish and Vegetable Production at UGA"</i>
Karen Cornell and Kate Creevy, small animal medicine and surgery; Ajay Sharma, anatomy and radiology; Flint Buchanan and James Moore, large animal medicine; and Brad Gilleland, educational resources center; College of Veterinary Medicine: <i>"Computer Aided Radiographic Diagnosis of Canine Abdominal Diseases"</i>
Mark Ebell, epidemiology and biostatistics, College of Public Health: <i>"Development of an Online Textbook for Evidence-Based Practice"</i>
Paul-Henri Gurian, political science, School of Public and International Affairs: <i>"Developing Simulations, Activities and Technology to Engage Student Interest in Large Section Introductory Courses"</i>
David Hall, genetics, and Norris Armstrong, biological sciences and genetics, Franklin College of Arts and Sciences: <i>"Restructuring Introductory Genetics to Focus on Student-Centered Learning"</i>
Jim Hilliard, risk management and insurance, Terry College of Business: <i>"Leo's Surf Shop and Extreme Sports Paradise: Issues in Liability Risk Management"</i>
Mary Ann Johnson, foods and nutrition, College of Family and Consumer Sciences; Jen Ketterly, Athletic Association; and Ellen Evans, kinesiology, College of Education: <i>"Developing a New Course in Sports Nutrition Needs of Recreational, Collegiate and Professional Athletes"</i>
Anandam Kavoori, telecommunications, Grady College of Journalism and Mass Communication: <i>"Visual Storytelling: The Digital Generation"</i>
John Knox, geography, Franklin College of Arts and Sciences: <i>"Development of a Hands-On Computer Laboratory Component for a New Geography/Atmospheric Science Course, Introduction to Data Assimilation"</i>
Paula Lemons, biological sciences and plant biology, Franklin College of Arts and Sciences: <i>"SOLVE-IT! An online, self-directed tutorial to teach problem-solving skills in biology"</i>
Steven Lewis and Craig Wiegert, physics and astronomy, Franklin College of Arts and Sciences: <i>"Development of an Active-Learning-Based Introductory Physics Sequence for Undergraduate Engineering Majors"</i>
Kevin McCully, kinesiology, College of Education: <i>"Introduction to Preventative Health in People with Disabilities"</i>
Diann Moorman, housing and consumer economics, College of Family and Consumer Sciences: <i>"Teaching Consumer Economics-Meeting the Needs of Our Visual, Auditory and Kinesthetic Learners"</i>
Brigitte Rossbacher, Germanic and Slavic studies, Franklin College of Arts and Sciences: <i>"Articulating the German Language Course Sequence: Materials and Teaching Models for a New Second Year"</i>
Kristin Sayeski, communications sciences and special education, College of Education: <i>"Enhancing the Preparation of General Educators to Teach Students with Disabilities"</i>
T.N. Sriram, statistics, Franklin College of Arts and Sciences: <i>"Statistical Analysis for Business-An Online Course"</i>
Gretchen Thomas, educational psychology and instructional technology, College of Education: <i>"Individualized Learning Contracts in a Course on Technology and Innovation in the Workplace"</i>
Catherine White, pharmaceutical and biomedical sciences, College of Pharmacy: <i>"Application of Team-Based Learning Concepts in Large Classroom Settings"</i>
Ron Sawhill, landscape architecture, College of Environment and Design: <i>"A Web-Based Collaboration: Conducting an Athens/Monteverde Tandem Design Studio"</i>

## Appendix B: Increasing Scholarship Funding

**Table 12. Gateway to Georgia and Federal/State Student Financial Support**



**Gateway to Georgia Scholarship Funds received to date: \$623, 295**

- Georgia Access (need-based)                      12 endowed scholarships established
- Georgia Opportunity (merit-based)              1 endowed scholarship established
- Georgia Gateway (general)

*Note: Gateway to Georgia Scholarship initiative launched November 2012*

**University of Georgia: Comparison of Largest Sources of Federal and State Student Assistance**

University of Georgia: Comparison of Largest Sources of Federal and State Student Assistance Programs						
Program	2011-12		2012-13		2011-12 to 2012-13	
	Number of Awards	Amount Awarded	Number of Awards	Amount Awarded	% Difference in Awards	% Difference in Amount Awarded
<b>Largest Sources of Federal Student Aid</b>						
Federal Pell Grant**	7,087	\$27,343,760	6,763	\$26,552,043	-4.6%	-2.9%
Federal Direct Subsidized Student Loan****	12,161	\$62,980,643	8,135	\$32,276,778	-33.1%	-48.8%
Federal Direct Unsubsidized Student Loan	13,183	\$82,291,808	13,553	\$108,991,739	2.8%	32.4%
Federal Direct Grad PLUS Loan	1,428	\$14,850,098	1,406	\$15,171,310	-1.5%	2.2%
Federal Direct Parent PLUS Loan	1,744	\$16,615,748	1,634	\$15,771,283	-6.3%	-5.1%
Federal Subtotal		\$204,082,057		\$198,763,153		-2.6%
<b>Largest Sources of State Student Aid</b>						
HOPE Scholarship (duplicated count)	18,806	\$74,240,929	18,138	\$72,594,189	-3.6%	-2.2%
Zell Miller Scholarship (duplicated count)	7,700	\$38,298,384	8,359	\$47,158,571	8.6%	23.1%
State Subtotal		\$112,539,313		\$119,752,760		6.4%
**In 2012-13 Federal law restricted eligibility for Pell Grant to 12 instead of 18 semesters.						
****In 2012-13 Federal law restricted Direct Subsidized Student Loans to undergraduate borrowers.						
Source: Report RFFM010, Office of Student Financial Aid (Amount Awarded reflects 'accept' amounts).						

University of Georgia: Comparison of Number of Federal Student Aid Applications Received	Number	% One Year Increase
Academic Year 2011-12	33,195	--
Academic Year 2012-13	35,635	7.4%

Source: Report RFFB62-A, Office of Student Financial Aid

**Table 13. University of Georgia Office of Student Financial Aid**

**Cost of Attendance**

The estimated Cost of Attendance (COA) components include direct and indirect expenses that make it possible for a student to attend college. The 2013-14 COA chart below reflects an incoming freshman attending full-time and living on-campus.

	<b>Georgia Resident</b>	<b>Non-Resident</b>
Tuition & Fees	\$10,262	\$28,472
Books & Supplies	\$916	\$916
Room & Board	\$9,246	\$9,246
Transportation	\$340	\$340
Miscellaneous Expenses	\$1,300	\$1,300
<b>TOTAL</b>	<b>\$22,064</b>	<b>\$40,274</b>

**Federal Pell Grant Recipient Data**

- For 2012-13, 26% (6,763) of our Undergraduate population (26,259) received a Federal Pell Grant.
- Of those Federal Pell Grant recipients, 28% are First-Generation students as reported on the Free Application for Federal Student Aid (FAFSA) and 42% are minority students.
- The maximum Federal Pell Grant award increased from \$5,550 in 2012-13 to \$5,645 in 2013-14.

**HOPE Scholarship and Zell Miller Scholarship Data**

- For 2012-13, 20,020 students received either the HOPE or Zell Miller Scholarship.
- The HOPE Scholarship amount for 2012-13 was \$6,363; for 2013-14 the amount is \$6,554 and covers almost 82% of tuition for students enrolling in at least 15 hours.
- The Zell Miller Scholarship amount for 2012-13 was \$7,646; for 2013-14 the amount is \$8,028 and covers 100% of tuition for eligible students.

**Financial Aid Gap Data**

<b>2012-13 Undergraduate Financial Aid Gap - Aid Recipients with Complete FAFSAs<sup>1</sup> and Need</b>						
<b>Number of Students</b>	<b>Resident</b>		<b>Nonresident</b>		<b>Combined</b>	
	10,670		531		11,201	
	<u>Total</u>	<u>Average</u>	<u>Total</u>	<u>Average</u>	<u>Total</u>	<u>Average</u>
<b>Financial Need<sup>2</sup></b>	\$169,116,284	\$15,850	\$14,646,261	\$27,582	\$183,762,545	\$16,406
<b>Gift Aid<sup>3</sup> (to meet financial need)</b>	\$80,132,828	\$7,510	\$6,624,184	\$12,475	\$86,757,012	\$7,745
<b>Financial Aid Gap<sup>4</sup> (unmet need)</b>	\$88,983,456	\$8,340	\$8,022,077	\$15,107	\$97,005,533	\$8,660

1. "FAFSA" refers to the Free Application for Federal Student Aid, by which students annually apply for Federal aid. 2. "Financial Need" is calculated by subtracting the student's Estimated Family Contribution (as determined by the FAFSA) from their Estimated Cost of Attendance. 3. "Gift Aid" excludes loans and refers to financial aid that does not need to be paid back by the student, such as scholarships and grants. 4. "Financial Aid Gap" represents unmet financial need, calculated by subtracting a student's total gift aid from their financial need. Data reflects degree-seeking, Undergraduate financial aid recipients with complete FAFSAs and need (excludes students with \$0 need).



## **Appendix C: Supporting College Readiness**

### **Pre-Collegiate Outreach**

#### **Center for Latino Achievement and Success (CLASE)**

During the 2012-2013 school year, through funding from the IES grant, "Improving the Teaching and Learning of English Language Learners: the Instructional Conversation Model," CLASE delivered professional development and coaching, in a pedagogy found to increase the academic achievement of English language learners, to 44 teachers across the state from the following counties/districts: Barrow, Clarke, Clayton, Colquitt, DeKalb, Gainesville City, Gwinnett, Hall, Jackson, and Rockdale. More than 150 English language learning students, the majority of whom were Latino, were served in these 3rd and 5th grade classrooms.

During the 2012-2013 school year, CLASE's afterschool tutoring program, led by 4 CLASE Goizueta Foundation Graduate Assistants at Oglethorpe Elementary School in Clarke County, had 51 UGA undergraduate tutors serving 35 English language learning Latino children over the course of 19 weeks.

#### **Early Recruitment Programs**

Recognizing the importance of outreach, the UGA Office of Undergraduate Admissions has initiated programs that place representatives from UGA in local and regional middle schools. A series of activities and information sessions are delivered, with a focus on how to get into college, the application process, and the value that a college degree adds to the students' lives. In a typical year, the Office of Undergraduate Admissions works with 20 middle schools. Three key Admissions staff members provide leadership for the work with these schools. They are assisted as needed by others on the Admissions staff and in other campus offices. Twenty students from fifteen of the high schools were hosted on campus. This effort brought approximately 300 middle school students to the UGA campus. To reach students in the remaining five schools, Admissions staff participated in visits to those schools where they visited up to 100 students at each of these schools reaching an additional 500 middle school students.

Each year, the Office of Admissions invites Athens residents to attend the "College in Your Backyard" program. This program introduces local families to each of the Athens post-secondary institutions, including Piedmont College, North Georgia University, and Athens Technical College—as well as UGA. The target audience for this program is students and their families who may not realize the opportunities for college, and the focus is on helping more students in our community attend college, even if not at UGA. UGA Admissions staff members host this program (one moderates and the other helps facilitate and will work a table at the fair). Program attendance ranges from 50-100 students and parents per year.

### **STEM Partnerships with K-12**

#### **Project FOCUS**

Project FOCUS partners UGA students majoring in science-related disciplines with elementary school teachers in the Athens community to help teach science to children in grades K-5. Now in its tenth year, Project FOCUS has impacted more than 1,000 elementary school classes and nearly 20,000 public school children. The FOCUS program aims to improve science education of elementary students in the Athens area. FOCUS students are

expected to bring their science backgrounds into the elementary classroom through well-designed, hands-on sciences activities for their students. The FOCUS partner will work closely with the classroom teacher in planning and designing activities that are relevant to the state-mandated science curriculum for that grade. Over 1,000 students from UGA have partnered with Clarke County elementary school teachers. Students conduct 40 hours of science teaching each semester; with an average class size of 20 students, this translates to over 800,000 pupil-hours of science teaching and learning since the launch of this program. Project FOCUS next hopes to expand into the middle and high schools to help public school students improve performance on standardized science tests.

During AY '12-13, 136 UGA students from five UGA colleges and schools participated in Project FOCUS in one of 10 schools in the Clarke County School District (eight elementary and two middle schools). UGA students participated in STEM education in 136 classrooms and worked with approximately 2,700 K-8 students.

### ***Advanced Placement (AP) Summer Institutes***

In partnership with the College Board, UGA is host to AP Summer Institutes, which offer 30 or more hours of subject-specific professional development that equip secondary school teachers with content and resources to enhance their teaching of AP courses. AP Summer Institutes also provide an opportunity for teachers to exchange ideas and information with peers worldwide and to become members of an extended learning community.